

YOUTH ADVOCACY KIT on GCED



United Nations
Educational, Scientific and
Cultural Organization
국제연합
교육과학문화기구

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

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ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING (APCEIU)

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a UNESCO Category 2 centre to promote education for a Culture of Peace. APCEIU is working in close collaboration with UNESCO Offices, National Commissions of Member States, related educational institutes, and civil society to promote Global Citizenship Education (GCED) under the framework of Education for International Understanding (EIU).

APCEIU has devoted itself to strengthening GCED/EIU capacities of stakeholders globally by pursuing its philosophy and policies through training teachers and teacher trainers; research and policy development; developing educational materials and programmes; organizing different levels of workshops and conferences; and strengthening the network of teachers, educators, experts, civil society leaders, and other stakeholders.

01

YOUTH ADVOCACY HIT ON GCED



WHAT IS GCED?

(GLOBAL CITIZENSHIP EDUCATION)

- GLOBAL CITIZENSHIP EDUCATION (GCED)
- KEY THEMATIC AREAS OF GCED
- APPROACHES TO GCED



GLOBAL CITIZENSHIP EDUCATION (GCED)

Global Citizenship Education (GCED) aims to be transformative, equipping learners of all ages with the values, knowledge and skills that reflect and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability; and that **empower learners to be responsible global citizens**.

GCED gives learners the competencies and opportunities to realize their rights and obligations to **promote a more inclusive, just and peaceful world**.



KEY THEMATIC AREAS OF GCED

GCED concerns **global and local affairs**, complexity, interconnectedness and interdependency of the society we live in, and **challenges** that require **collective actions** of global community. More importantly, being a **transformative educational approach**, GCED promotes values such as justice, respect for diversity, and solidarity for humanity encouraging learners to become more responsible citizens to make a more just, peaceful, and sustainable world for all. In accordance with this, the following themes are generally identified as core areas for teaching GCED; human rights, peace and conflict resolution, respect for diversity, globalization and social justice and sustainable development.

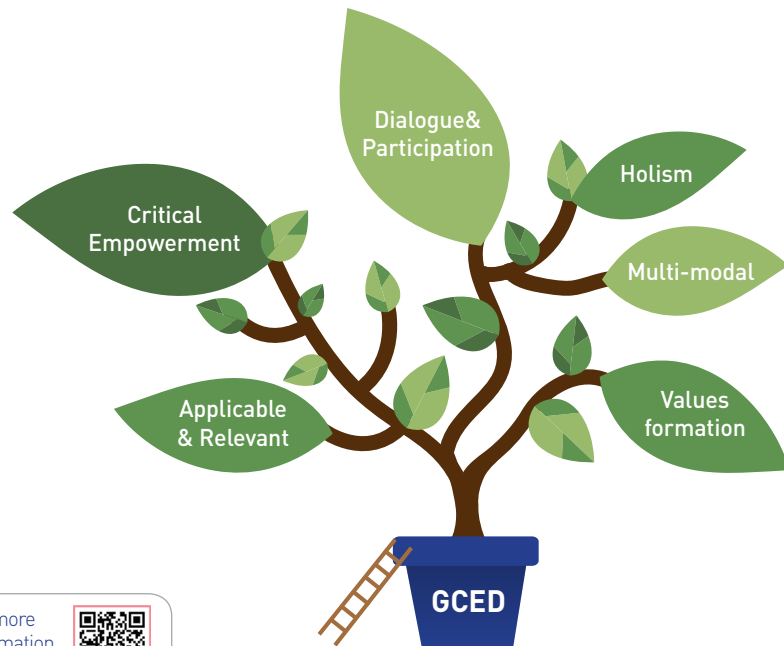


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APPROACHES TO GCED 1 - TRANSFORMATIVE PEDAGOGY

Achieving the goals of GCED requires a transformative and holistic approach to teaching. GCED seeks to nurture a caring and responsible attitude in learners to create a more peaceful, just, and sustainable future for all. To realize this, critical thinking skills, informed decision-making, and a sense of responsibility should also be taught. Teaching GCED, therefore, requires dynamic and transformative pedagogies that not only expand students' knowledge of global affairs and challenges but also develop their skills and the values necessary to make the world a better place. GCED pedagogy emphasizes six pedagogical principles, comprising of shifts from conventional to transformative teaching.



Pedagogical Principles of GCED

For more information, please visit



APPROACHES TO GCED 2 - USE OF MEDIA

One of the most effective approaches to GCED is the use of media. In this rapidly changing society with up-to-date technologies, using media can lead tremendous impact by facilitating the sharing process of social issues with diverse groups around the world.

Especially, social media is a good tool to approach different audience free of charge. Today, with more than four billion mobile phone users world wide, using social media can create meaningful action by providing an inclusive platform to advocate for messages on GCED which require social actions.

In addition, e-learning platform is a new form of education which can expand the access to quality education to people who have limited opportunities to learn. With the help of media, there is a great potential to lead the collaborative action and meaningful changes for GCED.



APPROACHES TO GCED 3 - ENGAGING YOUTH

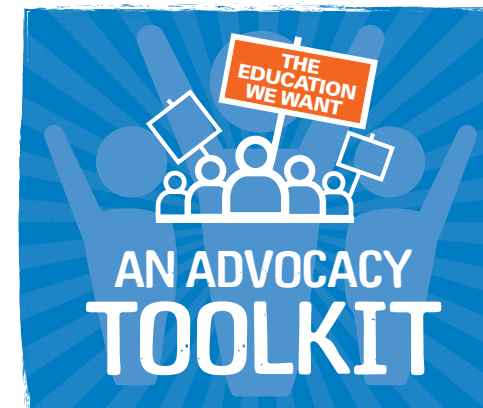
Many times, young people have only been perceived as learners, but considering their distinct spheres of action in terms of social, economic and educational aspect within the society, they should be recognized as essential agents of change, as leaders, educators, advocates and learners. These are the examples of engaging youth for promoting GCED :

1. Youth campaign via diverse media (social media, newspaper, television, magazines etc.)
2. Working for civil society / international organizations (NGO, NPO, UN agencies, etc.)
3. Engagement with educational programmes (students club, university programmes, informal and non-formal education programmes, etc.)
4. Cultural activities targeting youth (theater, music, raps, film making etc.)
5. Founding social enterprises and ventures
6. Participation in / public speech at the international conferences



WHAT IS GCED ADVOCACY?

- WHAT IS ADVOCACY?
- WHY DOES YOUTH NEED ADVOCACY FOR GCED?
- WHAT DO YOU NEED TO KNOW FOR ADVOCACY?
- WHAT ACTIONS CAN BE TAKEN?



WHAT IS ADVOCACY?

Advocacy is an activity that attracts attention, raises awareness and consequently has its role of

Giving people a voice about the issues that affect them

Building evidence on what needs to change and how that change can happen

Leading positive change towards greater social justice and equality

Influencing people and changing how they think and act

(Plan International, An Advocacy Toolkit: The Education We Want, 2014)

Advocacy is an action taken by people who desire to influence diverse decisions in the society. Through advocacy, people can have their voice heard on issues which are crucial to them, defend for their rights and have their opinions involved in the decision making process.

Advocacy is a process designed to bring social changes. The process of change can sometimes be time consuming, demanding of patience. People who are engaged in advocacy and seeking to influence the changes in society need to accept the risk that change they are advocating for can come much later.

WHY DOES YOUTH NEED ADVOCACY FOR GCED?



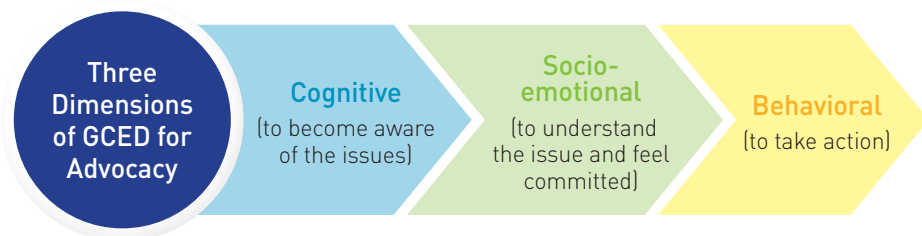
As youth, advocating for GCED is necessary because many violations go unnoticed or are part of what is seen as mainstream. For example, in many societies, violence against women is

still normalized, as well as racial or religious discrimination. In some communities, allowing children to go to school is secondary to factors such as the economic development of a family, and because of this, many children are obliged to work from a young age instead of receiving education they are entitled to.

In order to change this, it is necessary to bring the situation to light and unite people for change. Either by proposing changes in national legislation, launching social awareness campaigns or by starting grassroots organizations that address the problem directly, advocacy allows youth to reach many people and receive support by communicating in a clear and simple way about what the problem is and how it needs to change.

The first step to solve a problem is to make people aware that the problem exists, and connect and commit to the issues. Besides, during the process of advocacy, it is necessary to have a proposed solution that can present to the key targets: decision makers or those who will help you to influence the change.

WHAT DO YOU NEED TO KNOW FOR ADVOCACY?



As a global citizen, it is important to advocate for GCED when you realize that there is something that needs to change, feel committed to the issues and are ready to start changing the situation.

1. You have to target the specific issue and know why this is important for you. The issue you advocate for should be something you believe in. This will give you the necessary energy and help you to gain more support.
2. You have to know who are affected by the issue and how they think about it; talk to people who are affected by before talking to people who have to solve it. They can tell you more than you imagine, such as why proper actions were not taken so far.
3. Next, you need to recognize your target. Make sure you know who is responsible for solving the issue, know names of decision makers and be constructive and specific when you target them. Many times, institutions may give you general answers, so you need to target specific persons, for example, people who were elected as parliament members.
4. Be realistic and careful with the needs and resources for advocacy. Your needs and resources should be clearly written and presented to make sure you have adequate support and understanding for your future action.
5. You can do an advocacy campaign by yourself, but more powerful one comes from the teamwork. It is good to invite at least two or more persons who share the same values and are ready to advocate together.

WHAT ACTIONS CAN BE TAKEN?

There are three most commonly used ways to take an action for advocacy: **lobbying**, **campaigning** and **mobilizing**. Each method consequently leads to raise awareness and involve the public. This starts with a small group of people or individuals who share concerns about a specific problem and is willing to devote time, expertise and resources available to reach the desired change.

Lobbying is a targeted activity, which consists of a direct influence on decision-makers. Main activities of lobbyists are to build coalitions with other groups, develop strategies, meet with legislators, participate in committee hearings at the parliament and negotiate with politicians.



Mobilizing is to encourage other people to join and advocate for the same goal. In other words, mobilization emphasizes the problem and makes other people feel connected and be empathetic to the same issue, and then share motivation to speak up for it.



Campaigning is to create changes by action. It speaks up for bringing energy and passion to public debates by ensuring a wider range of audiences are heard about the issue. Usually, this results in a concrete action by aiming a specific target.





YOUTH AS AN ACTIVE AGENT FOR GCED

- WHY YOUNG PEOPLE ARE IMPORTANT STAKEHOLDERS FOR GCED?
- HOW TO PROMOTE GCED AT LOCAL LEVELS?
- HOW TO PREPARE AN ADVOCACY CAMPAIGN?



WHY YOUNG PEOPLE ARE IMPORTANT STAKEHOLDERS FOR GCED?

1. Youth can be easily affected by global challenges, such as climate change and/or violent extremism.

Young people have limitless potential to develop their thoughts, perception, behavior, and way of speaking, but still are very susceptible and sometimes require guidance. With their strong motivation to face the challenges, young people can be the main agents to lead the meaningful social transition, but still there is a possibility that they become vulnerable and even passive without proper knowledge and skills.

2. Youth are underrepresented in political institutions.

Young people are not at the center of political decision making although almost half the world's population is under 30 years old. As an example, globally less than 2.1% of the parliamentarians are under 30 years old.

This is a key element, since young people are subject of rights and many

policies are directed upon guaranteeing them. However, many of the policies designed to positively affect young people are neither planned nor implemented by members of that demographic group.

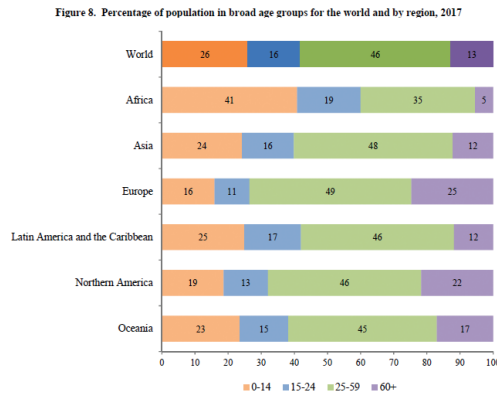
Subregional rankings for parliamentarians aged under 30, 40 and 45 (lower and single chambers)								
Under 30			Under 40			Under 45		
Subregion	Mean %	N	Subregion	Mean %	N	Subregion	Mean %	N
Caribbean	4.0%	4	East Africa	23.6%	5	East Africa	43.6%	5
South America	3.9%	9	Europe	20.8%	44	Caribbean	34.5%	4
East Africa	3.4%	5	South America	19.5%	9	Europe	33.6%	44
Europe	3.1%	44	Central Asia	19.4%	2	North Africa	32.7%	3
Central America	2.7%	3	Central America	17.2%	3	Central Asia	31.7%	2
North Africa	2.3%	3	North Africa	17.2%	3	South America	31.3%	9
Central Asia	2.2%	2	Caribbean	15.1%	4	Central America	30.6%	3
North America	1.9%	2	Southern Africa	15.1%	6	Central Africa	27.7%	8
South Asia	1.7%	5	South Asia	13.8%	5	South Asia	27.4%	5
Southern Africa	1.5%	6	Middle East	12.0%	10	Southern Africa	26.6%	6
South-East Asia	1.2%	8	South-East Asia	11.9%	8	Middle East	25.3%	10
East Asia	1.1%	4	Central Africa	11.4%	8	West Africa	24.9%	7
Middle East	0.3%	10	West Africa	11.3%	7	South-East Asia	22.6%	8
Central Africa	0.2%	8	North America	9.7%	2	North America	18.3%	2
West Africa	0.2%	7	East Asia	6.4%	4	East Asia	13.2%	4
Total	2.1%	126	Total	15.5%	126	Total	28.1%	126

source: Inter-Parliamentary Union, Youth Participation in National Parliaments, 2016

WHY YOUNG PEOPLE ARE IMPORTANT STAKEHOLDERS FOR GCED?

3. The number of youth population is huge.

In the year of 2017, the world population surpassed 7.5 billion people, with youth under the age of 24 accounting for close to half of this number (42%).



Source: United Nations, Department of Economic and Social Affairs, Population Division (2017).
World Population Prospects: The 2017 Revision. New York: United Nations.

4. Youth also have an unleashed potential.

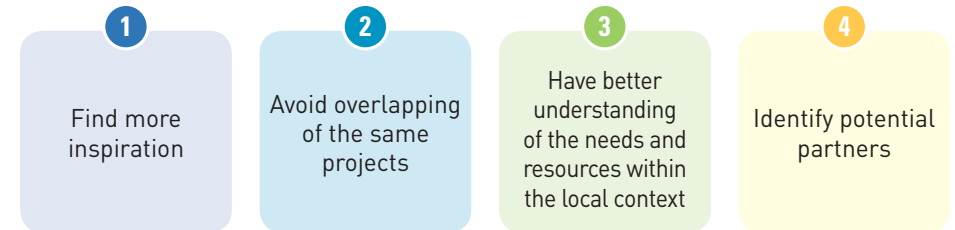
Youth of today are more educated, connected and mobile than ever before. They possess the potential to innovate, to find solutions, and to act in order to solve the wide range of complex and long-standing global challenges from poverty to climate change, that humanity faces.

5. Youth are a diverse and heterogeneous group.

Young people represent a significantly heterogeneous group whose characteristics vary across countries, class, religion, gender and race. These differences are often portrayed or understood as weaknesses that may drive us apart from each other, but GCED seeks to emphasize the importance that diversity, even more than similarities, is what makes us stronger as citizens that advocate for human rights.

HOW TO PROMOTE GCED AT LOCAL LEVELS?

To understand how to promote GCED better, it is highly recommended to do mapping. **Mapping** means a desk-research when you find out actors who work on promotion of GCED specifically in your region. It enables you:



A Case of Guranda from Georgia

In May, 2016 I participated in regional workshop on GCED in Moldova. It was my first ever interaction with the topic. I got very inspired and wanted to continue to work. But when I came back to Georgia, I realized that almost nobody knows about it, therefore, it was extremely difficult to persuade my organization work in this direction or find interested partners and do projects together. On the other hand, it is a huge opportunity for me to be a pioneer and bring the concept where it is almost unknown despite the fact that people might have been contributing to the idea through their activities related to SDGs.

I started to ask people in my network if they knew anybody who worked or heard anything related to GCED. Along with Facebook research, I was trying to find some groups or projects implemented in Georgia. As you already understood, I did not find much, but I found that UN agency based in the capital city had a lot of materials, visuals, books on SDGs which I could use in my trainings. So, I found resources! Here I was with the knowledge and enthusiasm and UN agency had basic equipment for the workshops. Little by little, interest was raised and today, more activists and organizations are involved in the topic and public awareness is also higher than that of 2 years ago.

To sum up, please keep in mind

1. Start asking around who is working/has heard anything about GCED
2. Search for the information online (including social media)
3. Contact local UN agencies
4. Work on the program and stay positive. You can do it!

HOW TO PREPARE FOR AN ADVOCACY CAMPAIGN?

1. Think about WHAT INSPIRES YOU.

As an advocate, you need to be passionate about your cause and clear about what you want.

- Are you annoyed that fewer girls are in secondary education than boys are? Or do you feel frustration that children with disabilities cannot attend your local school?
- How do you feel when you attend the school and find out that teachers were absent without prior notices?
- Or is there something else?

2. Think about WHAT YOU KNOW.

Start by writing down your reflections on the problem or opportunity.

- What is the issue?
- What are the causes?
- What are the consequences?
- What are the actions taken by stakeholders, particularly young people or decision-makers, to alleviate the problems?

3. CHOOSE WHOM YOU NEED TO SPEAK TO.

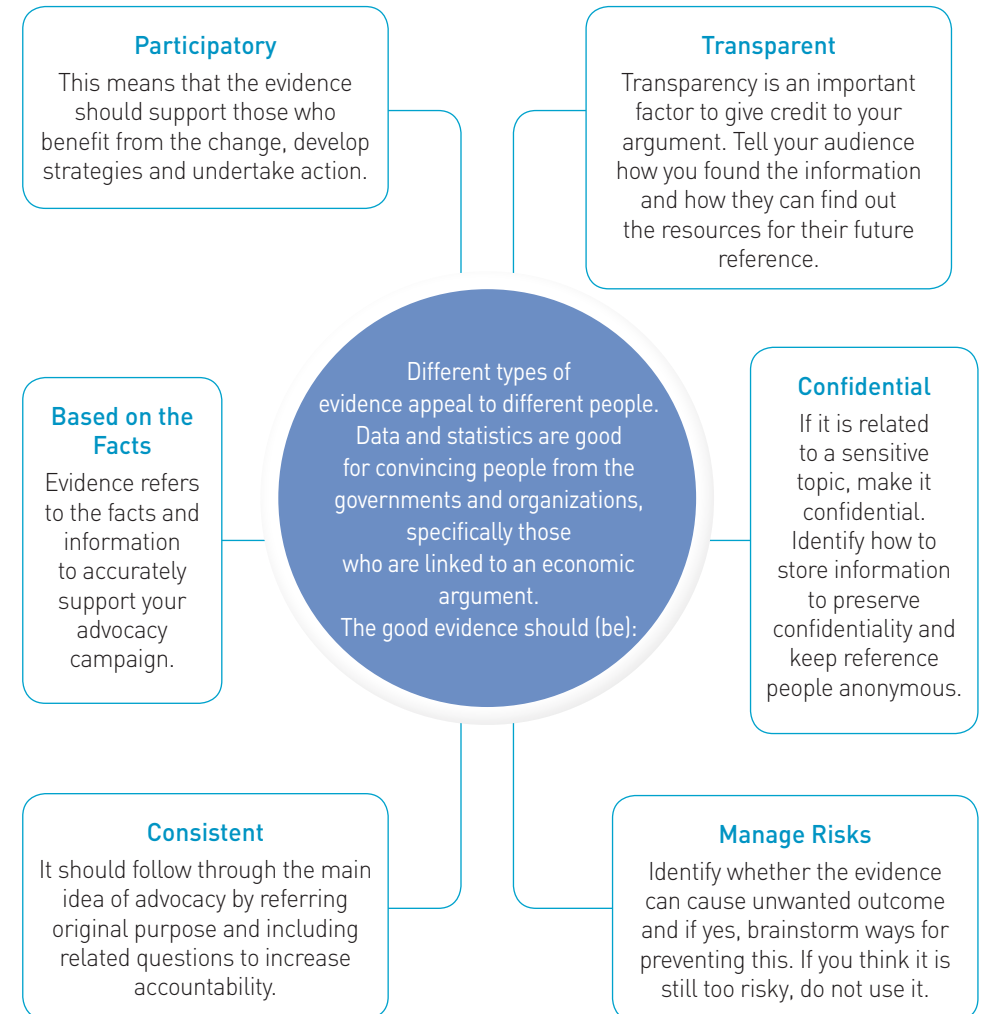
Stakeholders are people who are involved in, influence or care about the issue. Through the stakeholder analysis, you will identify who are involved in the issue and their perspective. You need to ask your stakeholders questions, such as 'what do you think about the issue?', 'who is already taking action on this and is that person making a difference?' and 'do you have suggestions or ideas on how to improve the situation?' It is a good idea to ask for support from the experts or those who affected by the issue during the stakeholder analysis.

Stakeholder Analysis

High power to influence change	Satisfy	Influence
Little power to influence change	Monitor	Inform, consult, involve
	Doesn't matter much to them	Matters a lot to them

HOW TO PREPARE FOR AN ADVOCACY CAMPAIGN?

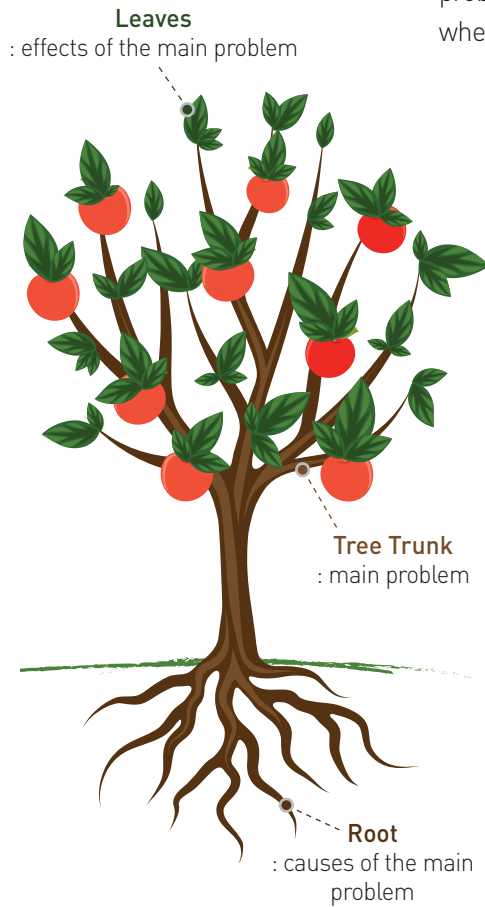
4. Think about THE EVIDENCES TO SUPPORT YOUR ARGUMENT.



HOW TO PREPARE FOR AN ADVOCACY CAMPAIGN?

PROBLEM TREE

Problem tree is a simple way of showing the causes that lead to a problem. Designing a problem tree allows you to break the problem down and identify possible areas where you could advocate for change.



3
Invite people who were affected by the issue to share and help identify the effects. This is a great way to ensure that your problem tree accurately represents people's experience.

2
Use the information gathered in your research to help you think about the main problem.
(Are people's attitudes or the policies of institutions making the situation worse? What are the other political, economic, social or technological factors?)

1
Identify the possible causes of the problem and write them down.

HOW TO PREPARE FOR AN ADVOCACY CAMPAIGN?

5. DEFINE YOUR MESSAGE

What makes a good message? Think about when you last took notice and wanted to know about the issues because of good messages. What grabbed your attention? What made you want to find out more? On the whole, people respond well to messages which:

- Link to an existing interest.
- 'What influences them'.
- Appeal to the heart, the head and the hands.



Brilliant messages are:

1. Simple.
2. Solution focused.
3. Practical and reasonable.
4. Evidence-based.
5. Appropriate for the audience (in terms of the language and content)
6. Personal (target-centered)

HOW TO PREPARE FOR AN ADVOCACY CAMPAIGN?

6. DO IT after you:

1. Define the issue
2. Analyze resources
3. Analyze needs
4. Define the targets (as well as supporters, followers and opponents)
5. Define the message



Now, you can start your advocacy actions and implement them.

Some of the actions you can think about are:

1. Writing and sending petitions
2. Talks and presentations
3. Performances: music, theater, poetry, comedy
4. Public meetings
5. Exhibitions
6. Rallies and marches
7. Nonviolent direct action
8. Culture jamming



SHARING CASES OF YOUTH ADVOCACY

- CASE 1: HADI FROM SYRIA
- CASE 2: CELMA FROM MOZAMBIQUE
- CASE 3: MAXWELL FROM LIBERIA
- CASE 4: NEAK FROM CAMBODIA



CASE 1: HADI FROM SYRIA



Hello, my name is Hadi from Syria and I will share my own personal story and how I started to work on youth advocacy campaigns.

Part of the work that I am engaged with Syrian refugees in Turkey is an advocacy program. The project that I am going to present is "Aswat Faeela" which is translated in English as "Active Voices" and the name reflects the project itself.

The project aims to develop the capacity of youth refugees through practical learning and provision of opportunities for them to be engaged in national and international levels about pressing topics such as economic recovery, and social cohesion.

Aswat Faeela supports youth refugees to work within their communities to identify the issues that challenge them and to design collaborative solutions. The project encourages them to build networks on shared themes, so they can relate their experiences with the wider community, up to the national and international levels. By doing so, Aswat Faeela encourages wide and diverse representation of youth in decision-making process. From taking part in Aswat Faeela, youth refugees become empowered to play an active and positive role in the development of their community and practice global citizenship.

CASE 1: HADI FROM SYRIA

Let's see an example of the achievements that youth refugees successfully implemented in Turkey.

As a result of the difficult economic conditions of a number of Syrian refugee families in Rihanl city in Turkey and a number of families being injured or losing one of the parents, many Syrian children were forced to drop out of schools. Some of them started to work or were directed to the streets as beggars despite the good number of Syrian educational centers in Rihanl. To address this problem, Aswat Faeela launched an advocacy campaign to identify main issues through research and then based on this, requested joint work of volunteer teams and the Syrian civil society organizations in addition to the support from Turkish government agencies.

Here are two major results from the advocacy campaign in Rihanl:

1. Streets are almost empty of beggars and the numbers of them is greatly reduced. This change was also noticed in the surrounding community.
2. Turkish government agencies gained great confidence from this change and began to coordinate further work in cooperation with other institutions and different government agencies.

Most importantly, if there is isolation and ignorance in some part of the world, I call everyone to fight against by creating the empathy, because empathy is what makes us human being. And from this, we can build a sustainable community which can further connect to the different corners of the world. Through advocacy and communication, the reality can change and this is what we call as GCED.

CASE 2: CELMA FROM MOZAMBIQUE



Hello. My name is Celma Cainara Manjate from Mozambique. I am a Service Learning Coordinator and work on promoting human dignity in schools and in the local community. As a Community Engagement professional, my mission is to explore topics of citizenship through meaningful and reciprocal experiences between students and community partners.

global citizenship education

CELMA COSTA | THE AMERICAN INTERNATIONAL SCHOOL OF MOZAMBIQUE

SERVE - DEVELOP - ENGAGE

LEARNING GROUPS

Service Learning

Service Learning facilitates authentic interactions between schools and community partners, with the hopes of planting the seeds of active, conscious citizenship. In the Primary School, Service Learning is embedded into the curriculum through 'Action', which supports the transition to the Service Learning they will experience in Secondary School. Currently, the Secondary School students are engaged with 18 community partners with whom they maintain regular contact. Students and community partners meet on designated Action days, six times per year.

SERVE - DEVELOP - ENGAGE

in numbers

Monitoring and evaluation are important aspects of the planning process. In consultation with the faculty, we brainstormed several ways to maximize student learning, while also maintaining the opportunity for meaningful community engagement and citizenship education.

CASE 3: MAXWELL FROM LIBERIA

My name is Maxwell Yennego Jr from Monrovia, Liberia. I am a 4th year student at Starz College of Science and Technology as Bachelor in Information Technology with emphasis in system administration. I am the Founder and Executive Director at Opportunities for Liberians, a platform that discovers career opportunities like scholarships, jobs, events, trainings and conferences in and out of Liberia for Liberians. Furthermore, during the Ebola epidemic in my country in 2014, many people died because they did not follow the health practices advised by the health workers. So, I thought that I need to take a lead in solving this problem from my local community, since if I do not, everybody will just die and this will result in a sorrowful consequence. With this inspiration, I established a group called United Youth of Fish Market which comprises of young people aged between 16 and 20 to deliver the message of Ebola prevention and health practices, and request for the movement and social change.

For more information, please visit

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CASE 4: NEAK FROM CAMBODIA



I am Neak Piseth from Cambodia, and am a youth leader, an author, and an English lecturer of the Royal University of Phnom Penh. I would like to share my activities in instilling GCED into my local community. To do this, I have come up with an idea of writing a book namely "The Genuine Chapters of Life" in order to inspire underprivileged students in Cambodia not to giving up on their education by reading narratives of my story. This book has been published in both Khmer and English in 2016. It has inspired roughly 1,000 Cambodian youth. In addition, I am a founder of the Facebook page namely "The Way of Life-Cambodia" which I established in order to give the Cambodian youth to have a better understanding of social activities, employment, and scholarship opportunity. Through this Facebook page, I also have raised an awareness by posting some activities such as proverb, slogan, and videos about environmental issues.

For more information, please visit



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YOUTH ADVOCACY HIT ON GCED



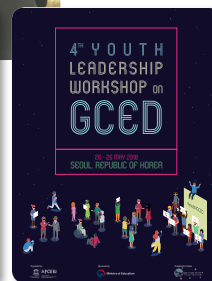
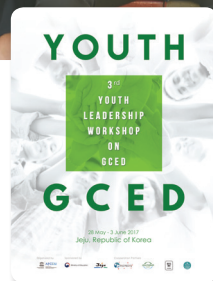
YOUTH INITIATIVES ON GCED

- YOUTH LEADERSHIP WORKSHOP ON GCED
- GCED YOUTH NETWORK
- GCED ONLINE CAMPUS



YOUTH LEADERSHIP WORKSHOP ON GCED

APCEIU is committed to empowering youth by providing a platform where young people can meet, share, and work together to drive changes towards a Culture of Peace at various levels. The Youth Leadership Workshop on GCED has been held annually since 2015 in collaboration with partners including the UN GEFI and the Jeju Forum for Peace and Prosperity. This Workshop enhances the capacity of global youth leaders by facilitating dialogues, sharing good initiatives and practices, building communities, and strengthening advocacy skills to effectively foster global citizenship. The series of Workshops has led to the creation of GCED Youth Network to renew the members' commitment and continue to support their action.



GCED YOUTH NETWORK

GCED Youth Network is an international youth-led autonomous organization that empowers young people across the world to become advocates and leaders in GCED. To do this, it works through capacity-building workshops, seminars, social media advocacy and participation in international forums and grassroots projects based on GCED. Composed of youth leaders from different backgrounds, the network explains the concept and importance of GCED in a way easily understood by youth and reach a large audience through the use of technology and social media. From each of the members' experience, it has been sharing success stories, tools and innovative ideas that can be used as examples or replicated by other youth and youth-led organizations.

For this toolkit development, 4 members of the Network contributed on a voluntary basis.



For more information, please visit




GCED ONLINE CAMPUS (WWW.GCEDONLINECAMPUS.ORG)

GCED Online Campus is an e-learning platform on GCED by APCEIU. The platform provides GCED online courses through special lecture series, case videos of GCED initiatives, and GCED-related teaching & learning materials. All courses and contents are free and accessible to every educator who is interested in GCED.

Especially, a course on “Voices of Youth: Youth Advocacy for GCED” aims to provide base knowledge and practical skills in youth advocacy to enhance the capacities of youth activists and to inspire potential young leaders to effectively promote GCED at local and global levels. Through the course, participants are expected to recognize youth as an active agent for GCED and gain competencies in planning and implementing youth-led activities in a variety of contexts. The course introduces what advocacy is, how to plan and carry out campaigns and other advocacy initiatives on GCED, and share good cases and practices worldwide.

www.gcedonlinecampus.org

For more information, please visit 

ANNEX: GCED AS THE GLOBAL EDUCATION AGENDA

In 2012, former United Nations (UN) Secretary-General Ban Ki-Moon launched Global Education First Initiative (GEFI) at the 67th UN General Assembly. The three priority areas of GEFI are putting every child in school, improving the quality of learning, and fostering global citizenship. GEFI is the first global agenda to explicitly articulate global citizenship as priority.



2030 Agenda for Sustainable Development identified 17 global goals known as “Sustainable Development Goals (SDGs)” to be achieved by 2030. The SDGs or the global goals are a comprehensive set of 17 goals and 169 targets adopted during the UN General Assembly Summit in September 2015. Education has a stand-alone goal (SDG 4) - Quality Education. The overarching aim of SDG 4 is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” GCED is part of the SDG 4.7.

In May 2015, the global education community convened at the World Education Forum organized by UNESCO in Incheon, Republic of Korea. The community adopted the Incheon Declaration and the post-2015 global education agenda, “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.” In particular, it highlights the need for quality education that reflects the demands of the 21st Century. GCED is explicitly recognized as an integral part of quality education by developing skills, values, and attitudes that help citizens respond to local and global challenges.

Soon after the 2015 World Education Forum, the new post-2015 development agenda was launched at the UN Sustainable Development Summit. The new agenda called “Transforming Our World: 2030 Agenda for Sustainable Development” is a plan of action for people, planet, and prosperity. “No one is left behind” is the central promise of the 2030 Agenda for Sustainable Development.

YOUTH ADVOCACY KIT on GCED

Office of Education and Training

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