The Value of Research and Evidence Based Research for Global Citizenship Education

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UNESCO created to help « build peace in the minds of men and women »...

• This commitment to a holistic vision of education is, today, embodied in the Goal 4 of the 2030 Agenda for Sustainable Development (Education 2030 Agenda).
• Global citizenship education, spearheading the transformational spirit of Education 2030
• And recognized as one of the Strategic objectives of the UNESCO Education Sector for 2014-2021
How did GCED get into the Agenda?

• Elements were Included in the draft document that was negotiated...but its inclusion was contested by country representatives (experts) because of the absence of credible indicators to measure its progress and the weakness of existing tools to collect data (focused on quantitative & globally comparable data).

• Its relevance to the Goal and overall Agenda was challenged because research could not demonstrate that Education could lead to such development outcomes.

• From this point on, UNESCO and its partners, laboured to build the case, formulate an indicator that could be measured.
• A global indicator was formulated and endorsed by the UN...Remained the challenge of data collection.

• As the principles of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)* are closely aligned to Target 4.7 of SDG 4, the self-reports submitted by Member States on its implementation have been recognized as the main source of data for the global indicator of Target 4.7.

• We have re-designed the questionnaire to capture as much as possible on indicator.

• 6th Consultation ended in January. We are now analyzing the results. Report to be submitted to UNESCO’s General Conference in November 2017.
What does this story tell us about the Policy-Research nexus?

There are challenges

• Policy development timelines differ from those required for research
• Some perspectives are not captured by existing research
• Research gaps have an impact on agenda setting and policy development
• Research isn’t the panacea. Need to leave room for consensus building and ownership

For discussion

• How to support the development of diverse and dynamic national and global research communities (in & out of academia) supporting policy processes?
• What are the most effective channels to timely communicate the results of research?
• How to create a dialogue between those that produce and use research? Can we break down the divide that separates the two...?
• Who are the most effective communicators?
• How to capitalize on existing mechanisms (M&E systems?)
II – UNESCO working with scholars and research

1. **Conceptual clarification of GCED** (2 global consultations, papers and publications prepared), ie of

   - Contours
   - specific domains of learning
   - topics and learning objectives
   - Indicators to measure global progress (& data collection mechanism)
2. Supporting effective country implementation

- Researchers participating in global platforms for policy dialogue
- Facilitating access to relevant data /information and good practices
- Developing guidance and teaching/learning materials
- Mobilizing expertise for capacity building
An open invitation to join a UNESCO initiative...

UNESCO created a window to share research and data that can help monitor progress on Target 4.7:

• Packaging key findings (quantitative and qualitative data) for a non-academic audience
• Identifying transformative policies & practices
• Collecting evidence on effectiveness.

http://en.unesco.org/gced/sdg47progress
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