

# The Sub-regional Workshop on Implementing Education for Sustainable Development and Global Citizenship Education at Local Level in Central Asia

*Hotel Shera Park Inn, Almaty, Kazakhstan  
27-29 September 2016*

## **Concept Note**

### **1. Background**

The global education community launched the Education 2030 agenda at the World Education Forum in Incheon in May 2015. In September 2015, the United Nations (UN) adopted Sustainable Development Goals (SDGs), a global agenda aiming to end poverty, protect the planet and ensure prosperity for all. In particular, SDG 4 reflects a new global vision for education to “ensure inclusive and equitable quality education and promote lifelong opportunities for all.”<sup>1</sup> It includes target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

Following the adoption of the SDGs, the high-level 38th UNESCO General Conference adopted the Education 2030 Framework for Action in order to translate the commitments made at Incheon into practice over the next fifteen years. The Framework highlighted the importance of both cognitive and non-cognitive aspects of learning, education for sustainable development (ESD) and global citizenship education (GCED) as well as proposed indicative implementation strategies. With this great momentum, promoting ESD and GCED has become a key education target for all countries around the globe, requiring concerted efforts at all levels, in particular at a local level.

Against this background, UNESCO and the Asia-Pacific Center for International Understanding under auspices of UNESCO (APCEIU) organized the 2015 Sub-Regional Workshop on GCED for educators in Central Asia to introduce GCED and to address the growing need for an integration of peace and tolerance education into the teaching and learning process. The workshop identified the need to strengthen capacities of teachers and educators at a local level in order to conduct GCED in classrooms effectively.

In connection to the World Teachers Day, the 2016 Sub-regional Workshop on ESD and GCED, organized by UNESCO and APCEIU, will delve further than the 2015 Workshop and examine concrete strategies for practical implementation of both GCED and ESD at a local level in order to achieve SDG 4 target 4.7 in Central Asia.

### **2. Objectives**

- To strengthen capacities of local education professionals by improving knowledge in ESD and GCED and its related topics such as Prevention of Violent Extremism through Education (PVE-E).
- To share local experiences of various partners, including of the UNESCO Associated Schools Project Network (ASPnet), which promote ESD and GCED and peace/ tolerance education in schools.

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<sup>1</sup> United Nations. Transforming our World: The 2030 Agenda for Sustainable Development

- To examine strategies and propose recommendations to implement ESD and GCED at a local level.
- To strengthen cooperation between ASP schools, local education departments and relevant partners and to establish a sustainable supporting system to implement ESD and GCED in schools in Central Asia.

### **3. Expected outcomes**

- Increased understanding and awareness of ESD and GCED among education stakeholders at local level in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.
- Lessons learned from the experience of partners working in the field of ESD and GCED in Central Asia.
- A stronger network of global, regional and local educational institutions to promote ESD and GCED in the sub-region.
- A plan with concrete next steps and strategies to implement SDG 4 target 4.7 and ESD and GCED in the Central Asian countries.

### **4. Co-organizers:** UNESCO Almaty and APCEIU

### **5. Partners:** ASP School Dostar

### **6. Participants**

- 30 representatives from local/district education departments in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
- Teachers from selected ASP schools in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
- Representatives from Ministries of Education, international agencies, civil society and private sector.

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