

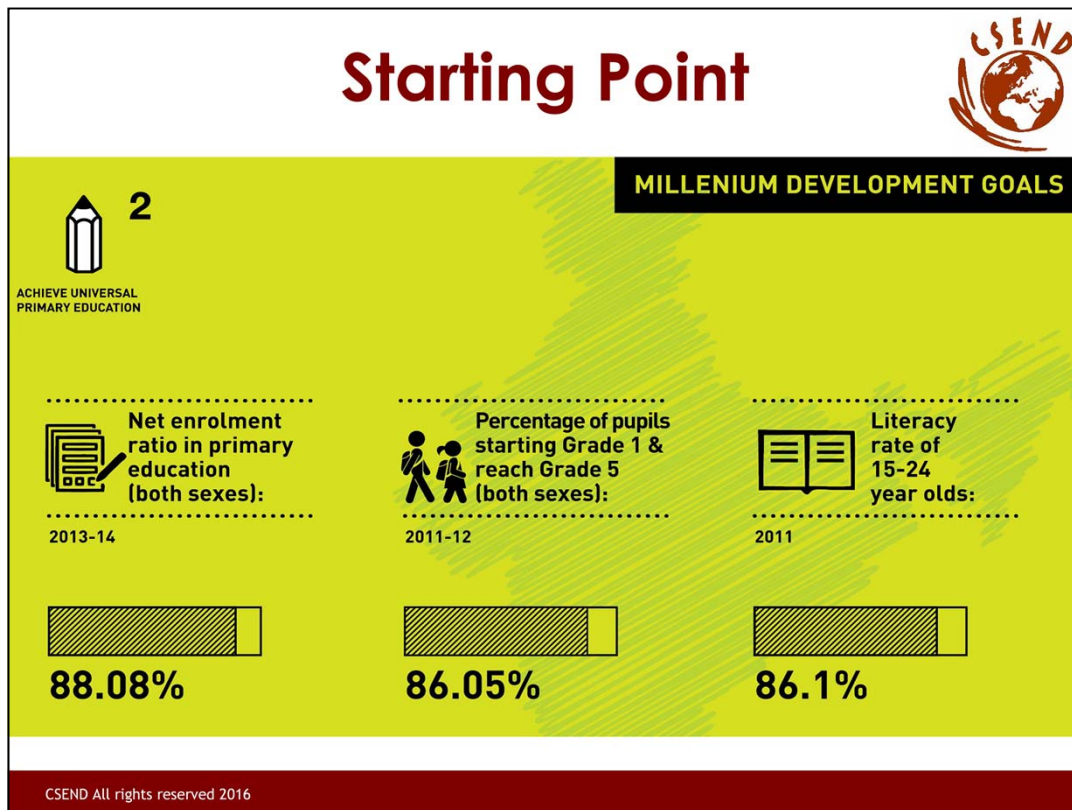
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WHAT KIND OF SUSTAINABLE EDUCATION FOR OUR COMMON FUTURE?

Prof. Lichia Yiu
President, CSEND, Geneva
www.csend.org

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In absolute numbers, the children and adolescents remained outside of school are: 124 million in 2013 according to the UNESCO Institute of Statistics. This is equivalent the combined population of Germany and Spain.

The scale of building up the capacity to accommodate these number of students from K-12, minimum years of schooling necessary to function in modern societies, will require major increase of educational resources.

SDG4 stipulates “QUALITY” education for all.

Sustainable Education



- More than achieving



- But Aligned to the 5Ps of the 2030 Agenda and forms the basis of the transformation to a sustainable common future

5Ps



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Quality education (SDG 4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

People-centred approach which goes beyond acquisition of employability, but fostering empowerment.

Two Levels of System Design



- **Individual:**



- **Communal/Societal:**



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Individual agility and resilience => basis for adaptability and entrepreneurship

System agility and resilience => basis for democratic citizenship and national competitiveness & innovation

To achieve poverty eradication through inclusive growth would mean: 1) continuous annual economic growth over 2% for the next 15 years, 2) equitable access to economic opportunities, including credits, market entry etc. (ADB study on inclusive growth 2014)

Enabling Conditions



• Individual level-

- Learning methods that foster self-authorship, learning partnership and transformative learning



• System level-

- Good governance through monitoring of means, process, results and impact
- Mainstreaming the 2030 Agenda into existing curricula at all levels



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Self-Authorship and Learning

Adolescents typically depend on authority figures to determine what to believe, how to view themselves, and how to act in relationships. The transition to adulthood comes with the expectation that individuals shift the source of their beliefs, identity, and social relations from the external world to **the internal voice**. Self-authorship—or the capacity to listen to, cultivate, and trust the internal voice to guide one's life—represents the culmination of this shift.

move from an **instructional paradigm** that emphasizes telling students what they need to know, to a **discovery paradigm**

An Educational Philosophy to Promote Self-Authorship The key tenets of our intentional educational philosophy are:

- Guide students to develop an internally defined and integrated belief system and identity, which prepares them personally and intellectually for lifelong learning;
- Actively engage students in discovering new knowledge in a sequenced, developmentally appropriate way to enable them to critically evaluate evidence, make informed judgments and act ethically;
- Create a vibrant campus learning community that blends curricular and cocurricular learning opportunities and capitalizes on all constituents' (faculty, staff, and students) role in promoting students' learning