



## **The Brussels Proposal:**

### **Towards a new direction for Education**

#### **§1 Introduction**

We, the participants of the Citizens for Global Education, Education for Global Citizenship Conference, have met on 24-25 June to discuss and provide a rationale and concrete proposal for an Education for Global Citizenship (EGC) target in the new Framework that will replace the current Millennium Development Goals. We support the Muscat Agreement and have built our proposal on it.

#### **§2 The case for EGC**

Support for the inclusion of EGC in the new sustainable development framework at the highest levels of the UN emerged in response to calls for new approaches to development and to education. EGC also emerges onto the policy landscape in relation to existing concepts and a long history of practice such as peace and human rights education, global education and education for sustainable development. Through EGC, we can find new ways to reach, inspire and engage learners to focus efforts on equitable, peaceful and sustainable social, economic and ecological solutions to interconnected local & global challenges. EGC stimulates the development of an understanding of learners to be part of a global community respecting planetary boundaries.

#### **§3 The concept of EGC**

EGC is integral to quality education, enabling learners to acquire the skills, knowledge, values and attitudes that can support them being active and responsible, global citizens. EGC is grounded in a rights-based approach to education, utilises learner-centred participatory pedagogy (including peer-to-peer and lifelong learning), and concerns all education stakeholders across sectors. EGC should be embedded within all subjects, across learning environments and integrated into all education pathways (formal, non-formal and informal education). EGC should also be developed

to suit local contexts. EGC is based on an understanding of the purpose of education as going beyond the acquisition of knowledge and cognitive skills, to transforming the way people think and act individually and collectively.

#### **§4 The EGC Target**

We support and propose the Muscat Agreement Target for inclusion in the new post-2015 framework recognising its holistic character, and in complementing the Open Working Group Target 4.7.

With regards to implementing the Target once it is adopted in the 2015 Framework, we consider it important that the following elements are considered:

Our societies should also be equitable, resilient and inclusive, and secondly, we consider it important that EGC is included both in formal and non-formal-education as well as informal learning.

#### **§5 Monitoring EGC**

A monitoring framework should include tools to measure and evaluate the globally agreed dimensions of EGC through indicators that are both universal and locally adapted and owned through formal, and non-formal education as well as informal learning, recognising the specific needs of diverse learners and practitioners. The framework should include both quantitative and qualitative tools, and should require multi-stakeholder participation. The EGC monitoring framework should be based on different types of indicators that reflect knowledge, skills, values and attitudes, including input, social and process indicators, as well as specific learning outcome indicators. This framework should be developed and adapted as part of an on-going learning process to inform and improve practice.

The outcome indicators should be developed in board multi stakeholder consultation and be based on existing ongoing processes in the development of such indicators.

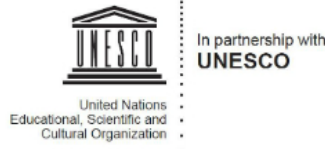
#### **§6 Collective call to action**

An ambitious and achievable target for EGC is an important step to assure an actual shift in quality education. The value of EGC in education and society is recognised through the agreement of a target in the post-2015 framework. We commit to working to achieve the target by further developing our pedagogy and educational practice, by monitoring the progress towards meeting the EGC target and the post-2015 education goal more broadly, and by holding all actors to account to ensure proper financing and resources for EGC everywhere. We will

engage multiple actors in a collaborative and participatory way to ensure education targets enhance responsible citizenship within local and global contexts.

We call on the United Nations, national governments and others to work together and ensure that EGC is included in the post-2015 framework.

### Partners of the conference:



The DEEEP project is co-funded by the European Union