



Global Education Cooperation Mechanism

SDG 4 Youth and Students Network

Proposal for the Youth Declaration

1. Why do we need to integrate climate education into school curricula?

Views	Recommendations
<p>Climate education is imperative to develop learners' competencies and help them critically assess and address the causes of the climate crisis and build resilience to its impacts. Yet, few countries have integrated climate education into their national climate plans.</p>	<ul style="list-style-type: none">- Integrate climate education into schools' curriculums.- Provide training for teachers on climate education.- Develop climate education materials and ensure that it is accessible to all educators.- Decarbonize schools' buildings.- Provide opportunities for values-based education so that students can better face the ethical dilemmas that come with our triple planetary crisis. The Earth Charter can be used as an educational tool so that students can understand the systemic understanding of these ethical values.

2. Why do we need to include topics related to good nutrition and healthy choices?

Views	Recommendations
<p>Food security goes through the good treatment of the land, nature and the promotion of human intelligence through nutrients. Guaranteeing a complete diet for students, especially in countries with a high rate of malnutrition, is investing in the future of the countries through example.</p>	<ul style="list-style-type: none"> - Offer spaces for the creation of local, rural and urban gardens with organic practices (without agrochemicals). - Develop workshops on the reuse of food and cooking for families and students. - Involve nutrition and gastronomy university students to co-create activities with students and teachers. - Encourage schools to take students on field trips to local farms and compare the health of the soil in organic farms and farms that use chemicals.

3. Why do governments need to provide knowledge about the circular economy, consumption reduction, reuse of materials and lead by example by making sustainable purchases for schools with public resources?

Views	Recommendations
<p>We need to reduce our socio-environmental impact, generate less garbage, make better use of materials and teach all ages about production chains and their consequences. Choices based on awareness and not on unbridled consumerism, could have a cascade effect where children and young people are the "teachers" in their communities and family units.</p>	<ul style="list-style-type: none"> - Implement teaching pedagogies that encourage students to research and critically analyse about production, waste management, and sustainable alternatives. - Educational budget considers materials, products and services with a long useful life and with certified sustainable raw material. - Traceability of consumption through blockchain. - Creation of citizen councils for independent audits. - Reduce and punish active corruption in over invoiced purchase processes. - Do not allow the entry of multinational companies to carry out "projects" as a form of merchandising disguised for students.

4. How can global citizenship education support environmental education?

Views	Recommendations
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<p>-By connecting students across the globe, students will be able to learn about different contexts and how actions in one region of the world can impact humans and other species in other regions</p>	<p>-Schools should partner with schools in other regions and allow their students to engage in dialogue. - Offer student mobility grants and scholarships for tertiary education students to study and intern overseas.</p>
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5. Why should experiential education be mandatory in the school curricular?

Views	Recommendations
<p>It provides full insight of what is really happening on the ground (exposure), a wide range of decision making and gives students ability to be critical thinkers in solving problems so as to create a sustainable future. It gives students an early discovery of their specific future career options.</p>	<p>-Governments should introduce mandatory experiential learning curricular in schools to familiarize students in specific fields. And by that we mean, establish curriculums that enable students to complete work placements outside of their school to gain knowledge and skills in a variety of fields. -Such career fields should represent jobs necessary to a sustainable future, so that at an early age, students are already being motivated & equipped to pursue such fields.</p>

6. What are your recommendations to decision and policymakers, including governments, civil society, international organisations, the United Nations, and others on transforming education?

Views	Recommendations
<p>a. According to the World Bank, the upcoming economic recovery after Covid-19 will most certainly lead us to a new debt crisis just as the one we experienced in the 80s & 90s, which ultimately led to the Jubilee 2000 campaign. Unlike that past crisis, this time governments will have to face their debt obligations in front of private financial institutions which are not obliged in any way to collaborate with them to restructure or condone such debts. Whenever countries face these economic hardships, many of them resort to reducing their investment in education, and during the past debt crisis this opened the doors for an unprecedented increase in private actors in education as governments were forced to undermine their own public education systems in order to even out their balance sheets and have access to international financing. We need to learn from that experience and be proactive in regulating the involvement of these actors before</p>	<p>National governments must regulate the existence of for-profit educational institutions and their activities in such a way that improved access and good quality of education are always the priorities.</p>

<p>the next crisis emerges. A ban on for-profit actors would keep commercial interests at bay from education institutions and lower the costs that are today being absorbed by learners to cover profit margins. In those cases where a ban could entail a pushback from private actors and ultimately a reduction of the educational offer, progressive taxation should be applied on profits in order to re-invest that income in strengthening the provision of public education and safely phasing out for-profit actors in the future.</p>	
<p>b. Changes to the governance of education are needed, at the national and international level, in order to recognize the right of students to participate as independent stakeholders in all discussions concerning education. Governments are obliged to take immediate action to address ineffectiveness in education governance and the exclusion of education's largest stakeholder group, students, is a long-time overdue ineffectiveness which still has not been addressed. Governance should at all times enable independent participation of involved stakeholders, and with regards to education, this includes learners. Governance in education needs to be based on the principles of accountability, inclusiveness and participation; something we find in student unions. Therefore, the right of students to be represented through their democratic student unions needs to be upheld and protected. Arguments related to a lack of capacity to include student unions in current education discussions should be fought back as we have seen that the problem lies within a lack of political will instead, due to student unions' history of raising criticism against traditional decision-makers. This fundamental change will aid policymakers in really comprehending the shortcomings in today's systems since students, through their democratic and representative unions, will be able to communicate their needs without the need for any middle-man.</p>	<p>National governments and international intergovernmental institutions must recognize students as independent stakeholders and allow them to be part of all education discussions. Students should at all times be represented through their democratic student unions.</p>
<p>c. Well financed movements worldwide are fighting to regress the advances we have made regarding the provision of comprehensive sexual education (CSE) worldwide. CSE has proven to be an excellent tool in creating more inclusive and equal societies as it specially helps empower young women. CSE within and outside schools needs to be prioritized with increased financing in the upcoming years if we want to have more just societies.</p>	<p>National governments must guarantee the inclusion of comprehensive sexuality education and human rights approach in the curriculum of all educational institutions within their territory.</p>

<p>d. Academic Freedom is essential to the advancement of knowledge and consequentially to the improvement of our educational systems. Therefore, all governments need to make a commitment to respect and protect academic freedom, and in those cases where this right is violated, the international community should be outspoken and demand for the responsible to be held accountable.</p>	<p>National governments must protect and respect the academic freedom of all students, academics and staff at educational institutions. Students, academics, and staff should be able to contribute to the public debate and raise criticism without fear for persecution.</p>
<p>e. There are multiple existing impactful models related to innovative schools that are worth implementing in other regions, jurisdictions and countries. However, there is a harmonization gap that does not enable the global ecosystem to benefits to proven track records. Secondly, curriculums must be revamped. Tech literacy, climate education and entrepreneurship are essential to enhance the learning experiences.</p>	<ul style="list-style-type: none"> - Advocate, advertise and share impact models of experiential learning methods centered on service learning and global citizenship that are usually implemented in small schools by collaborating with the local government and the target innovative schools. - Integrating into the national curriculum civic education tools and modules, understanding new technologies, habits and policies that are shaping the global climate action in the exact community of reference. Tech literacy is essential to back up young people awareness of potential solutions to apply in their own community. - Provide in-kind support, tax advantages, or deep tech subsidies for student's projects tackling climate change.

7. How can we make education inclusive for children with different abilities?

Views	Recommendations	Commitments
<p>a. There is a lack of data on children with different abilities (according to the specific abilities) which makes planning for this group of people difficult. Gaps in assessment of learners with different abilities and challenges in implementation of the inclusive education policy in many developing countries.</p>	<ul style="list-style-type: none"> - Implement inclusive education policies. 'Policies that promote differentiation, accommodation, and modifications to meet the needs of students to access quality education' - Finance inclusive education and approaches. Invest in creating infrastructure for learning environments that are accessible for all students 	<ul style="list-style-type: none"> - We commit to continue advocating for access to inclusive education for children with different abilities through engaging policy makers and the global community at large. - We commit to engaging and educating communities on different abilities' rights, especially the right to education. - We commit to collaborate with fellow youth to design initiatives supporting children with different abilities to access quality education. - We commit to engage and work with the ministries of education, youth as well as development and other stakeholders to ensure the inclusive education policy is reviewed and implemented.
<p>Primarily, the school authorities, government actors and other concerned stakeholders are not much aware and appointable in ensuring inclusive education for children with disabilities. Parents themselves don't have awareness that their children can go to school and learn like other</p>	<p>First, we need to make all the stakeholders aware that even children with disabilities can learn and they need to be brought and retained in the schools. We also need to be accountable to all the stakeholders. We need to invest</p>	<p>We commit to increase awareness among the stakeholders about the importance of inclusive education. We will engage in capacitating the school teachers and other educators. We would also do strong advocacy for inclusive education.</p>

children together with other children. Even the required budget is not allocated to set up all the structures required for inclusive education.	in developing accessible structures including infrastructures, educational materials and other things.	
b.		

8. How do we ensure that there is transformation in inclusive education for out of school, marginalised, underdeveloped, unskilled and unemployed youth?

Views	Recommendations	Commitments
Young people who are out of school, marginalised, underdeveloped, unskilled and unemployed are not given enough intervention by either the public or the private sector. If there is any attempt at an intervention, there is a lack and usually inadequate training and empowerment programs that are impactful for them in the long run.	The government (in this case the department of education and the department of higher learning) should collaborate into developing a policy which will be attached to a developed curriculum that will be distributed through various stakeholders (education based NPO's, NGO's and youth centres) to be able to carry out the said trainings and empowerment programs. These programs will either lead youth to be skilled or continue further with their career journeys by studying further.	We commit to engaging the department of education that is responsible for our area to see how we can integrate such a program into our own youth centre.

9. What are your views on what transforming education should look like?

Views	Recommendations	Commitments
The Business, Technical and Vocational Education and Training (BTVET) sector in developing countries has the potential of providing the largest number of skilled employees to increase productivity. However, the sector has suffered from weaknesses in five major areas. These include; relevance to economic growth, quality	To enhance the capacity of institutions to deliver high-quality,	We commit to support the design of the set of reforms that will set the foundation for transforming skills development in the developing

<p>of skills provision, access and equity, organizational effectiveness and financial and internal efficiency. The system does not produce the appropriately skilled workforce that developing countries require to increase income and employment and to compete internationally. The training institutions do not deliver training commensurate to the required standards and few students access the training.</p>	<p>demand-driven, and flexible training programs.</p>	<p>countries. Especially those that aim at creating a scalable model for high quality vocational and technical training which is linked to labour market needs for specific sectors.</p>
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10. How to support and allow youths to define their own future?

Views	Recommendations	Commitments
<p>If we over-emphasize a specific type of ‘future-proof education’ – such as the hottest area like STEM – it indirectly undermines the value/importance of other education fields like humanities (assuming it has less favorable employment prospects in many societies).</p> <p>Reportedly, other professional disciplines like Accounting and Teacher Training are also facing decline of prospects in some cities.</p>	<p>Governments are urged:</p> <ul style="list-style-type: none"> - Respect and support youth’s choice - i.e., help them realize their future, but not define a ‘future’ for them. - In other words, promoting an inclusive definition of ‘future’. - Promoting the value of cross-curricular capacities / 21st century skills. 	<p>Should youths commit to humanities if the government says STEM is the ‘future-proof’ one?</p> <p>If a student does not commit to STEM, is he/she against the ‘future-proof education’ policy?</p> <p>This is why youth’s commitment is not meaningful unless their say and passion are truly respected.</p>