



Civil20

Education Working Group

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Educational justice as a sustainable development strategy

Context

"Access to education is a human right and a strategic public policy area for the development of more inclusive, prosperous, and peaceful societies. We underline the importance of girls' education. To equip our citizens to reap the benefits of societal and technological innovations we will promote coordination between employment and equitable quality education policies, so we can develop comprehensive strategies that promote key competences such as learning to learn, foundation and digital skills, in a lifelong learning perspective from early childhood. We acknowledge the need to foster evidence-based innovative pedagogies and methods for all levels of education". (G20 Leaders' Declaration, 2018)

We reinforce the importance of compliance with SDG4 and their corresponding goals; as well as the Incheon Declaration for Education 2030 (Korea, 2015).

The Challenges

Educational justice is the pedagogical dimension of social justice. It means provide each student with what he needs to complete his educational career with quality. Therefore, educational justice is part of the process of building fairer societies, through the strengthening and / or development of skills and knowledge in favor of each person's project, in dialogue with the collective construction of the community in which it forms part.

The concept of equity leads directly to the need to invest more where it is needed most in terms of infrastructure, trained and adequately paid teachers, using appropriate pedagogical methods and supported by information and communication technology, as well as the creation of safe systems. Healthy environments, gender aware, inclusive and adequately equipped to facilitate learning (UNESCO, 2015a).

We recognize the importance of early childhood care and education since it generates the conditions for the good development of children and this responsibility, as well as that of educating throughout life, must be assumed by the States.

Improvements in access to school can be identified, however it is in the middle school where we find the greatest difficulties for the educational continuity of young people. Different studies coincide in pointing out that these deficit indicators have their origin in the differentiated and selective characteristics of the secondary school, as well as in their institutional isolation as a result of the dissociation with the social, cultural and labor context.

The school trajectories of young people are designed from the perspective of a single route, ignoring the different itineraries and putting the student in the place of failure. In this way, it personalizes and individualizes, making the subjects responsible for their destinations. Hence, the education system to provide devices that include girls and adolescents, those who live in rural areas and those with disabilities, because these are historically excluded populations.

In addition to the aforementioned, special importance is taken today in the agenda to attend to children and adolescents who are working and also those who are deprived of their freedom in response to the conflict with the law. "(...) Experience shows that a system based on the principles of the Convention on the Rights of the Child, which facilitates reintegration, is better for society because it reduces recidivism and violence and, in many cases, this kind of measures they are also less expensive in economic terms. (...) The social policies that promote education, sports and adolescent health are the best strategy to prevent juvenile crime "(UNICEF, 2018).

The emphasis on education also lies in the fact that inequalities in school trajectories are later translated into different jobs and income, which perpetuates and often widens social inequalities. The development of skills for life and professionals is one of the keys to unlocking this potential in terms of work. Providing on time the essential skills and qualities essential to achieve the success of transformations that stimulate productivity, employment growth and development

The need to build transitions and dialogues between the education system and the world of work forces us to address the requirements of this field in the terms that guide the SDGs.

The only way to achieve the global challenge of guaranteeing that all children enjoy the same opportunities to reach their educational potential is to obtain additional resources by increasing the national budget and having

international cooperation, without external debt, to face the disadvantages inherited. This is what financial equity is all about.

The 2030 Education Action Framework (FFA) recognizes that the commitments of SDG4 cannot be achieved without increasing funding, and reiterates the imperative that States adhere to the benchmarks of investing at least 15-20% of public spending and 4-6% of GDP in education. It also urges the developed countries to make concrete efforts to reach the goal of 0.7% of GNP for official development assistance to developing countries by 2030, in order to cover the annual financial gap of 39,000 million dollars between 2015- 2030 - if developing countries comply with local funding recommendations - to achieve universal pre-school, primary and secondary education of good quality in low and middle income countries (UNESCO, 2015b).

It is the responsibility of the G20 member countries to demonstrate in concrete actions that a more human world is still possible.

Recommendations

Based on the aforementioned challenges, the recommendations and tangible proposed components of the C20 Education Work Group have been organized into four main pillars:

i. Quality education for realizing sustainable growth

Early childhood education: Guarantee the right to integral education policies and play. Design public policies that promote early childhood care for children of adolescents as a measure to guarantee access to educational completion also for the mother. Guarantee care and education of children by properly trained people. Expand the educational offer in all its formats. Have adequate equipment.

Develop policies and programs to promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) and bring them into the mainstream of education: ESD and GCED in formal, non-formal and informal education settings.

Quality Education/Quality teaching: Increase in the supply of qualified teachers, improving teacher training, professional development, working conditions and social dialogue.

ii. Education for creating innovation

Skills for life and work: Inclusion, follow up and certification of social emotional and life skills as part of the teaching project at all levels and modalities linked to curricular content. Policies that help connect students with the labor world through educational practices (G20 Leaders Declaration, 2017) and to facilitate vocational choice, knowledge about decent work and creation of youth employment / skills development programs to meet the needs of today's economy and sustainable economies.

Skills for Girls Initiative: Access policies through incentives, particularly for vulnerable populations and women, to fields of science, technology, engineering, arts and mathematics (STEAM) and e skills that favor their digital inclusion.

Intersectoral participation: Policies to strengthen the leadership of key actors in the education system, particularly students and teachers, in educational design, decision making and transformation, acknowledging adolescents and youth as agents of change that take part in defining the knowledge and skills they wish to acquire and the opportunities they want to access. Socio-educational policies as a path towards inclusion, linking the educational system with community organizations and adequate financing for that purpose, valuing non-formal education in pedagogical and inclusion terms (G20 Leaders Declaration 2017).

iii. Education for creating resilient and inclusive future

Gender-responsive national education sector plan: Gender equality in and through education, with gender-responsive education plans, female teacher recruitment, transport for school, secured school premises, gender-segregated toilets, gender-responsive curricula and learning materials including comprehensive sexuality education, and policies to overcome school-related gender-based violence.

Equal, Safe, accessible and inclusive educational opportunities for children with disabilities: Educational establishments with adequate infrastructure and equipment for the integration of people with disabilities in their education throughout their lives. Training tools suitable for teachers, parents, and the community for the inclusion of people with disabilities. Contextualized curricula for integration. Economic incentives oriented to the promotion of the education of people with disabilities.

Public education policies to respond to the diversity of cultures, to migrants, populations in crisis as a result of natural catastrophes or wars: Regional and global level certification system that consider migrant populations. Addressing social stigma, creating greater awareness in family and community of the special needs. Protect the school and its students from armed conflicts and their use as habitat in emergency situations to guarantee the continuity of education rights.

Children at the risk of child labor: Policies of economic support so that their families can prioritize education at work in the case of their children. Policies of formation and accompaniment to families, especially in vulnerable and rural populations regarding the subject in articulation with the private and union sector.

Justice system based on the prevention of criminal conflict in children, adolescents and youth: The restriction of freedom to children, adolescents and young people must be an exceptional measure. Educational policies in a context of confinement or freedom, aimed at social reintegration that offers adolescents and young people educational opportunities, job training and recreational opportunities, to facilitate their inclusion in a life project away from crime (UNICEF, 2018). Training of teachers and staff of the penitentiary service and centers of deprivation of liberty for children, youth and adolescents.

iv. Financing for Education

Education Cannot Wait for countries in crisis settings: Ensure minimum of 12 years free, safe and quality primary and secondary education. 15-20% of national budget for Education (i.e. The Incheon Declaration) and Strengthen multilateral cooperation without debt. Official Assistance for Development (ODA) spending to 0.7% GNI. 10% of Education budget for pre-primary education.

Reform in the global tax system / fair and progressive taxation: based on a balanced system of rights and obligations, where the collection of resources is progressive, equitable, and transparent and ensures the financing harmony with the environment. Mechanisms to prevent tax avoidance and combat tax opacity.

Upgrading G20 Initiative for Human Resource Investment

Supporting Information

The Value-Add and Tangible Impact of a G7 Declaration to Educate and Empower.

Make it Right: Ending the Crisis in Girls' Education, UNGEI http://www.ungei.org/MakeltRight_Report_07.pdf viii Foreign Policy. 2016. Argument: Here Come the Youth. weblink: <http://foreignpolicy.com/2016/08/12/here-comes-the-youngyouthbulge-demographics/> [Accessed: November 2017]. www.ilo.org

Transforming our world: the 2030 Agenda for Sustainable Development

The Incheon Declaration for Education 2030 and the Education 2030 Framework for Action (2015)

[G20 Communiqué]

G20 Leaders' declaration Building consensus for fair and sustainable development (2018)

G20 Education Ministers' Declaration 2018 Building consensus for fair and sustainable development. Unleashing people's potential.

G20 Initiative for Early Childhood Development Building human capital to break the cycle of poverty and inequality(2018)

Buenos Aires Update: Moving Forward the G20 Action Plan on the 2030 Agenda for Sustainable Development

[C20]

C20 2018 POLICY PACK and other 7documents, joint statement on Education

Proposed Text for inclusion in the G20 Education Ministers Declaration (2018)

[G7 Communiqué]

G7 Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries (2018)