



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Associated
Schools

X

Futures of Education

LEARNING TO BECOME

Discussions on the Futures of Education

By the numbers

140

Focus Groups

2500+

Participants

25

Countries from all world regions

AFRICA

- Algeria
- Angola
- Madagascar
- Rwanda

ARAB STATES

- Lebanon

ASIA & PACIFIC

- Azerbaijan
- Bangladesh
- China
- Indonesia
- Japan
- Lao PDR
- Republic of Korea

LATIN AMERICA & THE CARRIBEAN

- Costa Rica
- Haiti
- Peru

EUROPE & NORTH AMERICA

- Belarus
- Denmark
- Finland
- Germany
- Greece
- Latvia
- Norway
- Portugal
- Slovenia
- Spain

By the numbers

140

Focus Groups

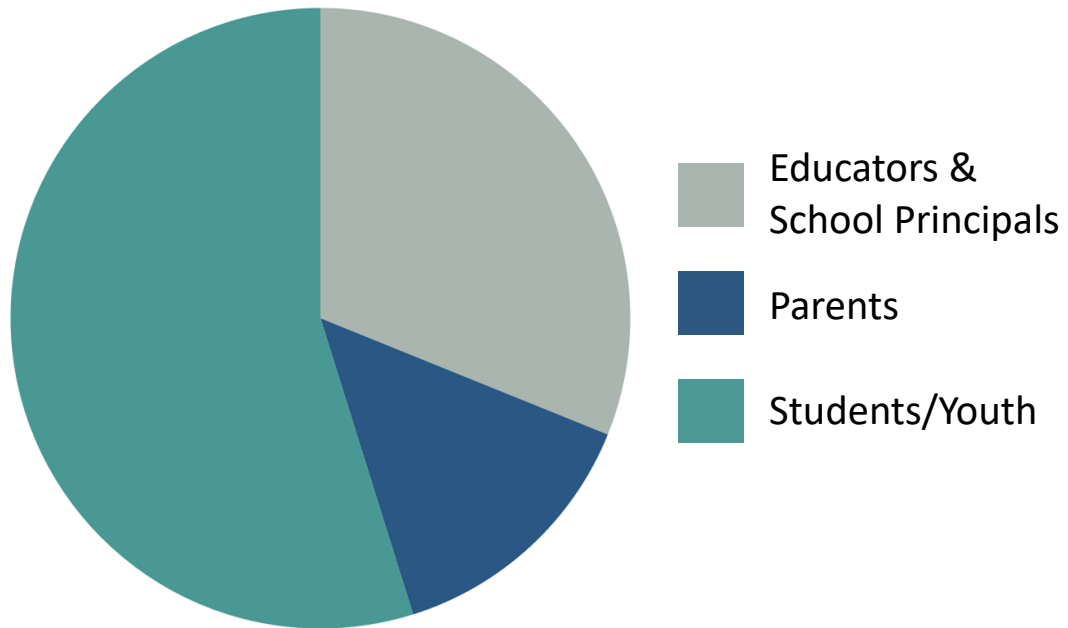
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Participants

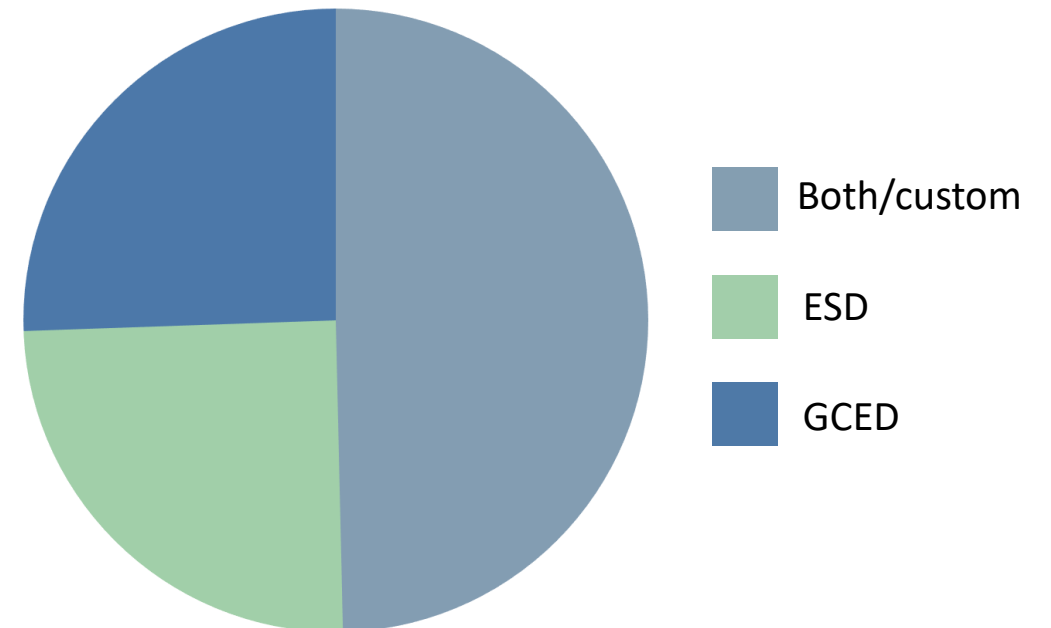
25

Countries from all world regions

Primary Stakeholder Group



Discussion Topic





2 ROUNDS OF REFLECTION



REFLECTION ROUND

1

Our world in 2050



REFLECTION ROUND

2

**Education for more just,
peaceful & sustainable societies**



ASPnet Focus Group discussions: Thematic focus

1 st Round of Reflection: Our world in 2050					
<p>What do you still want to see in our world in 30 years from now? What do you <u>not</u> want to see in our world in 30 years from now? Please pick one of the trends that you do not want to see in 2050, and tell us how it impacts “myself, home, school, community, country and world”</p>					
2 nd Round of Reflection: Education for more just, peaceful & sustainable societies					
Global Citizenship Education			Education for Sustainable Development		
Q1. What makes a global citizen?			Q1. How can we live more sustainably on our planet? What knowledge, skills, attitudes and values are needed?		
Q2. How can education foster global citizens?			Q2. How can education support us to live more sustainably on our planet?		
Students	Teachers/Principals	Parents	Students	Teachers/Principals	Parents
<p>1. From your experience going to school, what has helped you in particular to becoming a global citizen?</p> <p>2. What ideas do you have to improve today’s education to allow you/ students to become global citizens?</p> <p><i>Additional questions you could use to elicit responses:</i></p> <p>What would you like to learn</p>	<p>1. Opportunities/ What works well?</p> <p>Please share an example of how global citizenship is (or could be) successfully taught in your class/ school and that you would like to recommend for scale/i.e. to other teachers/school principals?</p> <p>2. Challenges/What does not work so well?</p>	<p>1. Please share an example of how your children’s school effectively fosters global citizens.</p> <p>What could your children’s school do better?</p> <p>2. What role should parents play in their children’s education? What role should</p>	<p>1. From your experience going to school and learning, what has helped you in particular to live more sustainably?</p> <p><i>Additional questions you could use to elicit responses:</i></p> <p>Tell me about a moment that you had in a class where you really felt that you understood something or learned a skill that you believe is helping you to live more sustainably on our shared planet?</p>	<p>1. Opportunities/What works well?</p> <p>Please share an example of how sustainability/ sustainable development is (or could be) successfully taught in your class/school and that you would like to recommend for scale/i.e. to other teachers/school</p>	<p>1. Please share an example of how your children’s school effectively fosters learnings associated with sustainable development.</p> <p>What could your children’s school do better?</p> <p>2. What role should parents play in</p>

What do we want to see in our world in 2050?



What do we not want to see?



Core themes that emerged



1. Education beyond the classroom



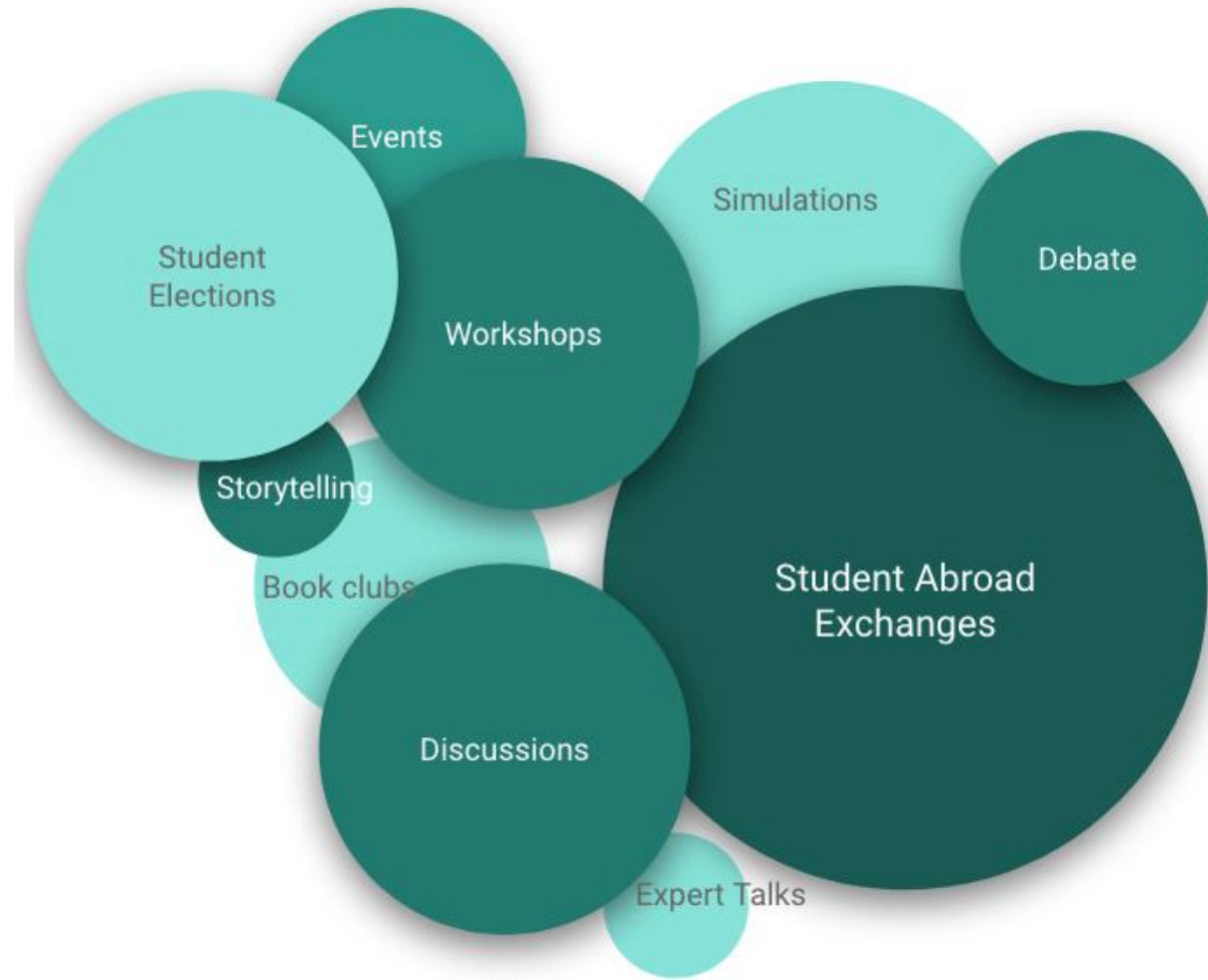
2. People-driven learning



3. Social and emotional well-being

Education beyond the classroom

Nearly all focus groups identified **applied and experiential education** as essential for the future



Education beyond the classroom

Participants called to expand learning to include:



Learning in the
community



Learning
internationally



Learning outdoors

Envisioning education in 2050, students see themselves...

- Playing an active, central role in the learning process
- Engaging in knowledge construction using their experiences
- Being motivated to understand, retain knowledge and develop competencies



Beyond academic progress and assessment:

Integrating student,
collective and environmental
well-being throughout
education systems



Integrating the ideas into the global report

425

FOCUS GROUPS

6000+ participants

350

ARTWORKS

3000+

WRITTEN
SUBMISSIONS

800,000 +

WEBINAR
PARTICIPANTS

30,000+

IMPRESSIONS ON
SOCIAL MEDIA

90,000+

RESPONSES
1-MINUTE SURVEY

Futures of
Education

LEARNING TO BECOME

International Commission on the Futures of Education
Progress Update

March 2021

This document presents a progress update from the International Commission on the Futures of Education to inform global consultation and public engagement processes taking place in March and April 2021, prior to the final drafting of the Commission's Report.

The update begins with background information on the initiative and its ambitions. This includes an introduction to the co-construction and consultation features of the initiative and brief discussion of how the Commission is framing the report. The second section of the text presents the provisional outline of the report, followed by an explanation of the main points and arguments currently envisioned for each section and sub-section.

It would be of great use to the International Commission to receive comments and suggestions on this progress update—particularly around (a) the coherence of the arguments presented, (b) what elements need further attention, development or are missing, and (c) what is most novel and promising about the forthcoming Report as currently envisioned.

Responses to be received by the end of April 2021 may be submitted online at <https://en.unesco.org/futuresofeducation/2021-consultations> or sent by email to futuresofeducation@unesco.org.

Progress update (March 2021)

- Background information on the initiative & its ambitions
- Provisional outline of the report
- Main points & arguments envisioned per section

UNESCO IS ACCEPTING COMMENTS UNTIL 30 APRIL

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RESPONSES
1-MINUTE SURVEY



Focus group discussions analysis:

September 2019 - November 2020

This paper was commissioned by UNESCO to analyze the reports from focus group discussions organized within the framework of the Futures of Education Initiative. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to UNESCO. This paper can be cited with the following reference: University of Wisconsin-Madison, 2021. Focus group discussions analysis: September 2019 - November 2020. Paper commissioned for the UNESCO Futures of Education report (forthcoming, 2021). © UNESCO 2021. Photo credit: ONG ANED

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For further information, please contact: futuresofeducation@unesco.org

- 1. Purpose of education:** Education should be a collective process that is experientially based
- 2. How and where we learn:** Learning should expand to occur outside of the classroom, in the community, at work & virtually
- 3. How we learn and who is involved:** Aligning learning to individual interests/goals, but teachers crucial to guide/mentor
- 4. What we learn:** Education should merge critical thinking and socio-emotional learning

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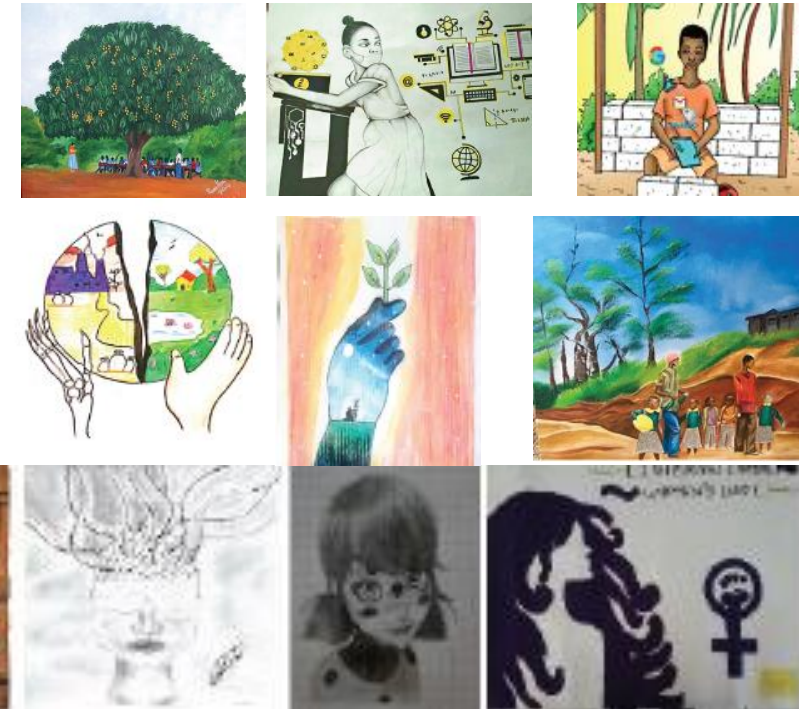
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RESPONSES
1-MINUTE SURVEY

1. Technology
2. Quality education
3. Environmental sustainability
4. Women and girls



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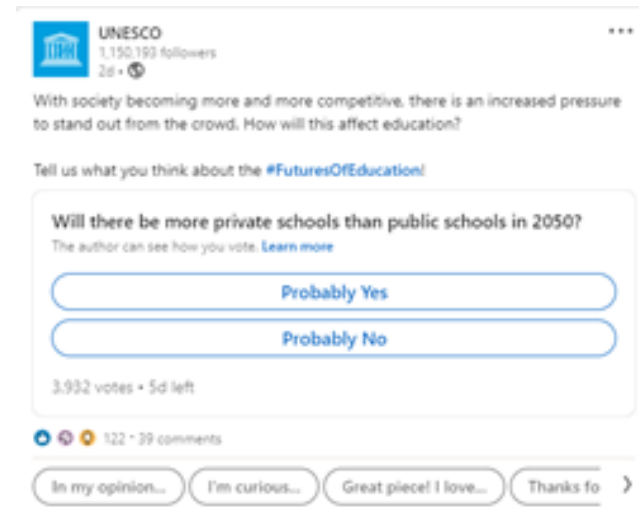
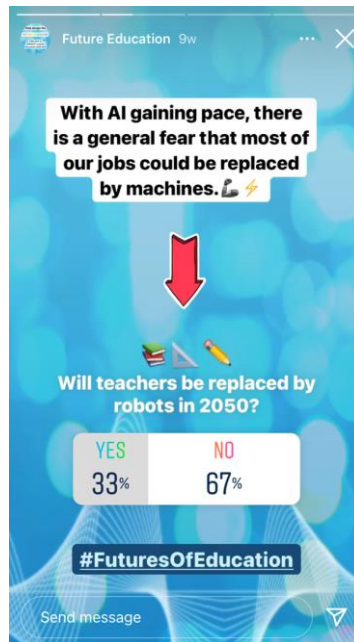
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1-MINUTE SURVEY



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