



**Education Diplomacy  
DIPLO Foundation + Center for  
Education Diplomacy  
Geneva, 7th October 2014**



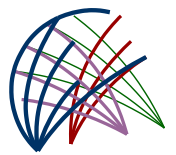
**Triple bottom line of the SDGs: (economic, social, and environmental sustainability)- the need for life-long learning, learning partnerships, critical thinking and ethical sense of citizenship**

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# Post 2015- SDGs



- **Triple bottom line:**
  - **Economic-business Sustainability**
  - **Ecological-environmental Sustainability**
  - **Social-development Sustainability**
- ***Educational Diplomacy*** needed to educate government officials, business men and social society representatives to help them harmonize potentially very conflictual and ambitious goals.



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# Sustainable Economic Development

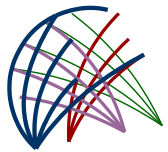


## *Business Sustainability (developed countries)*

- **Profitable**
- **Competitive**
- **Decent  
Employer**
- **Corporate  
Citizen**

## *Business Innovation Challenge (OECD industrial. Countries)*

- **Discontinuous innovation  
& new products (laptop  
computers, smartphone)**
- **Sustaining Innovation  
(Toyota Hybrid car)**
- **Efficiency Innovation  
(outsourcing, growth  
without jobs, but more  
capital)**
- **Future for Japan, Europe,  
USA?**



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# Sustainable Environmental Development

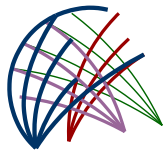


## *Environmental Sustainability*

- **Ensure biodiversity**
- **Stop exploitation of non-renewable resources**
- **Prevent disequilibria like desertification, inundation**

## *Climate Warming*

- **Externalities NOT in price (goods, services)**
- **Carbon tax on traded goods?**
- **Fully Multilateralised Kyoto Protocol 2012+**
- **How to stop increase of CO<sub>2</sub> and GHG emissions?**
- **Celsius +3C, future for port cities, developing countries??**



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# Sustainable Social Development



## *Avoiding Social Anomie*

- **Poverty Reduction**
- **Avoidance of violent conflicts**
- **Inclusive Growth**
- **Equitable Growth**

## *Social Capital Social Cohesion*

- **Jobs (WB-WDR 2013)**
- **Poverty (1.22 billion people on less than \$1.25 a day in 2010)**
- **Food security**
- **Housing + Health**
- **Education (+employability)**
- **Co-existence through MdGs /SdGs (2015+)**
- **Future for LDCs? Young unemployed?**

# Interdependencies- no “safe islands” - at sea or in the mountains!



- **Poverty** = economic migrants
  - **Climate Warming** = environment. refugees
  - **Conflicts & Wars** = political refugees
  - **All of above** = extremists/terrorism
- 
- **Interdependence works in both directions, cannot only export/accumulate wealth/**
  - **Giving and sharing : magic formula for peaceful co-existence and shared wellbeing**

# Hierarchies of failures

**Market failure (externalities not priced)**

**Government failure (none or weak regulations, misguided laissez-faire)**

**Academic failure (no comprehensive triple bottom line education)**

**Culture failure (no critical discourse on the future we want and can afford)**

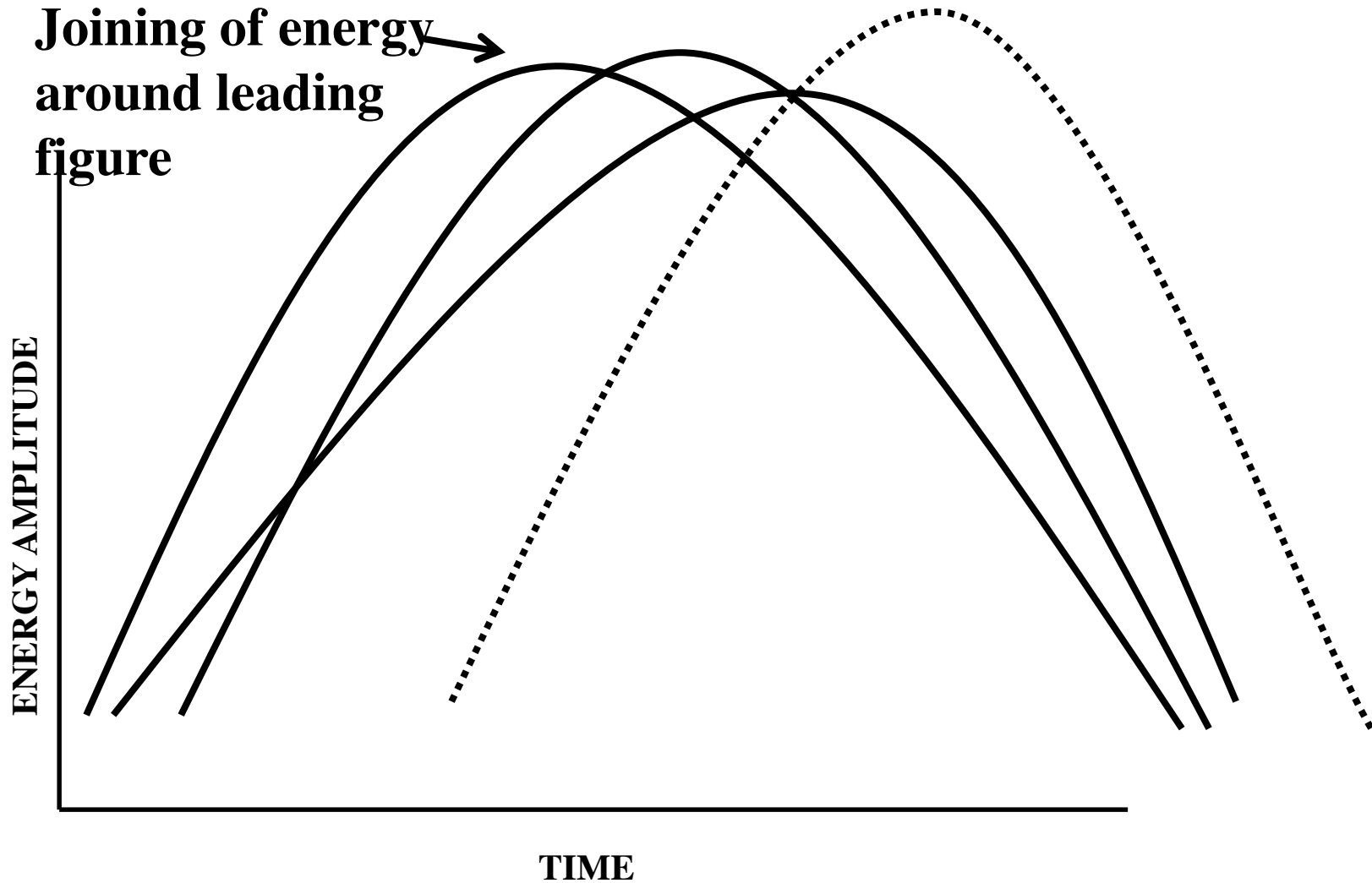
# Triple bottom line of Sustainability

- **Multitude of actors (state, non-state)**
- **Multitude of negotiation fora**
- **Increase of complexity (multi-institutional)**
- **Overlap between linear and non-linear processes**

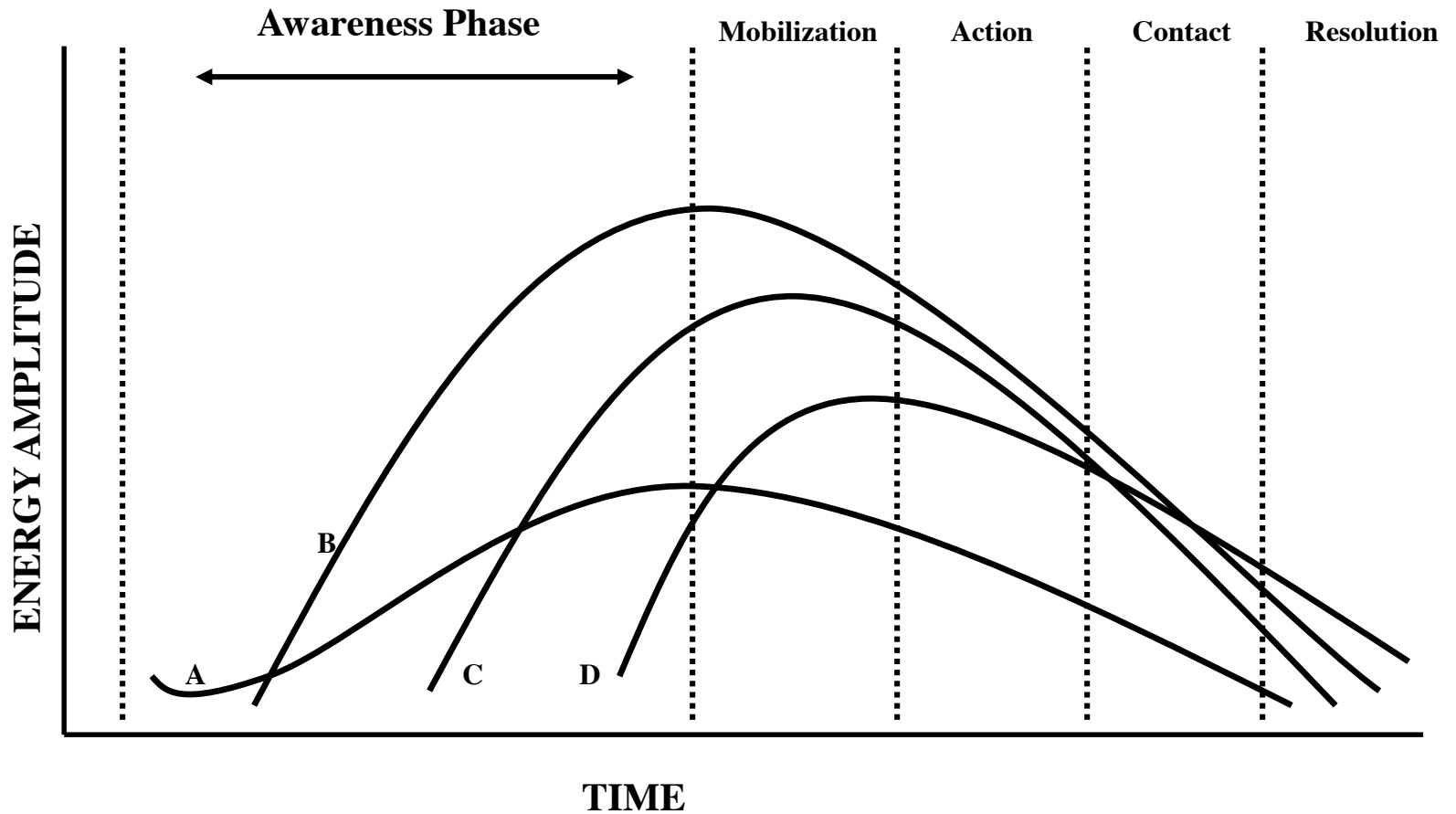




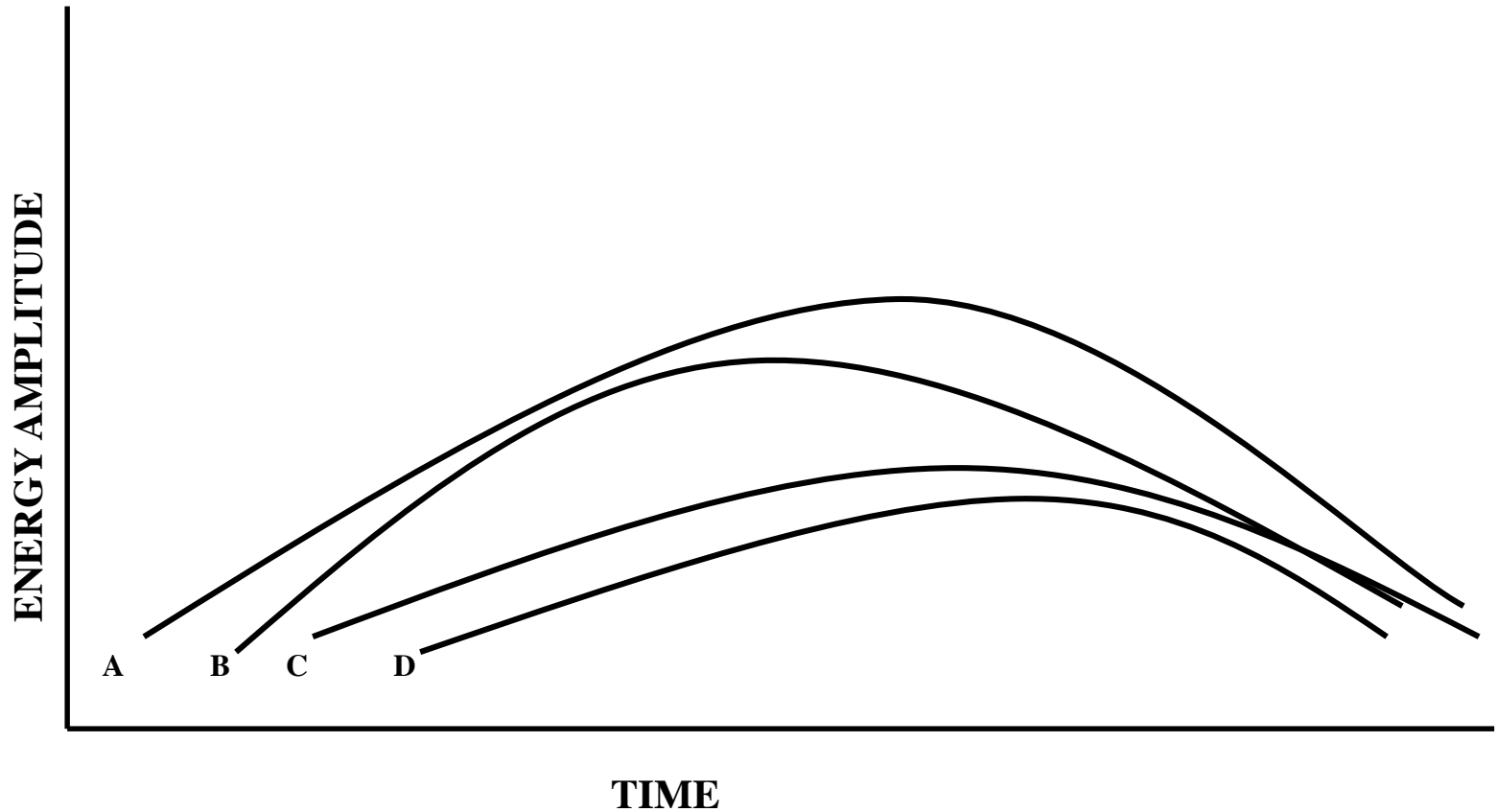
# Creating Culture of Sustainability: need to coordinate change strategies



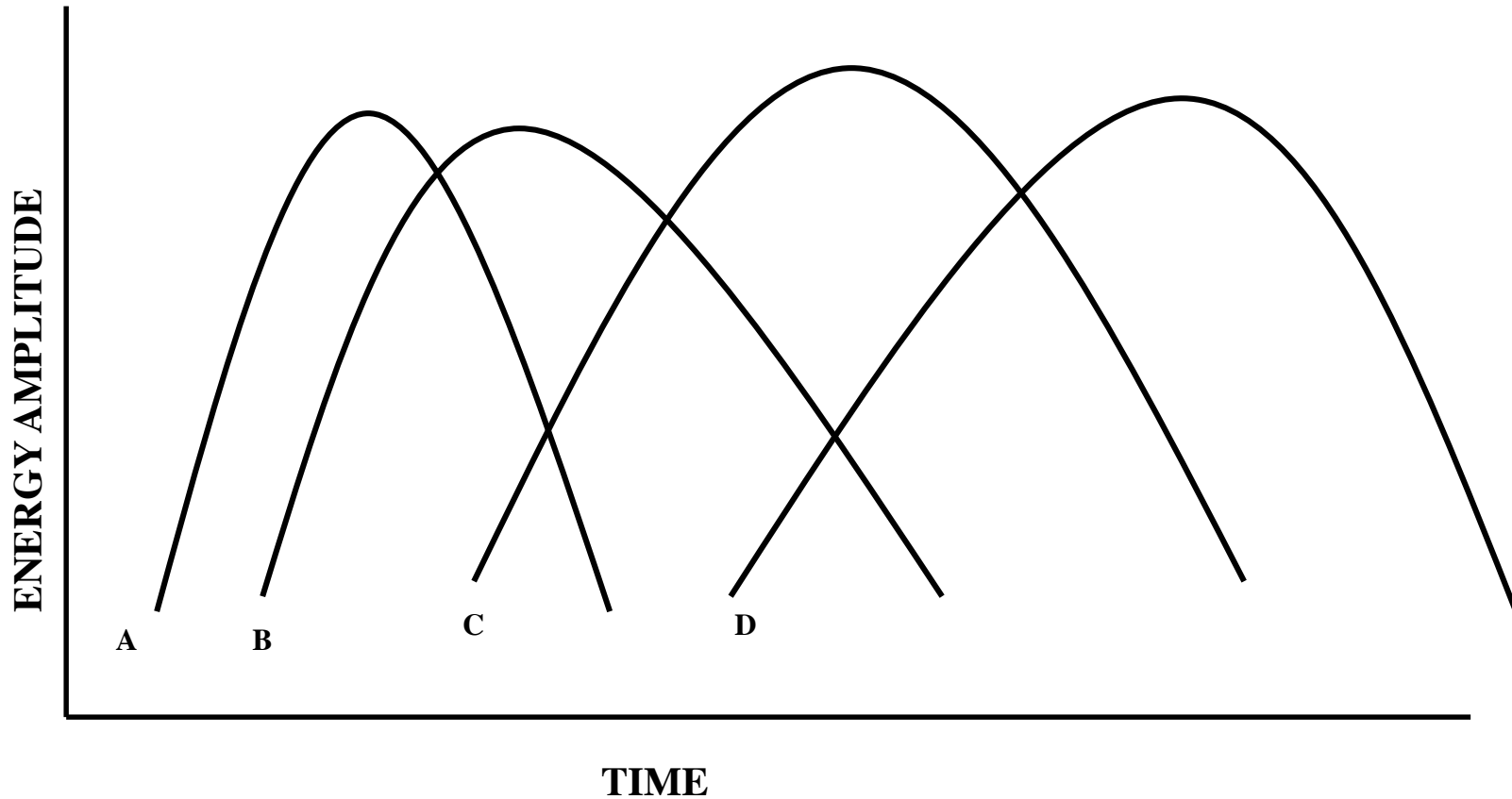
# Weak joining around lead Figure



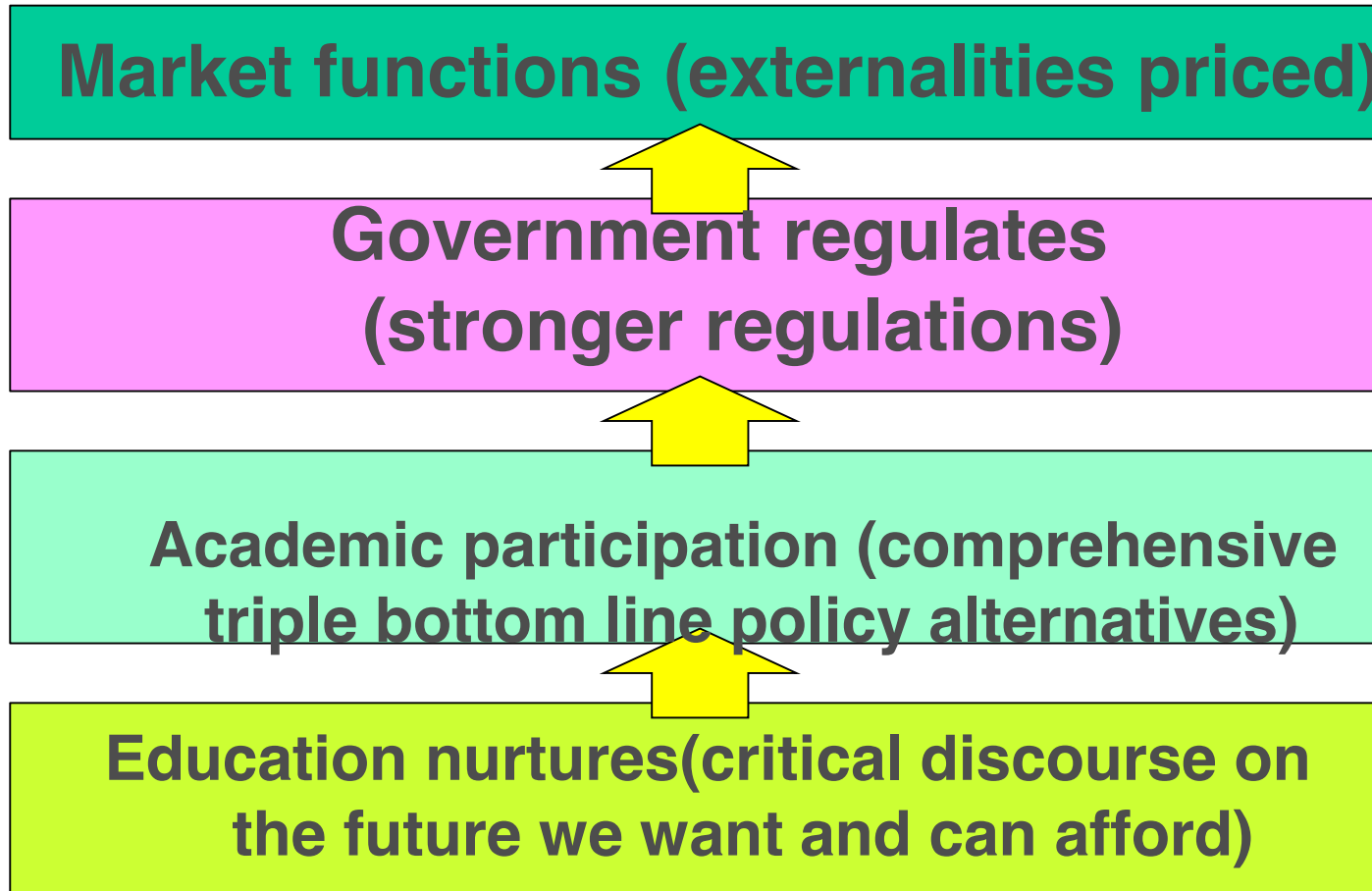
# Flat energy pattern of change



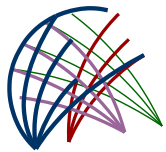
# Uncoordinated change strategies



# Hierarchies of solutions



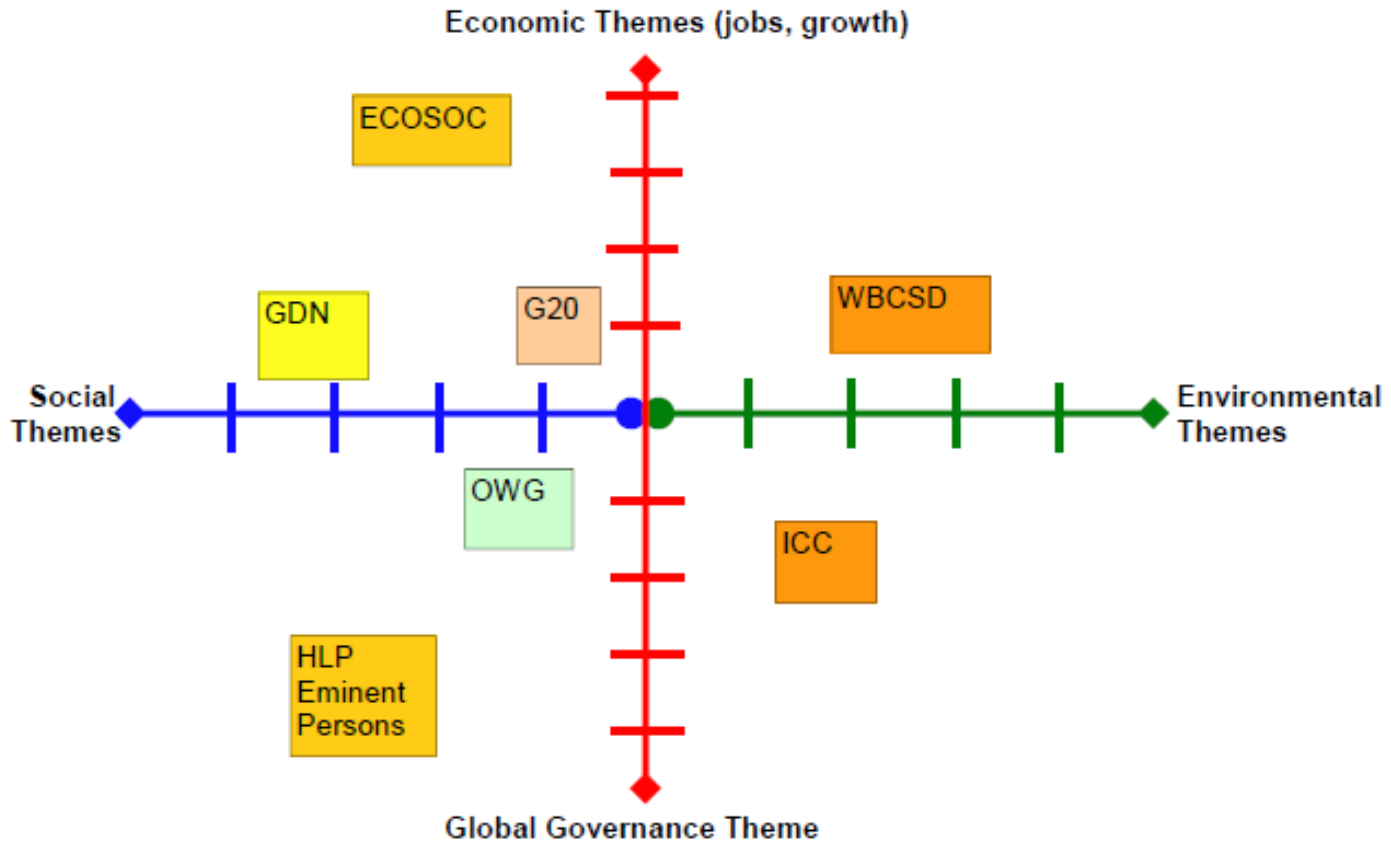
- **SDGs Negotiation  
Process 2012-2014**



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# Cross Sector View of the Demands of Stakeholders

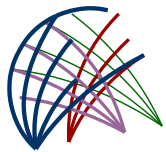


## Legend

The scale ranges from 0% (at the center) to 100% (at the endpoints) corresponding to the focus the organization has to the four themes. Each tick-mark represents 20%.

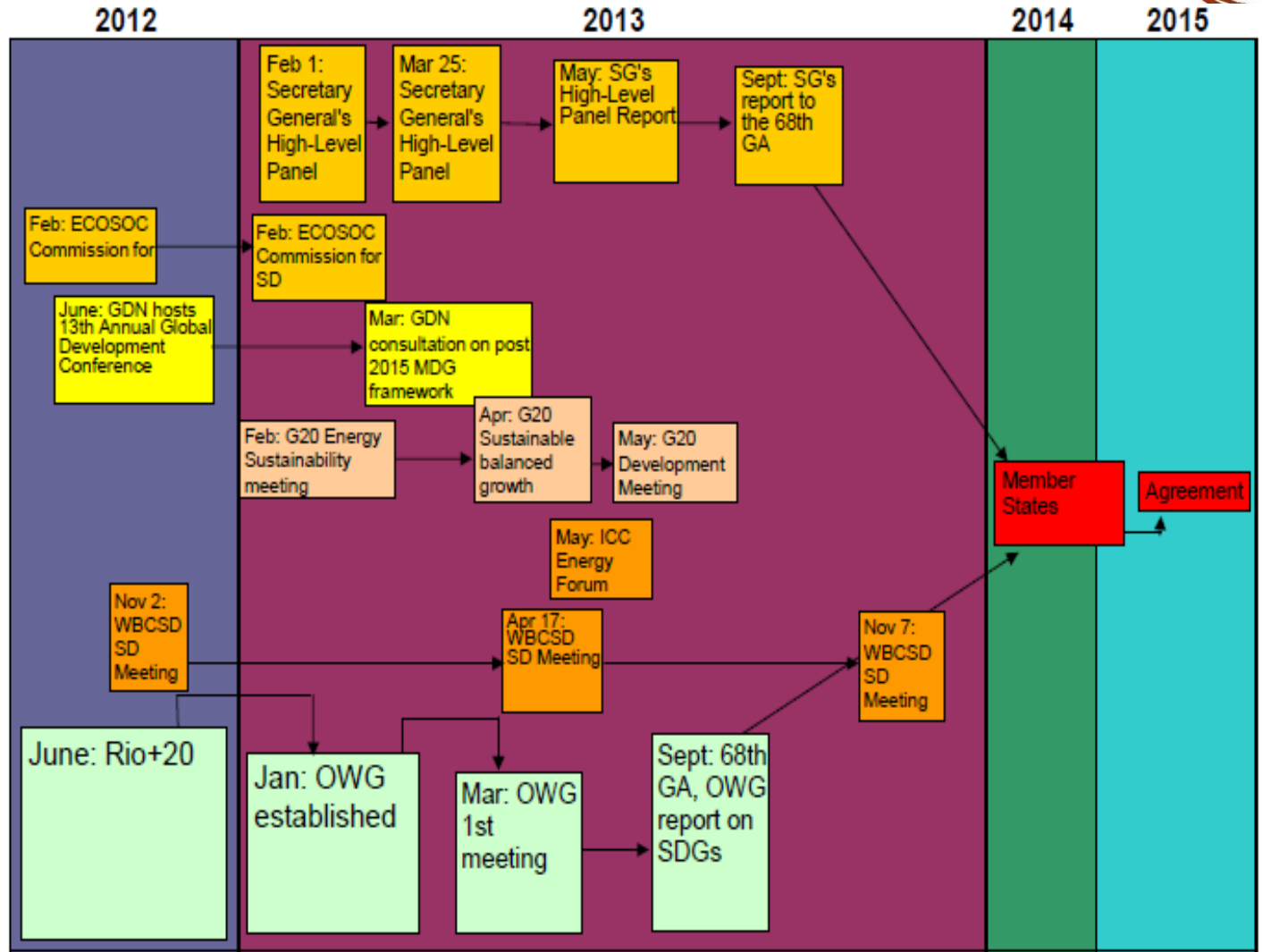
Source: Yiu, Saner with Boehmer, July 2013





Post-2015 Development Agenda

SDGs

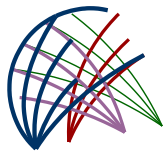


- **SDGs- + Education: the main actors**
  - 1. International Organisation (UNESCO)***
  - 2. NGO committee on Education***
  - 3. G20 representing 20 governments and business (B20)***

## **1. UNESCO lead SDG initiative:**

The Education for All (EFA) Steering Committee – a representative body of key education stakeholders convened by UNESCO – developed a Joint Proposal on Education beyond 2015, which was presented and discussed at the Global EFA Meeting (GEM) in Oman (12-14 May 2014). This

Joint Proposal is based on UNESCO's Position Paper on Education beyond 2015, which was discussed and strongly supported by the 194th session of UNESCO's Executive Board in April 2014.



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## *Joint Proposal of the EFA Steering Committee on Education post 2015 (ED-14/EFA/POST-2015/2 Rev.)*

The aim of this Statement, together with the Joint Proposal, is to **facilitate Member States' discussions** and negotiations on the global post-2015 development agenda in New York and form the **core of the Framework of Action to be adopted at the World Education Forum 2015** in the Republic of Korea **in May 2015**.

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## 2. G20

# International Symposium on Post 2015 Agenda (G20)

will be held in Sydney, Australia on 12<sup>th</sup>-13<sup>th</sup> November 2014. Timed to coincide with Australia's hosting of the G20 Summit that same year, the focus will be on collaboration between business and industry, civil society, institutions and governments.

- 3. The New York NGO Committee on Education again active and adopted the following MISSION STATEMENT:

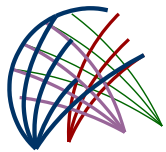
**The Committee pursues these efforts through Advocacy, including submitting written and oral statements to the relevant UN Commissions and presenting Side Events for conferences and other public meetings organized in the context of the UN.**

- **The New York NGO Committee on Education again active and adopted the following MISSION STATEMENT:**



The NGO Committee on Education advocates for quality education as a crosscutting issue with the United Nations system including its agencies and Member States.

Committee members engage with their constituents, other NGO Committees, civil society organizations, and other stakeholders.



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The Committee and its members will have the following ACTIVITIES:

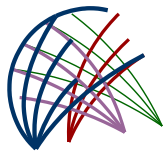
- Promote the inclusion of education goals and targets for the UN Post-2015 Development agenda.**
- Continue to work for fulfilment of the Millennium Development Goals, especially Goal 2 on achieving Universal Primary Education by 2015.**
- Advance the goals of the UNESCO/UNICEF program of "Education for All" and the UN Secretary-General's "Education First Initiative".**
- Promote the implementation of UN Human Rights treaties, protocols, and resolutions as they relate to education.**
- Promote the values and importance of a sustainable planet through formal and non-formal life-long education.**

# Zero Draft SDGs & “Education”



- 15 References to education in the Zero Draft (UNSG-OWG document, total of 17 goals)
- *Goal 4 directly refers to “inclusive and equitable quality education”*

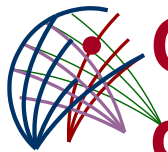
- **Other SDG goals referring to education in Zero-draft:**
  - *Introduction (paragraph 11)*
  - *Goal 3 (healthy lives and well being)*
  - *Goal 8 (economy growth and employment)*
  - *Goal 13 (climate change)*



- **Introduction (para. 11)**

*... need to achieve economic stability, sustained economic growth, the promotion of social equity and the protection of the environment, while enhancing gender equality, women's empowerment and equal employment for all, and the protection, survival and development of children to their full potential, including through education.*

- **Goal 3. Ensure healthy lives and promote well-being for all at all ages**  
*by 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes*



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# **Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**

*4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes*

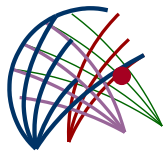
*4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education*

*4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university*

*4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship*

*4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations*

*4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy*



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## **Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all (cont.)**

*4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development*

*4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all*

*4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries*

*4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS*



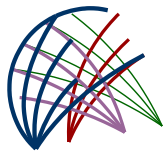
- **Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

*8.6 by 2020 substantially reduce the proportion of youth not in employment, education or training*

- **Goal 13. Take urgent action to combat climate change and its impacts**

***13.3 improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning***

- **Educational Diplomacy should:**
  - Magnify commonalities through **shared experiences!**
  - Build trust through **mutual appreciation and social networks!**



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## CSEND literature:



**Lim, Aik Hoe, Saner, Raymond ; “Rethinking Trade in Education Services: A Wake-Up Call for Trade Negotiators”, Journal of World Trade 45, no. 5 (2011): 993–1036**

- **Saner, Raymond; Fasel, Sylvie; “Negotiating Trade in Educational Services within the WTO/GATS context”, Aussenwirtschaft, St. Gallen, Vol 59, 2, pp 275-308, 2003.**
- **Lim, Hoe; Saner, Raymond (2011), Trade in Education Services: Market Opportunities and Risks, Life Long Learning in Europe; 1- 2011, pp 18-29; Helsinki, Finland.**
- **Yiu, L. co-authored with Gallagher, M. Hasan, A., Canning, M., Newby, H. and Whitman, I., “China”, OECD Reviews of Tertiary Education, 2009. Organisation for Economic Cooperation and Development, Paris**
- **Yiu, L., co-author with the expert team for the OECD Policy Review in Brazil, “Reviews of National Policies for Education: Santa Catarina State, Brazil, 2010”. OECD, Paris. 2010.**
- **<http://www.csend.org/publications/negotiation-a-diplomacy/item/382-deliberation-on-post-mdg-2015-development-agenda>**
- **<http://www.diplomacydialogue.org/publications/educational-diplomacy.html>**