15 Clues of Analysis Reflecting Upon the Education 2030 Agenda

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The Education 2030 Agenda is transformative, holistic, humanistic, progressive and developed-oriented. It implies renewing the meaning of educational concepts that have marked the debate and the collective construction in education during the last four decades. Through 15 clues of analysis, this article aims to provide an overview of this Agenda. The clues derive from the changes that are emerging from the fourth industrial revolution and the need to recreate global and local bases for sustainable development and sustainable lifestyles.

Transformational social imaginaries are the point of reference for rethinking visions, content and educational strategies led by the State. A guarantor State has the responsibility of facilitating opportunities, processes and outcomes with regard to effective, relevant and sustainable lifelong learning. Moreover, this new Agenda entails strengthening the role of the State as a guarantor of the right to education and learning by leading, co-developing and monitoring educational processes, as well as by prioritizing vulnerable groups and people and appealing to a diversity of institutions and actors with no institutional visa to respond to the diversity of learners. All of this reaffirms that education is a cultural, social and economic policy that lays solid foundations for individual and collective well-being, sustainable lifestyles and more inclusive, just, cohesive and peaceful societies.

Likewise, in order to give effect to a transformational vision of education, the opportunities for lifelong learning must be broadened and democratized. A proactive State should therefore not only promote access to education without age thresholds, but it should also facilitate accreditation and recognition of the competencies that people develop in life. This implies, among others, progressing towards an education vision conceived by age cycles, which exists in an integrated framework of education for children, adolescents and youth and is articulated around competencies and knowledge. Four categories of competencies are therefore identified: fundamental literacy, methodological tools, character qualities and global and local commitments. These seek to highlight the keys to sustainable development within the framework of the fourth industrial revolution with markedly disruptive effects.

Inclusive education is key to inform a transformational educational agenda as it involves the personalization of learning. The spirit of inclusion stems from the understanding that each student matters and has the potential to learn regardless of his or her ethnicity, migratory status, physical condition and social, intellectual, gender and sexual orientation. Achieving more inclusive, just, cohesive and sustainable societies also means focusing on issues such as education for global citizenship, education for development and sustainable lifestyles, and STEM education. Of equal importance to the aforementioned issues, is the relevance of a robust perspective of gender as a crosscutting theme that strengthens the democratization of society and education. In fact, renewed socio-cultural and political readings around the gender perspective are required in order to underpin and audit the education system in achieving equal opportunities and learning outcomes.
The fourth industrial revolution has led to the challenge of technology being considered as one of the defining features of both human identity and our understanding and development as people, citizens and workers. There is a need to introduce computational thinking, programming or coding from basic education onwards as one of the key tools for students to produce, share and disseminate knowledge. Students should no longer be understood and treated solely as recipients of information. It is necessary to rethink the relationship between education and work by overcoming an outdated vision of a linear adjustment between education and the labor market. In fact, work constitutes a universal dimension of citizenship education that should pave the way for adaptability and proactive action in light of labor challenges and exponential changes relating to occupation and tasks as well as to work arrangements.

Finally, the triad curriculum - schools - pedagogy is the 'à la carte' menu that is owned by teachers, who are widely understood as the policy decision makers in the classroom, to personalize education so that students are protagonists and regulators of their own learning. The triad reaffirms the need to forge a comprehensive teacher agenda that looks at the profile and role of teachers as well as teacher education, working conditions and professional development. The crucial question remains: what type of education and teachers for what type of person, citizen, community and society.