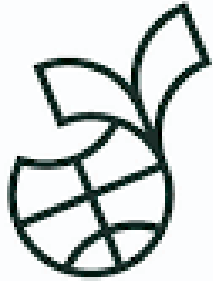
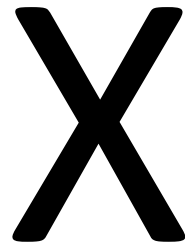




Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Écoles
associées
de l'UNESCO



Les futurs de
l'éducation

APPRENDRE À DEVENIR

Discussions sur les Futurs de l'éducation

140

Groupes de discussion

2500+

Participants

25

Pays de toutes les régions du monde

AFRIQUE

- Algérie
- Angola
- Madagascar
- Rwanda

ETATS ARABES

- Liban

ASIE & PACIFIQUE

- Azerbaïdjan
- Bangladesh
- Chine
- Indonésie
- Japon
- RDP Lao
- République de Corée

AMERIQUE LATINE &

CARIBES

- Costa Rica
- Haïti
- Pérou

EUROPE & AMERIQUE DU NORD

- Bélarus
- Danemark
- Finlande
- Allemagne
- Grèce
- Lettonie
- Norvège
- Portugal
- Slovaquie
- Espagne

140

Groupes de discussion

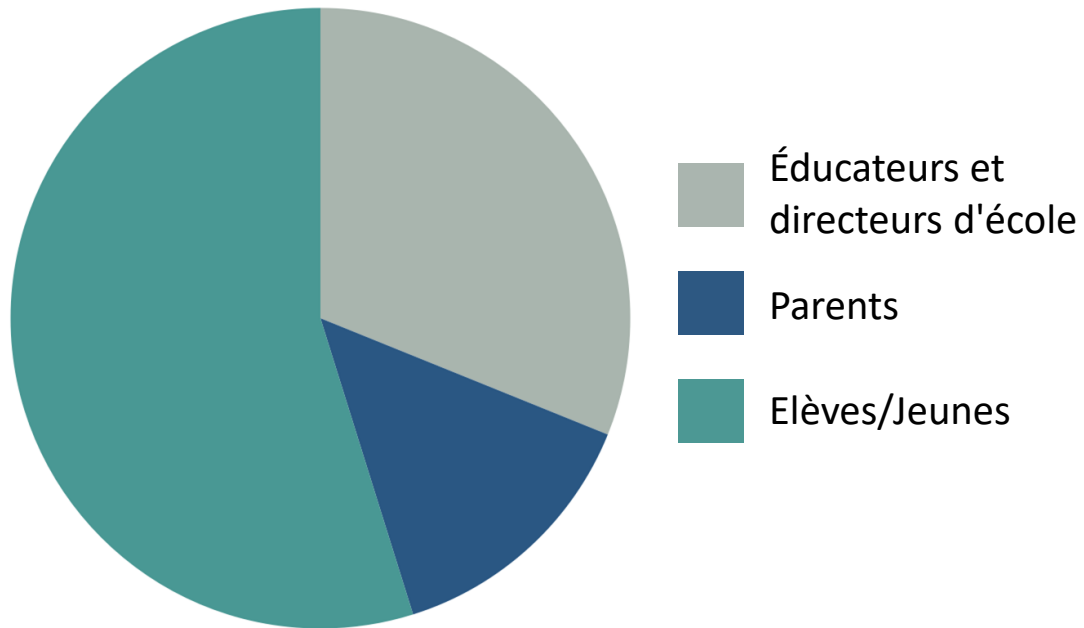
2500+

Participants

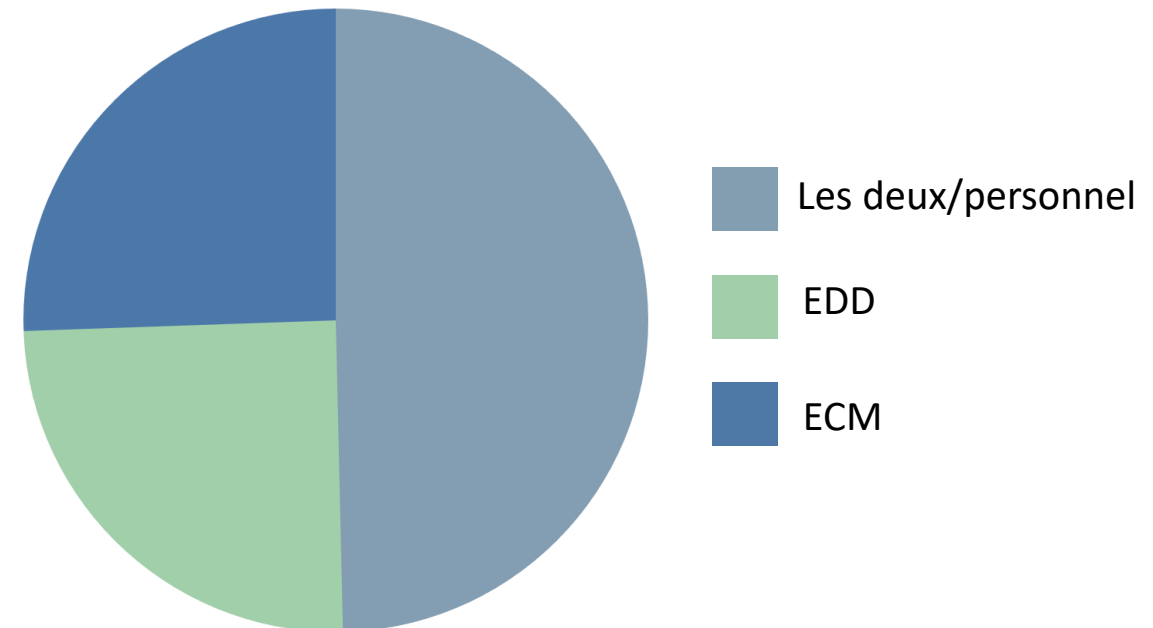
25

Pays de toutes les régions du monde

Groupe de parties prenantes primaires



Sujet de discussion





2 CYCLES DE RÉFLEXION



CYCLE DE RÉFLEXION **1**

Notre monde en 2050



CYCLE DE RÉFLEXION **2**

L'éducation pour des sociétés plus justes,
pacifiques et durables



Discussions de groupe du réSEAU : Focus thématique

1st Round of Reflection: Our world in 2050					
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”					
2nd 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
1. From your experience going to school, what has helped you in particular to becoming a global citizen? 2. What ideas do you have to improve today's education to allow you/ students to become global citizens? <i>Additional questions you could use to elicit responses:</i>	1. Opportunities/ What works well? 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? 2. Challenges/What	1. Please share an example of how your children's school effectively fosters global citizens. What could your children's school do better? 2. What role should parents play in their children's education?	1. From your experience going to school and learning, what has helped you in particular to live more sustainably? <i>Additional questions you could use to elicit responses:</i> 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?	1. Opportunities/What works well? 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	1. Please share an example of how your children's school effectively fosters learnings associated with sustainable development. What could your children's school do better? 2. What role should

Thèmes principaux qui ont émergé



1. L'éducation au-delà de la salle de classe



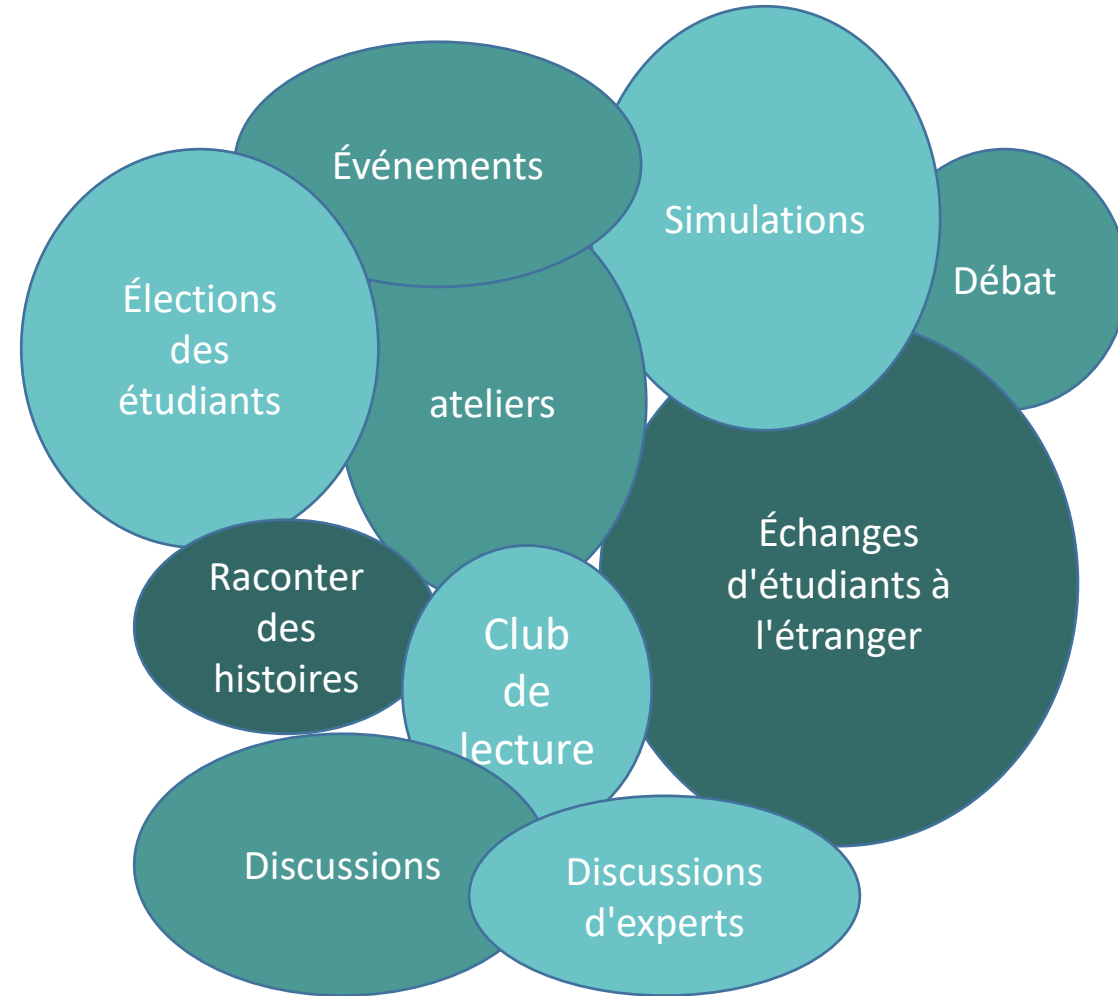
2. L'apprentissage axé sur les personnes



3. Le bien-être social et émotionnel

L'éducation au-delà de la salle de classe

Presque tous les groupes de discussion ont identifié l'éducation appliquée et expérientielle comme étant essentielle pour l'avenir.



L'éducation au-delà de la salle de classe

Les participants ont appelé à élargir l'apprentissage pour inclure :



Apprendre au sein de
la communauté



Apprendre à
l'international



Apprendre en
plein air

Envisageant l'éducation en 2050, les étudiants se voient...

Jouer un rôle actif et central dans le processus d'apprentissage.

- S'engager dans la construction de connaissances en utilisant leurs expériences
- être motivé pour comprendre, retenir les connaissances et développer les compétences



Au-delà du progrès scolaire et de l'évaluation :

Intégrer le bien-être des
étudiants, de la collectivité et
de l'environnement dans les
systèmes éducatifs.



Intégrer les idées dans le rapport mondial

425

GROUPES DE
DISCUSSION
6000+
participants

350

ŒUVRES D'ART

3000+

PROPOSITIONS
ÉCRITES

800,000

+

PARTICIPANTS
AU WEBINAIRE

30,000+

IMPRESSIONS
SUR LES
MÉDIAS
SOCIAUX

90,000+

REPONSES
ENQUÊTE
D'UNE MINUTE

90,000+

REPONSES
ENQUÊTE
D'UNE MINUTE

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.

Mise à jour des progrès (mars 2021)

- Informations générales sur l'initiative et ses ambitions
- Aperçu provisoire du rapport
- Principaux points et arguments envisagés par section

L'UNESCO ACCEPTE LES COMMENTAIRES JUSQU'AU **30 AVRIL**

Intégrer les idées dans le rapport mondial

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IMPRESSIONS SUR
LES MÉDIAS
SOCIAUX

90,000+

REPONSES
ENQUÊTE D'UNE
MINUTE



Focus group discussions analysis:

September 2019 - November 2020

This paper was commissioned by UNESCO to analyse the reports from focus group discussions organised 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).

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

- 1. Objectif de l'éducation :** l'éducation doit être un processus collectif fondé sur l'expérience.
- 2. Comment et où nous apprenons :** l'apprentissage devrait se développer en dehors de la salle de classe, dans la communauté, au travail et virtuellement.
- 3. Comment nous apprenons et qui est impliqué :** aligner l'apprentissage sur les intérêts/objectifs individuels, mais les enseignants sont essentiels pour guider/mentorer.
- 4. Ce que nous apprenons :** l'éducation devrait fusionner la pensée critique et l'apprentissage socio-émotionnel

Intégrer les idées dans le rapport mondial

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6000+ participants

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ŒUVRES D'ART

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ÉCRITES

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IMPRESSIONS SUR
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ENQUÊTE D'UNE
MINUTE

1. Technologie
2. Education de qualité
3. Durabilité environnementale
4. Femmes et filles



Women, robots and a sustainable generation:
Reading artworks envisioning education in 2050 and beyond

This paper was commissioned by UNESCO to analyse the artworks submitted in response to UNESCO's call for contributions on what education will look like in 2050, within the framework of the Futures of Education Initiative. This paper can be cited with the following reference: Sadik, A. and Fandi, C. 2021. Women, robots and sustainable generation: Reading artworks envisioning education in 2050 and beyond. Paper commissioned for the UNESCO Futures of Education report (forthcoming, 2021).
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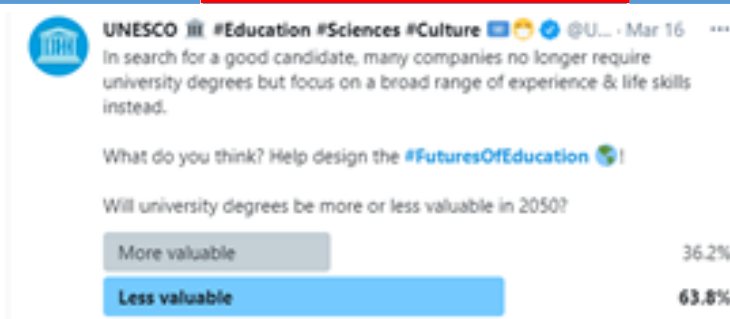
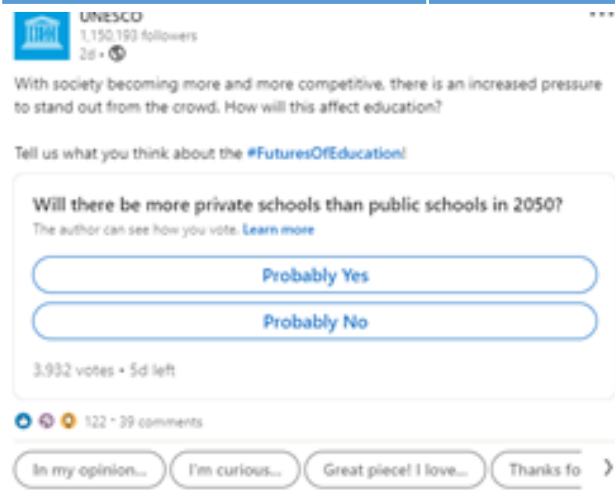
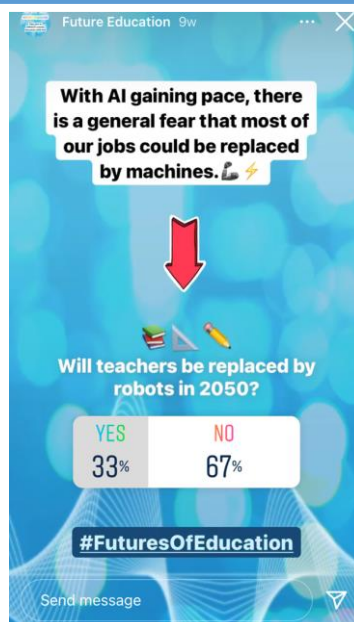
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