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Ministry of Education

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5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being

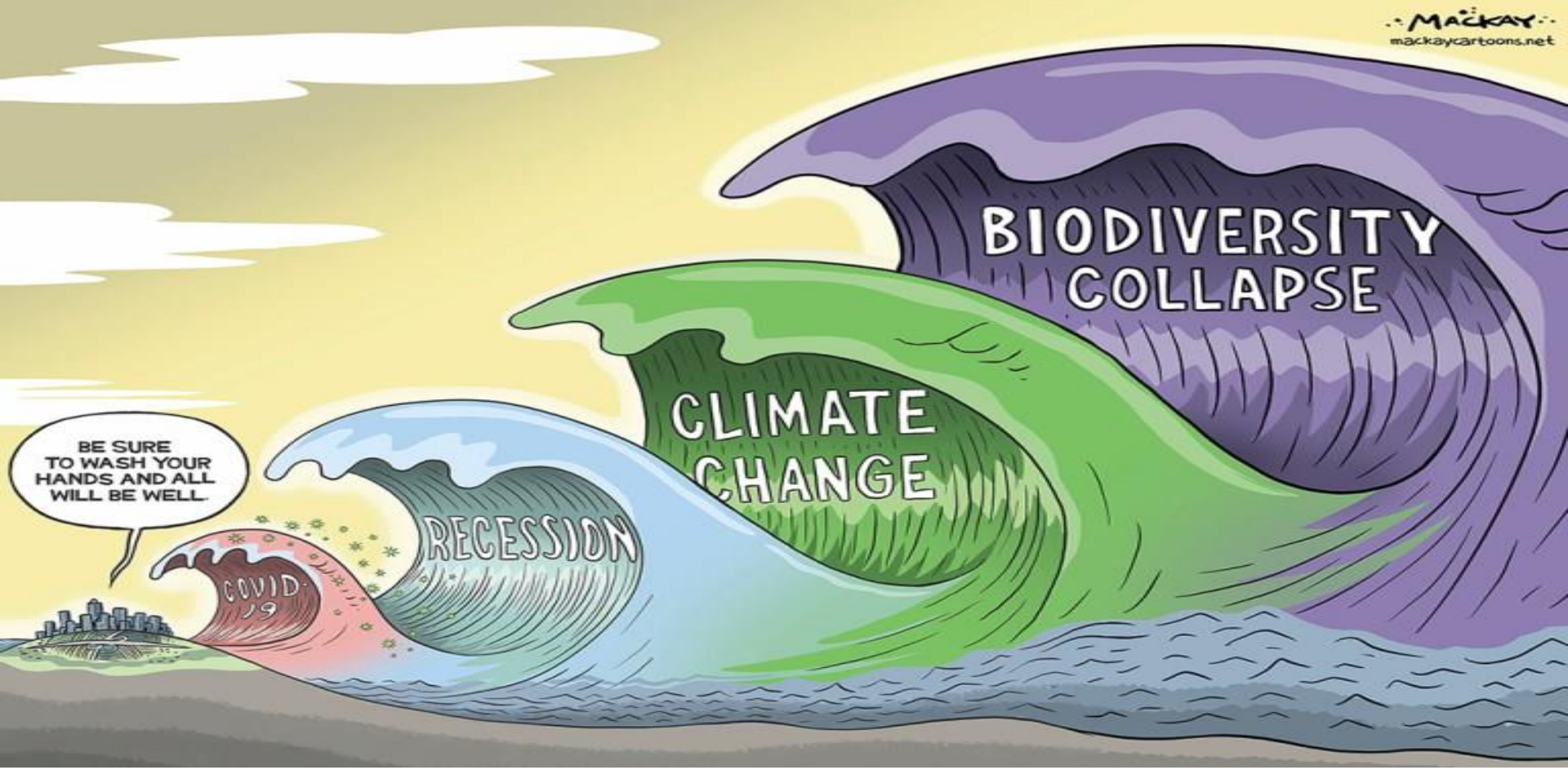
The implementation of transformative education – where do we stand?

Healthy Policy Frameworks for Transformative Education

Concurrent sessions 1

Session 1.1

Arjen Wals, UNESCO Chair, Social Learning and Sustainable Development, University of Wageningen, Netherlands



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OECD and Pisa tests are damaging education worldwide - academics

In this letter to Dr Andreas Schleicher, director of the OECD's Programme for International Student Assessment, academics from around the world express deep concern about the impact of Pisa tests and call for a halt to the next round of testing

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PROFESSIONAL CAMPUS JOBS EVENTS RANKINGS

Rank	Name Country/Region	No. of FTE Students	No. of students per staff	International Students	Female:Male Ratio
51	Washington University in St Louis United States Explore	14,243	7.9	22%	n/a
52	University of North Carolina at Chapel Hill United States	31,064	8.1	8%	58 : 42
53	Wageningen University & Research Netherlands	14,871	20.2	27%	53 : 47
=54	Australian National University Australia	18,934	17.6	47%	52 : 48
=54	The University of Queensland Australia Explore	41,914	35.8	41%	55 : 45
=54	Seoul National University South Korea	26,871	15.4	11%	n/a
57	Monash University Australia	60,211	44.1	45%	57 : 43
=58	University of Sydney Australia	47,956	19.3	47%	59 : 41
=58	University of Wisconsin-Madison United States	39,783	10.3	14%	n/a
60	Fudan University China	33,140	11.1	12%	52 : 48

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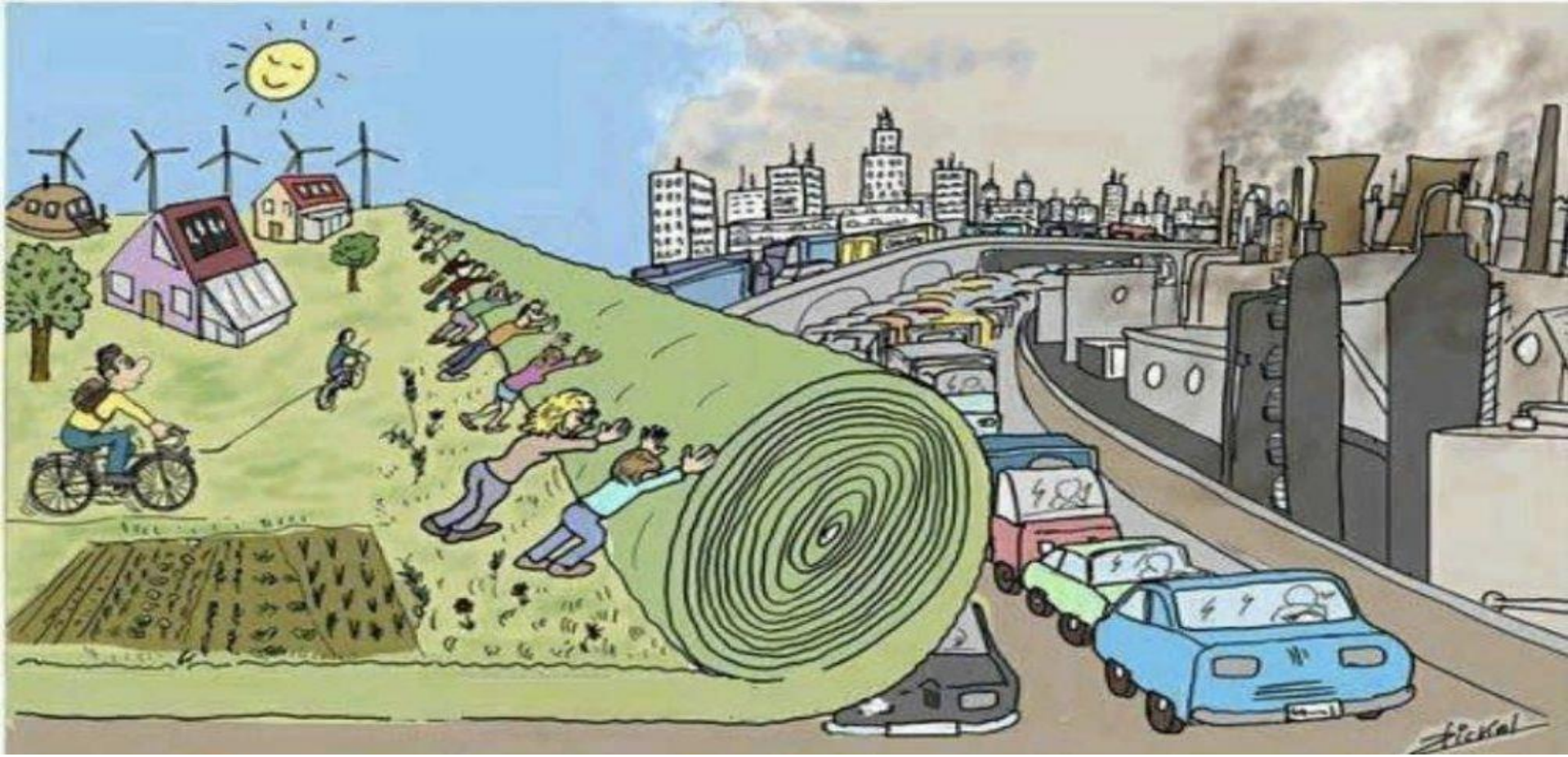

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Based on: UNESCO, 2016/GEM2016 Report

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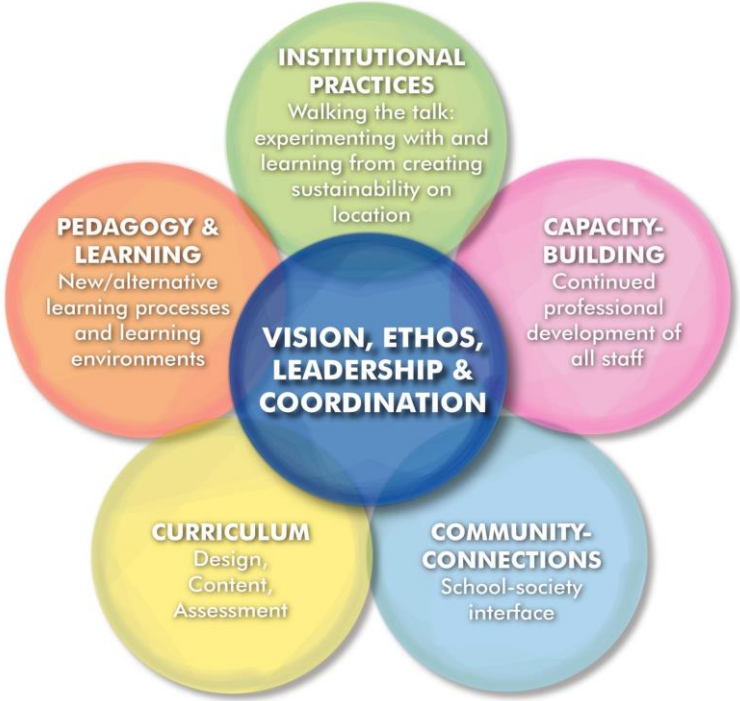
Whole School Approach (WSA)



Source: Wals & Mathie, 2021

WIJ ZIJN SUPPORTER
VAN SCHOON
Green Office

Participatory mapping
PLASTIC VRŸE ZONE!

Local Sustainability Investigations

Arts-based transformation

useITsmartly

Vintage clothing fairs

Pedagogy & Learning

- Inquiry-based
- Values-based – pedagogy of care
- Place-based situated learning
- Transformative learning
- Citizen Science

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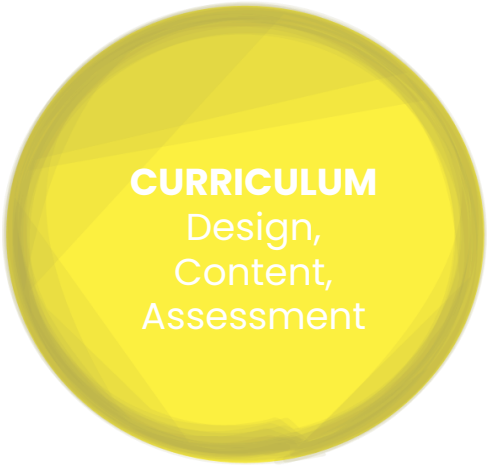
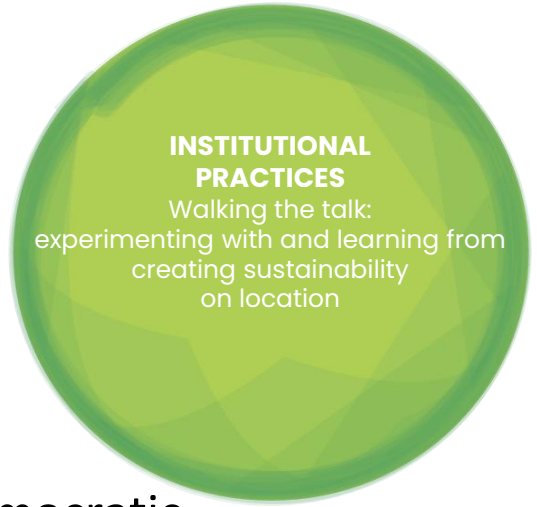
Curriculum



- Localized/place-based
- Responsive: Emergent – Event/situation based
- Whole Subject Approach – cross-cutting themes

Embodied vocational learning

Institutional Practices



- Enacting a sustainable, equitable, healthy and democratic school for real!
- All staff and students can provide input and are heard
- ‘walking the talk’ and ‘we make the road by walking’

GFT
Papier
PMD
Rest

Community Connections

- Involving/including local actors (parents, NGO's, businesses, etc.
- Brokering and nurturing good relationships
- How can the school surroundings become a living resources for teaching and learning?

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REPAIR CAFE

Source: repairtogether.be/nl/repair-cafes-in-cijfers/

Source: ROC Midden Nederland

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Capacity-Building

- What competencies are needed?
- Where/how/when are they developed?
- What is the role of teacher education?
- What is your school doing in this regard?

Vision, Ethos and Leadership

- What is the purpose of our education?
- What is it strengthening in our students and the world, what might it be weakening or silencing?
- What ‘profile’ do we want to have as a school?
- What kind of leadership is needed?
- How do we organize and support a Whole School Approach?

Student voice

Engaged leadership

Healthy Policies for Enabling a WSA

Source: Wals & Mathie, 2021

Key actions for policy

- Create space for localized curricula
- Upgrade the importance of socio-emotional learning
- De-emphaze testing, control and accountability
- Have more faith and trust in teacher and their capacities
- Support whole child, whole school and whole community approaches
- Invest in capacity-building of **all** staff in schools

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Thank you