

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

OECD Learning Compass 2030 and SDG4.7

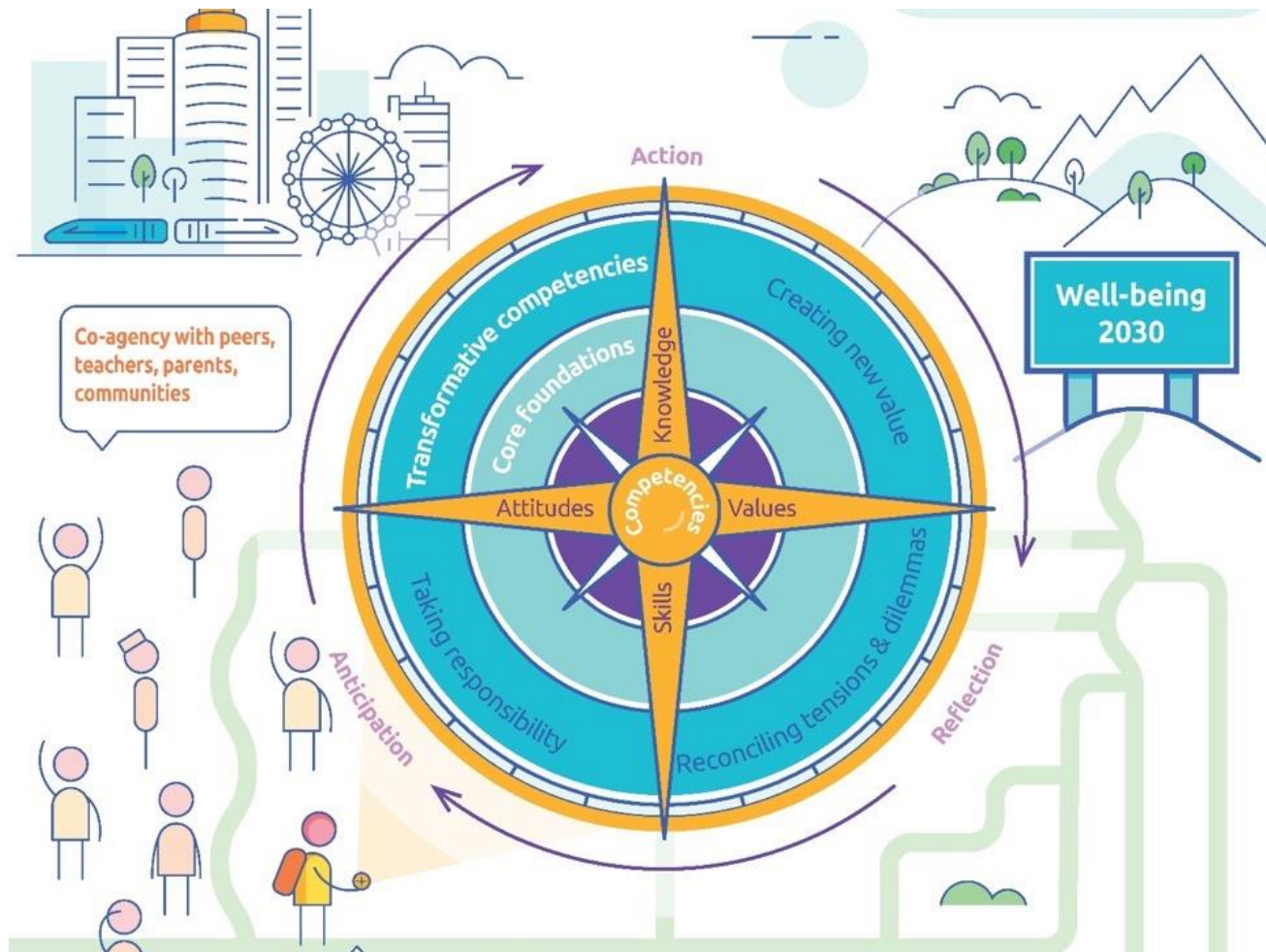
Plenary session 2

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OECD Learning Compass 2030 and SDG4.7



Miho Taguma

Senior policy analyst, project manager of
the OECD Future of Education and Skills
2030

Directorate for Education and Skills,
OECD

Today's focus

1. Brief background of the OECD Future of Education and Skills 2030 project
2. Introduction of some aspects of the OECD Learning Compass 2030 that are relevant to SDG 4.7
 - Competencies – knowledge, skills, attitudes & values
 - How to embed such competencies into curriculum
 - How to measure such competencies

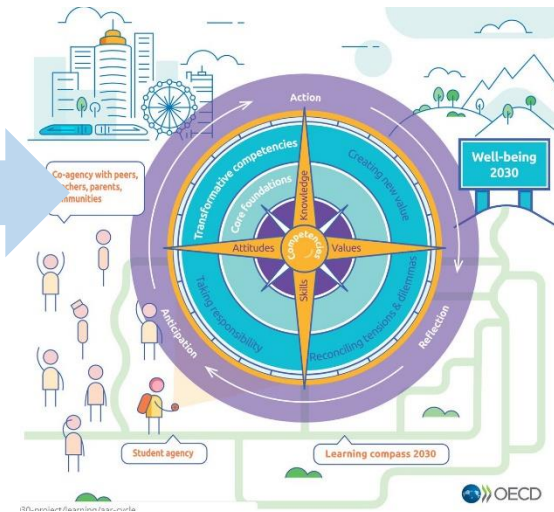
OECD Future of Education and Skills 2030 Project

Project Start
2015

Phase I
2015 – 2018/19

What?

What kind of competencies – knowledge, skills, attitudes & values – will today's students need to thrive and shape a better future?



Launch of
**OECD Learning
Compass 2030**
in May, 2019

Phase II

2019/20 – beyond

How?

How to design learning environments?
How to effectively implement curriculum?
How to develop Teacher Agency?



Currently under development
**OECD Teaching
Compass 2030**

Today's focus

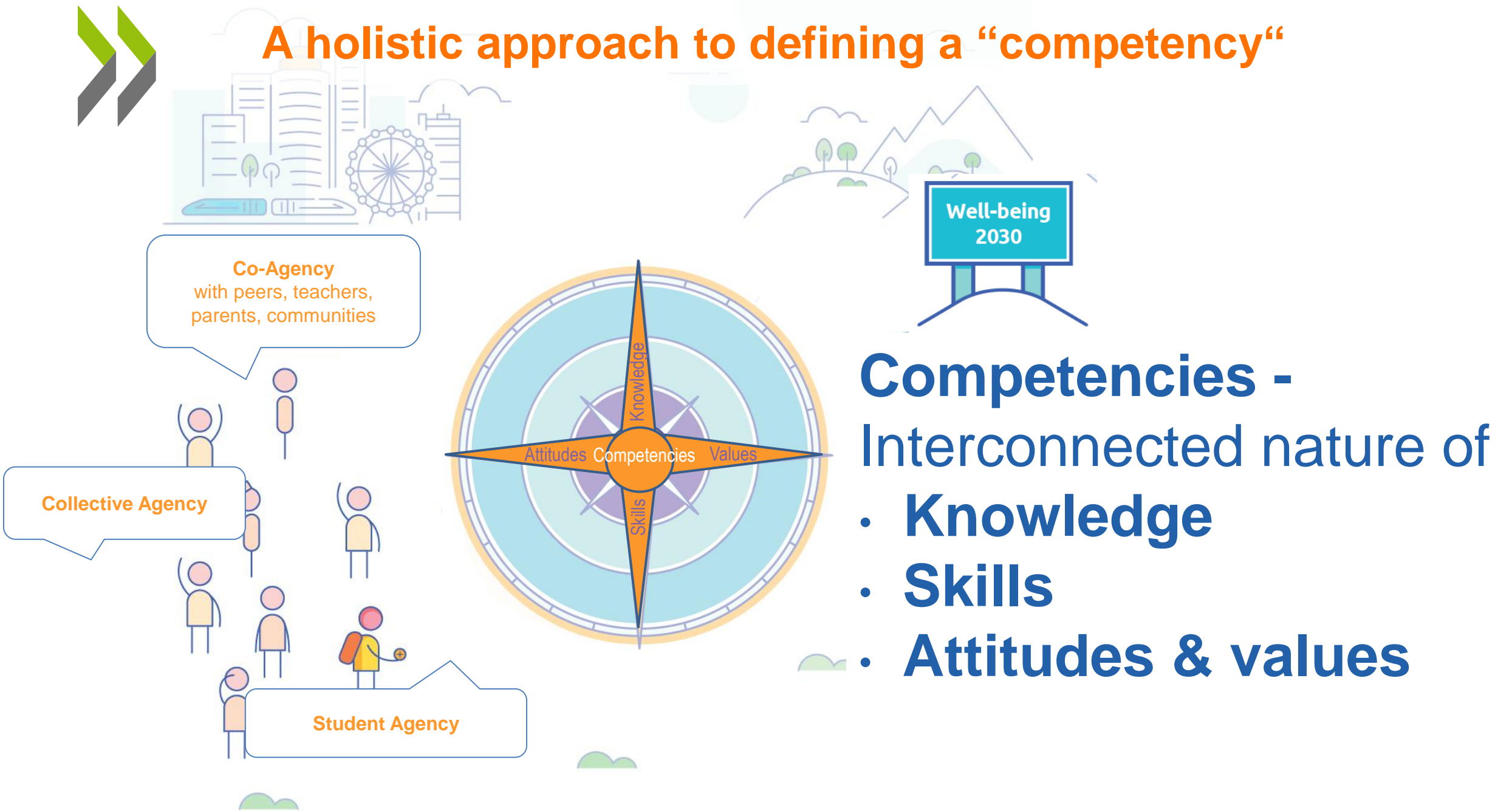
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A holistic approach to student agency

→ Students learn and develop their **agency** in interactions with others e.g. peers and friends, teachers, parents, siblings, others from any communities they belong to etc. (**co-agency**), and also in dynamics of a group (**collective agency**).



A holistic approach to defining a “competency“

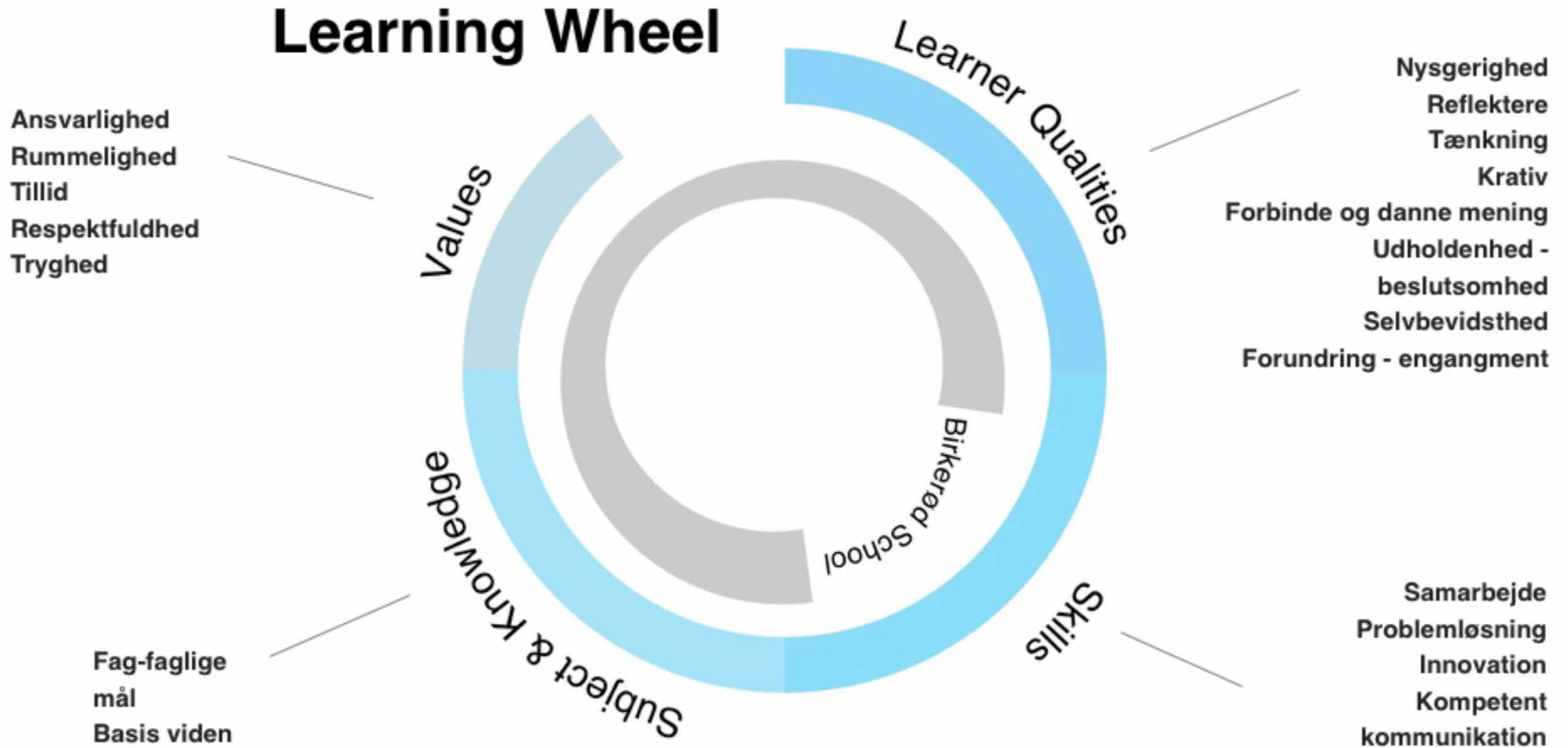


Competencies -
Interconnected nature of

- **Knowledge**
- **Skills**
- **Attitudes & values**



Example from Denmark: Birkerød Skole





Attitudes & values

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*



Questions for Reflection SDG4.7

What do we monitor? Which progress?

4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies , (b) curricula , (c) teacher education , and (d) student assessment
4.7.2	Percentage of schools that provided life skills-based HIV and sexuality education within the previous academic year
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5	Percentage of students in the final grade of lower secondary education showing proficiency in knowledge of environmental science and geoscience

For students to thrive in a world of uncertainty and complexity, and shape a better future, they need....

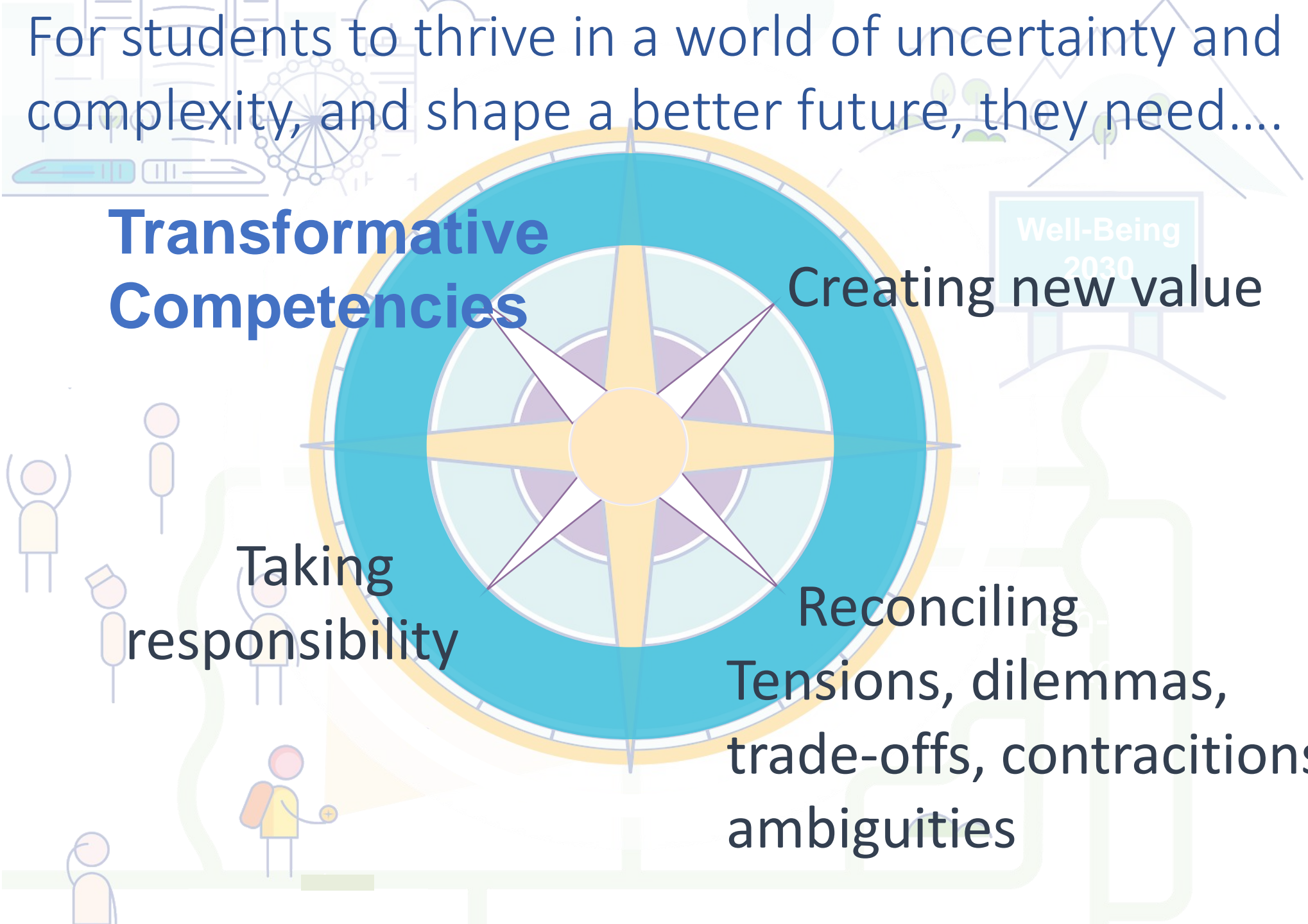
Transformative Competencies

Creating new value

Taking
responsibility

Reconciling
Tensions, dilemmas,
trade-offs, contractions,
ambiguities

Well-Being
2030





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Example from British Columbia, Canada

The Educated Citizen



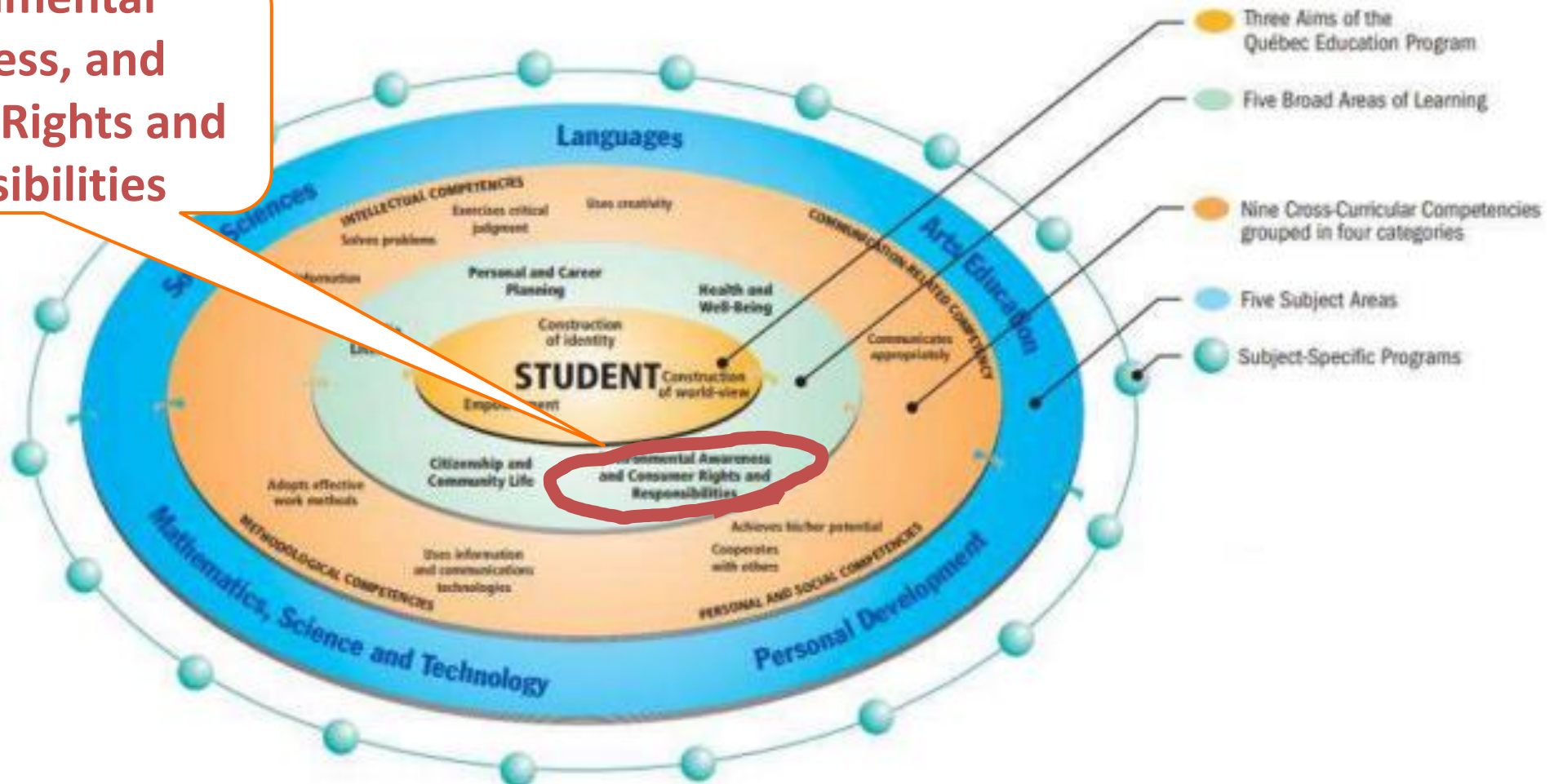
- thoughtful, able to learn and to think critically, communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a sense of purpose;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada and the world



Example from Québec, Canada

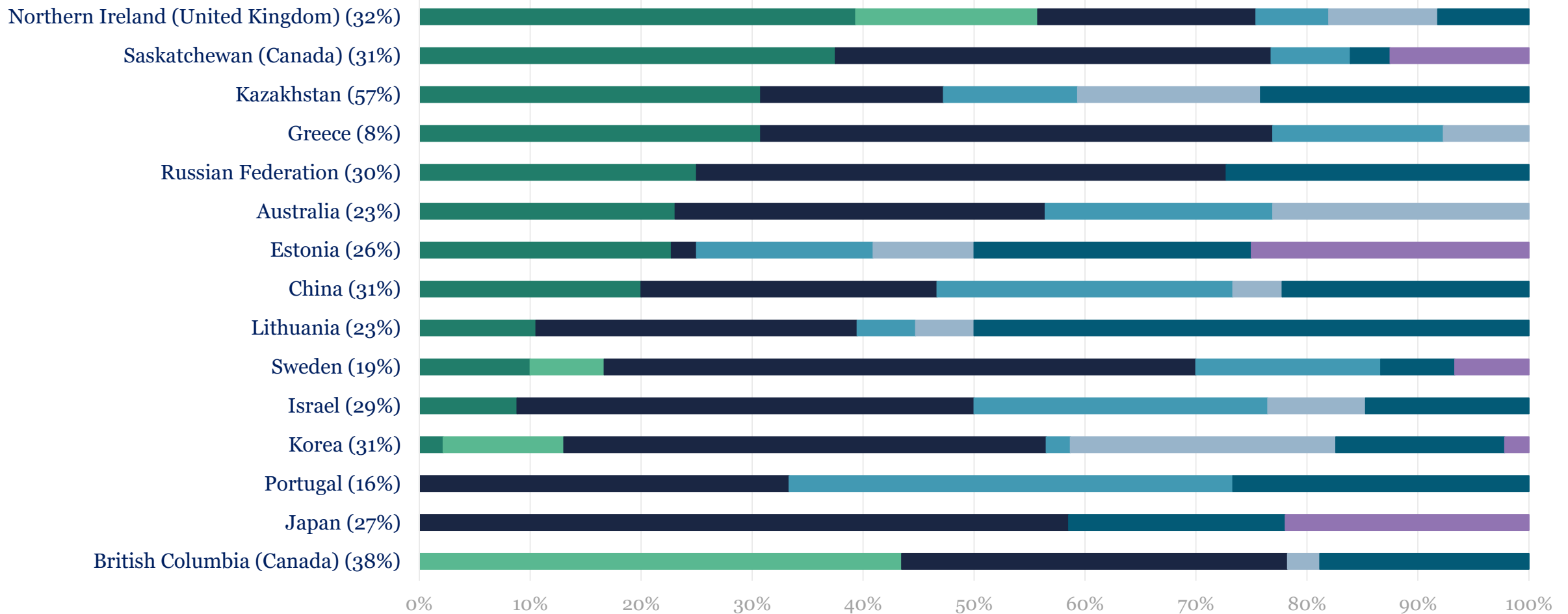
Environmental awareness, and Consumer Rights and Responsibilities





Distribution of content items in the mapped curricula targeting **global competency** (as main or sub target), by learning area

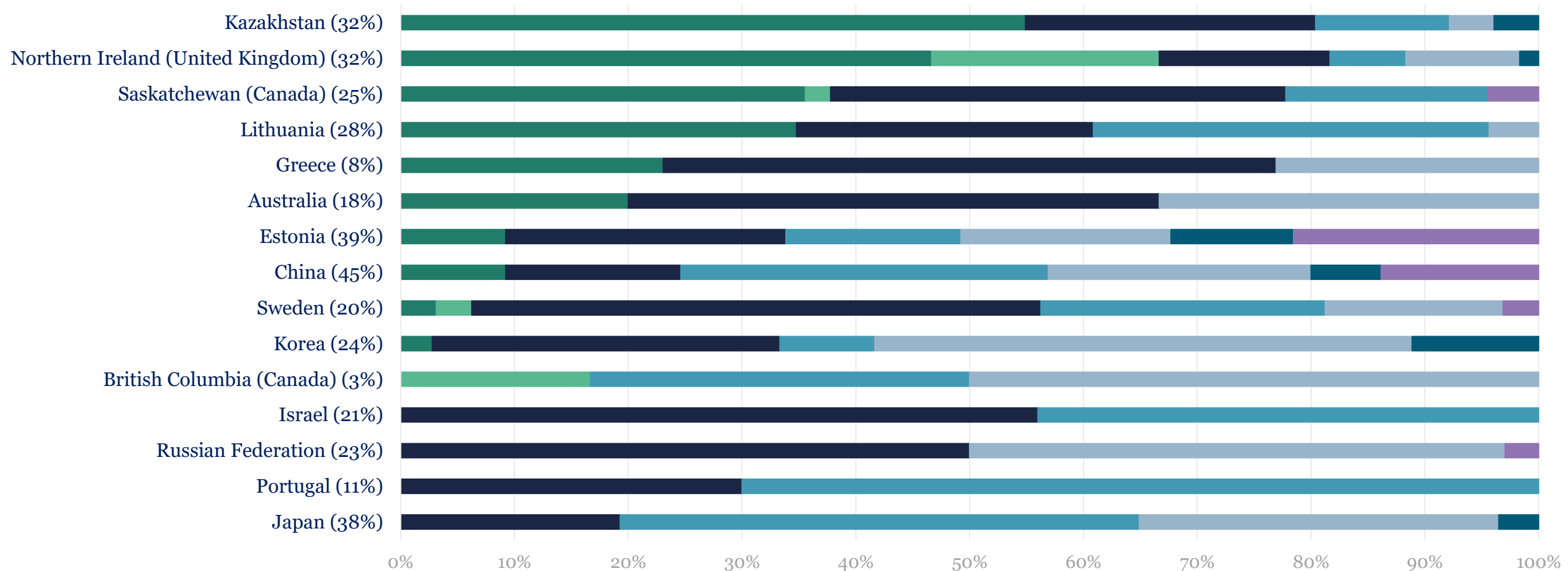
■ national language ■ mathematics ■ humanities ■ science ■ technologies/home economics ■ arts ■ PE health





Distribution of content items in the mapped curricula targeting **literacy for sustainable development** (as main or sub target), by learning area

■ national language ■ mathematics ■ humanities ■ science ■ technologies/home economics ■ arts ■ PE health





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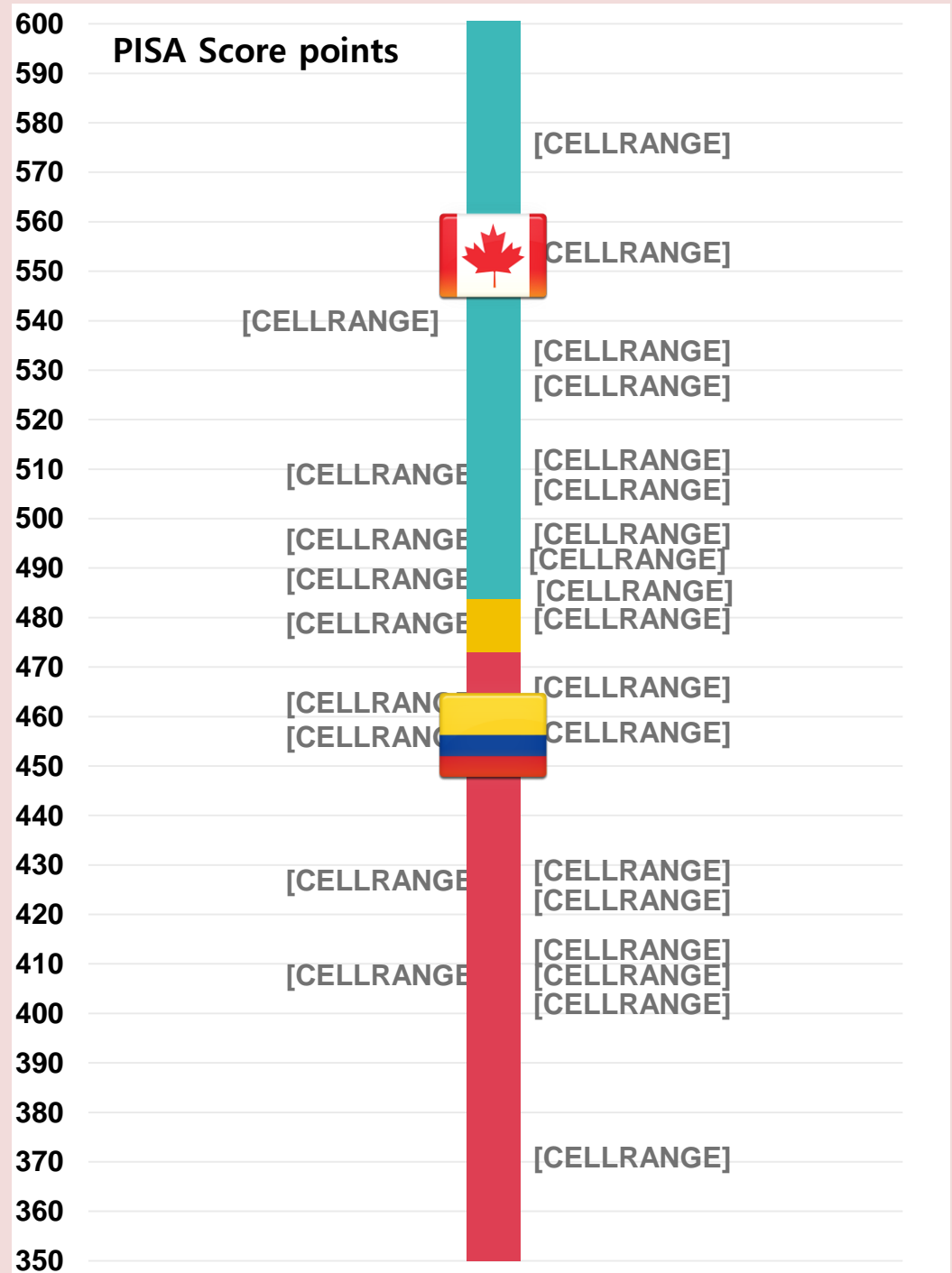
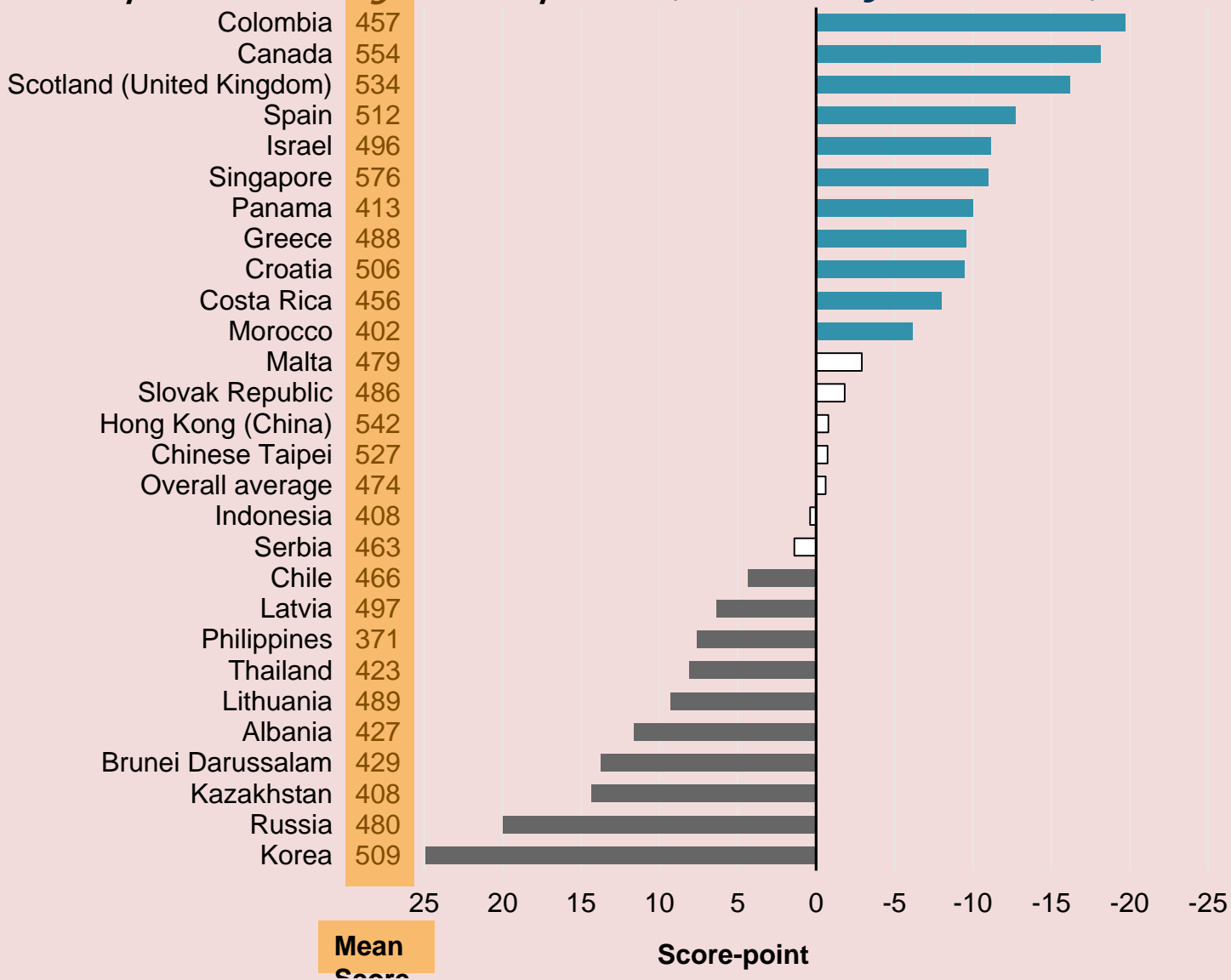
PISA's definition of global competence



- **Knowledge and cognitive skills directly tested**
- **Social skills and attitudes surveyed through self-reports**
- **Background data from**
 - **School leaders**
 - **Teachers**
 - **Parents**

Performance on the global competence test

*Score-point difference between actual and **expected** performance in global competence (based on reading, math and science)*

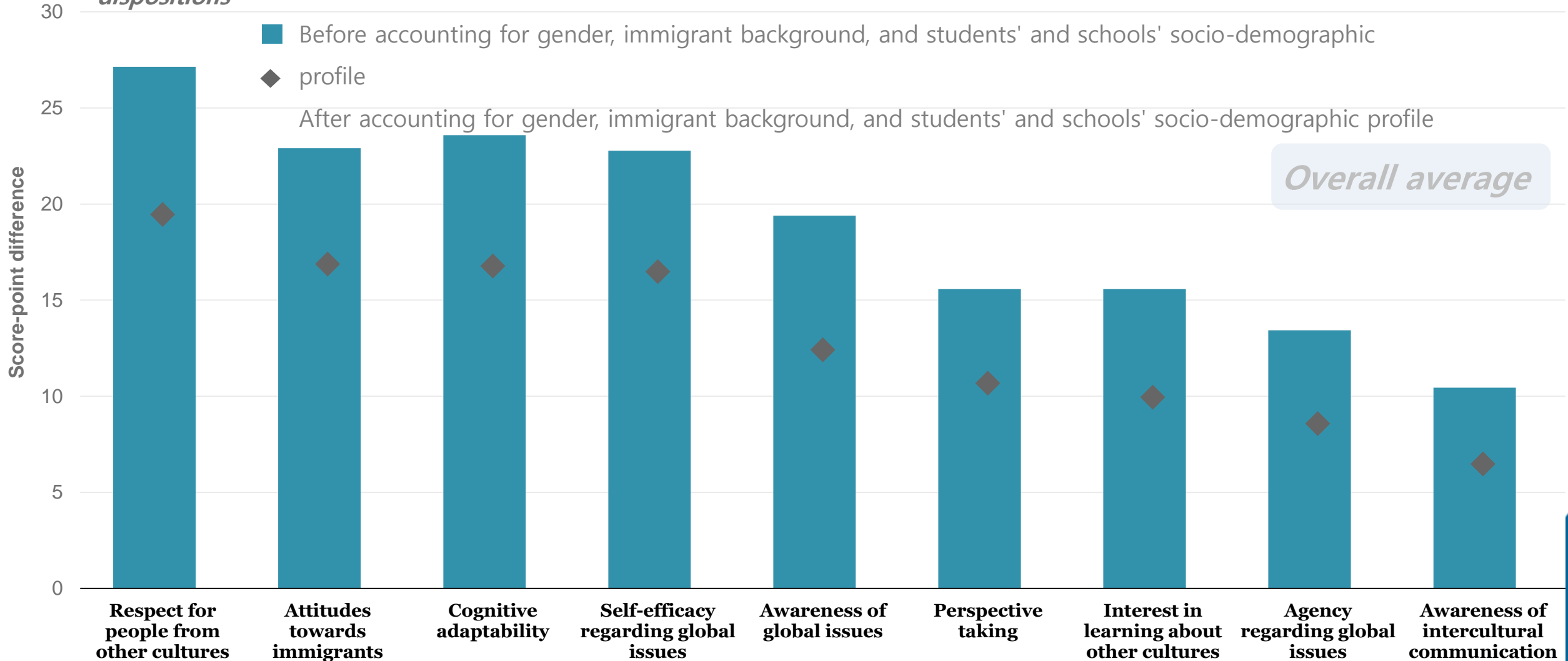




Students' attitudes and dispositions **predict** performance in global competence

Fig VI.6.10

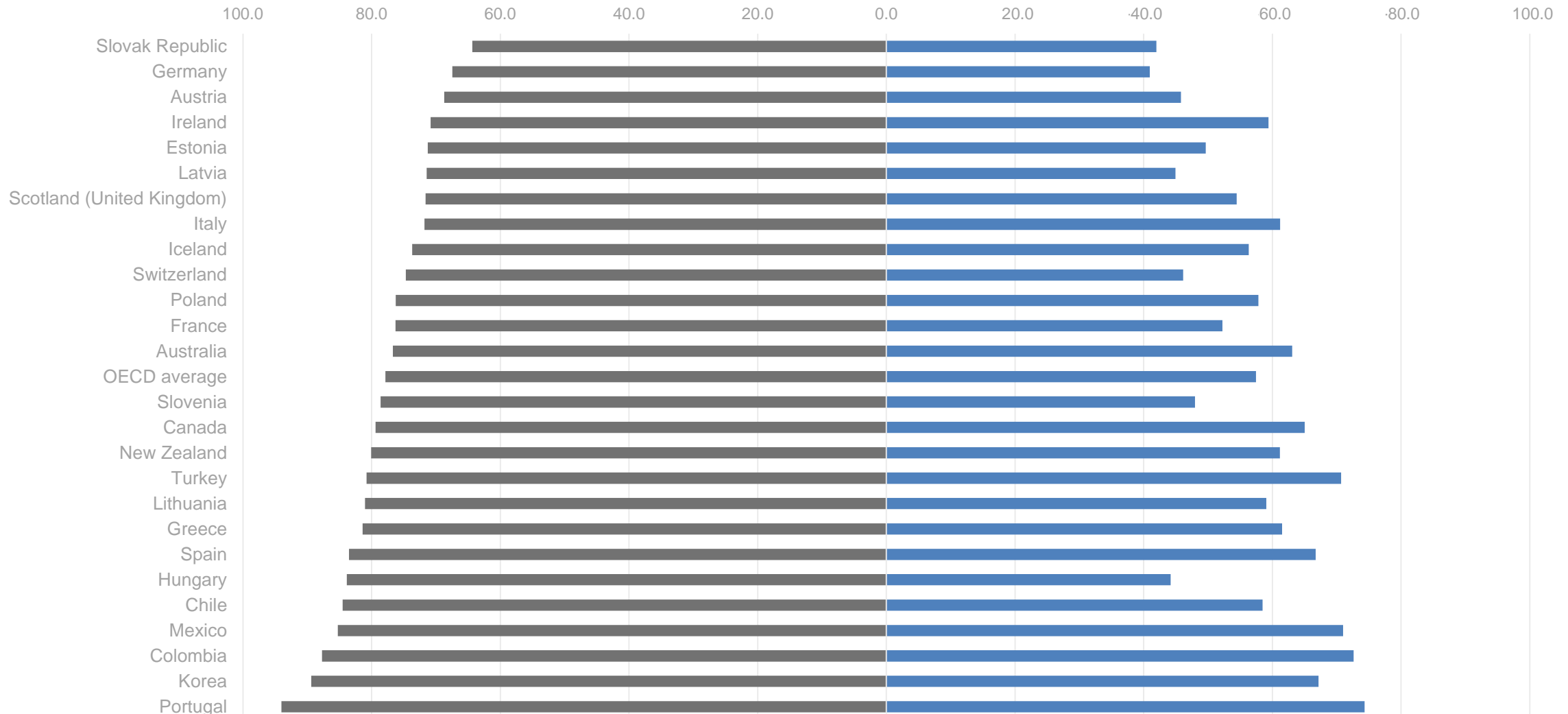
Score-point difference associated with a one-unit increase in the indices of students' attitudes and dispositions





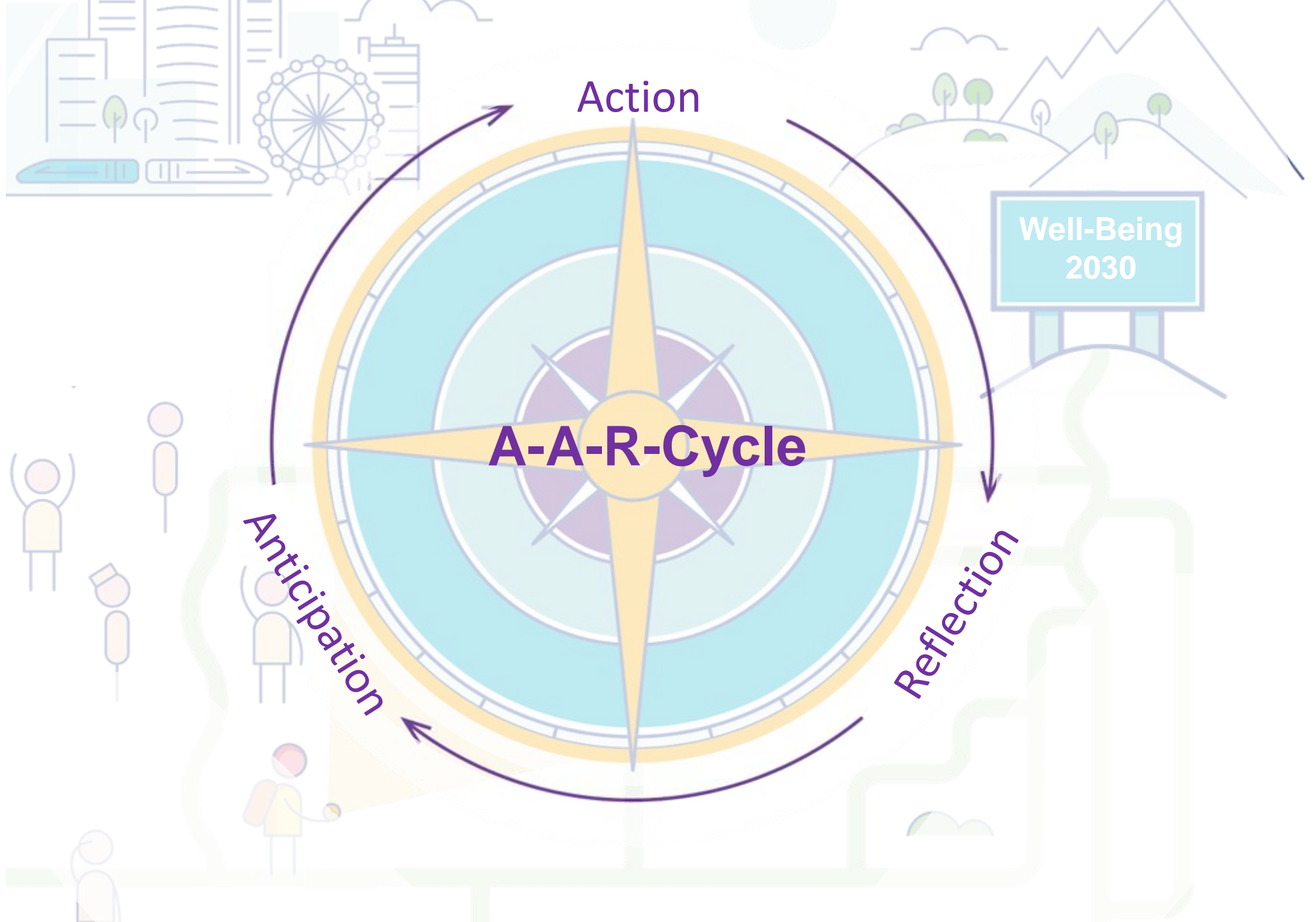
Young people care about climate change but feel unable to make a difference

Percentage of students who agree or strongly agree



“Looking after the global environment is important to me”

“I can do something about the problems of the world”





Students are starting to take action for the climate

Students who reported that they take the following actions

