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Progressive Framing of Education for Sustainable Development (ESD): Enhancing Aspects of Quality Education, ESD (Learning Performance) and Global Citizenship Education


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OUTLINE:
Enhancing *Aspects of Quality Education (QE): HOW?*

- **By Identifying and/or Addressing:**
 - The value/benefits of education
 - The characteristics of/factors underlying QE
 - The educational objectives/steps towards achieving QE
 - The key *components* of ESD practice
 - The key elements for achieving ESD-based Learning performance.



IGES Value and Benefits of Education

- The centrality of education in achieving socio-economic development and human well-being that is sustainable is well established:
 - Improved health, disease prevention, reduced child mortality;
 - Increased equity/equality;
 - Increased civic participation & engagement in decision-making processes;
 - Increased individual earnings;
 - Increased national GDP, etc.
- Direct linkage between education, poverty reduction and economic growth
 - ❑ Mincers Earning Function: **1 year of school increases earning potential by 5-15%**;
 - ❑ Positive correlation between school attainment and national GDP per capita that links **each additional year of schooling to a 0.58% increase in growth rates**;
 - ❑ Quality education based on international student achievement tests (PISA, TIMSS & PIRLS) shows an **increase in average test scores by one standard deviation is associated with a 2% higher GDP per capita growth rate.**

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IGES Quantitative versus Quality Education

- Since the launch of the 2000 Dakar Framework for Action on Education for All (EFA) (of six goals with measurable targets), and the Millennium Development Goals (MDG) 2 and 3, **significant increases in both educational access and attainment have been achieved**, although further work to meet all goals is still required.
- Going forward however, the overwhelming priority for educational development should be on **enhancing quality, emphasizing a more holistic and practical solutions to education.**
 - ❖ Because the focus on access and attainment has overshadowed important aspects of quality education such as **educational contents, learning pedagogies, safe & effective learning environments**
 - ❖ Because the current system of education is **unable to provide students with the needed skills and knowledge** for addressing future sustainability challenges.

IGES The Importance of Quality Education for SD

- Quality education is central to sustainable human development as it enables people to live healthier, happier and more productive lives.
 - Extensive research shows that quality education “enhances people’s ability to make informed decisions , be better parents, sustain a livelihood, adopt new technologies, cope with shocks, and be responsible citizens and effective stewards of the environment” .
- Quality education is also “a strategic development investment” as: **The human mind** makes possible all other development achievements, and to achieve that needs unleashing the potential of the human mind – there is no better tool for doing so than education.

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The Importance of Quality Education for SD (cont’d)

- Quality education outcomes is a **superior predictor of economic growth rates than average school enrolment**, i.e. quality outcomes **include the higher order skills for** information analysis, synthesis and evaluation for decision making, planning and problem solving.
- Furthermore, quality education **provides added value** as it produces significant benefits for human and social development, **often with lower resource costs**. Because qualitative improvements often depend more on **systematic knowledge investments** than new resource investments.

GES Nature of Quality Education: Underlying Factors

- Quality education should largely be underpinned by the:
 - **Availability** of educational institutions and programmes,
 - **Accessibility** by all with full inclusion of the most marginalised populations,
 - **Acceptability** of form and substance (ensuring that the content of education and process of teaching are relevant and of good quality),
 - **Adaptability** with regard to changing needs of learners and society.

Nature of Quality Education: Underlying Factors (cont'd)

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- Quality education should also take into consideration important factors including
 - The pre-learning world-view and psychology of the learner (ex. a child's home conditions),
 - Interactions with various social actors (namely individuals, groups, the community and society),
 - The learning environment (healthy, safe, learner-focused, minority inclusive, culturally relevant) and educational setting,
 - What teachers bring to the learning arena: competency in use of teaching approaches,
 - The content and types of the learning materials,
 - Knowledge construction dynamics and its relevant application,
 - The mode of learning/teaching assessment,
 - The dynamism of culture and languages,
 - Individual's value in relation to a sustainable lifestyle that promotes equalit
 - The end-use of the acquired education by the learner,

IGES The educational objectives/steps towards achieving quality education

- Application of a well-developed curriculum.
 - ❖ WHAT PEOPLE LEARN
- Improving the quality of teaching and learning methodologies through improvement and expansion of teacher training to yield ESD competent teachers.
 - ❖ HOW PEOPLE LEARN
- Establishment of safe and effective learning environments.
 - ❖ WHERE & WITH WHOM PEOPLE LEARN
- Inspiring transformative and cooperative approaches to teaching and learning.
 - ❖ IN WHAT CONTEXT PEOPLE LEARN

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Quality education should Integrate the Perspectives of Education for Sustainable Development (ESD)

- To achieve enhanced quality education requires a holistic integration of ESD perspectives. **And this in view of the**
- Two distinct pedagogical interpretations of ESD:
 - 1) ESD as means to transfer appropriate sets of knowledge, skills, & values to the learner
 - 2) ESD as **equipping people with the needed capacity to make conscious, pro-sustainability choices in their daily lives** (this interpretation is more relevant to promoting quality education)
- Definition of ESD: An important social process that engenders a culture respectful to the principles of SD. Includes a **large number of concepts, theories, policy prescripts and practical methods /tools aimed at reshaping education systems to address the different dimensions of SD.**

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Key Components of ESD

- ◆ **Context** (cultural, socio-economic and power relations),
- ◆ **Content and/or structure** (involving knowledge systems and skill sets with inter/trans-disciplinary, topical and thematic linkages),
- ◆ **Process** (of information [knowledge and skill] transfer/acquisition and assimilation – both cognitive and affective), and M & E,
- ◆ **Outcomes** (of learning in relation to the individual learner, group and society).

- At the core of pursuing quality education, the focus should be on strengthening ESD-based learning performance and provide learners with the capacities to address the challenges of a sustainable future for all.

Key Elements of ESD: The ESD Learning Performance Framework

The Educational Theories and Learning-Teaching Methods that are used to ground the entire instruction and teaching of ESD

Capacities needed to be able to contribute to SD, i.e., knowledge, skills and values traditionally referred to when discussing the content of ESD

Integrative and pluralistic system for knowledge generation and codification

Incorporation of Multi-stakeholder, Social Learning, Networking & Partnerships processes that ESD engages with

The LPF:

- 1) Provides benefits/lessons regarding its use for existing and future ESD cases,
- 2) Provides a concrete guide to implementing sustainability by showing **how incorporating all 4 elements in a project can enhance both its organisation and functionality,**
- 3) Can strengthen the delivery of ESD as quality education.

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Elemental Characteristics of the ESD Learning Performance Framework

Educational Contents	
SUSTAINABILITY COMPETENCIES (SC)	WORLD-VIEW (WV)
<p>Knowledge</p> <ul style="list-style-type: none"> Climate change Disaster risk reduction Sustainable consumption and production/Education for sustainable consumption Indigenous knowledge Information and communication technologies (ICT) and education/ESD Well-being, development & environmental quality Resilience and socio-ecological Systems 	<p>CHARACTERISTICS</p> <ul style="list-style-type: none"> Holism and Integration Systems perspective or whole systems thinking Interdisciplinarity and Cross-boundary approaches Cultural relativism and Social constructivism Pattern recognition, Systems design from patterns to details (synergy) <p>SUPPORTING (EDUCATIONAL/LEARNING) THEORIES and METHODS: Systems theory, Critical theory, Transformative learning</p>
<p>Skills</p> <ul style="list-style-type: none"> Critical thinking and complex thinking Conflict resolution Seeking alternative solutions Adapting to change and advocating for change Social action, collaboration and cooperation Systems thinking and thinking focused on values 	<ul style="list-style-type: none"> Conflict resolution, negotiation, creativity and imagination Interdisciplinary and trans-disciplinary research skills Adaptive learning Contextualization of issues Personal Introspection, visioning and buy-in to identify change and adapting to it
<p>Values</p> <ul style="list-style-type: none"> Respect, care and empathy Charity, social and economic justice Citizenship and stewardship Empowerment and motivation Commitment, cooperation, and compassion Self-determination and self-reliance <p>SUPPORTING THEORIES: Constructivism</p>	
Learning Processes	
PROGRESSIVE PEDAGOGIES (PP)	COOPERATIVE LEARNING RELATIONSHIPS (LR)
<p>CHARACTERISTICS</p> <ul style="list-style-type: none"> Critical reflection & practice and problem solving Action/experience-oriented, student-centred learning Knowledge production through iterative interaction Life-long learning, and Cyclical process of collective inquiry <p>SUPPORTING (EDUCATIONAL/LEARNING) THEORIES and METHODS: Experiential learning theory, Critical praxis, Critical pedagogy, Problem-based learning</p>	<p>CHARACTERISTICS</p> <ul style="list-style-type: none"> Inclusion and internal network structure for interaction (among social networks) and latitude given for democratic debate on the framing and definition of the issues at stake Group processing in establishing and managing systems of knowledge and making sense of information Participation and power sharing, shared ownership/commonality Clear definition and purpose of roles Accountability of individual/groups Positive interdependence and building of trust Opportunities for reflexive moments and discourse Situatedness and Social skills <p>SUPPORTING (EDUCATIONAL/LEARNING) THEORIES and METHODS: Social learning (theory and process), Communities of practice, Cooperative learning (theory and model), Cooperative inquiry</p>

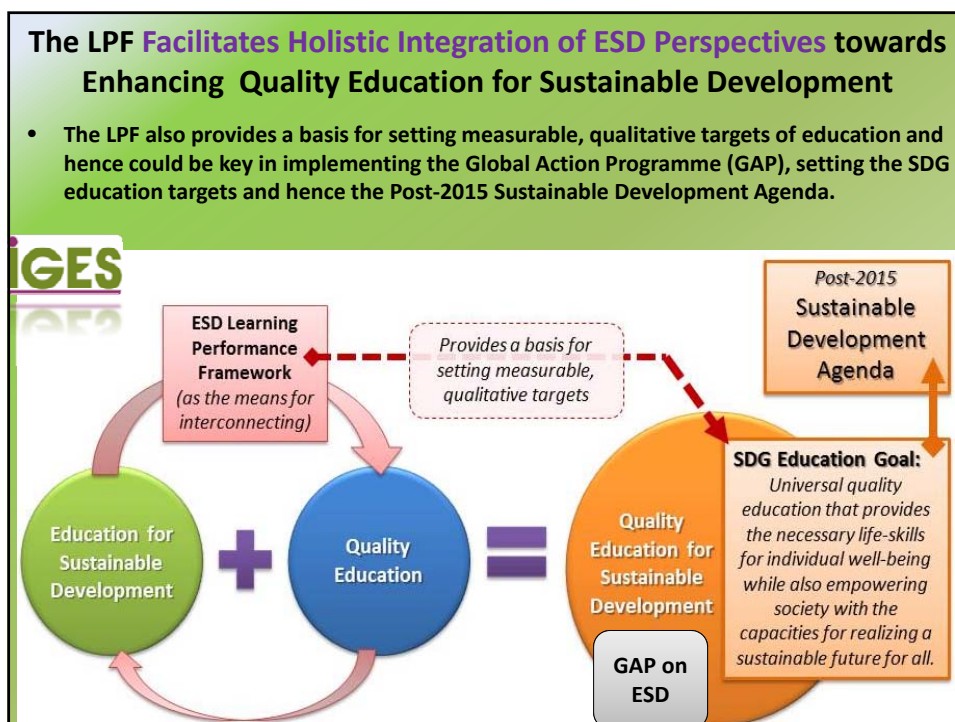


Addressing Educational Objectives/Steps towards Achieving quality education Using the LPF

Steps for achieving objectives quality education for SD	The four elements of effective learning performance			
	Sustainability Competencies (SC)	Progressive Pedagogies (PP)	Cooperative Learning Relationships (LR)	Change of World-View (WV)
<i>WHAT PEOPLE LEARN</i> Well-developed curriculum	✓			
<i>HOW PEOPLE LEARN</i> Improving the quality of teaching		✓		
<i>WHERE & WITH WHOM PEOPLE LEARN</i> Establishing effective learning environments			✓	
<i>IN WHAT CONTEXT PEOPLE LEARN</i> Inspiring transformative learning				✓
	Curriculum developers, contracted authors	Teachers of ESD at all levels of education; education officers/ administrators	Regional and local school administrators/ managers	Policy makers, practitioners, educators, teachers, local school managers.
Relevant/Target Actors (at each intersect)				



IGES		Use of the LPF to Assess the Effectiveness of the ESD Case Studies		Beijing	Chubu	Krakow	Osaka	Tokyo	Chang	Perth	Phnom Penh	Yogyakarta
		LEARNING PROCESSES	EDUCATIONAL CONTENT									
LEARNING PROCESSES	Progressive Pedagogies	Critical reflection & practice and problem solving										
		Action/experience oriented student-centred learning										
		Knowledge production through iterative interaction										
		Cyclical process of collective inquiry										
		Life-long learning										
	Cooperative Learning Relationships	Inclusion and internal network structure for interaction										
		Group processing										
		Participation										
		Power sharing, shared ownership/commonality										
		Clear definition and purpose of roles										
SC - Knowledge	Accountability of individuals /groups											
	Positive interdependence											
	Opportunities for reflexive moments											
	Situatedness											
	Social skills											
EDUCATIONAL CONTENT	SC - Knowledge	ENVIRONMENT: Climate change, biodiversity, Socio-ecosystems										
		SOCIETY: DRE, ESC, ESD										
		ECONOMY: SCP, Green growth/economy, SEP										
		CULTURE: Indigenous knowledge, Understanding										
		Critical thinking, systems thinking, complex thinking										
	SC - Skills	Conflict resolution: Real-world problem solving										
		Seeking alternative solutions // Future mindedness										
		Adapting to change and advocating for change										
		Social action, Collaboration and Cooperation										
		Respect, Care/empathy, Charity, Compassion										
SC - Values	Social and economic justice											
	Citizenship; Empowerment; Stewardship; Motivation											
	Commitment; Cooperation											
	Self-determination; Self-reliance											
	Holism and Integration											
World-View	Systems perspective											
	Interdisciplinarity and Cross-boundary											
	Cultural relativism and Social constructivism											
	Pattern recognition and Systems Design (synergy)											



IGES **Recommendations**

- **Make a education a priority** – and frame it around a development philosophy that recognizes the planetary boundaries constraints and differentiates between the quality of life and standard of living – **in dealing with global SD and all developmental challenges *Myworld2015*.**
- Debunk mindset on the current perception of quality education without a sustainability perspective – e.g. 21st Century education, PISA, etc.
- In pursuit of quality education, the focus should be on strengthening ESD-based learning performance framed in the holistic and transformative context of ESD and empowering learners with the capacities to address the challenges of a sustainable future for all.
- Quality education for SD could be significantly enhanced through applying the LPF as it provides a roadmap on how stronger ESD can promote greater educational quality overall.
- In the **NON-FORMAL EDUCATION SECTOR: THE LPF can be used to:**
 - Strengthen the evaluation of ESD best practices at the grassroots level through better identification and subsequent translation of the ESD agenda into a new global education/learning.

IGES **Recommendation (cont'd)**

- In the **FORMAL EDUCATION SECTOR:**
 - Support *curriculum developers* in **designing holistic and relevant school curricula** that includes transformative educational and teaching approaches;
 - 2) Strengthen *teachers competency* for ESD through training on the LPF;
 - 3) Guide *school administrators* to develop **safe learning environments** as models of sustainability and support experiential education;
 - 4) Encourage *education policy makers* to consider **transformative learning approaches** in educational reforms and the **integrate ESD** into standard educational policy.
- Quality education that **integrates an ESD perspective** and **includes measurable learning targets and outcomes** should become a cornerstone of the GAP on ESD, SDGs education goal and the post-2015 development agenda as a pathway for **global education reform and improvement.**



Thank you for your kind attention!

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URL: <http://www.iges.or.jp/en/integrated-policy/esd-me.html>

