

# Workshop on Education for Sustainable Education

Paris 11-12 September 2008

EDUCATION FOR SUSTAINABLE DEVELOPMENT  
IN OECD COUNTRIES:  
OPPORTUNITIES AND CHALLENGES

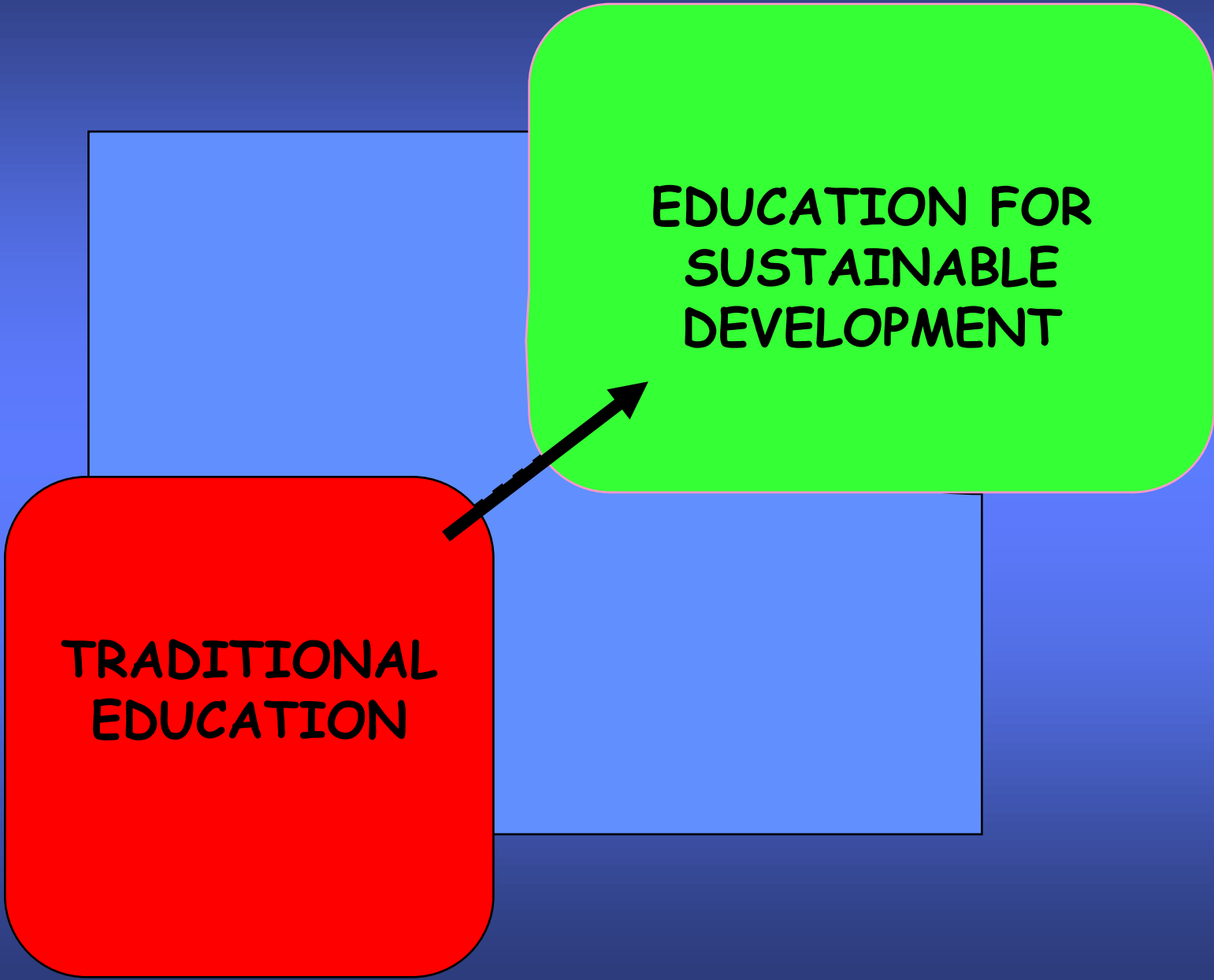
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## Outline

1. What do we mean by ESD
2. What are the skills underpinning ESD
3. What are the consequences of implementing ESD
4. New ESD work

# I-Education for sustainable development: a new vision of education

- Education for sustainable development (ESD) is not just about the environment (environmental education)
- ESD is about building a sustainable future for today's and tomorrow's generations
- Hence ESD aims at:
  1. Developing environmental awareness
  2. Preparing all people to live a successful life now and in the future
  3. Preserving those assets required for economic, social, cultural and personal development



# I- Education for sustainable development: a new vision for education

- Environmental awareness
  - The OECD created the Environment and School Initiative (ENSI) in 1986
- Preparing all people to have a successful life
  - During the past 10 years, the OECD has been working on :
    - Lifelong learning for all
    - Competencies for the knowledge economy
- Preserving all assets required by development
  - During the past five years, the OECD has been working on:
    - Endogenous development
    - Social capital

# 1. Environmental awareness

- The Environment and School Initiative (ENSI) created by the OECD in 1986 pointed to profound rethinking and restructuring of education.
  - Awareness
    - It is not simply awareness of the natural environment but also of social, economic, cultural and other dimensions
  - The ENSI concept also implied an education paradigm shift from the transmission of knowledge to experience-based curricula.
    - This required the development of 'dynamic' (rather than passive) skills of students expected to discover and study the environment and find solutions by themselves, e.g. Taking initiative, Capacity to discern the relevant dimensions of a situation, Independence, Commitment, Readiness to accept responsibility

## 2. Preparing people to have a successful life

- During the past 10 years, the OECD has been working on :
  1. Lifelong learning for all
  2. Competencies for the knowledge economy

## 2. Preparing all people to have a successful life

### 1. Lifelong learning for all

- A goal introduced in 1996 by Education Ministers
- Main features
  - It emphasises that learning occurs during the whole course of a person's life (from cradle to grave).
  - It comprises all forms of learning, formal and informal
- Lifelong learning skills = cognitive skills plus
  - Flexibility and adaptability
  - Mobility
  - Creative and critical thinking
  - Motivation to learn and re-learn
  - Capacity to learn independently
  - Digital literacy
  - Ability to develop networking



## 2. Preparing people to have a successful life

### 2. Competencies for the knowledge economy

- ❑ The development of the knowledge economy is changing labour market demands for competence and skills.
- ❑ The demand for workers of whom jobs require the production and use of knowledge is increasing (knowledge workers)
- ❑ In the knowledge economy, employers give increasingly attention to workplace competencies as compared with technical skills (cognitive competencies).

## 2. Preparing people to have a successful life

### □ Workplace competencies are:

- Inter-personal skills
  - Team work
  - Ability to collaborate in pursuit of a common objective
  - Leadership capabilities
  - Effective communications
- Intra-personal skills
  - Motivation
  - Ability to learn
  - Problem solving
  - Entrepreneurship
  - Analytical skills
- ICT skills

### 3- Preserving those assets required for economic, social, cultural and personal development

1. Endogenous development
2. Social capital

### 3. Preserving assets

- 1. Endogenous development: a development based on the preservation and valorisation of local assets including:
  - Traditions
  - Cultures
  - Arts and craft
  - Local know-how
  - Landscapes
  - Historic heritage
- Education plays a major role in this objective

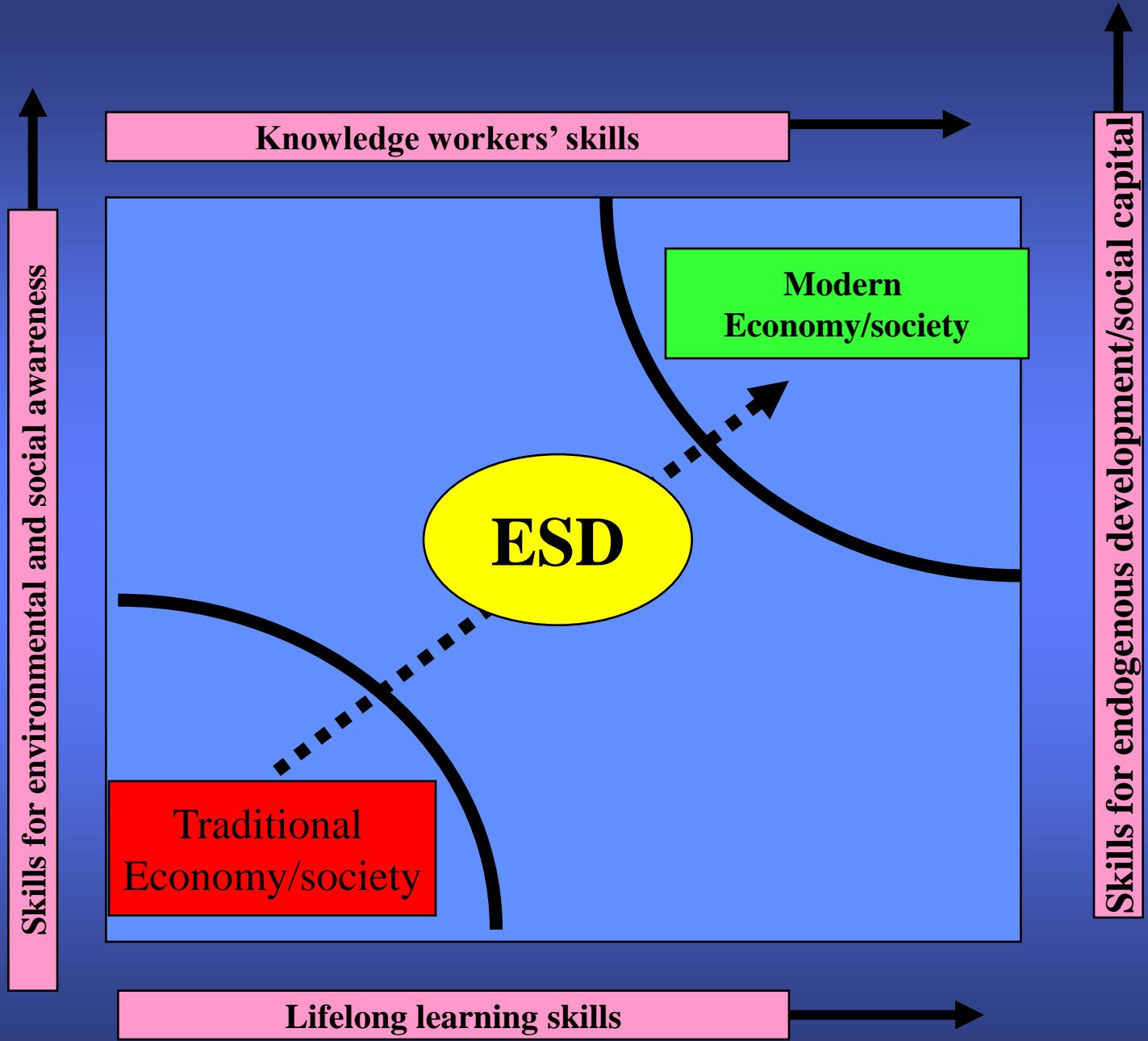
## 3. Preserving assets

### 2. Social capital

- Enhancing social relationships within communities (bonding), among communities (bridging) and between communities and institutions (linking)
- Skills for social capital
  - Trust and confidence
  - Tolerance
  - Solidarity
  - Cooperative spirit
  - Civic participation
  - Social responsibility
- Education again plays a major role

## III- Consequences

- ❑ Today's world calls for a new vision of education
- ❑ People of all ages have nowadays a more important role to play in the society
- ❑ They should be more aware of the main challenges and threats the world and our future are facing
- ❑ Their skills and competencies have to be profoundly adjusted:
  - Dynamic skills for environmental and social awareness
  - Skills for lifelong learning
  - Workplace skills for the knowledge economy
  - Skills for endogenous development and social capital



## III- Consequences

- If correctly developed, such skills offer bright opportunities for the future
- Main challenges:
  - Such competencies are more difficult to teach than technical competencies
  - Students are not the only involved, adults are too
  - Not clear whether such skills have to be developed
    - in formal education system
    - on the job-training
    - off-the-job training



## III- Consequences

- Main challenges (cont.):
  - Teaching teachers to teach such new competencies is not easy
  - Measurement of outcomes is difficult
  - Curricula, pedagogical practices and the organisation of learning all need to be re-examined
- Main challenge of all: educational systems are slow to adjust to the very rapidly changing needs of both the economy and the society.
  - An ESD strategy implies a specific political economy of reform

## IV- Future work (PEB)

- ❑ Educational facilities make a substantial contribution to carbon emissions through their construction, maintenance and use.
- ❑ Moreover their location can lead to a significant generation of road traffic with consequent use of energy and carbon emissions
- ❑ Outputs(2009-2010)
  - A review of national approaches to formulating education for sustainable development (ESD) and related strategies, and for incorporating education in their sustainable development strategies.
  - An analysis of approaches used in countries for developing sustainable educational facilities including their procurement, design, construction and use.

□ Thank you

□ MORE INFORMATION

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