



**OECD WORKSHOP ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT**

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DEFINITION AND SELECTION OF COMPETENCIES (OECD DeSeCo)

1) USING TOOLS INTERACTIVELY

- ❖ Language, math and writing skills
- ❖ Information technology

2) INTERACTING IN HETEROGENOUS GROUPS

- ❖ Working in teams
- ❖ Social relations

3) ACTING AUTONOMOUSLY

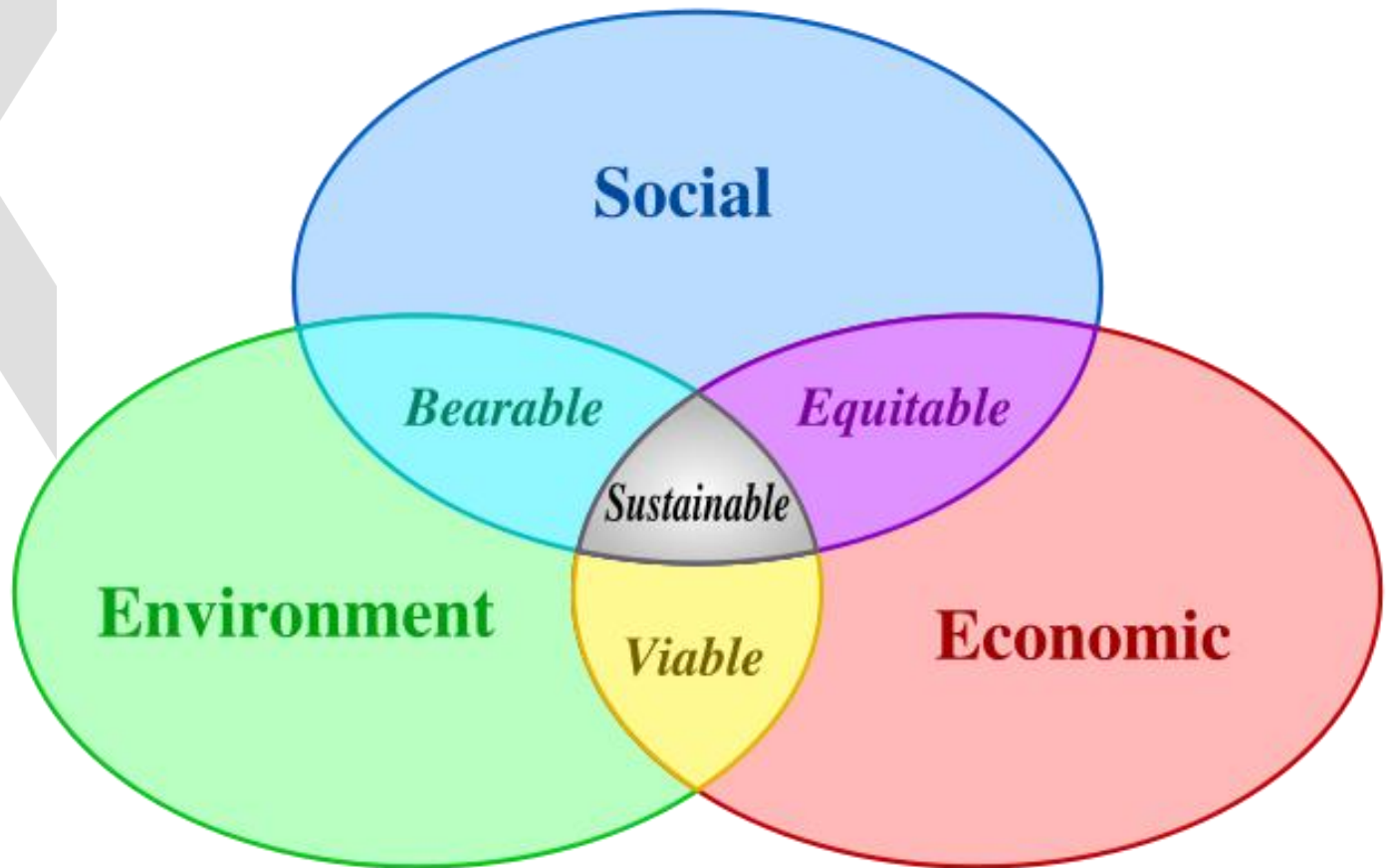
- ❖ Defining interests and goals
- ❖ Fitting into the bigger picture

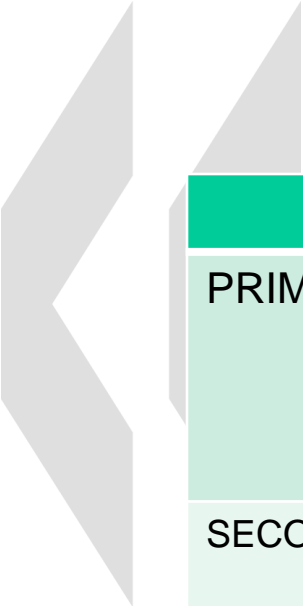
COMPETENCIES FOR SUSTAINABLE DEVELOPMENT

- **SUBJECT** competencies – facts, definitions, concepts, rules, systems
- **METHODOLOGICAL** competencies – organisation, fact-finding, analysis, problem-solving
- **SOCIAL** competencies – working interactively, communicating, resolving conflicts, citizenship
- **PERSONAL** competencies – thinking, reflecting, values, ethics, moral judgements,

CURRICULA APPROACH FOR ESD

- Approach for the formal education system
- Moving beyond environmental education
- Teaching *about* sustainable development
- Sustainable development as a *subject*
 - ❖ Knowledge
 - ❖ Concepts
 - ❖ Systems
 - ❖ Measurement
- Link to other competencies (values, communication)
- Link to sustainable school practices





	COURSES	CONCEPTS	SYSTEMS
PRIMARY	Single Pillars	Economic Environment Social	Markets Ecosystems Society
SECONDARY	2 Integrated	Eco/Env Eco/Social Social/Env	Carbon trading Human capital Transport
TERTIARY	3 Integrated	Eco/Env & Social Futures Transparent	NSDS SCP ESD

PROPOSED CURRICULA APPROACH

Primary school

- Courses – single SD pillars
- Concepts – basic economic, environment and social
- Systems – markets, ecosystems, society
- Measurement – wealth, eco-footprints, voters
- Practices – fundraising, eco-schools, citizenship

PROPOSED CURRICULA APPROACH

Secondary school

- Courses – integration of 2 pillars
- Concepts – economic/environment, economic/social, social/environment
- Systems – carbon trading, human capital, transport
- Measurement – costs of inaction, income distribution, measures of well-being
- Practices – green entrepreneurs, poverty reduction, *Fairtrade*

PROPOSED CURRICULA APPROACH

Tertiary school (university)

- Courses – single SD subject
- Concepts – integration of 3 pillars, intergenerational concerns, transparency
- Systems – sustainable development strategies
- Measurement – sustainable development indicators, sustainability index
- Practices – sustainable consumption and production

QUESTIONS FOR DISCUSSION

- *What approaches to teaching subject competencies would help move beyond environmental education to Education for Sustainable Development?*
- *When should Education for Sustainable Development begin? How can sustainable development concepts and abilities be integrated into selected courses or taught as stand-alone units?*
- *How can the OECD assist in developing curricula guidance for Education for Sustainable Development?*