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.
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
  - Mincer's 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, TIMMS & PIRLS) shows an increase in average test scores by one standard deviation is associated with a 2% higher GDP per capita growth rate.

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.
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.

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.
**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.

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**Nature of Quality Education: Underlying Factors (cont’d)**

- Quality education should also take into consideration important factors including:
  - The pre-learning world-view and psychology of the learner (e.g., 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 equality,
  - The end-use of the acquired education by the learner,
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

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 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.**
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 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.
Elemental Characteristics of the ESD Learning Performance Framework

### Educational Contents

<table>
<thead>
<tr>
<th>Sustainability Competencies (SC)</th>
<th>World-View (WV)</th>
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<tbody>
<tr>
<td><strong>Characteristics</strong></td>
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<td>Holistic integration</td>
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<td>Systems perspective or whole systems thinking</td>
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<td>Interdisciplinarity and Cross-boundary approaches</td>
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<tr>
<td>Cultural relations and social constructionism</td>
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<td>Pattern recognition; Systems design from patterns to details (synergism)</td>
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### Learning Processes

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<tr>
<th>Progressive Pedagogies (PP)</th>
<th>Cooperative Learning Relationships (LR)</th>
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<tbody>
<tr>
<td><strong>Characteristics</strong></td>
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<tr>
<td>Critical reflection &amp; practice and problem solving</td>
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<td>Active/experience-oriented, student-centred learning</td>
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<td>Knowledge production through iterative interaction</td>
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<td>Life-long learning, and</td>
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<td>Cyclic process of collective inquiry</td>
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<td>Inclusion and internal network structure for interaction (among social networks) and latitude given for democratic debate in the framing and definition of the issues at stake</td>
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<td>Group processing in establishing and managing systems of knowledge and making sense of information</td>
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<td>Participation and power sharing, shared ownership/communionality</td>
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<td>Clear definition and purpose of roles</td>
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<td>Accountability of individual/groups</td>
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<td>Positive interdependence and building of trust</td>
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<td>Opportunities for reflective moments and discourse</td>
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<td>Situatedness and Social skills</td>
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### Supporting Educational Learning Theories & Method

- Experiential learning theory, Critical pedagogy, Critical pedagogy, Problem-based learning
- Systems theory, Critical Theory, Transformative learning

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

<table>
<thead>
<tr>
<th>Steps for achieving objectives</th>
<th>Sustainability Competencies (SC)</th>
<th>Progressive Pedagogies (PP)</th>
<th>Cooperative Learning Relationships (LR)</th>
<th>Change of World-View (WV)</th>
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<tr>
<td>Well-developed curriculum</td>
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<td>Improving the quality of teaching</td>
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<td>Establishing effective learning environments</td>
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<td>Inspiring transformative learning</td>
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### Relevant/Target Actors

- 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.

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2014/7/30
The LPF Facilitates Holistic Integration of ESD Perspectives towards Enhancing Quality Education for Sustainable Development

• The LPF also provides a basis for setting measurable, qualitative targets of education and hence could be key in implementing the Global Action Programme (GAP), setting the SDG education targets and hence the Post-2015 Sustainable Development Agenda.
Recommendations

• Make 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.

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