

Education for Sustainable Development

Flemish Parliament
21 October 2019

In collaboration with:



Vlaams
Parlement



UNRIC



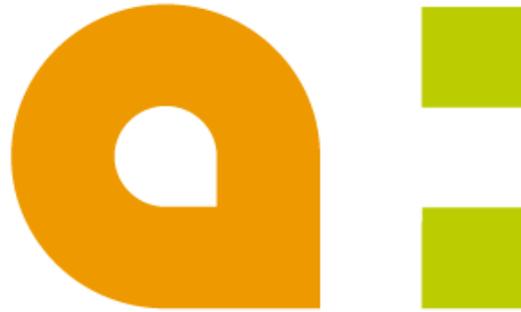
cifal
Global Network





SPEAKERS

- **Flore De Pauw**, UN Youth Delegate, Flemish Youth Council
- **Bea Merckx**, Teacher Educator, Education for Sustainable Development, Artevelde University of Applied Sciences
- **Dries Verhelst**, Doctoral Student Education for Sustainable Development, University of Antwerp
- **Pascale Luyckfasseel**, Director Elementary School Sint-Juliaan 'De Vlindertuin'
- **Ahmet Aydemir**, Director CIFAL Istanbul and Project Coordinator, Faculty of Educational Sciences, Bahçeşehir University



arteveldehogeschool

LID VAN DE ASSOCIATIE UNIVERSITEIT GENT

Education for Sustainable Development

UN Day Flanders

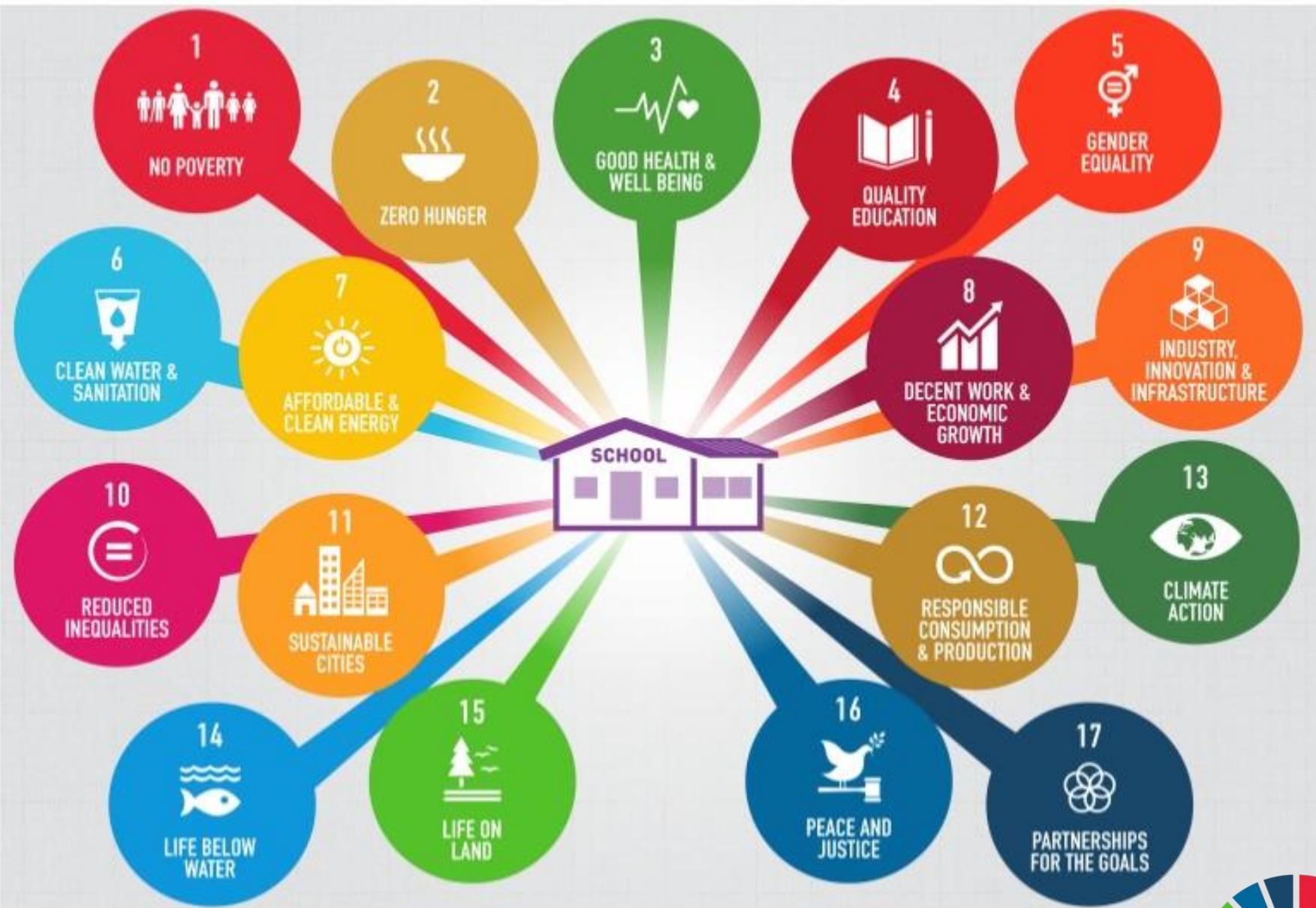
Bea Merckx

October 21st 2019

CHANGE MAKERS

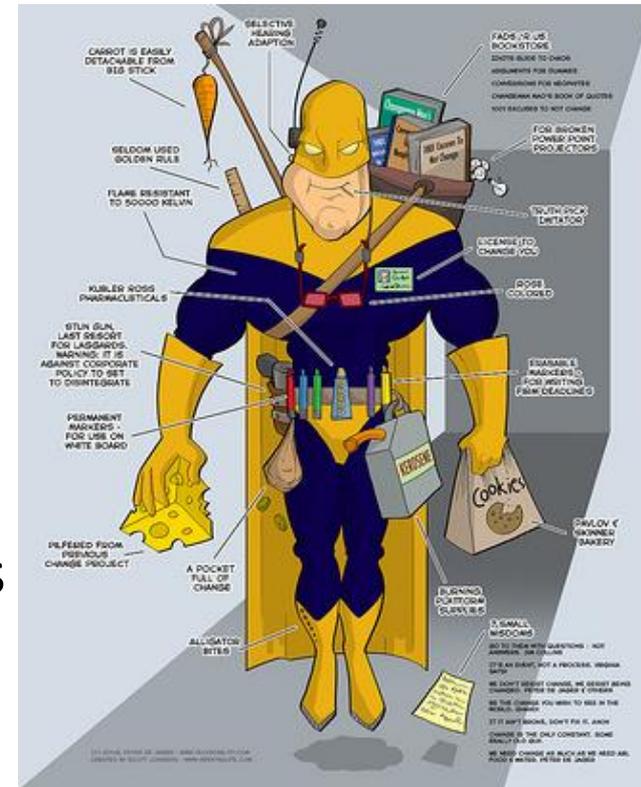
Wat is Sustainable Development?





What is Education for Sustainable Development (ESD)?

- Learning processes which attribute to competences of the students to:
 - be able to cope with dynamic and sometimes inconsistent sustainability issues
 - be able to make informed & active choices
 - become future-oriented & gain action skills which lead to active citizenship (Sleurs, 2007; Roorda, 2009)
- ➔ Educate them to become change makers



What is Education for Sustainable Development (ESD)?

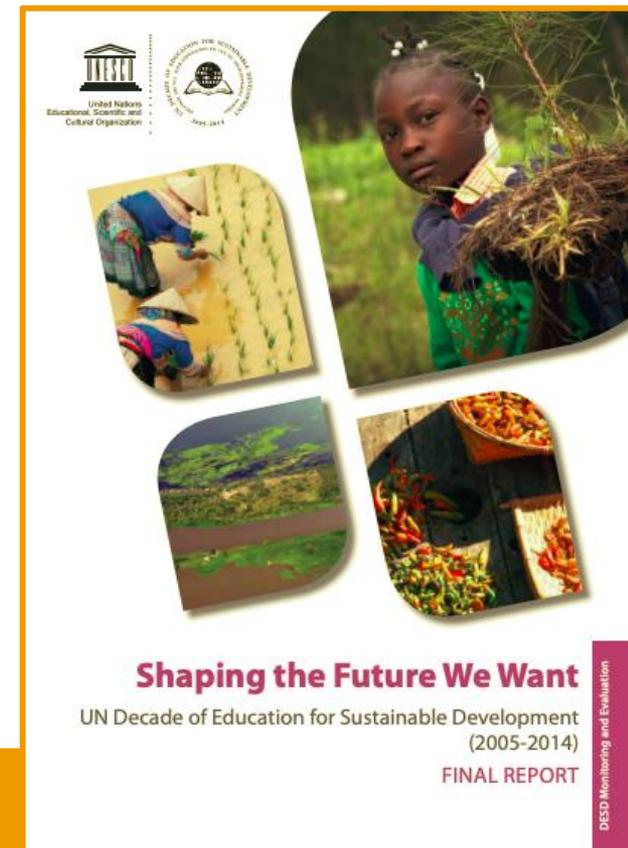
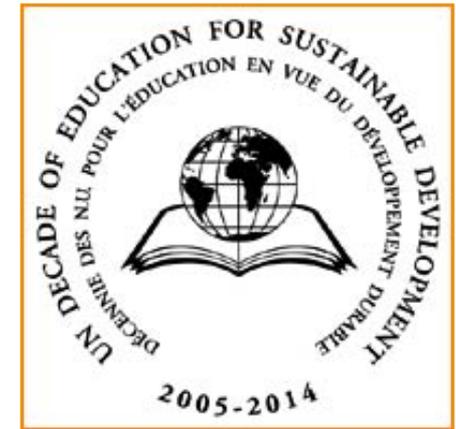
- It's NOT:
 - change students' behaviours
 - = instrumental perspective (Wals, 2011)
- It is about students
 - who critically question themselves and the world around them,
 - who can / dare to change their own perspective and act accordingly
 - as problem seekers, problem solvers and action takers
 - = transformative learning (Wals, 2011; , Tilbury, 2011)

➔ Educational shift needed for ESD
(Tilbury, 2011)



UNESCO

- Decade of Education for Sustainable Development (UNESCO, 2005-2014)
- Suggested actions (UNESCO, 2014):
 - More support is needed for teachers in the classroom
 - Scaling up of ESD in primary and secondary education
 - Instilling ESD in competences and professional standards of teachers and teacher education institutions
 - Assessing learning outcomes in students





VALIES

Research and professional
development for ESD



Brigitte



Els



Miette



Bea



Eef



Thomas



Jelle



Dries



Eleni



Kirsten



Wanda



Sari



Greet



Magda



Peter



Jan



Marc



Ellen



Sven



Vincent



Wouter



VALIES

Researching educational effectiveness of ESD

UN DAY Flanders - 21 October 2019

Dries Verhelst



12/11/2019

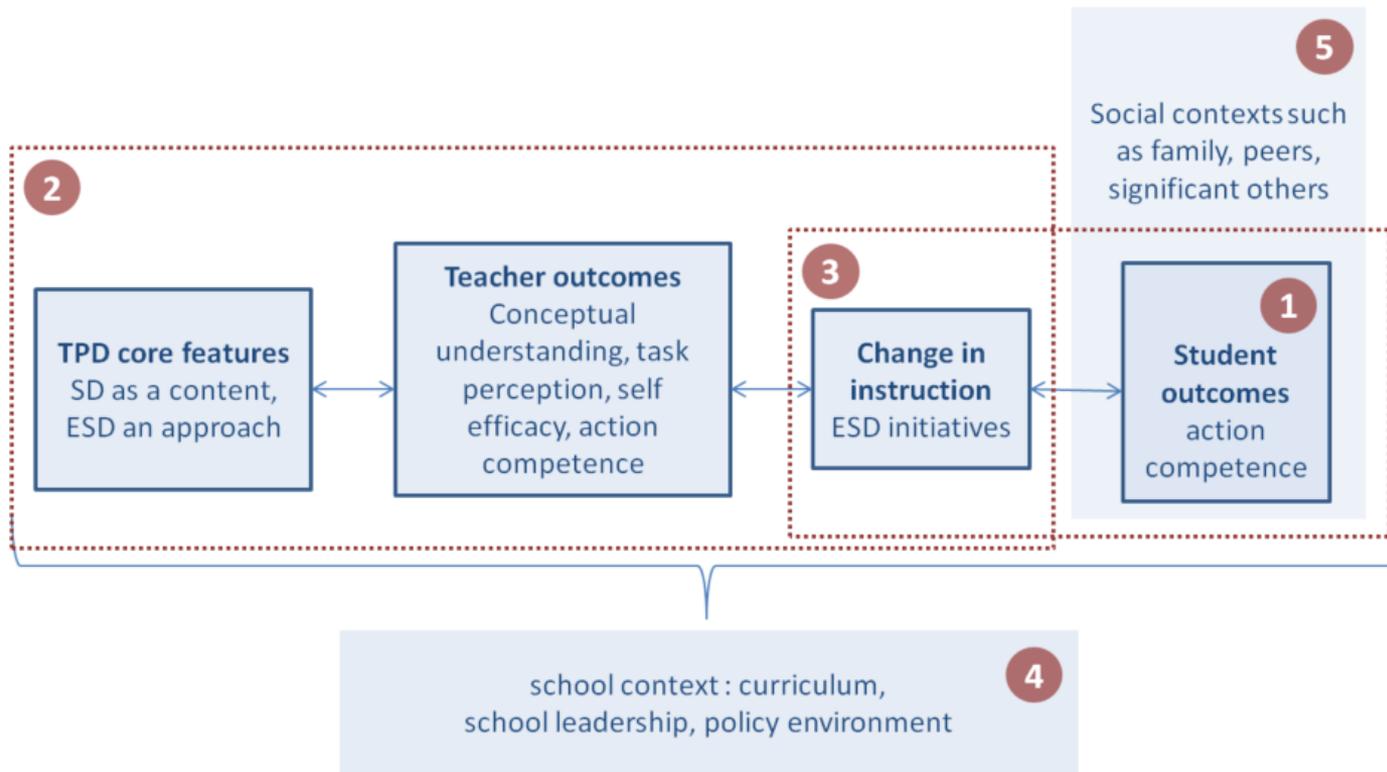
RESEARCH GOALS AND TIMING

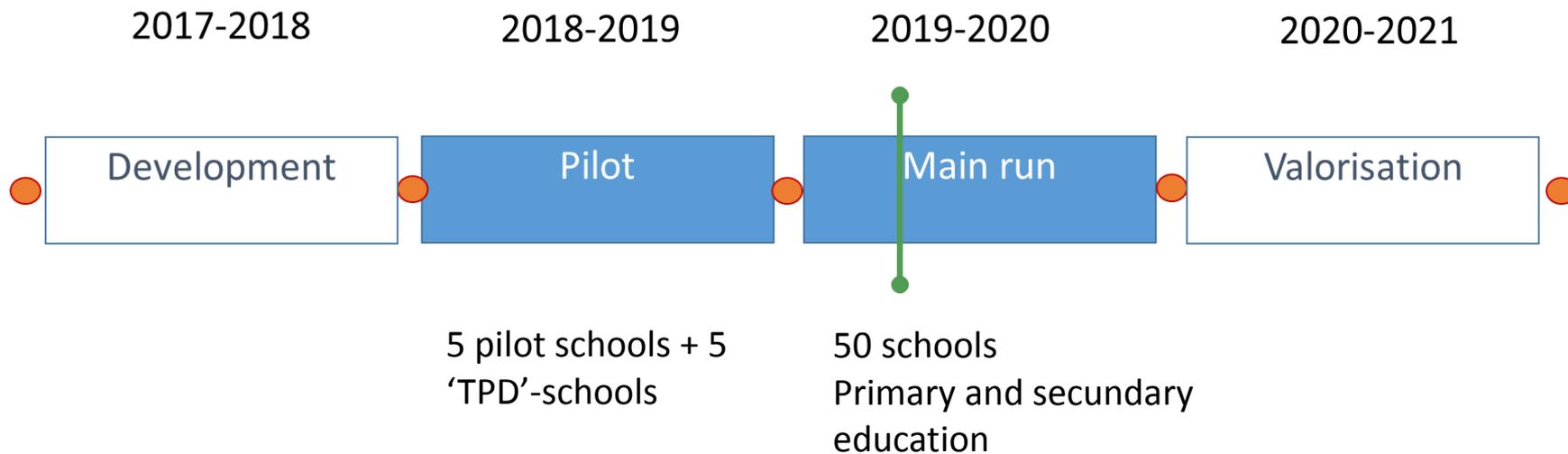
- 4 years of strategic basic research and valorization with a focus on ‘effective Education for Sustainable Development’
- Intensive cooperation with the TPD-team, schools and others educational stakeholders
- Final goal: stimulate action competence of students

“commitment, willingness and ability to take action”

(Mogensen & Schnack, 2010)

What does effective education with AC as learning goal look like?





CONCEPTUALISATION AND MEASUREMENT OF ACTION COMPETENCE

- Action competence is a broad concept that does not yet have a clear conceptual frame.
- There are several instruments available to measure AC, but these are scattered and not adapted to the Flemish context

Conceptualise the different dimensions AC via the existing literature and the possible scenarios provided by 10-14y/o children

AND

Map, develop and validate the existing instruments to measure AC in the Flemish context. If needed, develop new instruments.

CONCEPTUALISATION OF AC:

- commitment and passion (Moeller, 2013)
- knowingness (Olsson, 2018)
- self-efficacy (Bandura, 1977)
- trust in the outcome of actions undertaken (Breiting et al, 2009)

MEASURING AC:

ACiSD-questionnaire (Action Competence in Sustainable Development)

TEACHER LEARNING COMMUNITIES

Impact of TPD on teachers:

- Development of ESD initiatives and implementation within the school
- Development of and collaboration within learning communities in the schools

What is impact of the TPD on participants’

- conceptual understanding of SD and ESD,
- task perception and self-efficacy for ESD
- their own AC?

TEACHERS' PRACTICES IN ESD TEACHING

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- Teachers are responsible for students to get knowledge and skills which enable them to critically analyze SD issues (Hungerford, 2010).
- Teaching practices are closely related to successful student learning in ESD (Olsson et al., 2016).

Reveal those factors at the teachers' practices level that influence student AC in ESD

Holism: exploratory teaching that incorporates all three dimensions of the SD concept (people, planet, profit) as well as time/place perspectives. (Boeve-de Pauw et al., 2015; Öhman, 2008)



Pluralism: acknowledging different values, opinions etc. and engaging in a critical dialogue with them. (Boeve-de Pauw et al., 2015; Lijmbach, Van Arcken, Van Koppen, & Wals, 2002; Rudsberg & Öhman, 2010)



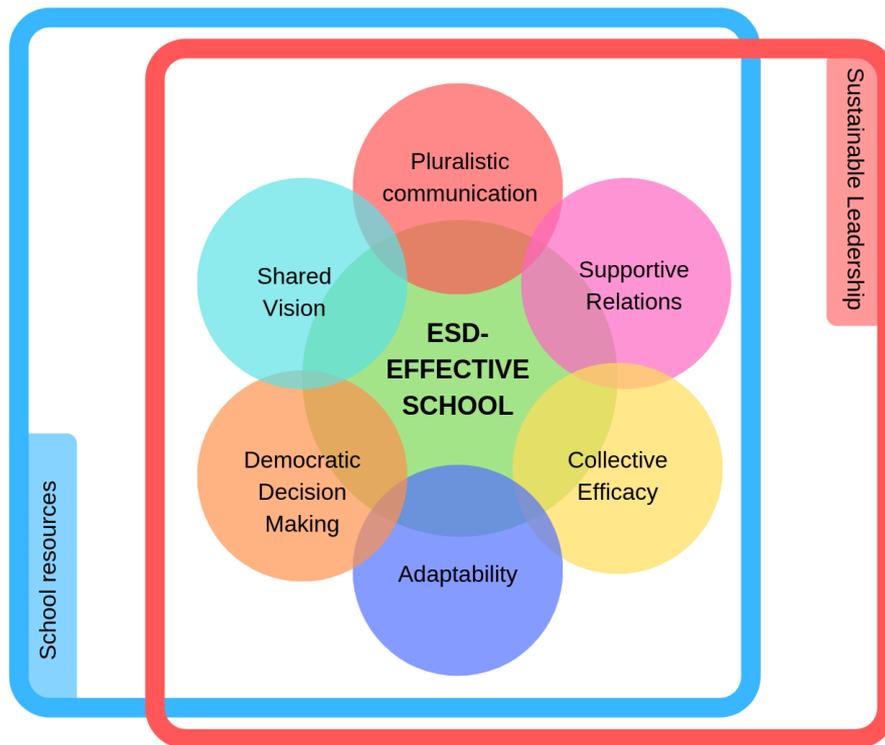
Action-orientation: exploring, testing, undertaking and evaluating the different possibilities for action towards sustainability. (Mogensen & Schnack, 2010).



ESD IN THE SCHOOL ORGANISATION

- Scant literature on the school as an organisation in relation to ESD
 - Existing research on ESD-outcomes neglects the influence on the school organisation.
- Plenty of evidence on the importance of the school as a facilitator of educational outcomes in other areas (school management, educational effectiveness research)

Identify and investigate the characteristics of a school organisation that facilitate ESD-effectiveness



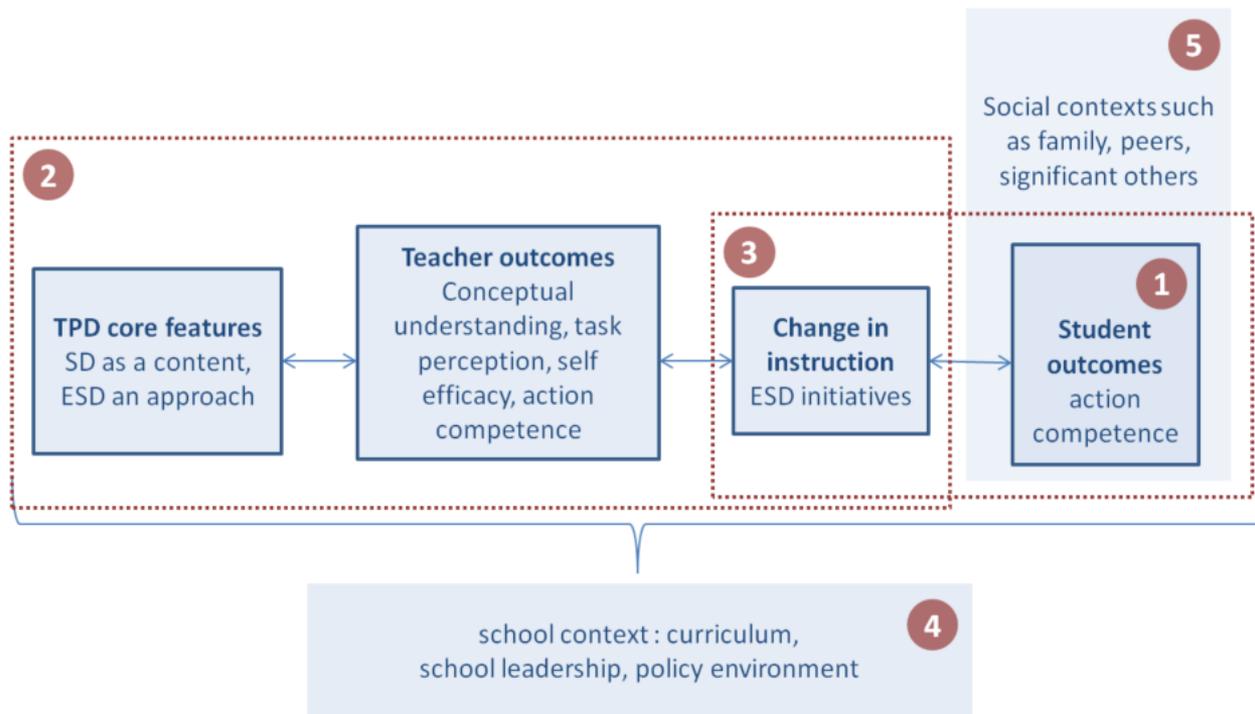
ESD AND THE SOCIAL CONTEXT

sari.verachtert@kuleuven.be

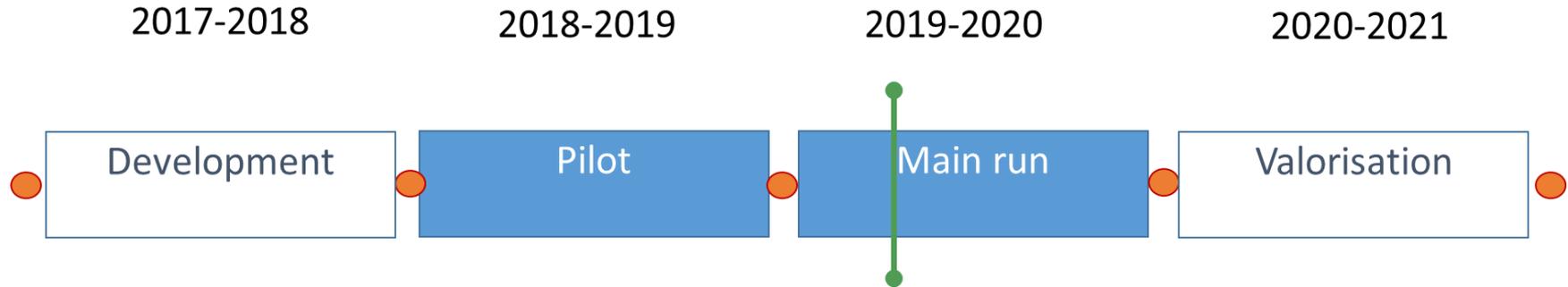
Parents and the social context have an important influence on the learning of children. ESD will therefore also be subject and mediated by the home and social context of the students.

Identifying how the home and social context influences outcomes of ESD and can explain differences in AC.

→ Moreover: via the children, the parents can be a target audience for ESD.



- Quality criteria: educational outcomes and practices
- Self-reflection and –evaluation tools
- Roadmap for a succesfull implementation of ESD.

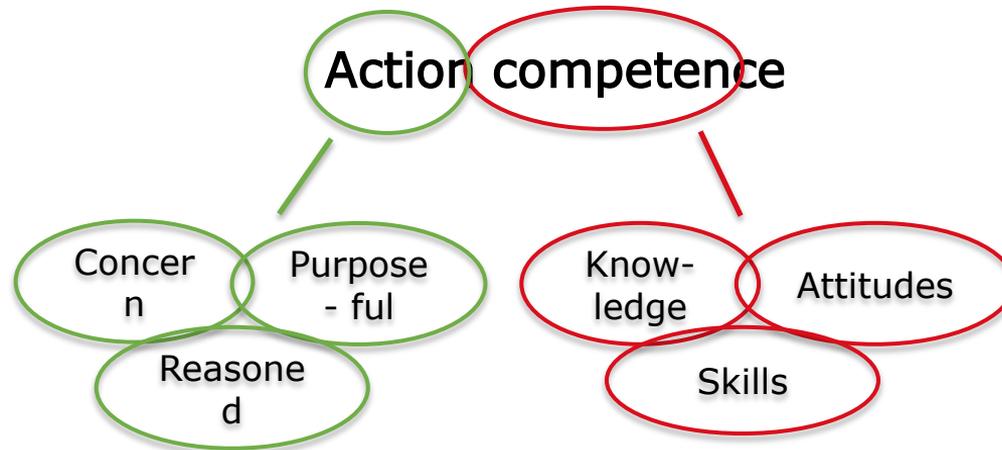




**TEACHER PROFESSIONAL DEVELOPMENT
(TPD)**

GOAL?

“take informed decisions and responsible actions for environmental integrity, economic viability and a just society”



HOW?



- **GOAL of TPD**
 - provide teachers with skills to set up educational arrangements that support pupils in developing their action competence
- **Principles of the TPD**
 - Learning by experiencing
 - experiencing what holism, pluralism and action orientation means
 - experiencing what action competence includes
 - Learning by reflecting
 - on their own viewpoints
 - on their educational role and the implications for educational practice
 - Learning by doing
 - Implement their insights in their own educational practice



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ESD Principles
Holism
Pluralism

ESD Action
In practice

Hope Builders
& own practice

Facilitat
or
training

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ESD Methods
Diverse offer of

ESD Workshop
Development

Practices at own school
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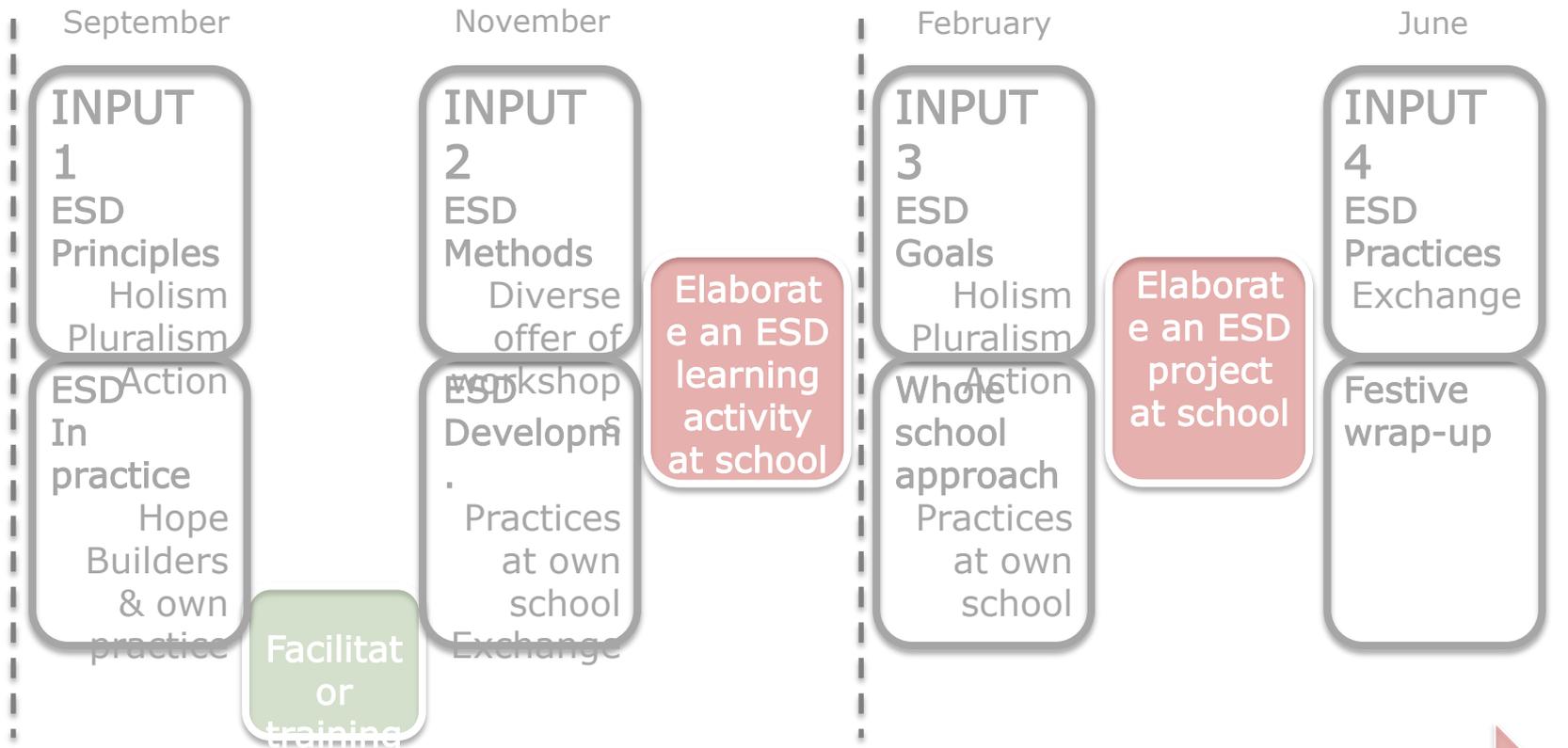
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ESD Practices
Exchange

Festive wrap-up

LEARNING COMMUNITY AT SCHOOL





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LEARNING COMMUNITY AT SCHOOL

- For primary schools, it is a challenge to find time to plan the LC's
- In secondary education, holism and pluralism seem easier to be implemented than action
- Actions are set up without considering holism and pluralism
- Opportunities for ESD can range from lesson (parts) to cross-curricular projects
- Focusing on the learning objective, action competence, is a challenge



- South of Brussels near Zoniënwood
- Neighbourhood school
- 100% other languages
 - 80% French speaking
 - 20% other languages
- 10 classrooms
- 74 toddlers in kindergarten
- 88 pupils in primary school
- 15 teachers



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD





VALIES

Foundation of ESD = Based on the 17 GOALS

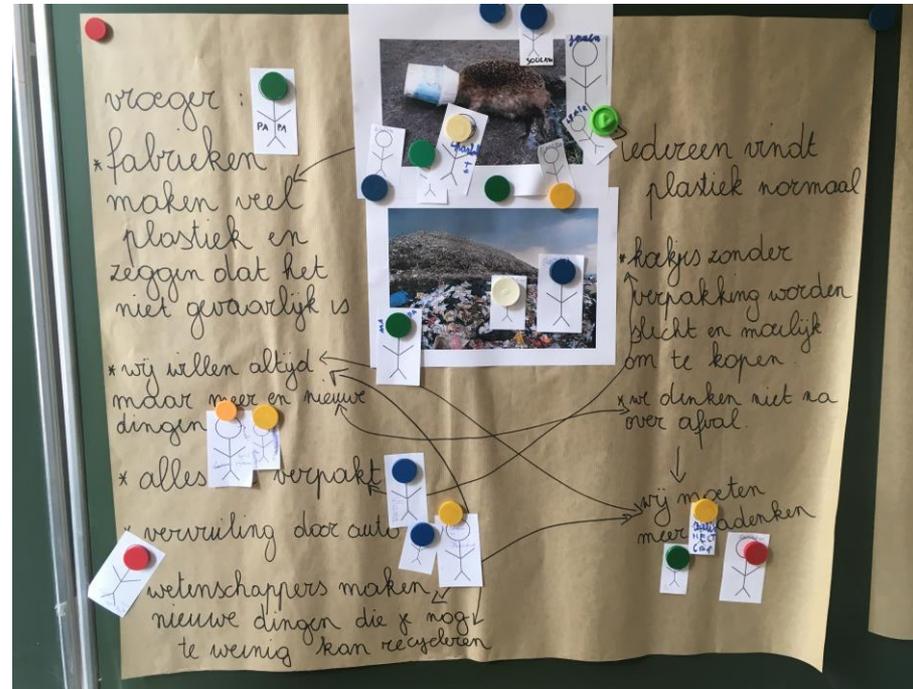
- THROUGH SUSTAINABLE DEVELOPMENT
AND
- EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PRIMARY
SCHOOLS
- **BRINGING A CHANGE IN BEHAVIOUR**
- **BASED ON EDUCATION TO UNDERSTAND THE WORLD**

- Concept
- Targets
- System thinking



- ‘Sense of initiative and responsibility’
 - explicit reference to the development of action competence
- ‘Engagement to sustainable living’
 - Many generic goals concerning the three ESD principles (holism – pluralism-action)

- Discuss about the problem
- Seek for causes and consequences
- Find link between causes and consequences
- Recognize complexity
- Make sure whether this is a general problem or our problem
- Show where you can make a difference
- Know the different opinions without judgement
- Let students look for possible actions
- All actions need to be implemented at school level – parents/externals are involved



better results –
involvement –
shared
successes

diversified and
sustainable
change in
practice

professional
knowledge
creation



@EDO_VALIES



VALIES @EDO_VALIES · 4 dec. 2018

VALIES inspireert #EDO stakeholders op EDO-platform bij @OmgevingVL. @11Bea11 doet onze cocreative aanpak uit de doeken.



6

8



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VALIES

HOME OVER ONS SCHOLEN PRAKTIJK ONDERZOEK NIEUWS CONTACT



GENOEG VOOR ALTIJD VOOR IEDEREEN

Het Vlaamse onderwijs staat voor heel wat vernieuwingen. Die willen een antwoord bieden op grote maatschappelijke uitdagingen. Denk maar aan armoedebestrijding, klimaatverandering, gendergelijkheid enzovoort. Allemaal complexe kwesties zonder pasklare antwoorden. Educatie voor Duurzame Ontwikkeling (EDO) wil leerlingen voorbereiden op hun rol als actieve burgers die kunnen en willen bijdragen aan een betere toekomst. Een toekomst met genoeg voor altijd voor iedereen. VALIES is een cocreatief onderzoeksproject dat inzet op de professionele ontwikkeling van leraren om samen met hun schoolteam EDO succesvol te maken in de eigen school. We zetten met VALIES volop in op samenwerking met scholen en actoren uit het brede veld van EDO.