OECD Learning Compass 2030 and SDG4.7

Plenary session 2

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OECD Learning Compass 2030 and SDG4.7

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Directorate for Education and Skills, OECD
Today’s focus

1. Brief background of the OECD Future of Education and Skills 2030 project

2. Introduction of some aspects of the OECD Learning Compass 2030 that are relevant to SDG 4.7
   - Competencies – knowledge, skills, attitudes & values
   - How to embed such competencies into curriculum
   - How to measure such competencies
OECD Future of Education and Skills 2030 Project

Phase I
2015 – 2018/19

What?
What kind of competencies – knowledge, skills, attitudes & values – will today’s students need to thrive and shape a better future?

Launch of OECD Learning Compass 2030 in May, 2019

Phase II
2019/20 – beyond

How?
How to design learning environments?
How to effectively implement curriculum?
How to develop Teacher Agency?

Currently under development
OECD Teaching Compass 2030
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   • How to measure such competencies
A holistic approach to student agency

Students learn and develop their agency in interactions with others e.g. peers and friends, teachers, parents, siblings, others from any communities they belong to etc. (co-agency), and also in dynamics of a group (collective agency).
A holistic approach to defining a “competency”

Competencies - Interconnected nature of
• Knowledge
• Skills
• Attitudes & values
Example from Denmark: Birkerød Skole
4.7 by 2030 ensure all learners acquire **knowledge and skills** needed to promote sustainable development, including among others through:

- *education for sustainable development and sustainable lifestyles*,
- *human rights*,
- *gender equality*,
- *promotion of a culture of peace and non-violence*,
- *global citizenship*, and
- *appreciation of cultural diversity and of culture’s contribution to sustainable development*
## Questions for Reflection SDG4.7

### What do we monitor? Which progress?

<table>
<thead>
<tr>
<th>SDG4.7</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.1</td>
<td>Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</td>
</tr>
<tr>
<td>4.7.2</td>
<td>Percentage of schools that provided life skills-based HIV and sexuality education within the previous academic year.</td>
</tr>
<tr>
<td>4.7.3</td>
<td>Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113).</td>
</tr>
<tr>
<td>4.7.4</td>
<td>Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability.</td>
</tr>
<tr>
<td>4.7.5</td>
<td>Percentage of students in the final grade of lower secondary education showing proficiency in knowledge of environmental science and geoscience.</td>
</tr>
</tbody>
</table>
For students to thrive in a world of uncertainty and complexity, and shape a better future, they need:

- **Transformative Competencies**
  - Creating new value
  - Reconciling Tensions, dilemmas, trade-offs, contradictions, ambiguities
  - Taking responsibility

Well-Being 2030
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The Educated Citizen

- thoughtful, able to learn and to think critically, and communicate information from a broad knowledge base;
- creative, flexible, self-motivated, and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled, and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Source: Rod Allen, at the E2030 4th Meeting
Example from Québec, Canada
Distribution of content items in the mapped curricula targeting global competency (as main or sub target), by learning area

- National language
- Mathematics
- Humanities
- Science
- Technologies/home economics
- Arts
- PE health

Northern Ireland (United Kingdom) (32%)
Saskatchewan (Canada) (31%)
Kazakhstan (57%)
Greece (8%)
Russian Federation (30%)
Australia (23%)
Estonia (26%)
China (31%)
Lithuania (23%)
Sweden (19%)
Israel (29%)
Korea (31%)
Portugal (16%)
Japan (27%)
British Columbia (Canada) (38%)
Distribution of content items in the mapped curricula targeting **literacy** for sustainable development (as main or sub target), by learning area
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PISA’s definition of global competence

- Knowledge and cognitive skills **directly tested**
- Social skills and attitudes surveyed through self-reports
- Background data from
  - School leaders
  - Teachers
  - Parents
Performance on the global competence test

Score-point difference between actual and expected performance in global competence (based on reading, math and science)

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>457</td>
</tr>
<tr>
<td>Canada</td>
<td>554</td>
</tr>
<tr>
<td>Scotland (United Kingdom)</td>
<td>534</td>
</tr>
<tr>
<td>Spain</td>
<td>512</td>
</tr>
<tr>
<td>Israel</td>
<td>496</td>
</tr>
<tr>
<td>Singapore</td>
<td>576</td>
</tr>
<tr>
<td>Panama</td>
<td>413</td>
</tr>
<tr>
<td>Greece</td>
<td>488</td>
</tr>
<tr>
<td>Croatia</td>
<td>506</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>456</td>
</tr>
<tr>
<td>Morocco</td>
<td>402</td>
</tr>
<tr>
<td>Malta</td>
<td>479</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>486</td>
</tr>
<tr>
<td>Hong Kong (China)</td>
<td>542</td>
</tr>
<tr>
<td>Chinese Taipei</td>
<td>527</td>
</tr>
<tr>
<td>Overall average</td>
<td>474</td>
</tr>
<tr>
<td>Indonesia</td>
<td>408</td>
</tr>
<tr>
<td>Serbia</td>
<td>463</td>
</tr>
<tr>
<td>Chile</td>
<td>466</td>
</tr>
<tr>
<td>Latvia</td>
<td>497</td>
</tr>
<tr>
<td>Philippines</td>
<td>371</td>
</tr>
<tr>
<td>Thailand</td>
<td>423</td>
</tr>
<tr>
<td>Lithuania</td>
<td>489</td>
</tr>
<tr>
<td>Albania</td>
<td>427</td>
</tr>
<tr>
<td>Brunei Darussalam</td>
<td>429</td>
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<tr>
<td>Kazakhstan</td>
<td>408</td>
</tr>
<tr>
<td>Russia</td>
<td>480</td>
</tr>
<tr>
<td>Korea</td>
<td>509</td>
</tr>
</tbody>
</table>

Mean Score

PISA Score points
Students’ attitudes and dispositions predict performance in global competence

Score-point difference associated with a one-unit increase in the indices of students’ attitudes and dispositions

- Before accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile
- After accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile

<table>
<thead>
<tr>
<th>Index</th>
<th>Before account.</th>
<th>After account.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for people from other cultures</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Attitudes towards immigrants</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Cognitive adaptability</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Self-efficacy regarding global issues</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Awareness of global issues</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Perspective taking</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Interest in learning about other cultures</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Agency regarding global issues</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Awareness of intercultural communication</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

Fig VI.6.10

Overall average
Young people care about climate change but feel unable to make a difference

Percentage of students who agree or strongly agree

"Looking after the global environment is important to me"

"I can do something about the problems of the world"

OECD average

PISA 2018, Table VI.B1.5.1
Students are starting to take action for the climate

*Students who reported that they take the following actions*

- I reduce the energy I use at home to protect the environment
- I keep myself informed about world events via <Twitter> or <Facebook>
- I regularly read websites on international social issues (e.g. poverty, human rights)
- I choose certain products for ethical or environmental reasons, even if they are a bit more expensive
- I participate in activities in favour of environmental protection
- I participate in activities promoting equality between men and women
- I boycott products or companies for political, ethical or environmental reasons
- I sign environmental or social petitions online

OECD average
All countries average