WHY EDUCATION AND GLOBAL COMPETENCE WILL BE KEY FOR THE SUCCESS OF THE SDGs

Dirk Van Damme

OECD/EDU
THE LONG AND WINDING ROAD TOWARDS THE SDGs
A global framework for development 2030
Uneven performance across targets

Goals
1: Eradicate poverty
2: Food
3: Health
4: Education
5: Gender equality
6: Water
7: Energy
8: Economy
9: Infrastructure
10: Reduce inequality
11: Cities
12: Sustainable production
13: Climate
14: Oceans
15: Biodiversity
16: Institutions
17: Implementation

Close to target
2.4 soil quality
16.9 registration of births
5.6 women using internet

Far from target
2.2 obesity rate
16.5 confidence in national government
5.4 gender gap in unpaid work

*The longer the bars, the closer to the 2030 targets; target levels are represented by the outer dotted circle.
Target 4.7: By 2030, ensure that all learners acquire the 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.
Where do we stand with SDG4?
Is quality education for all by 2030 within reach?

Despite some progress, on current trends, the world is not on track to achieve the SDG4 goal and targets, with the potential to leave hundreds of millions of children, young people and adults behind on every continent in 2030.

There are massive disparities in regional and country performances across SDG 4 targets, especially in terms of educational outcomes.

Low-income-and-middle-income-countries are lagging behind on all SDG 4 targets and slipping further away on learning outcome indicators.

Priorities are to mobilise the necessary resources and concentrate efforts on making progress against key benchmarks for ending learning poverty.

There’s still a lot we don’t know! Filling data gaps is a priority, especially for low-income-and-middle-income countries.
Many countries still have difficulties of fully integrating human rights and freedom principles in education.


GEM StatLink: http://bit.ly/fig14_1
The changing political context

- Progress on several key SDGs slows down
- Large-scale financial support still missing
- Political support for the SDGs as the guiding framework for international development and cooperation is dwindling
- Some countries reluctant to be held accountable
- A political and increasingly also economical backlash against globalisation
- Parts of the political spectrum reject the ‘globalist’ agenda
We want our country back
Vote to Leave

EU Referendum, Thursday June 23rd
The neo-conservative and populist attack against ‘globalism’

Universities Have Become Globalists Propaganda Organizations
THE MULTIPLIER EFFECT OF EDUCATION
The multiplier effect of SDG4

https://valueofknowledge.ft.com/other/infographic/
The multiplier effect of SDG4

SDG4: Quality Education

SDG1. No Poverty

SDG2. Zero Hunger

SDG3. Good Health and Well-being

SDG4. Quality Education

SDG5. Gender Equality

SDG6. Clean Water and Sanitation

SDG7. Affordable and Clean Energy

SDG8. Decent Work and Economic Growth

SDG9. Industry, Innovation and Infrastructure

SDG10. Reduced Inequalities

SDG11. Sustainable Cities and Communities

SDG12. Responsible Consumption and Production

SDG13. Climate Action

SDG14. Life Below Water

SDG15. Life on Land

ABOUT

Read the Article: Education and the Multiplier Effect

Read the Case Study: Hippocampus

Watch the Video: Roger Federer: laying the foundations for a quality education

Sources:
1 UNESCO. Reducing global poverty through universal primary and secondary education. 2017
2 UNESCO. Global Education Monitoring Report 2015/6
3 Educate a Child monthly with FHI 360. Education and the SDGs. 2016
4 UNESCO. Global Education Monitoring Report 2016

Higher levels of education increase income and reduce poverty

Low socio-economic family backgrounds impact educational outcomes

- Achieving universal primary and secondary education attainment would help lift more than 420 million out of poverty, thus reducing the number of poor worldwide by more than half.

- In rural Nicaragua, the chronic poverty rate was 22% for households with no educated adult, 7% for households where adults averaged three years of schooling and 1% for households where adults had at least six years of education.
The multiplier effect of SDG4

Read the Article: Education and the Multiplier Effect

SDG 4
Quality Education

Education reduces crime rates and the likeliness of conflict. Education contributes to a better understanding of democratic processes.

School attendance rates significantly decrease in areas of armed conflict.

“We ask young people to cross lines of difference, learning about the people who are affected by the injustice, but also the people who are creating the injustice. We find that this helps them create a more powerful solution.”

Raúl Cáceres, Chief Program and Technology Officer, Peace First

- A 5% increase in male high-school graduation would benefit the US economy by nearly USD 10 billion via reduced crime and higher

Read the Case Studies: Peace First & Aflatoun

Sources:
1 UNESCO, Global Education Monitoring Report 2016
2 The International Commission on Financing Global Education Opportunity: The Learning Generation
3 The World Bank, Learning to realize education’s promise, 2018
Health increases with education
Proportion of adults reporting that they are in good health, by educational attainment

- Below upper secondary education
- Upper secondary or post-secondary non-tertiary education
- Tertiary Education

Countries included: Czech Republic, Ireland, United States, Canada, Poland, Germany, Slovak Republic, Flanders, Sweden, Italy, Austria, Australia, England/N., Denmark, Norway, Finland, France, Netherlands, Average, Spain, Japan, Estonia, Korea.
Interpersonal trust increases with education

Proportion of adults expressing interpersonal trust, by level of educational attainment

Below upper secondary education

Upper secondary education

Tertiary education

Percentage

Denmark, Norway, Finland, Netherlands, Sweden, Switzerland, Austria, Israel, Ireland, Estonia, OECD average, Belgium, Spain, Czech Republic, Italy, Slovenia, Slovak Republic, France, Greece, Poland, Hungary, Portugal, Turkey.
Years of schooling and levels of interpersonal trust

Borgonovi, 2012
Years of schooling and levels of tolerance towards migrants

Borgonovi, 2012
But what makes education so powerful?

• Is it mere years of schooling or just educational attainment levels?
• Is it a correlation or a selection effect? Or is there any causality involved? And if so, how?
• Is the transformative power of education due to the intended learning in the curriculum? Or to the unintended consequences of the school experience?
• How is education producing positive social outcomes?
The OECD Learning Compass
Global competence

• In an interconnected world, global competence can be seen as an expression of ‘transformative competencies’:
  – Creating new value
  – Reconciling tensions and dilemmas
  – Taking responsibility
Global competence

• It is NOT:
  – A particular political ideology
  – A globalist worldview
  – Compassion or empathy
  – Intercultural sensitivity

although it includes elements of those.

• **Global competence** is an integrated set of knowledge, cognitive and non-cognitive skills, attitudes and values
Global competence vs ... vs...
DEFINING GLOBAL COMPETENCE
Defining global competence

Global Competence

- Knowledge
- Cognitive skills
- Social skills and attitudes

PISA 2018 assessment

Assessed in the cognitive test

Assessed in the student questionnaire

Beyond the scope of the PISA 2018 assessment
OECD PISA definition of global competence

- Examine local, global and intercultural issues
- Understand and appreciate the perspectives and world views of others
- Take action for collective well-being and sustainable development
- Engage in open, appropriate and effective interactions across cultures
PISA’s definition of global competence

Effectively combining knowledge and critical reasoning to establish an informed opinion.
Recognising that perspectives and behaviours are inherently shaped by various influences and concepts of reality
PISA’s definition of global competence

Understanding the cultural norms of different contexts and adapting behaviour and communication accordingly.
PISA’s definition of global competence

Being ready and willing to take informed, reflective action to improve living conditions in one’s own communities and beyond.
GLOBAL COMPETENCE: THE SOCIAL AND EMOTIONAL FOUNDATION
The OECD framework on Social and Emotional Skills
Social-emotional skills positively relate to global competence

[Bar chart showing standardized regression coefficients for various social-emotional skills and global mindedness at 10 and 15 years old.]
Social-emotional skills already develop at young age
Distribution of skills in study of 7000 5y-olds in 3 countries
Social-emotional skills development in primary school predicts prosocial behaviour at 15.
Social and emotional skills are learnable

Ageing, but also learning through experience, life-events and interventions cause social and emotional skills to change over the life-course.
EDUCATING GLOBAL COMPETENCE
The role of schools

- Provide students with opportunities to learn about global developments that affect the world and their own lives
- Teach students to develop a fact-based and critical worldview
- Equip students with an appreciation of other cultures and an awareness of their own cultural identities
- Engage students in experiences that facilitate international and intercultural relations
- Promote the value of diversity, which in turn encourages sensitivity, respect and appreciation
Assessing learning global competence

• Are students able to critically examine contemporary issues of local, global and intercultural significance?
• Do students understand and appreciate multiple cultural perspectives (including their own)?
• Are students prepared to interact respectfully across cultural differences?
• Do students care about the world and take action to make a positive difference?
• What inequalities exist in access to education for global competence between and within countries?
• What approaches to multicultural, intercultural and global education are commonly used in school systems worldwide?
• How are teachers being prepared to develop students’ global competence?
The importance of a positive school climate

Percentage of students who reported that any type of bullying act occurred at least a few times a month
Social-emotional skills flourish in a cooperative classroom climate.

The diagram illustrates standardized regression coefficients for various social-emotional skills across different cooperative classroom climates. The x-axis represents different social-emotional skills such as Assertiveness, Cooperation, Creativity, and others, while the y-axis represents the standardized regression coefficients ranging from 0.00 to 0.40. The colors blue and green indicate the cooperative climate at 10 and 15 years old, respectively.
Pedagogies for global competence

- **Organised discussions**: a guided discussion in which students present evidence, express their views, listen for understanding, and are willing to change opinion when confronted with new information.

- **Structured debates**: students must argue in support of, or in opposition to, a polemic point of view, prompting them to delve deeply into a particular issue and nonetheless understand both sides.

- **Group-based co-operative project work**: authentic tasks in which students must work, communicate, learn & evaluate progress together.

- **Service learning**: learners participate in organised real-life activities, strongly linked to what they have learnt in the classroom, and apply them in ways that can benefit their communities.
SOME CONCLUSIONS
Some conclusions

• Education is key to all SDGs; it has a multiplier effect
• The positive role of education is function of its quantity, but even more so of its quality: the nature of cognitive and non-cognitive skills developed
• Global competence is a very powerful transformative competence
• It has a very important social and emotional loading
• And can be taught and developed in schools, with specific pedagogies and through a positive climate
Thank you!
dirk.vandamme@oecd.org
www.oecd.org/edu
twitter @VanDammeEDU