Thematic Session III
Education for Sustainable Development and Global Citizenship

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Approaches and Policy Trends in GCE and ESD

• The current four broad GCE/ESD competencies expressed in the background paper for the thematic session (page 4) generally resonated with the session participants, even if further refinement will be useful (e.g. stronger emphasis on values, greater visibility for environmental issues).

• There are many linkages and mutually reinforcing aspects between GCE and ESD, including a common emphasis on the non-cognitive aspects of learning.

• Presentations from three countries – Singapore, The Philippines, Republic of Korea – show that Asia-Pacific countries have for many years been working to integrate these concepts in their policies and curricula, including in more recent efforts with a global dimension, yet more progress is needed with regard to teaching and assessment.
Measurement of GCE and ESD

• There have been several significant initiatives in the region with regard to assessment of GCE/ESD-related skills and competencies, including a 10-country study on Learning to Live Together, national assessment efforts in Australia, Republic of Korea and other countries and collaboration between UNESCO, UNU and IGES on developing indicators for ESD.

• Looking at the targets which are currently being proposed in relation to GCE/ESD (Muscat Agreement and OWG), there are two key aspects to be measured: 1) skills, knowledge, values and attitudes and 2) participation in GCE and ESD.
Measurement of GCE and ESD (cont’d)

• There has been progress and growing confidence in our ability to measure GCE/ESD-related skills, values and competencies including in existing cross-national measurement efforts (e.g. ICCS, PISA). Yet more work is needed in order for these initiatives to include a sufficient number of developing countries, including in the Asia-Pacific region. In addition, more creative and formative approaches to assessment in this area are needed.

• Beyond the current focus on learning outcomes in the current draft indicators of the TAG report, input- and process-level indicators (e.g. % increase in teachers trained in GCE/ESD; % of children and adults participating in GCE/ESD-related community programmes) will also add value.
Looking forward...

• The World Conference on ESD (Nagoya, November 2014) will be an important stepping stone towards the World Education Forum (Incheon, May 2015) and for continuing to build support for this critical education target as part of the post-2015 education goal.

• A significant programme of work to support GCE and ESD continues and will accelerate to support country implementation.