

Policy Recommendation on curriculum development for vocational schools towards Education for Sustainable Development

MetESD Methods for Education for sustainable development (ESD) competencies and curricula

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Introduction

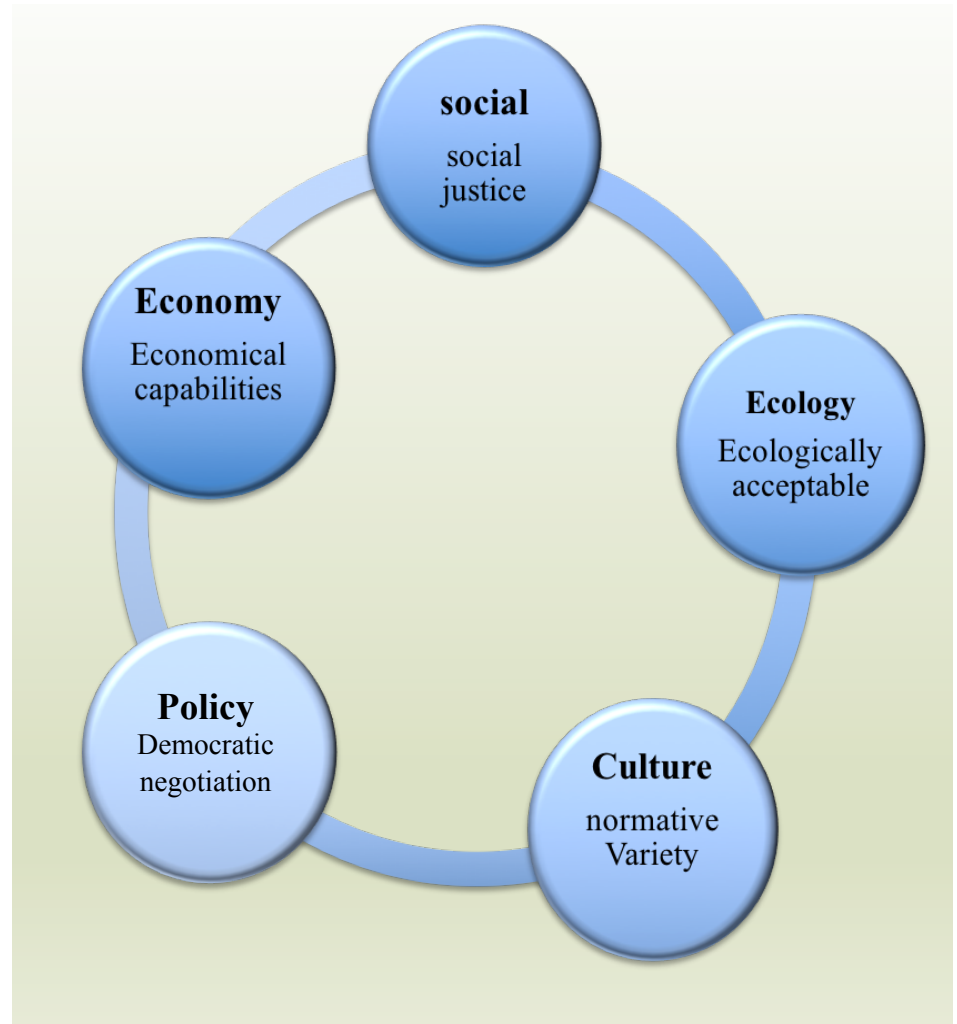
- The policy recommendations are to be addressed at following levels:
 - european,
 - national,
 - regional,
 - organizational,
 - school level.
- These recommendations for policymakers highlight the key points for action, namely curriculum development in technical vocational education and training (TVET).
- They outline the features that will enable the curriculum development and practice of teaching and learning towards education for sustainability (ESD)

Curriculum Framework

Five dimension

- social
- economical
- ecological
- political
- cultural

help to decide which topics, fields of action and competencies are relevant.



1. Curriculum development towards ESD has to be student-oriented

Students appreciate and respect **diverse values, beliefs and traditions.**

Students ...

- ... value to be an **entrepreneur on its own.**
- ... understand the **impacts of social, economic, cultural and environmental aspects.**
- ... have the awareness, knowledge, skills, values and **motivation to live and work sustainably.**

2. Empowering teachers and must be central to any curriculum development initiative.

The successful implementation of curricula depends on teachers being motivated and skilled to deal with ESD.

- It needs **further training** in ESD
- It needs **resources** to work on it.
- It needs **networking**.

3. Curriculum development must focus on competencies for sustainable development

Curriculum development focuses on competencies for sustainable development as a good educational background and general knowledge.

6 Steps:

- review of curriculum documents
- Review of textbooks and other educational materials
- Materials may need to be developed
- Methods are to be trained and implemented
- Evaluation of practice
- Revision of curricula

3. Curriculum development must focus on competencies for sustainable development

Dimensions Competence	Knowledge	skills	attitude
Issue competence	About vocational fields related to ESD	Working with methods and instruments	Global learning Green economy saving environment
Social competence	Communication, teamwork	Solving conflicts Steering dialogues	Open-mindedness Empathy Solidarity
Self competence	Personality, emotion behavior	Designing own life- and career curriculum	Courage and heart authenticity
Design competence	About process designing structure building	Designing processes and products	Dealing with variety and difference entrepreneurship

4. Governing and managing vocational schools towards ESD

A whole-institution approach should be adopted for the curriculum development

- No school starts from point zero.
- Involvement of the whole school staff.
- Involvement of the school management.
- Participating culture and structure of decision-making.
- Transparency and accountability.
- Evaluation as an important learning tool
- Building up partnerships and mobilize stakeholders.

4. Governing and managing vocational schools towards ESD

It needs guiding principles for ESD.

This set of guidelines could focus on 17 Sustainable Development Goals (SDG 's).



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**Thank you
very much
for your
attention**