

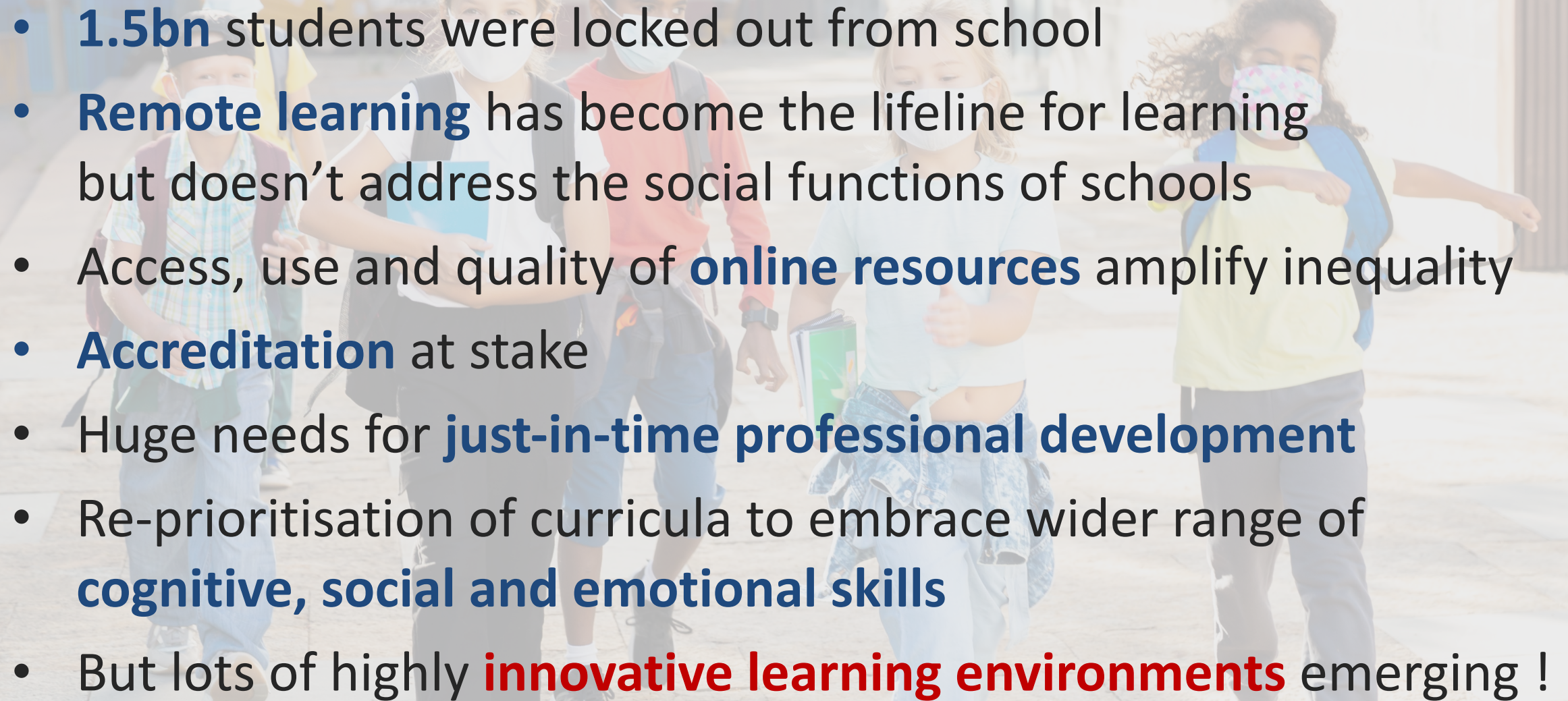


The future of education and skills

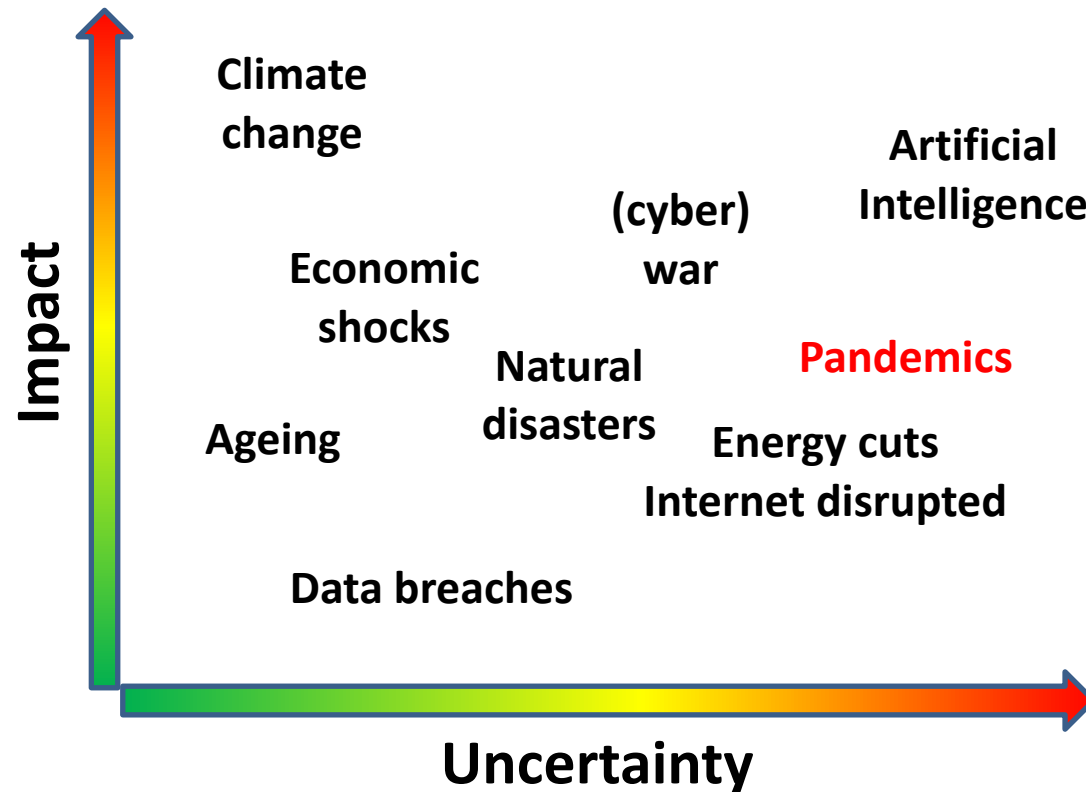
Learning for sustainable development

DiSAI

Andreas Schleicher

- 
- **1.5bn** students were locked out from school
 - **Remote learning** has become the lifeline for learning but doesn't address the social functions of schools
 - Access, use and quality of **online resources** amplify inequality
 - **Accreditation** at stake
 - Huge needs for **just-in-time professional development**
 - Re-prioritisation of curricula to embrace wider range of **cognitive, social and emotional skills**
 - But lots of highly **innovative learning environments** emerging !

The future will continue to surprise us!

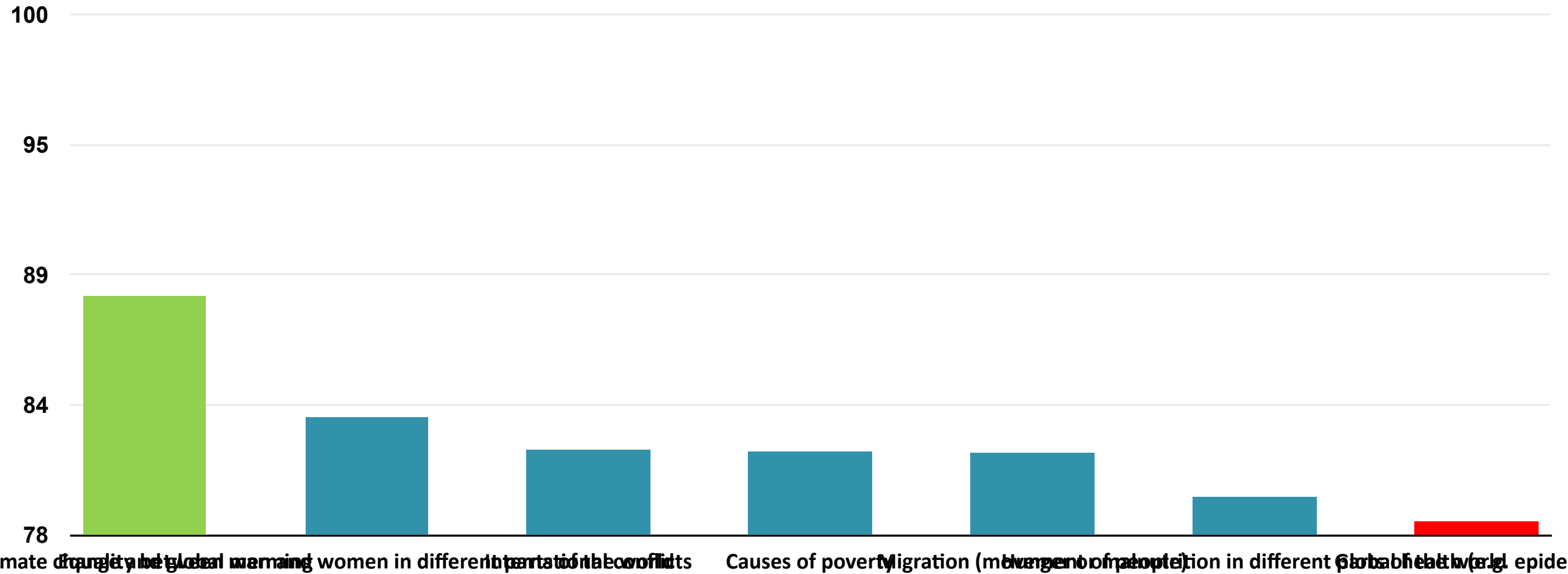




Sustainability issues covered in the curriculum (PISA, OECD average)

Fig VI.7.8

Principals who reported that there is a formal curriculum for the following topics:

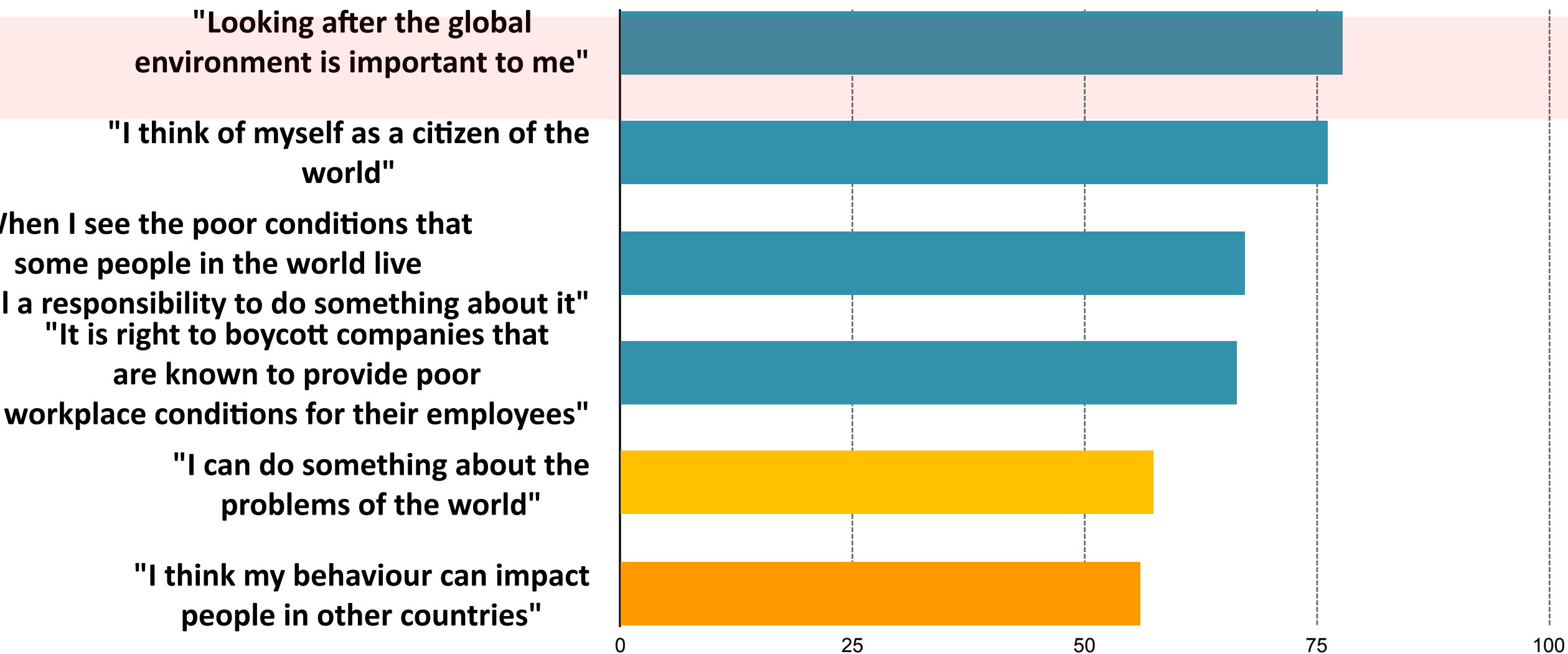


Based on principals' reports



Students' agency regarding global issues (PISA, OECD average)

Fig VI.5.1a



Percentage of students who agreed or strongly agreed with the following statements:



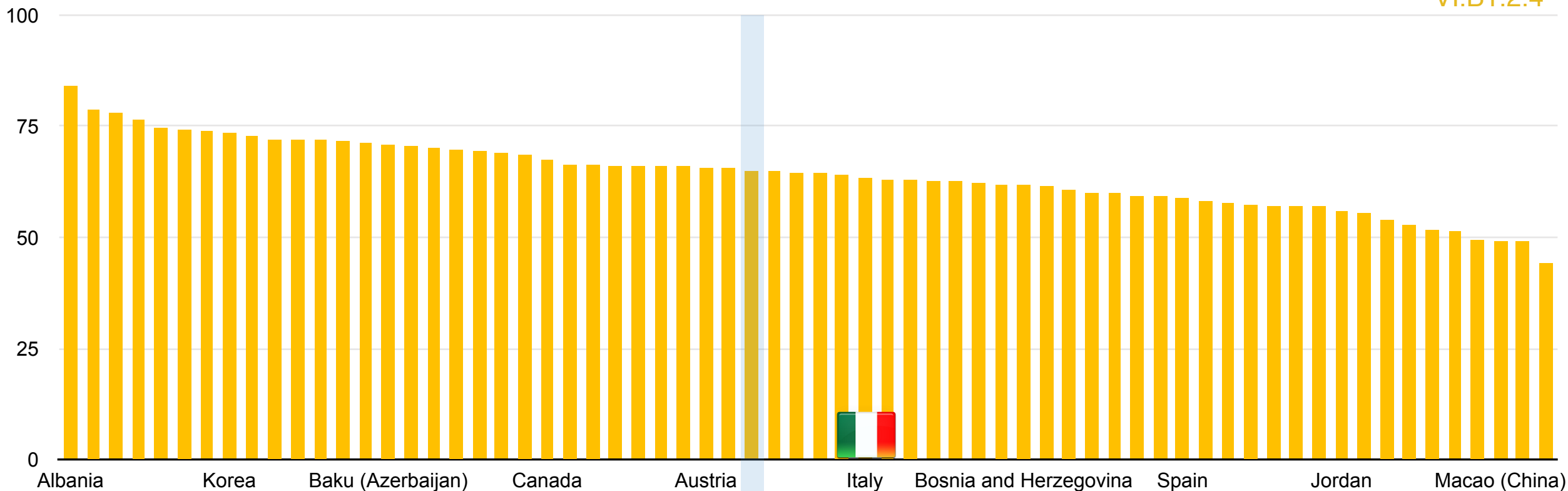
Students' self-efficacy regarding global issues

"Discuss the consequences of economic development on the environment"

• %

Percentage of students who reported they could do this task easily or with some effort

Table
VI.B1.2.4

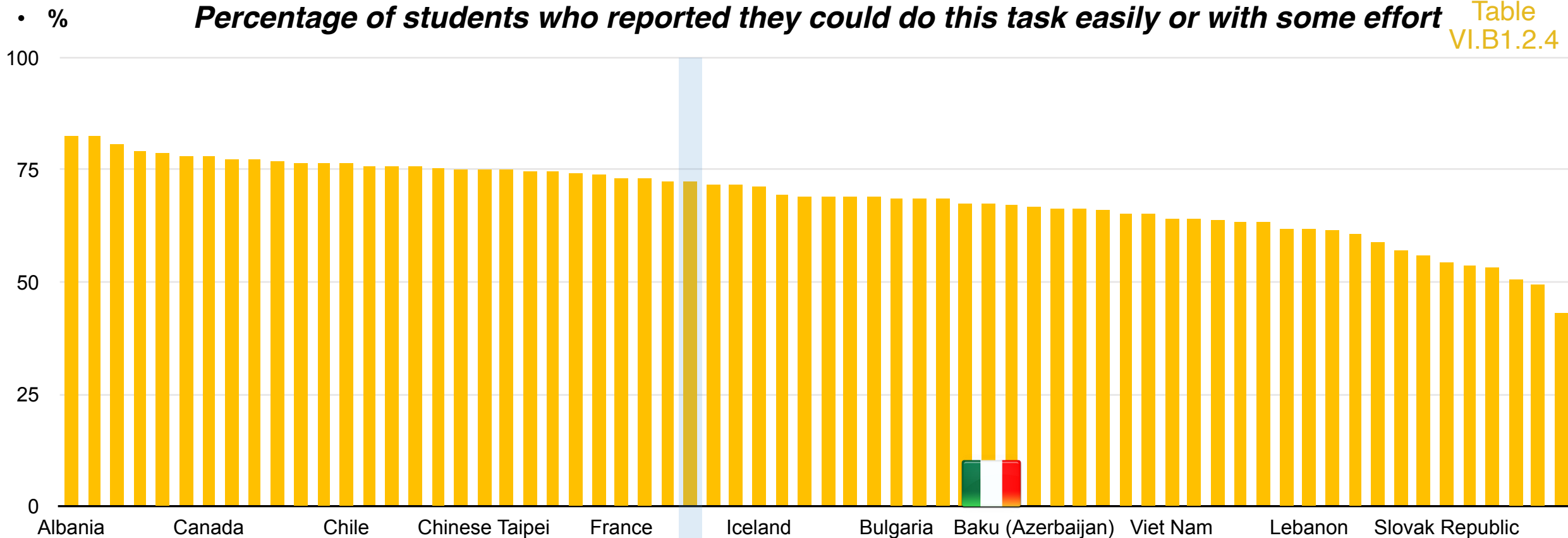




"Explain why some countries suffer more from global climate change than others"

Percentage of students who reported they could do this task easily or with some effort

t Table
VI.B1.2.4



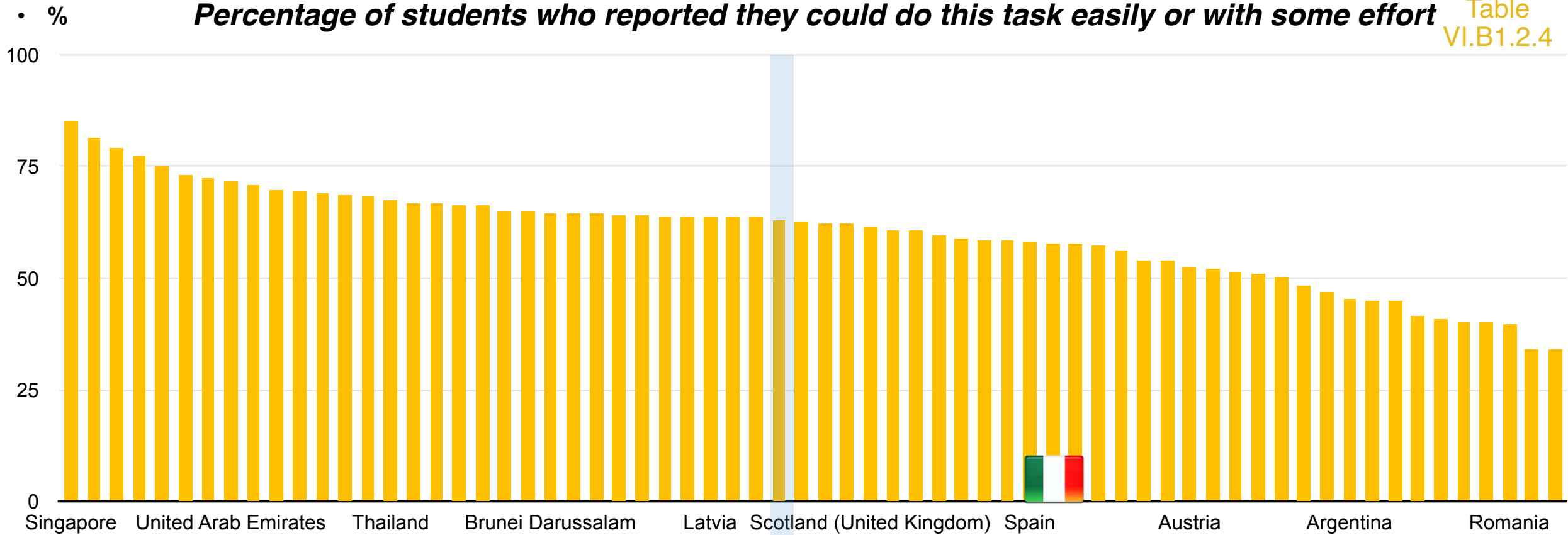


Students' self-efficacy regarding global issues

"Explain how carbon-dioxide emissions affect global climate change"

Percentage of students who reported they could do this task easily or with some effort

Table
VI.B1.2.4



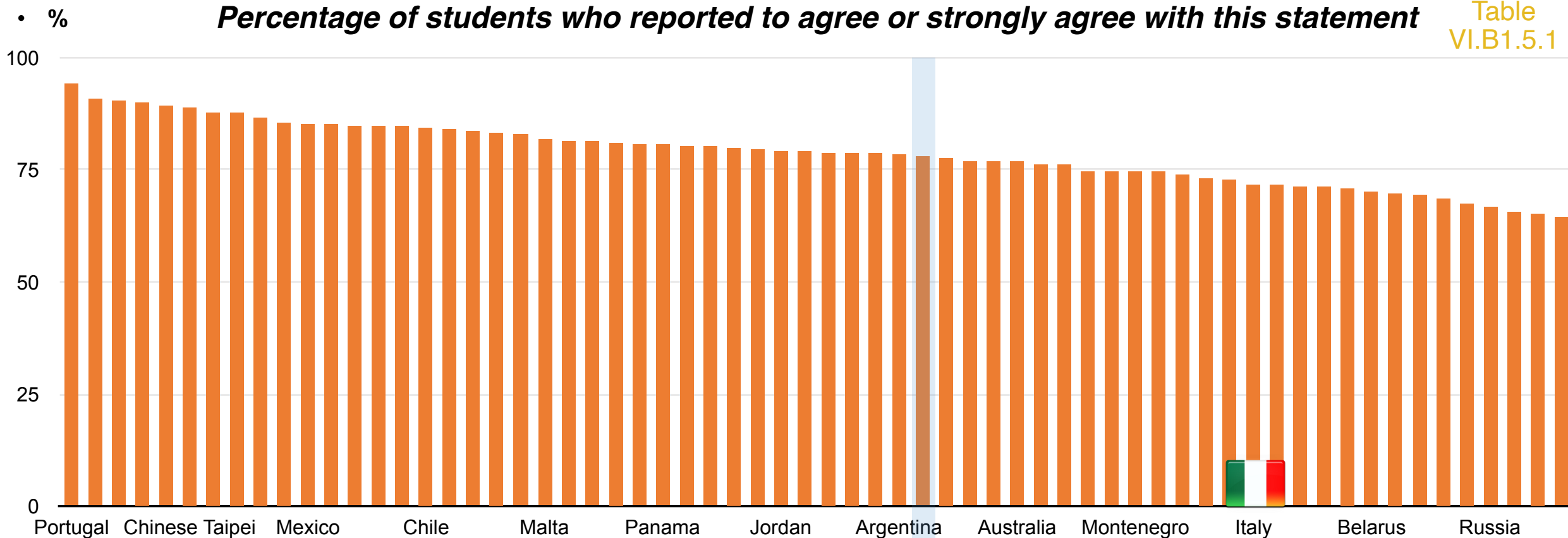


Students' agency regarding global issues

"Looking after the global environment is important to me"

Percentage of students who reported to agree or strongly agree with this statement

Table
VI.B1.5.1





Students' agency regarding global issues

"I think my behaviour can impact people in other countries"

Percentage of students who reported to agree or strongly agree with this statement

Table
VI.B1.5.1

• %

100

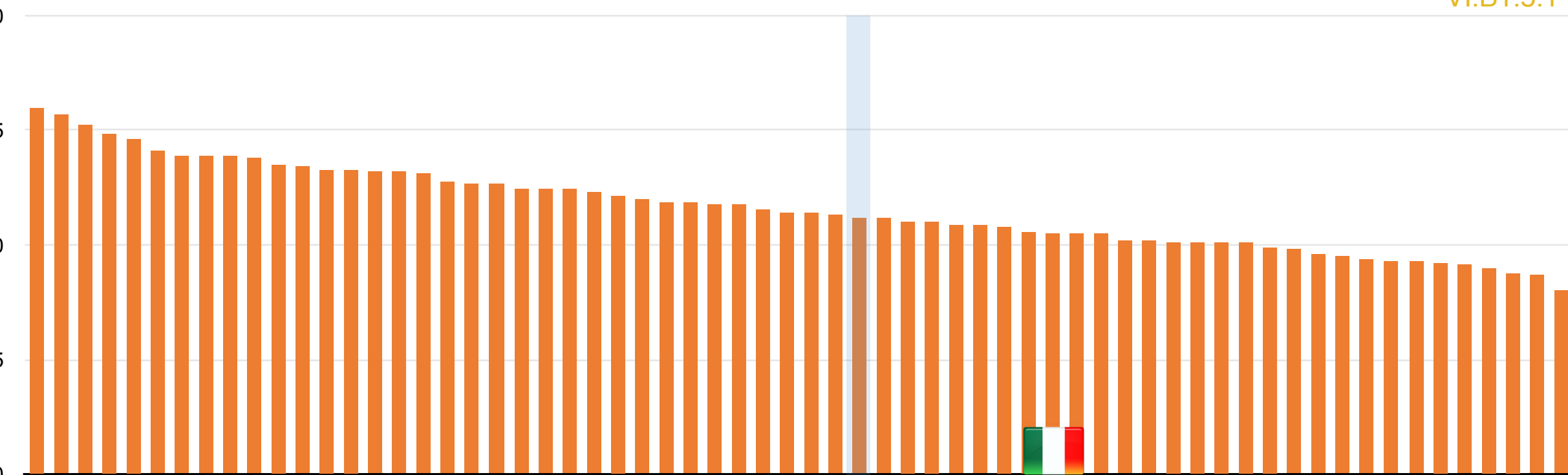
75

50

25

0

Korea Malta Peru Canada Australia Iceland Bulgaria Ireland Morocco Estonia Austria Germany Chile





A balancing act



Resilience: Living in an imbalanced world

Sustainability: Keeping the world in balance

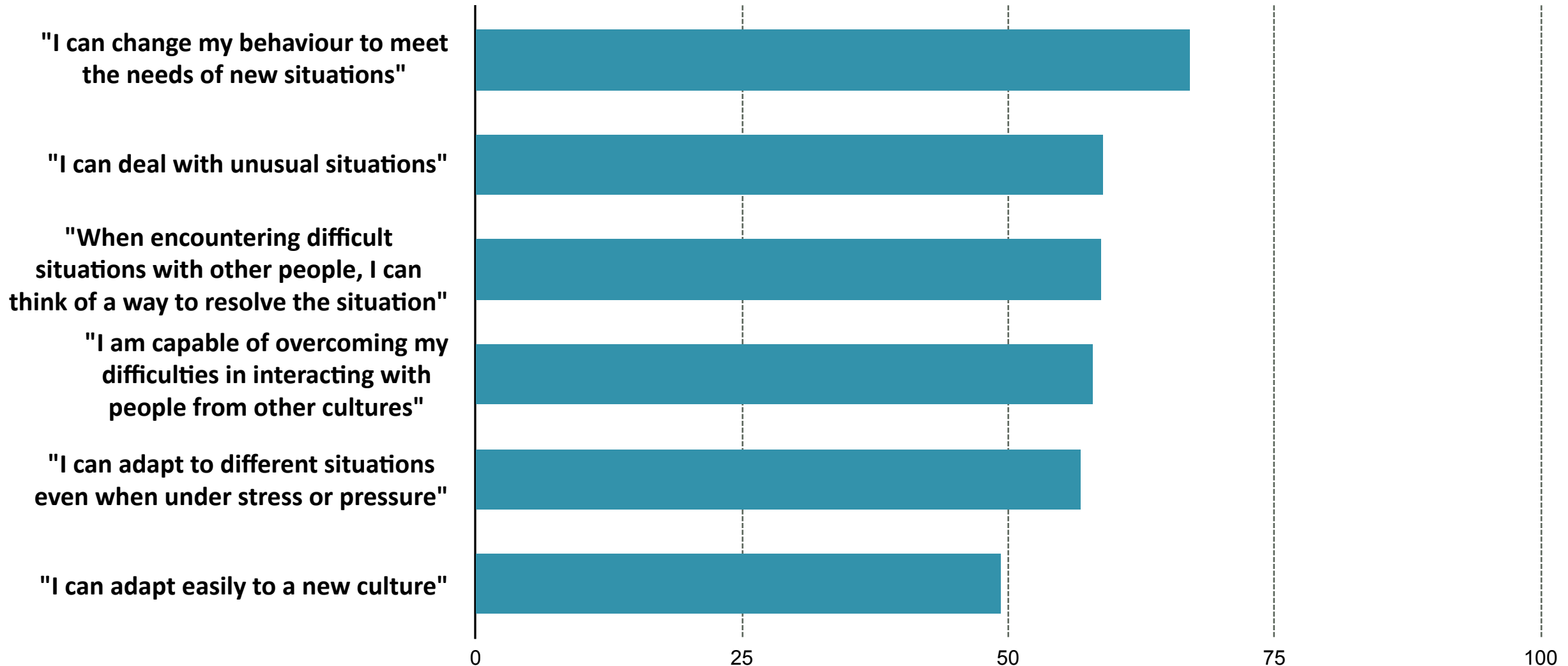




Cognitive resilience

■ OECD average

Fig VI.3.7a

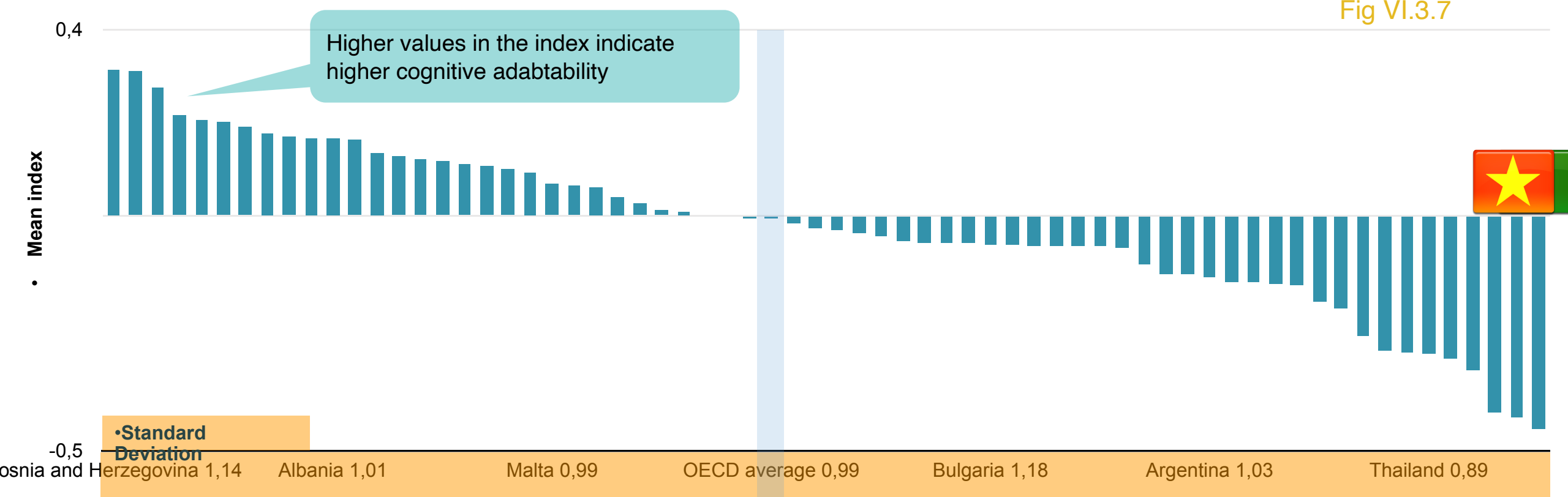


Percentage of students who reported the following statements describe them well or very well:



Students' cognitive resilience

Fig VI.3.7

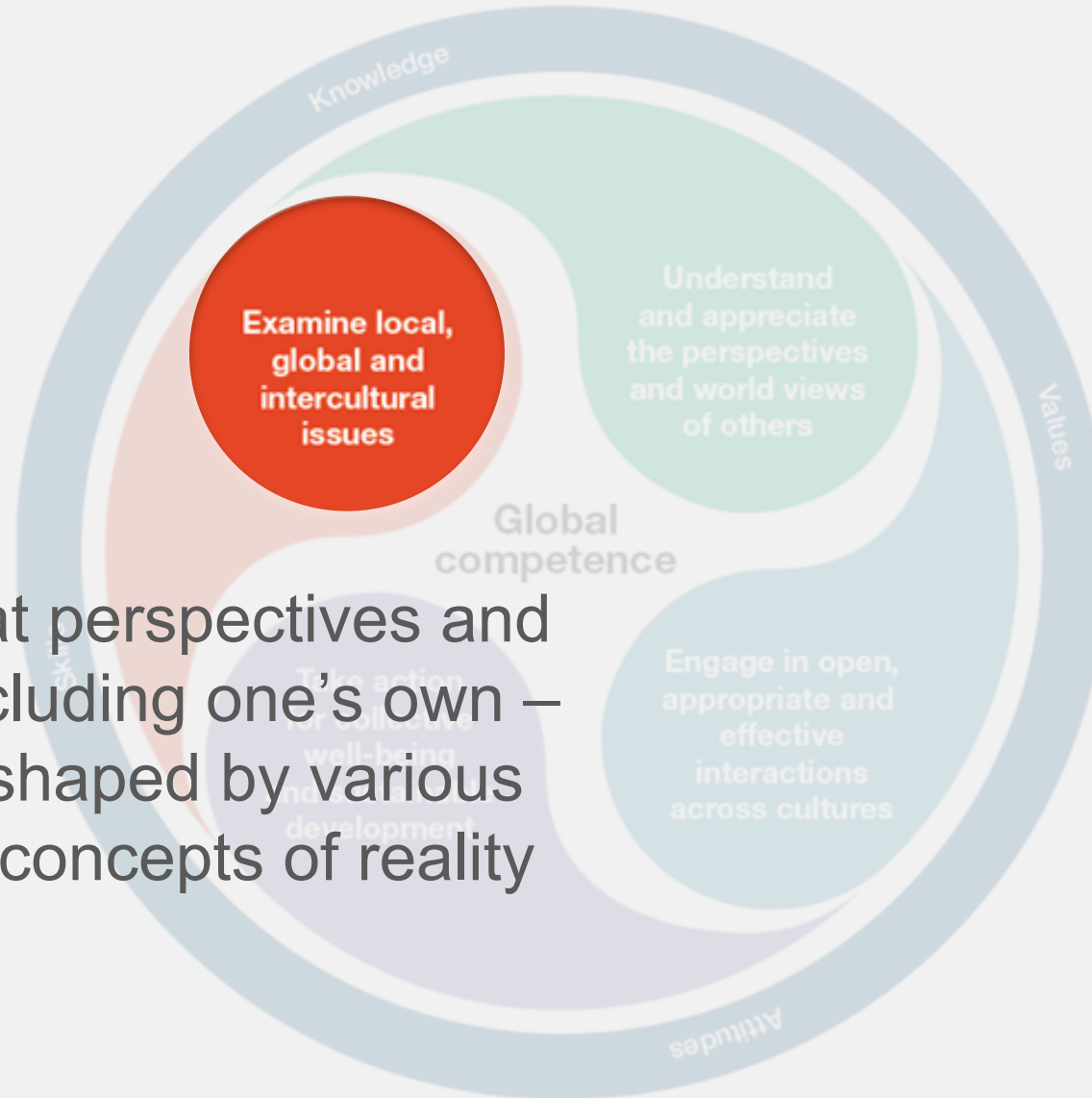


PISA's definition of global competence



Effectively combining knowledge and critical reasoning to establish an informed opinion

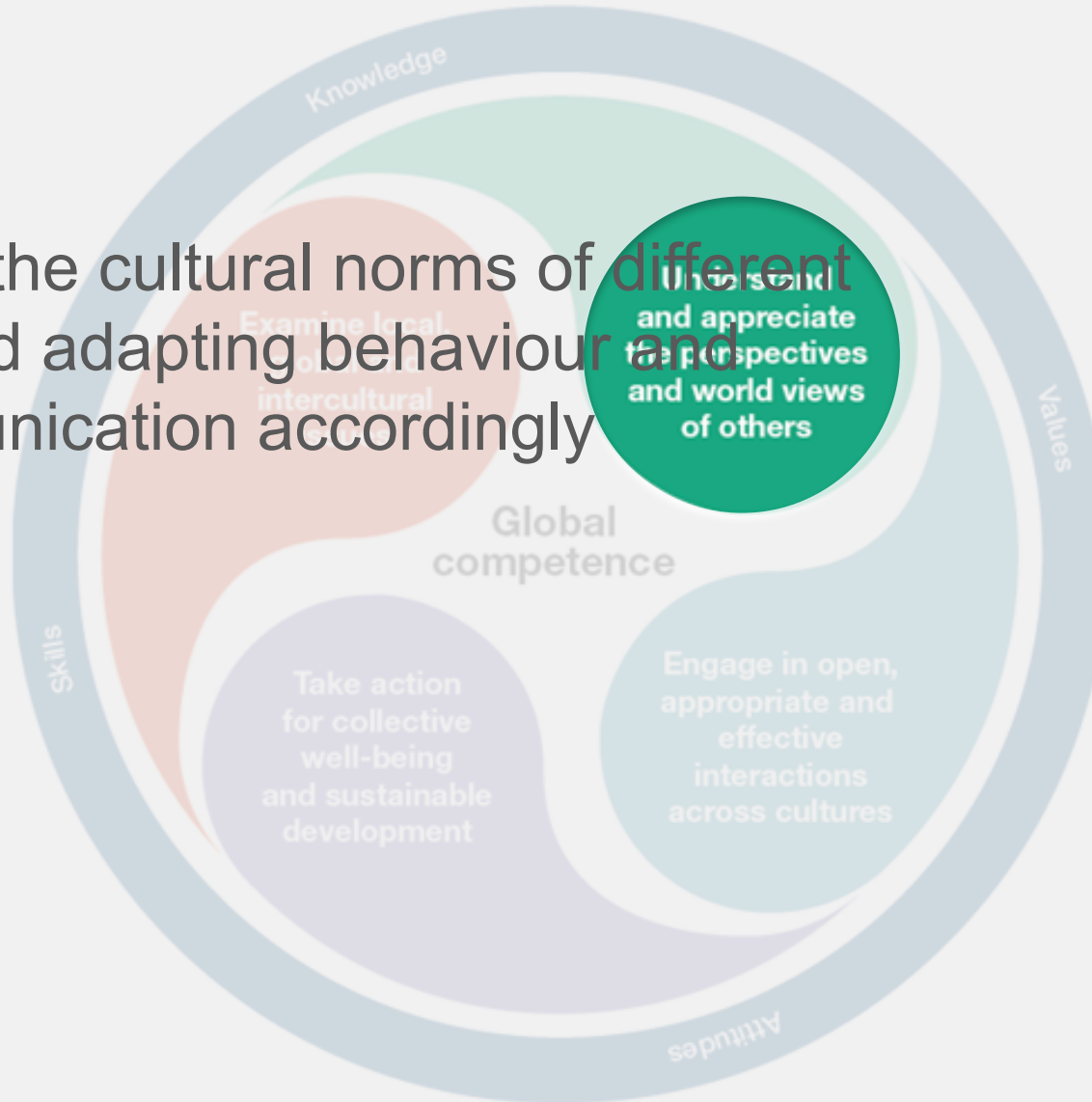
PISA's definition of global competence



Recognising that perspectives and behaviours – including one's own – 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

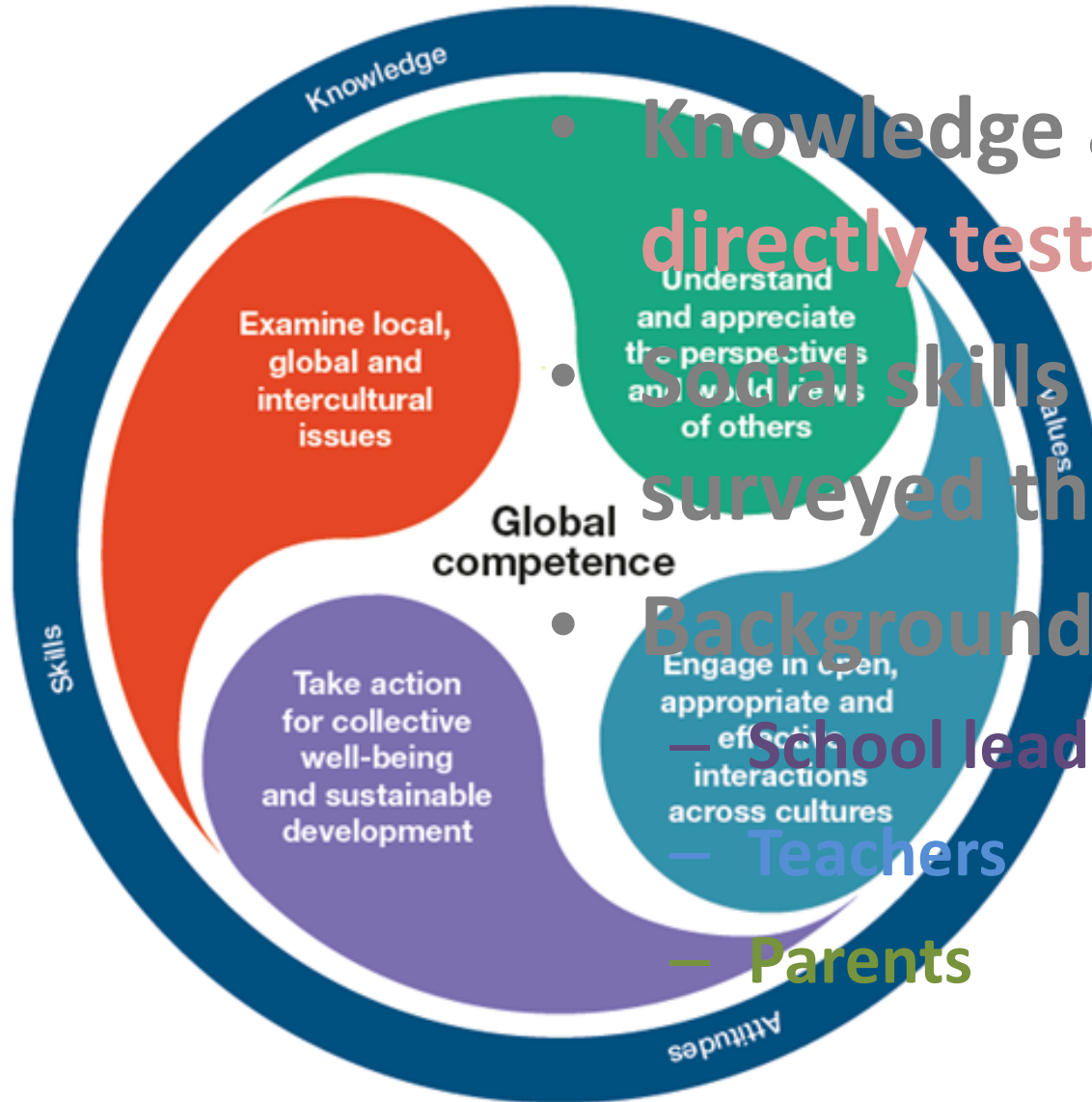


PISA's definition of global competence



Being ready and willing to take informed, reflective action to improve living conditions in one's own communities and beyond.

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

A photograph of two young women smiling and embracing each other. The woman on the left is wearing a light blue patterned hijab and a red top. The woman on the right is wearing a white top with a blue strap over her shoulder. They are both smiling broadly at the camera. The background is a plain, light-colored wall.

**Understanding and appreciating the
perspectives and worldviews of others**



Students' understanding of the **perspectives of others**

■ OECD average

Fig VI.3.1a

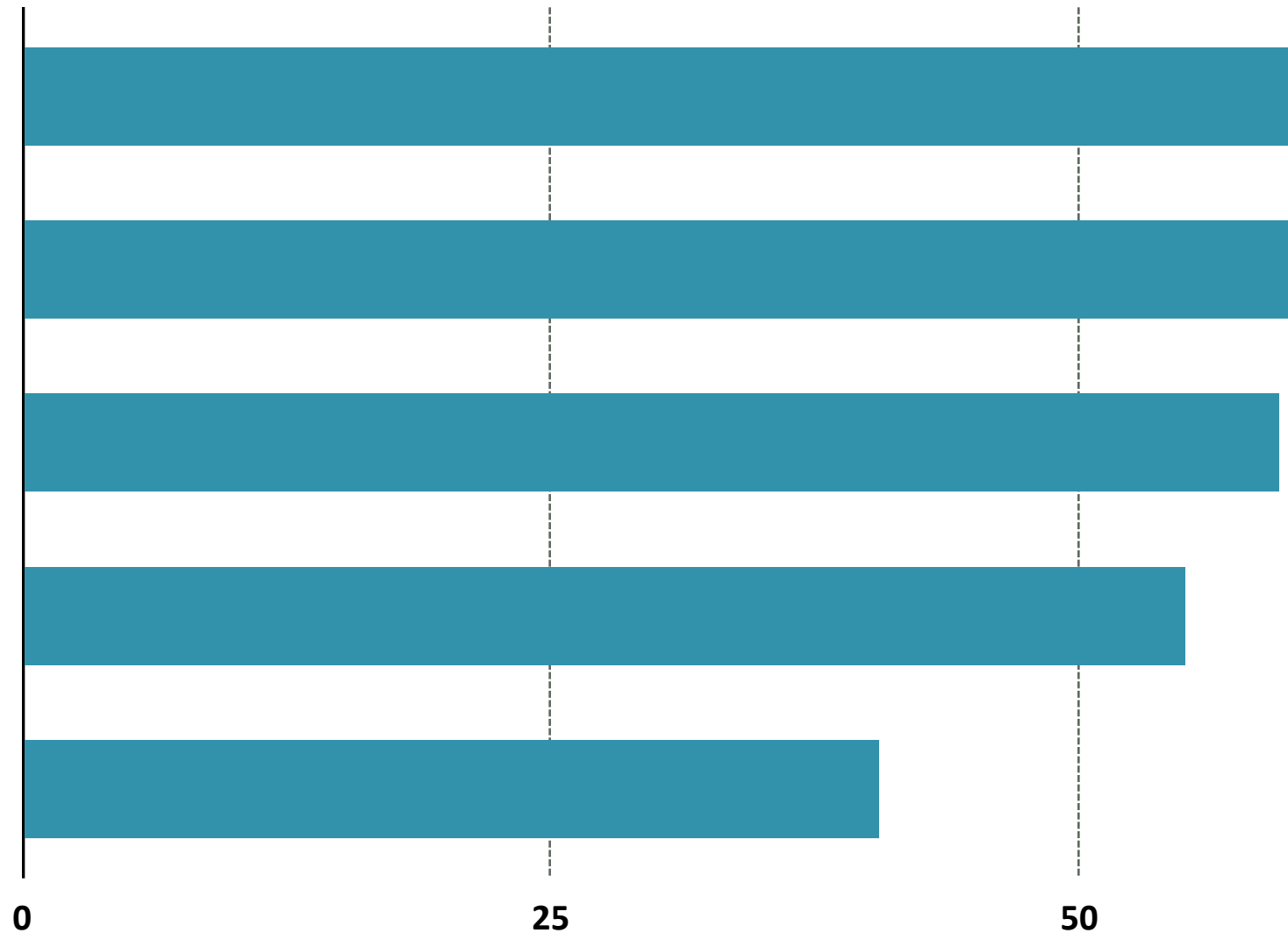
Sometimes try to understand my friends better by imagining how things look from their perspective"

Believe that there are two sides to every question and try to look at them both"

Try to look at everybody's side of a disagreement before I make a decision"

"Before criticising somebody, I try to imagine how I would feel if I were in their place"

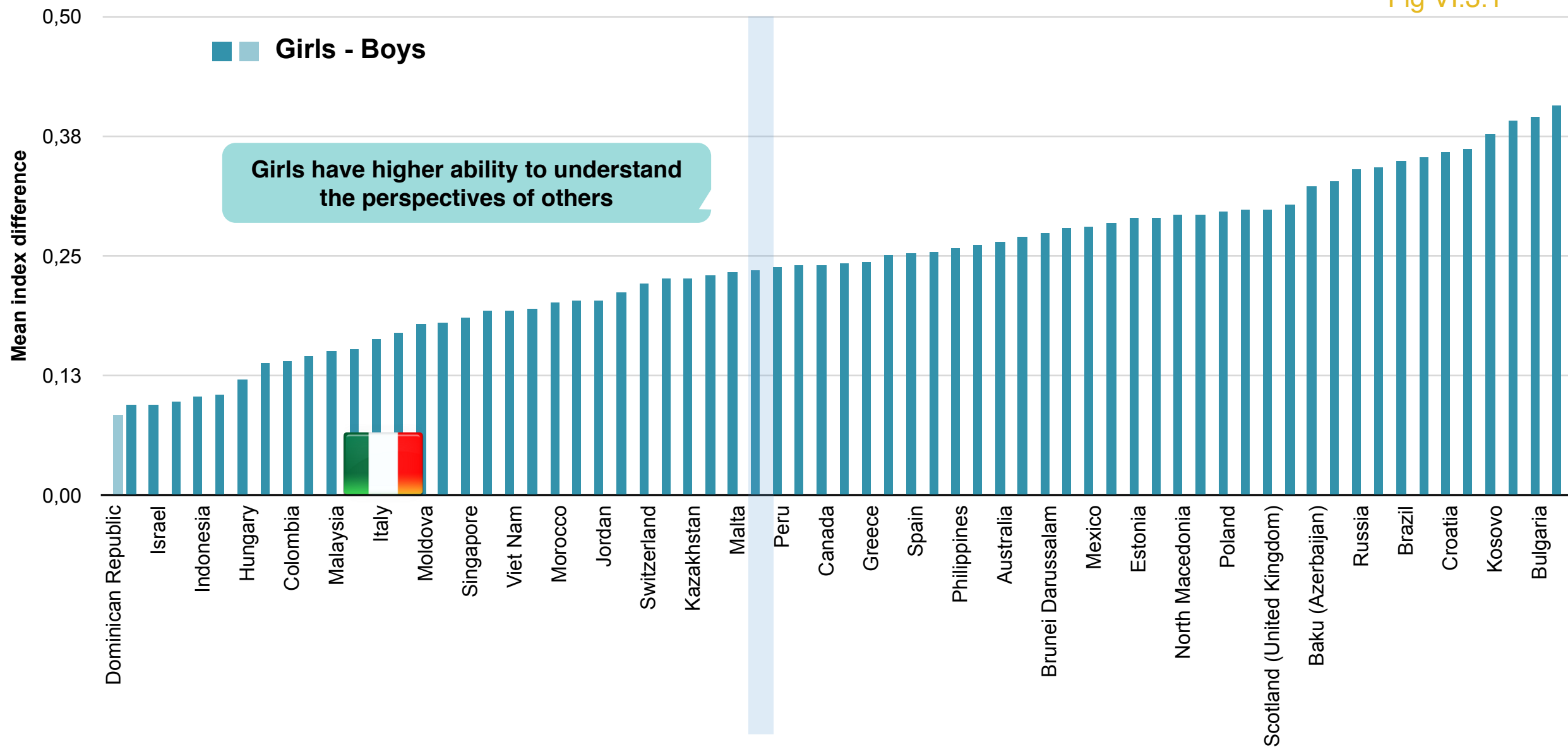
When someone is upset, I try to take the perspective of that person for a while"





Girls' and boys' understanding the perspectives of others

Fig VI.3.1

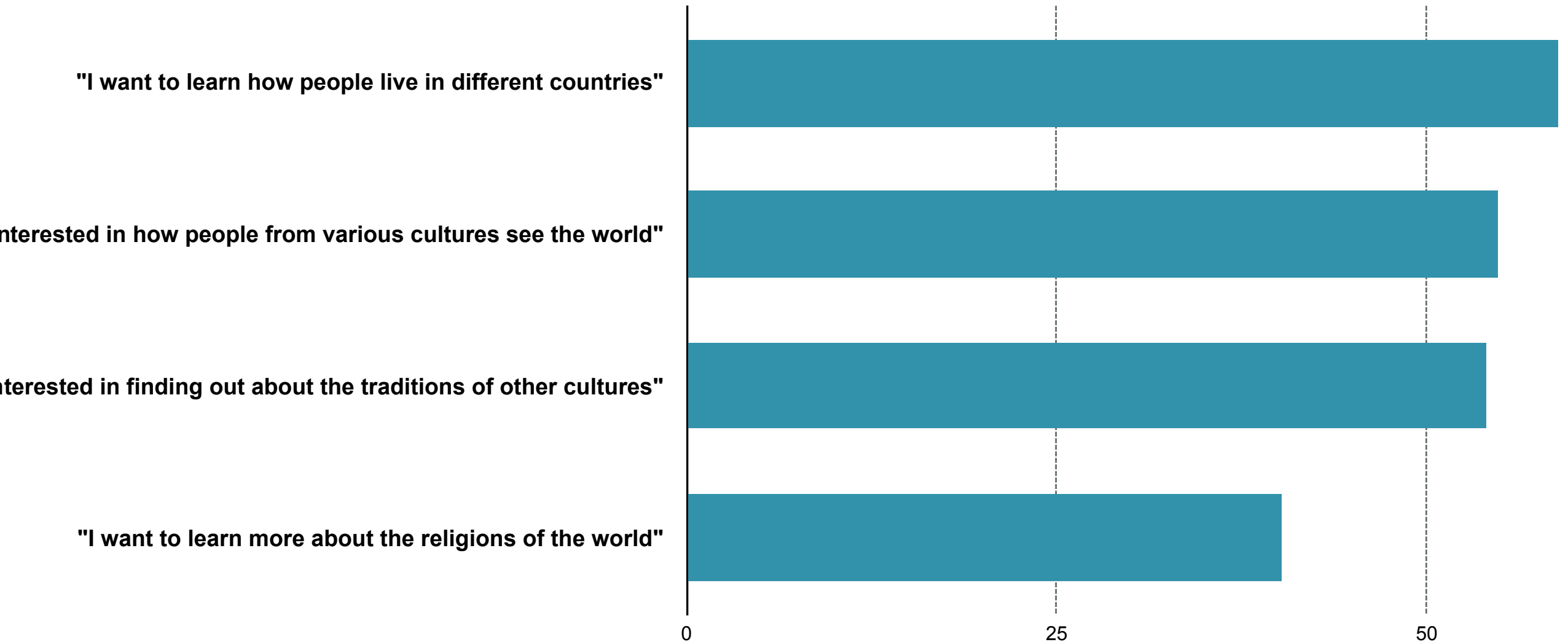




Students' interest in learning about other cultures

■ OECD average

Fig VI.3.3a

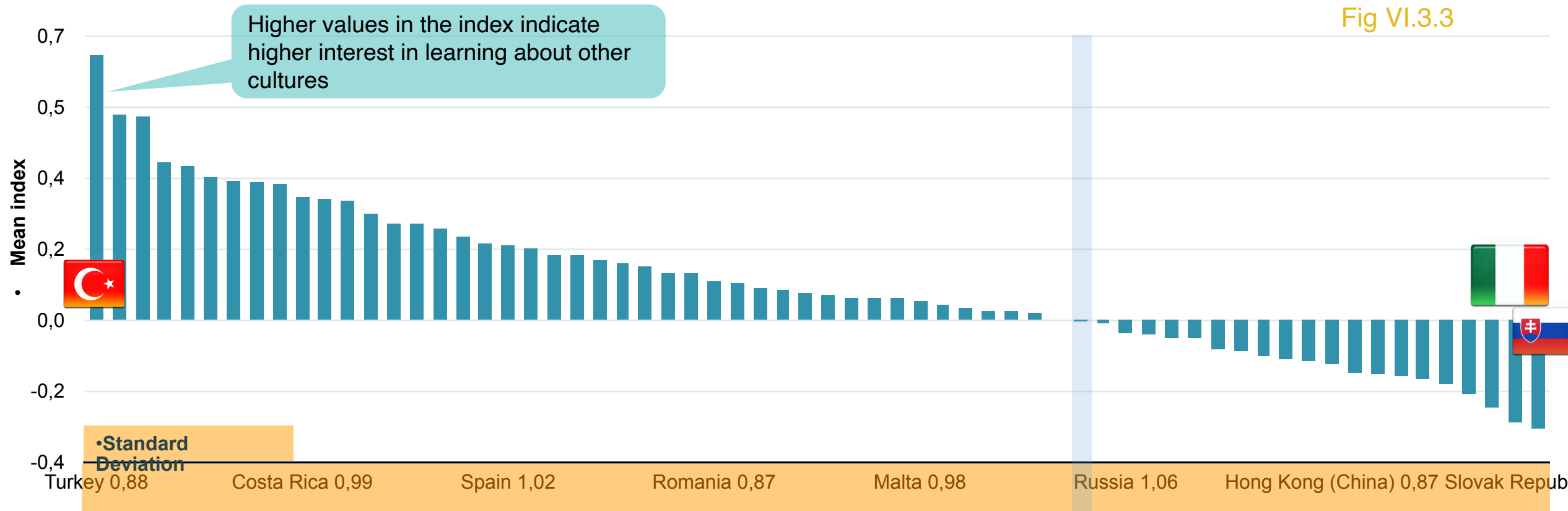


Percentage of students who reported the following statements



Students' interest in learning about other cultures

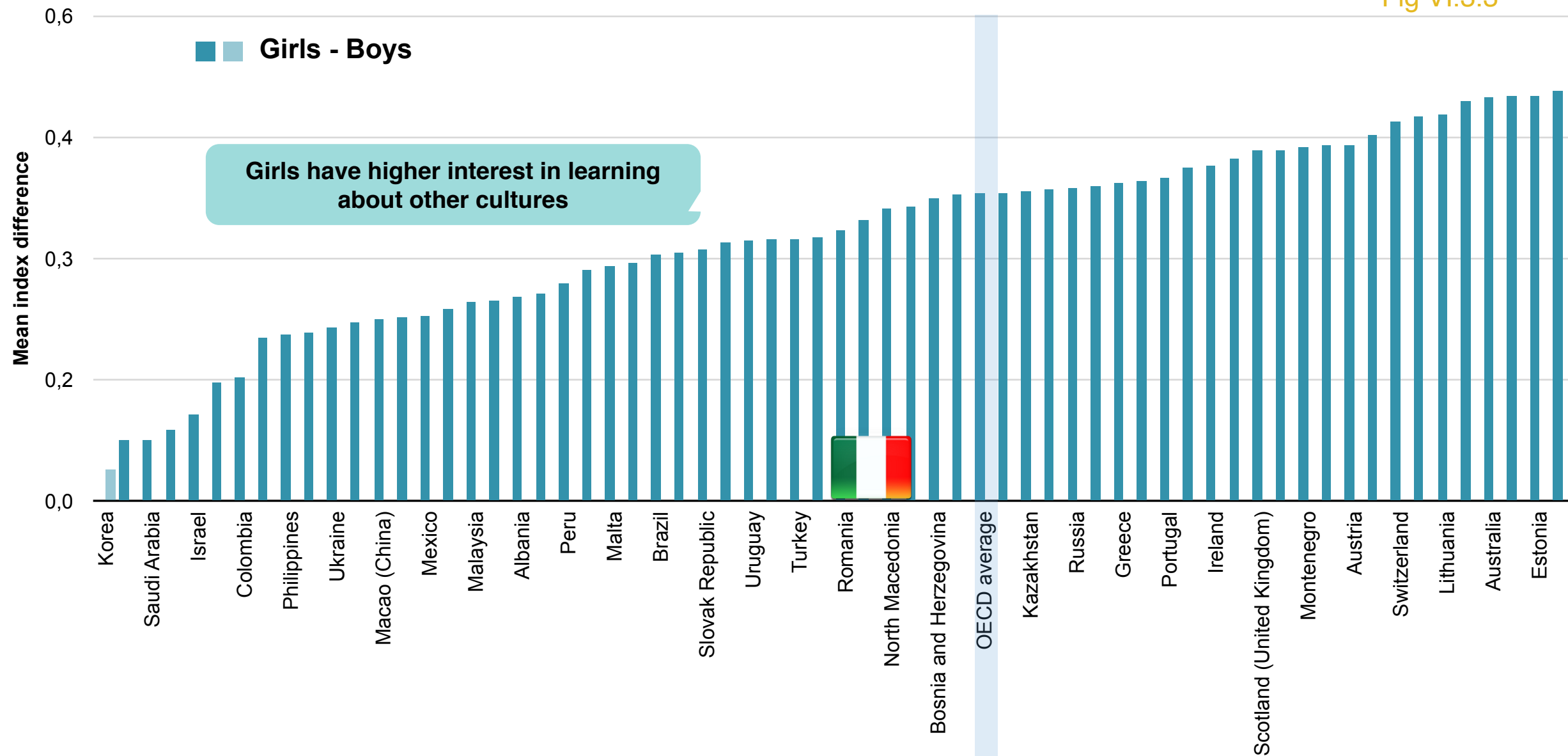
Fig VI.3.3





Girls' and boys' interest in learning about other cultures

Fig VI.3.3

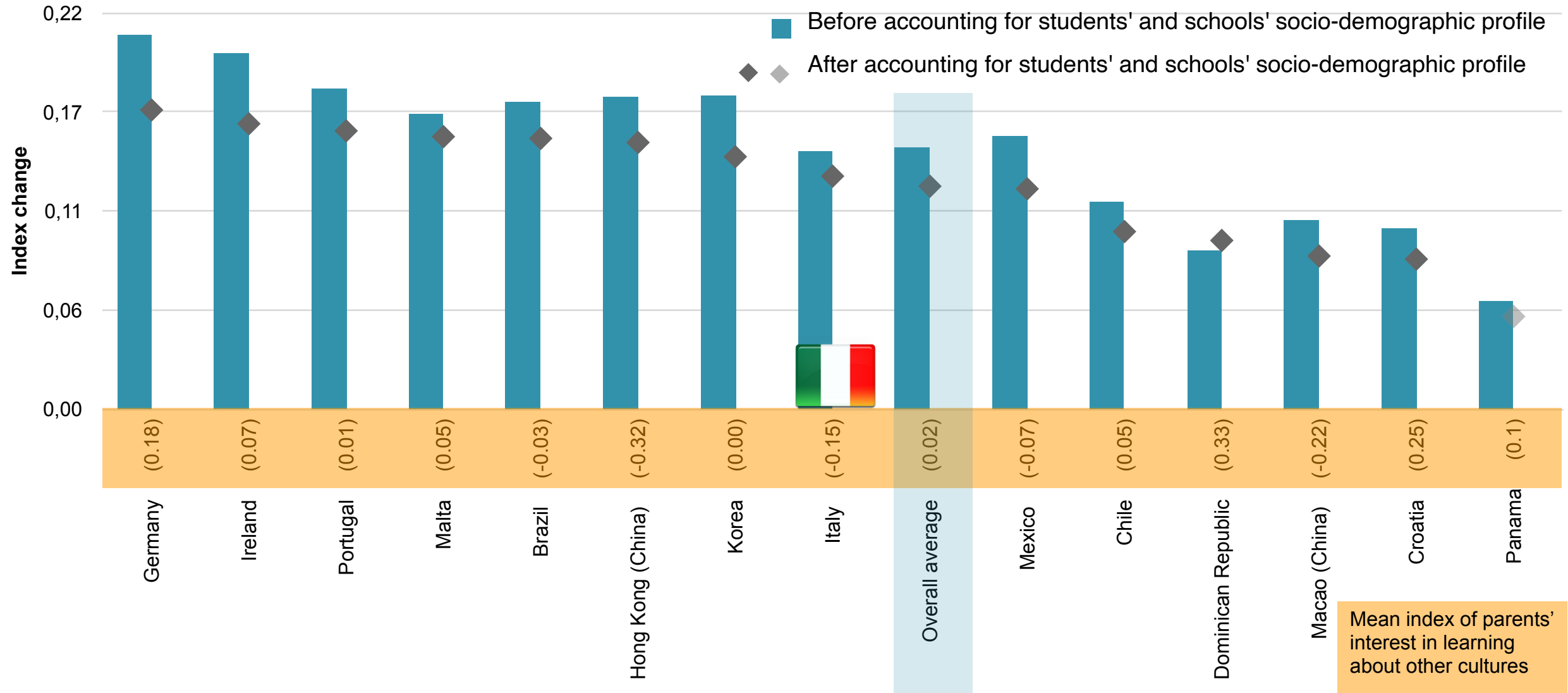




Students' and **parents'** interest in learning about other cultures

Change in students' interest in learning about other cultures associated with a one-unit increase in the index of parents' interest in learning about other cultures

Fig VI.3.4

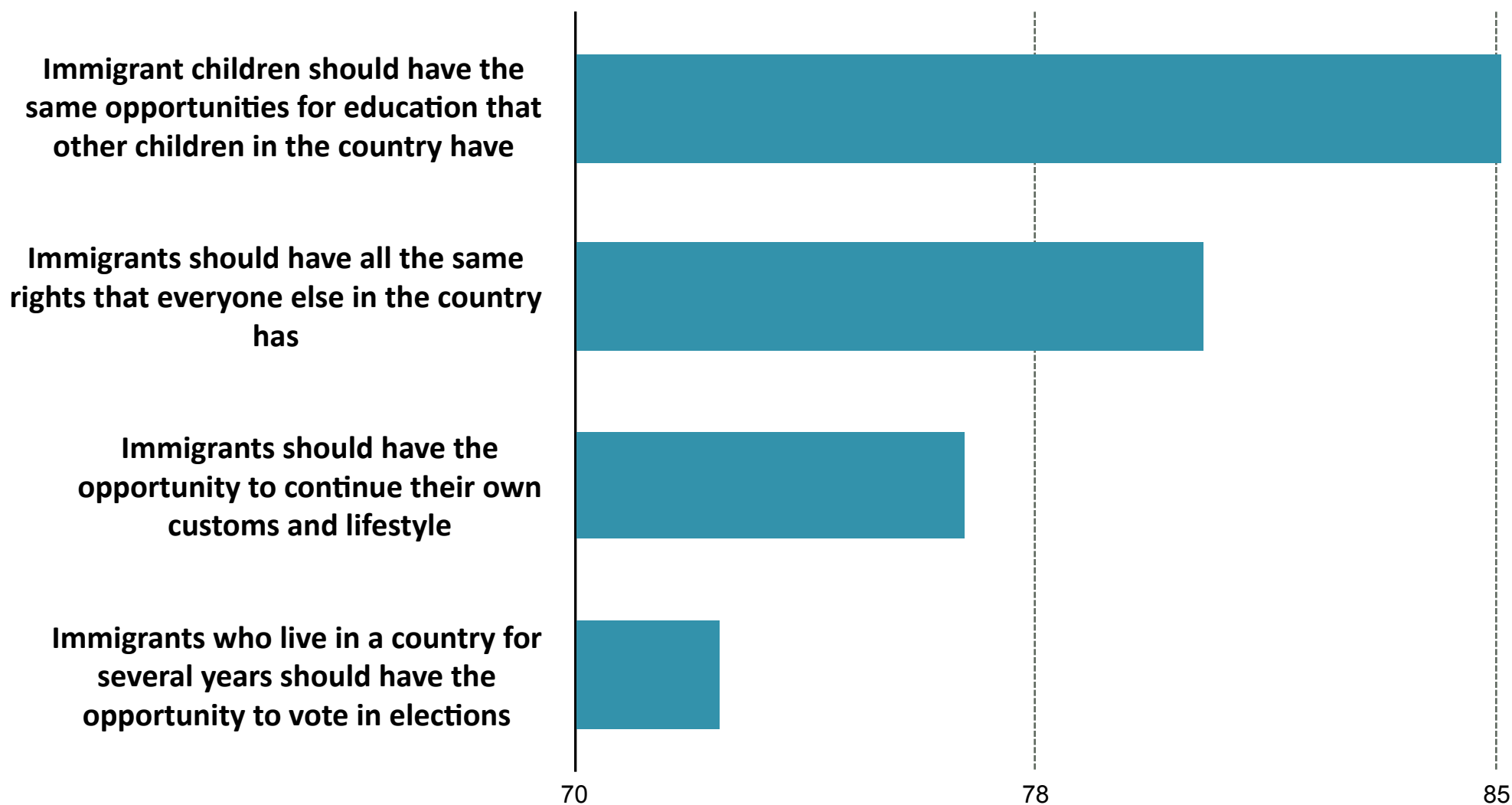




Students' attitudes towards immigrants

■ OECD average

Fig VI.3.10a

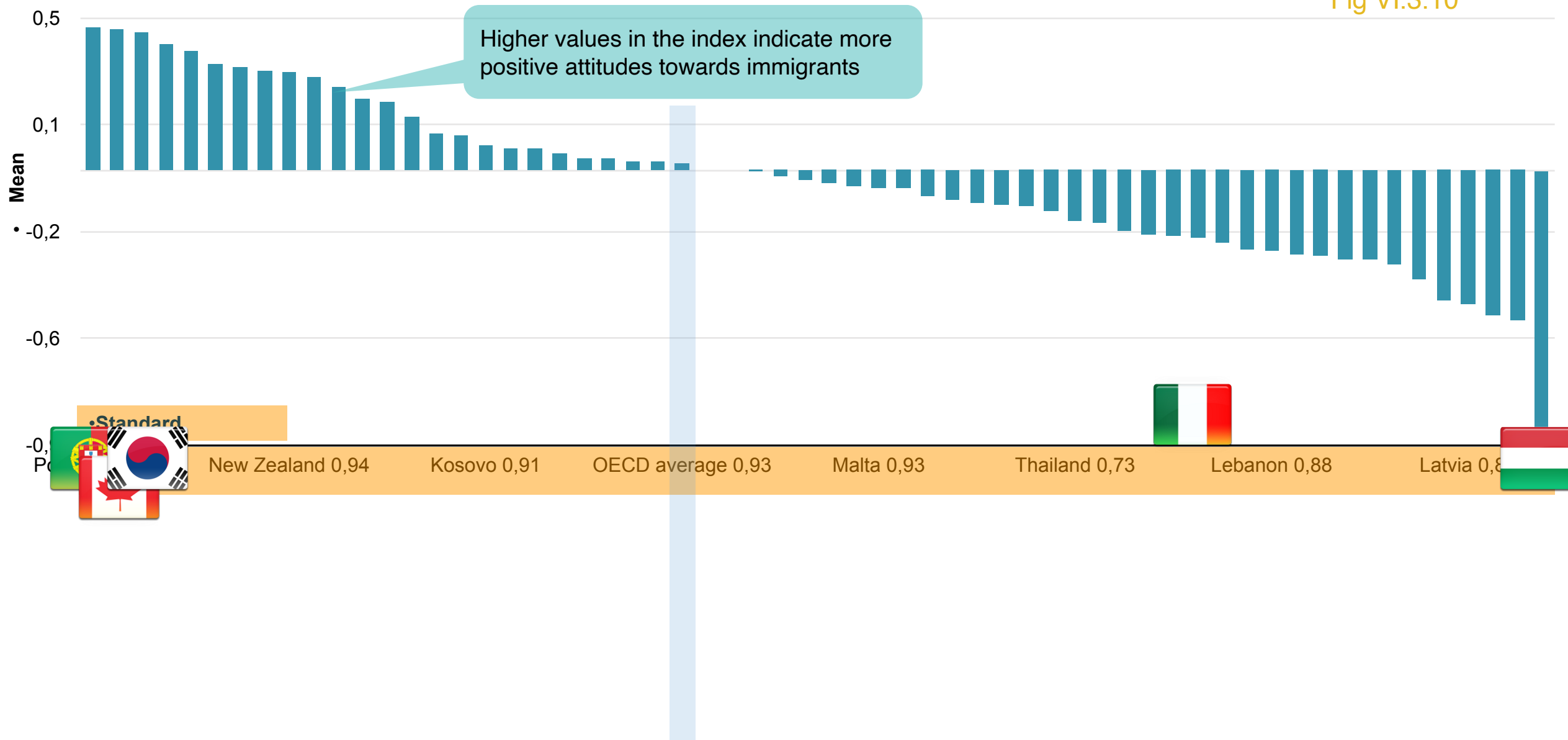


Percentage of students who reported they agree or strongly agree with the



Students' attitudes towards immigrants

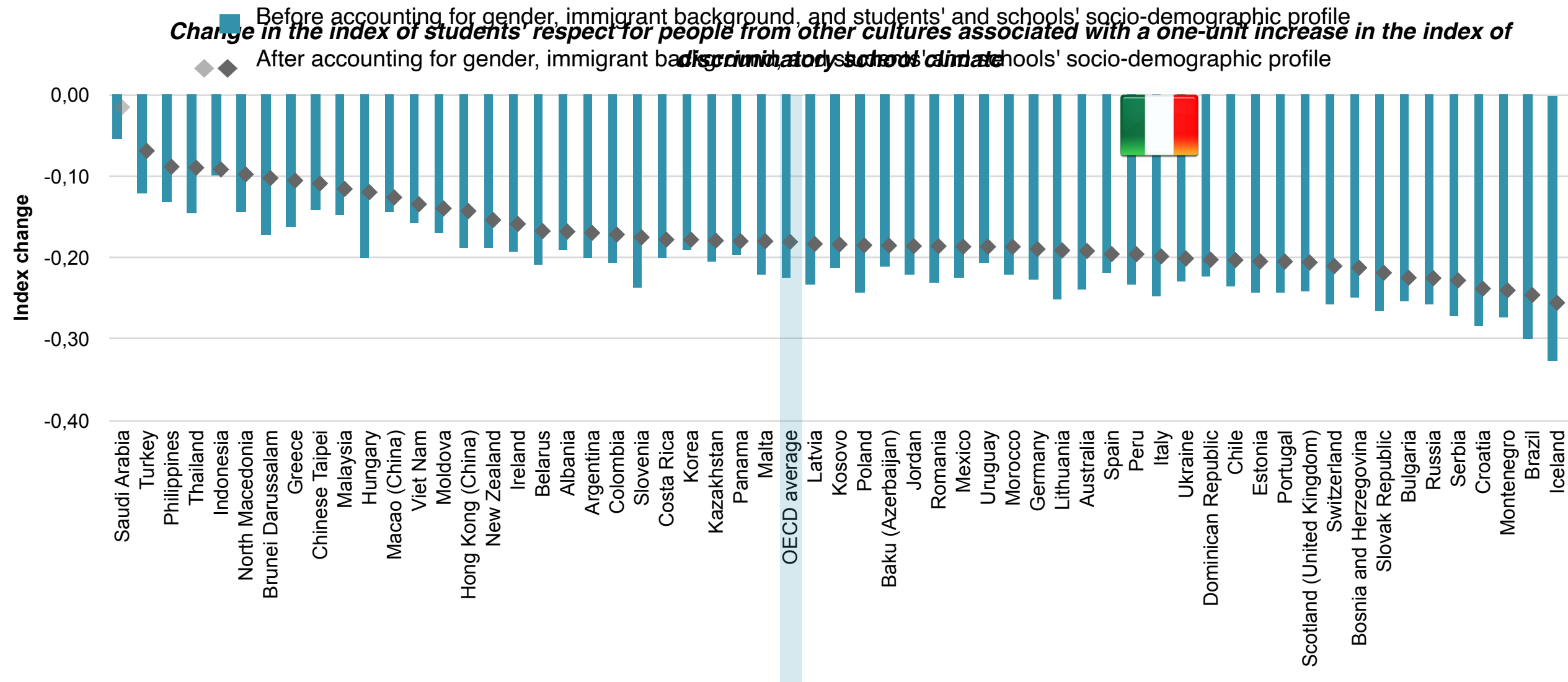
Fig VI.3.10





Perception of discrimination at school **relates negatively** to students' respect for people from other cultures

Fig VI.8.10

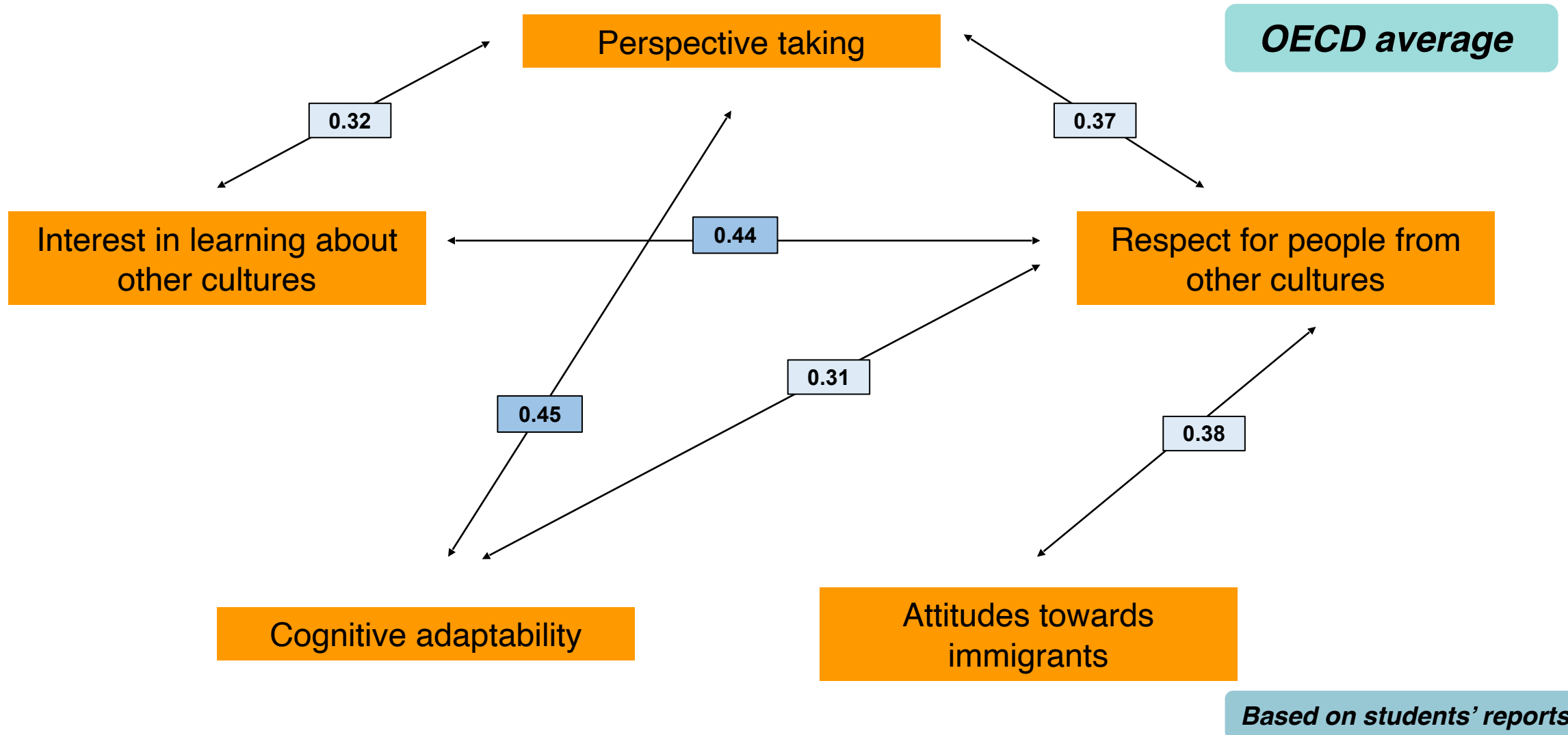




Connections between students' intercultural attitudes and dispositions

Fig VI.3.14

- Correlation coefficient between 0.4 and 0.45
- Correlation coefficient between 0.3 and 0.4





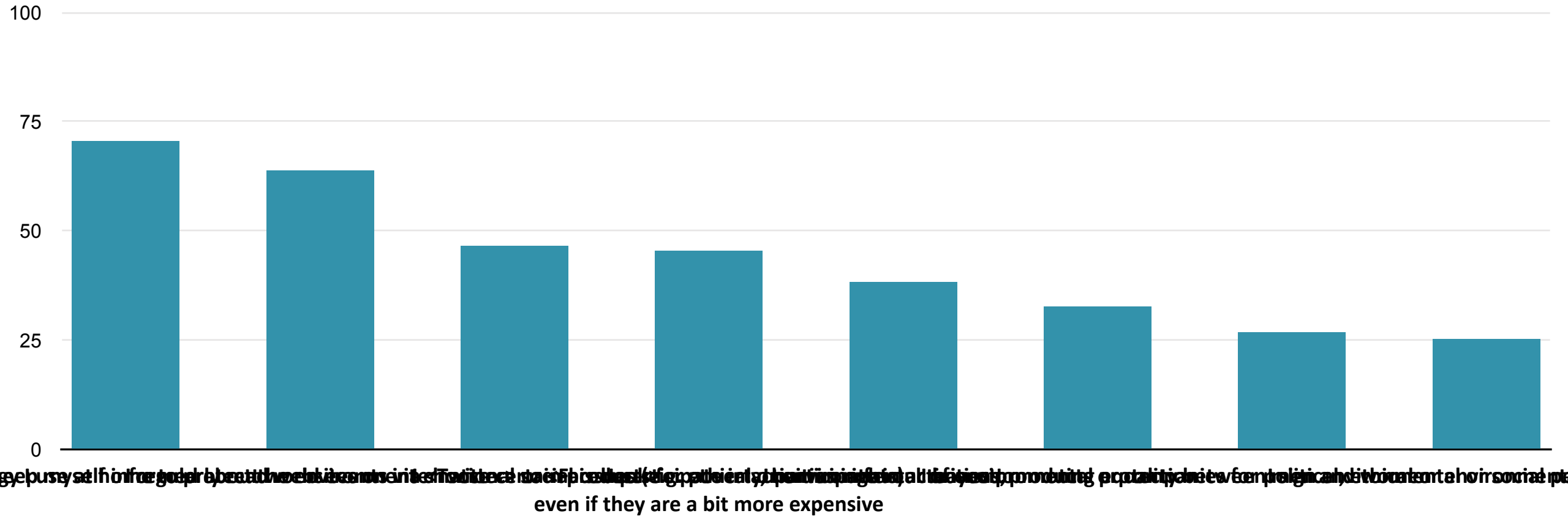
Taking action



Students taking action

Fig VI.5.4

Students who reported that they take the following actions:





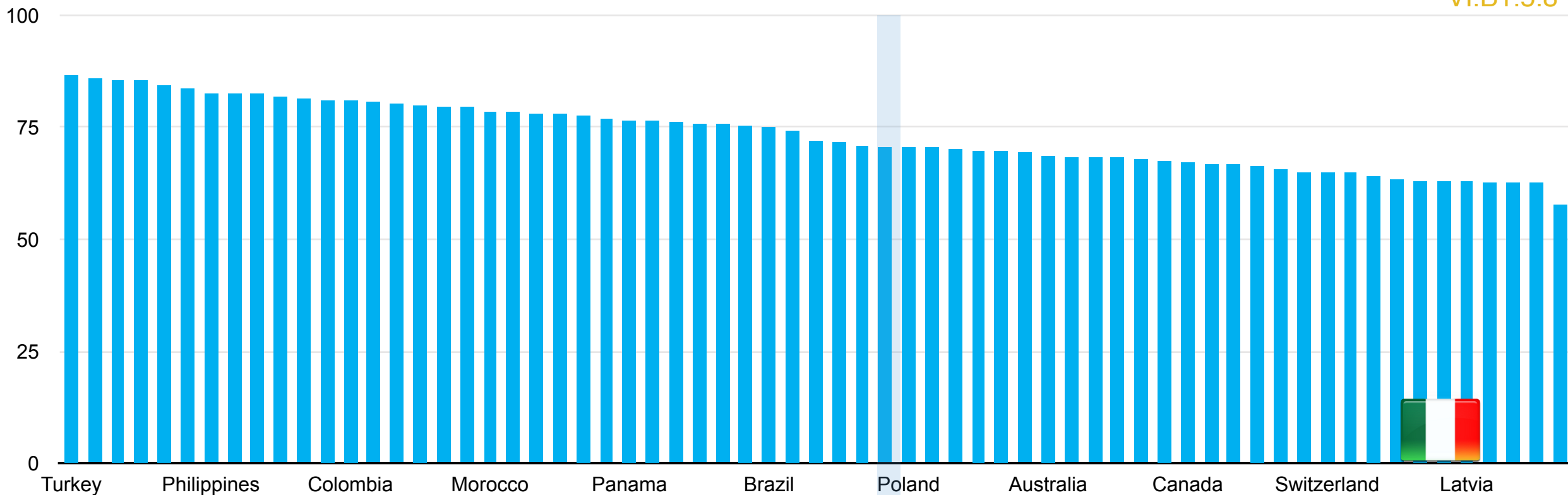
Students taking action

"I reduce the energy I use at home to protect the environment"

• %

Percentage of students who reported that they take this action

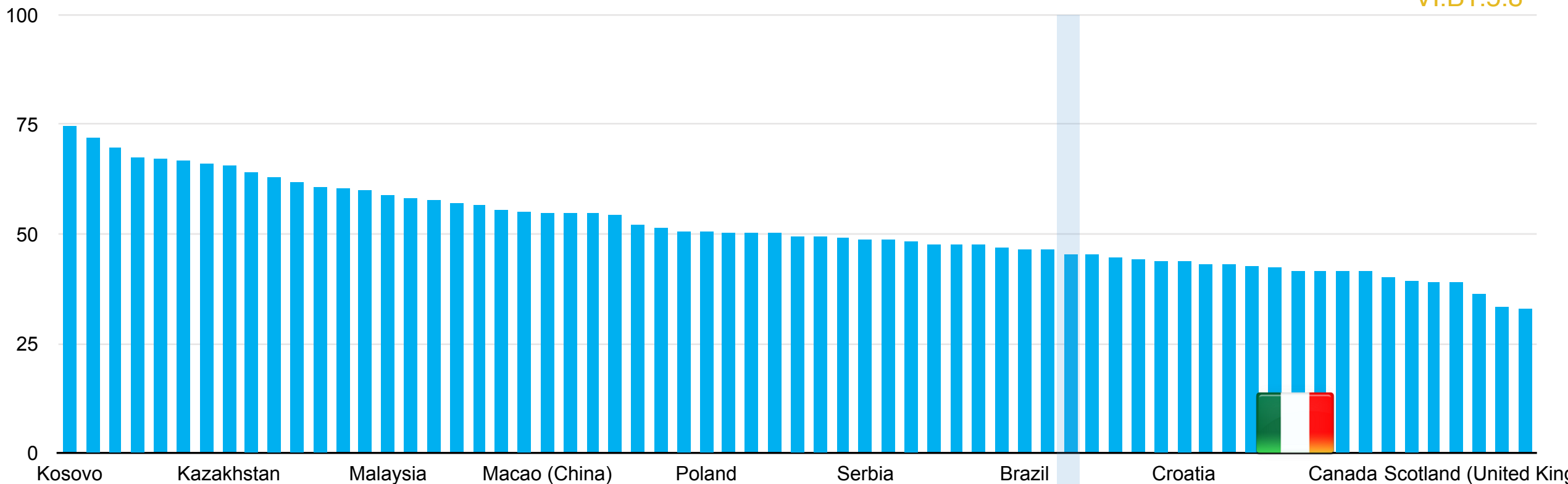
Table
VI.B1.5.8





- %

Table VI.B1.5.8





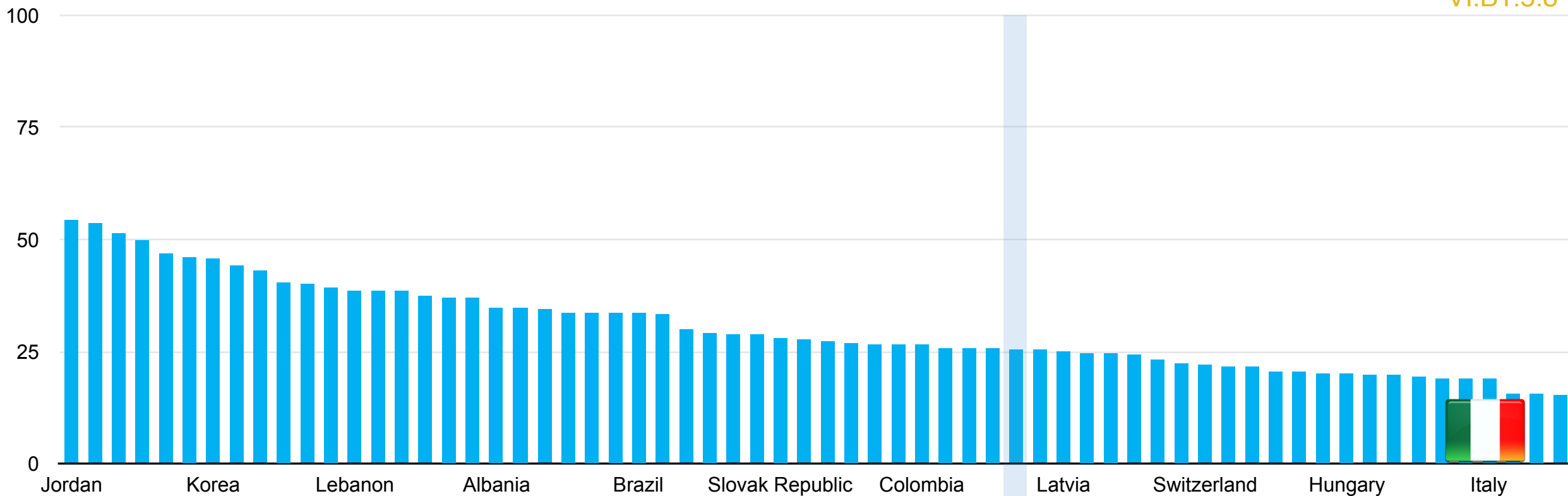
Students taking action

"I sign environmental or social petitions on line"

• %

Percentage of students who reported that they take this action

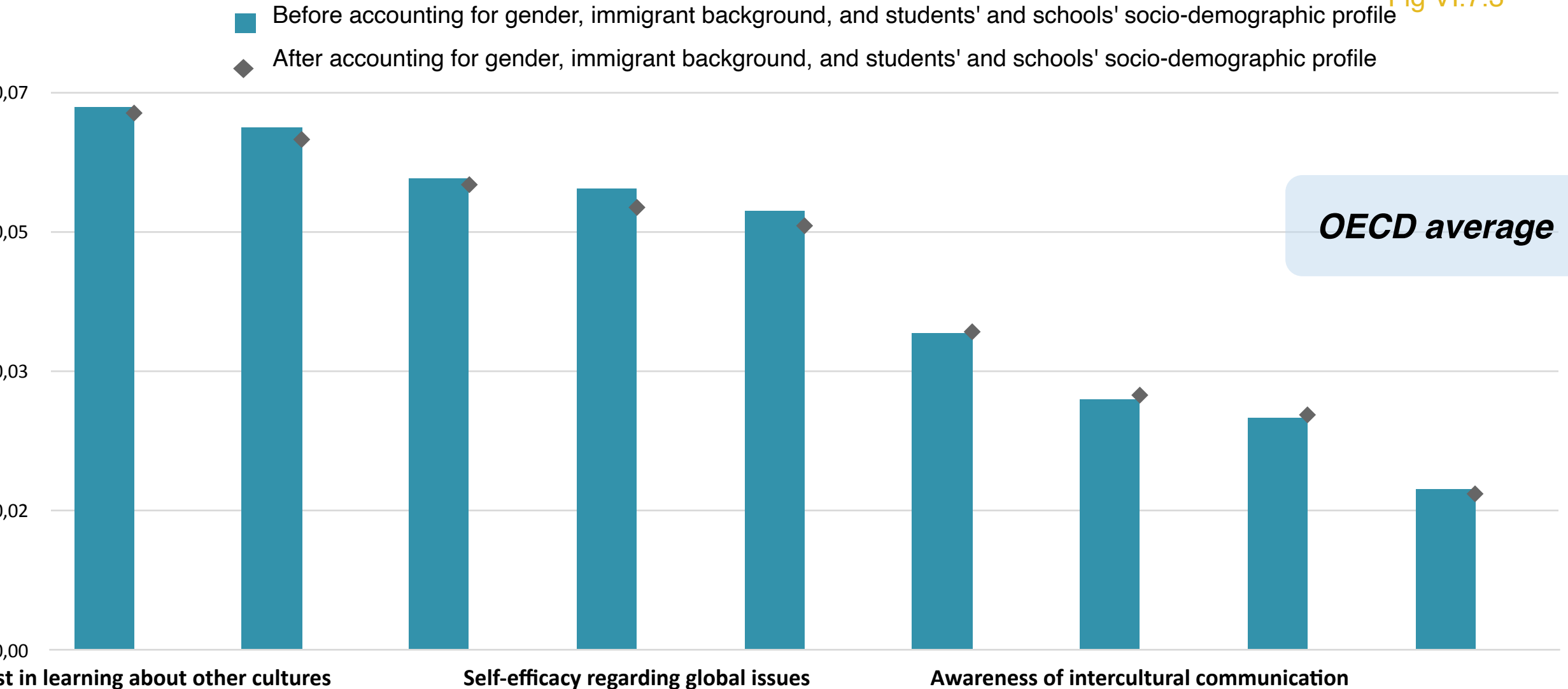
Table
VI.B1.5.8

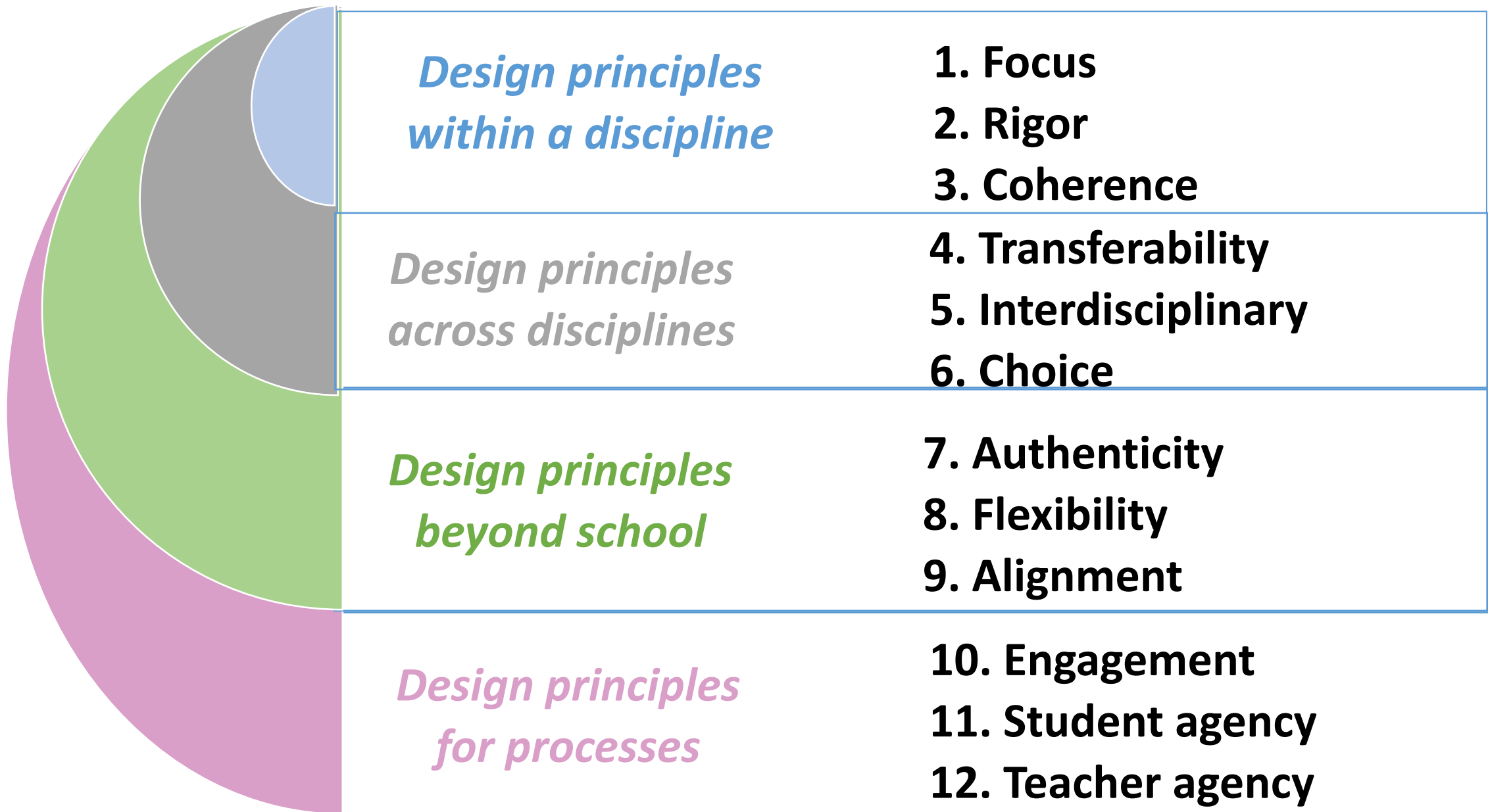




The number of learning activities relates positively to students' attitudes

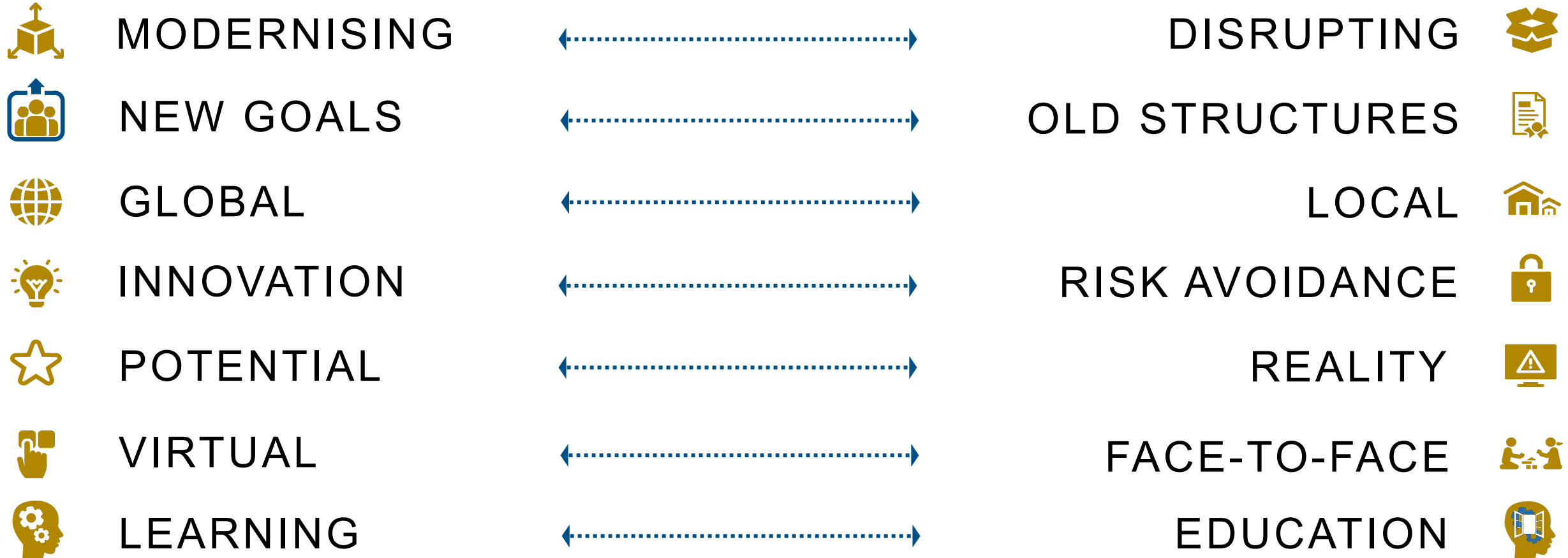
Fig VI.7.3





Assessing risks, leveraging opportunities

Tensions and paradoxes require smart responses



Thank you

Find out more about our work at www.oecd.org/pisa

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- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students' Lives*

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Email: [**Andreas.Schleicher@OECD.org**](mailto:Andreas.Schleicher@OECD.org)