

Evaluation of SD knowledge and skills of pupils after completion of schooling in 15 French speaking countries

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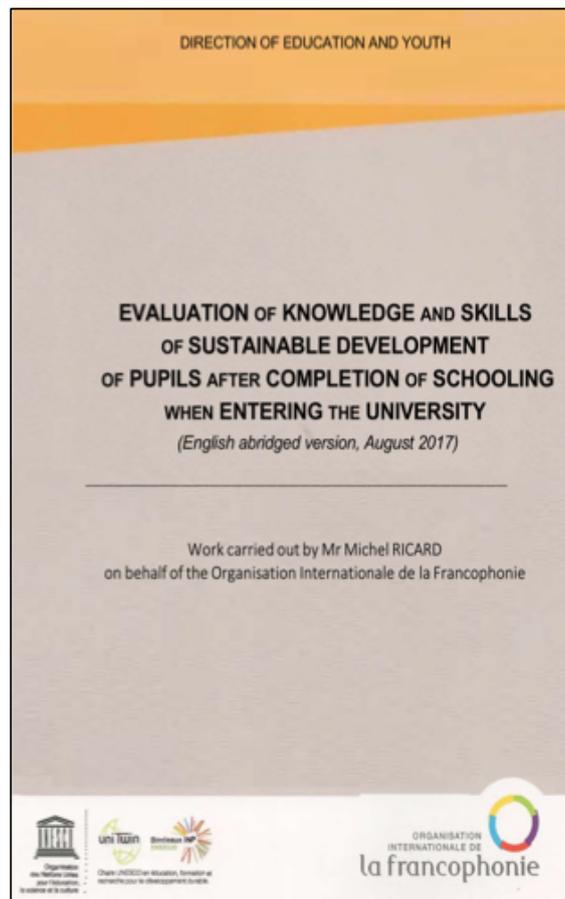
At the request of IFEFF, operator of the International Organization of La Francophonie (OIF), the UNESCO Chair on ESD in Bordeaux (France) conducted a survey on first-year University students to assess SD knowledge and skills acquired during their schooling in 15 French speaking countries and learn from the results to make recommendations for improving ESD in schools.

25 universities from 15 French-speaking countries solicited:

During two years (2016 & 2017), 25 universities were solicited through an electronic survey made of 110 questions specially designed with reference to ESD and ESL national & international programs (UN Decade, GAP, 17 SDGs, 10YFP on SPC, etc.)

Survey based on an electronic questionnaire

put online and with first-year students answering directly via a dedicated website managed by the UNESCO chair at ENSEGID in Bordeaux . All answers processed statistically and anonymously by using SPHINX IQ software.



Our study considered the 4 pillars of apprenticeship :

- **learning to know:**

Analysing both the curriculum objectives, the implementation of teaching and learning, the method of evaluation;

- **learning to do:**

Refers to the ability to do things and how SD is present in teaching as well as in other activities carried within & out the class room;

- **learning to live together:**

What vision be expected of our evolving world to concretely put into practice the SD recommendations;

- **learning to be:**

ESD education allows the acquisition and improvement of reflection, self-evaluation, questioning of certainties, reasoning,...

Results in half hue :

Most of learners have had lessons on SD, but generally delivered in a traditional pedagogy, poor interdisciplinary and practical approaches and with little use of digital tools. **For these reasons**, young people have difficulties to understand and appropriate SD notions, values and issues and thus contribute to the changes in society through the implementation of new references and behaviors.

Proposals and recommendations to improve ESD in school education:

Highlight the need, in addition to strengthening the training of teachers, to introduce new curricula to develop a pedagogy in line with ESD/ESL: multidisciplinary approaches, reference to concrete/complex situations, development of eLearning, generalization of partnerships, etc. These approaches should refer to ongoing programs: GAP, 17 SDGs and consider EFA and LLL.