

Thursday, 30 March 2023

13:00-15:00 CET

Background

To accelerate the implementation of education for sustainable development (ESD) in a decade of action to deliver the Goals and achieve the 2030 Agenda for Sustainable Development, UNESCO launched in October 2022, the global network of education stakeholders: ESD-Net 2030. This Network, based on the success and lessons learned from the previous [Global Action Programme \(GAP\)](#), aims to facilitate the implementation of the [ESD for 2030 framework](#) and its [Roadmap](#) by enhancing **knowledge sharing, collaboration, mutual learning, advocacy, monitoring, and evaluation**, among a wide range of education stakeholders.

To promote knowledge sharing, collaboration and mutual learning through ESD-Net 2030, UNESCO is organizing a **series of learning webinars** in March, May and September 2023 on *ESD pedagogy* to highlight and promote innovative practices in ESD. The learning webinars will focus on providing concrete and practical ESD activities in line with the five priority action areas outlined in the ESD for 2030 Roadmap: 1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.

Objectives

The interactive learning webinars will focus on sharing and strengthening pedagogical approaches and key competencies in ESD through a broad range of topics and issues.

This March session, in particular, will feature four distinct organizations - Association for Learning Design and Education for Sustainable Development (ALDESD); the Disciplinary Intuitions team; The OPEDUCA Project; and the International Association of Universities (IAU) – who will be delivering four simultaneous workshops covering a broad array of topics ranging from curriculum design, intersection of AI, Science technology and wellbeing to unleashing the transformative power of ESD as well as embedding ESD and SDG 4 in higher education.

More information on each organization and their respective workshops are available on page 3.

Date

The webinar will be held on **30th March 2023 from 13:00 to 15:00 CET (2h)**.

Target Audience

The primary target audience of this learning series includes education stakeholders seeking to strengthen the implementation of ESD in their learning environments (e.g., teachers, head teachers, community-based educators, teacher trainers, youth leaders, academics, and other education stakeholders).

The available number of spaces in the webinar is limited to 200 participants. Registration is open to all stakeholders who consider this webinar relevant, and space will be allocated on a first-come, first-served basis on the day of the webinar. We apologize in advance if we cannot accept all participants on the day

Workshop and Session Information

Session A: 'Curriculum design and ESD in practice - CoDesignS Learning Design and ESD Framework & Toolkit' - Association for Learning Design and Education for Sustainable Development (ALDESD)

The Association for Learning Design and Education for Sustainable Development (ALDESD) provides a range of courses, Bootcamps and professional development opportunities to academics, learning designers, curriculum designers and educational developers embedding ESD in educational practices in collaboration with UNESCO IESALC, the American University of Sharjah, Manchester Metropolitan University, Glasgow University and the Open University.

Workshop description: The workshop will provide a general overview of the [CoDesignS ESD Framework and Toolkit](#) highlighting the importance of not only embedding the key competencies for sustainability in curriculum design but also engaging the *head*, the *heart* and the *hands* supported by transformative pedagogies. The CoDesignS ESD Framework and Toolkit has been designed with a co-creation and collaboration philosophy in mind. [The CoDesignS ESD Toolkit Planner](#) is an innovative cloud-based tool that allows educators to collaborate when designing curriculum elements embedding ESD.

By the end of the session, the participants will be able to:

- Explain the importance of the three pillars of the CoDesignS ESD Framework (key competencies for sustainability; specific learning objectives for the SDGs (*head*, *heart* and *hands*) and transformative pedagogies and teaching methods).
- Explain how the CoDesignS ESD Toolkit has been used to co-create and share contextualised cases.
- Recognise the potential of using the CoDesignS ESD Toolkit Planner to collaborate and co-create curriculum design elements supported by interactive dashboards to inform educational practice.

Target audience: The workshop is aimed at academic, teachers, educational developers, learning designers and students with an interest in embedding Education for Sustainable Development (ESD) in curriculum design.

Facilitators:



Maria Toro-Troconis is an EdTech Consultant and strategist working for different organisations of The United Nations: UNICEF Office of Innovation, UNICEF Europe and Central Asia, UNICEF Malawi, UNICEF Uzbekistan, UNESCO IESALC, UNDP Iraq and UNDP Azerbaijan.

Maria was selected as one of the top international education influencers of 2021 (Edruptors) by ISC Research because of the impact she has had to affect change for educators in Education for Sustainable Development. She is the Founder and Director of the [Association for Learning Design & Education for Sustainable Development \(ALDESD\)](#) and the author of the CoDesignS ESD Learning Design Framework,

which has been implemented in several universities globally.

Maria was presented with the Rector's Medal and the Award for Excellence in Supporting the Student Experience in 2014 at Imperial College London.



Norita Ahmad is a Professor of Information Systems and Analytic at American University of Sharjah (AUS), United Arab Emirates. She is the director at ALDESD and also the Director at the Centre of Innovation in Teaching and Learning at AUS. She received her PhD in Decision Science Engineering Systems from Rensselaer Polytechnic Institute, Troy, NY, MSc in Telecommunications and Network Management from Syracuse University and BSc. in Computer Science also from Syracuse University. Her research interest includes innovative uses of information technology, decision analysis, and technology adoption. She published in a variety of scholarly journals such as IT and People, IS Frontiers, and Journal of Knowledge Management. She is a member of IEEE.

Session B: ‘Learning at the intersection of AI, physiology, EEG, our environment and well-being (the Life2Well Project)’ – the Disciplinary Intuitions team

The Disciplinary Intuitions team at the National Institute of Education, Singapore has been collaborating closely with teachers in the city-state and the wider East Asian and South Asian region since 2009. The team is led by Kenneth Y T Lim, and works with policy makers, school leaders, and teachers in the design of learning environments which foreground the intuition of learners from phenomenological perspectives. The team has found particular resonance with ESD as the intuitions of novices and students are closely tied to embodied practice and tacit knowledge structures within local communities. The work of the team is described at <https://sites.google.com/site/disciplinaryintuitions/>

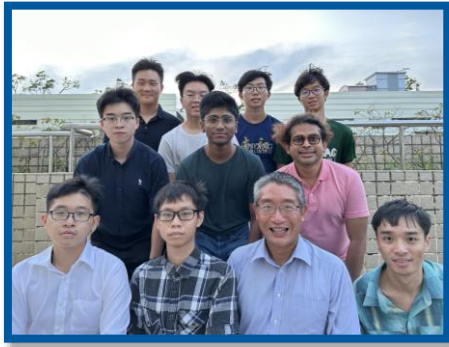
Workshop description: Have you wondered how we may nurture values among our students in support of sustainable development? What about how curricula may be designed to develop climate literacy among youth and the leaders of tomorrow? In this workshop, you will hear the voices of young people themselves, as they share four examples of how they have conceptualised, designed, and enacted citizen science investigations inspired by observations from their own respective local environments. From promoting appreciations of ecological biodiversity, to understanding sleep and concentration better, to exploring the relationships between microclimatic stressors and our physiological and neurological responses - the examples all have in common that they do not rely on expensive and fragile industrial-grade equipment which cannot be taken out of the lab. Be inspired by the stories of the students as they share their ups and downs through their respective investigative journeys, and their hopes as young makers for the future.

Target audience: participants from all sectors in learning and education policy. Particular interest to education policy-makers and school leaders from the Global South.

Prompting questions to prepare the workshop:

- Is there a place for local knowledge in policy making within my sphere of influence?
- How is local knowledge valued across different generations in my community?
- How does my learning community navigate the tensions (if any) between local knowledge and the paradigm of centralised top-down knowledge delivery?
- Which everyday phenomena from within my local area might be tapped as resources for learning for students?

Facilitators:



Kenneth Y T Lim is a Senior Research Scientist who operates at the intersection of cultural anthropology, the learning sciences, and cognitive psychology. Kenneth sits on the Editorial Board of the Elsevier Gold Open Access journal 'Computers and Education Open'. He is one of about a dozen people worldwide to have been invited by UNESCO as a member of the organization's inaugural Symposium on the Future of Education for Sustainable Development (Asian case study), 2016 - 2017. His team has been constituted since 2009, and includes expertise in game design, philosophy, and data science. Student-members of the team represent high schools

from across Singapore, all of whom have a common interest in helping their peers and teachers co-design meaningful learning experiences.

Session C: 'The Activation of ESD-based Education – from Promise and Paperwork to Practice' Facilitated by: Dr. Jos Eussen, Maastricht University / The OPEDUCA Project

Starting in 2004, the **OPEDUCA Project** sought to bind the knowledge and action of education, industry, science and regional governments for sustainable development through collaborative real-world learning. This OPEDUCA concept (www.opeduca.eu) considers ongoing learning processes on future defining themes like a tread throughout and beyond the formal system (from primary up to and including higher education), basing education on sustainable development. It enables a transition process on the human scale through transdisciplinary learning in direct cooperation with sources of knowledge and experience in daily regional society. Regions that base a local-to-global sphere for sustainable development through which youngsters are empowered to learn anytime, anyplace, through any device, with anybody on themes that define their and our common future.

Workshop description: After a short introduction and a compromised presentation of ESD-based education building on 20-year participatory studies and work in daily practice, we will open up to concretely question the concept and perceived ESD-blockades such as curricula, assessments, teacher capacity, school leadership, and the cacophony of 'educational priorities' screaming for attention. We will see how science, technology, engineering and mathematics (STEM), information and communications technology (ICT), environmental education, and reading, writing and mathematics have merge into ESD-based education, as well as exchange on how it is also home to philosophy and positive psychology. Together we will observe an education that is no longer in need of cuddly add-on projects and external support that drains schools' own capacity, one going far beyond a whole school approach and truly placing the interests and development of our youth as the paramount goal of ESD.

The workshop will invite participants to develop a true local-to-global learning space for all, unleashing the transformative power of ESD from within, also by exploring crucial topics such as what it truly means to put the student central, how to effectuate entrepreneurship and honor creativity, welcome diversity and a multitude of cultures and arts, apply transdisciplinary education and re-establish and professionalize teachers and school leaders.

Target audience: Teachers, school leaders and staff (focus on secondary and post-secondary), industry management and staff in corporate social responsibility (CSR), human resource management (HRM) and learning and development, government staff (e.g., national, regional, city, town, municipal, etc.) involved in policy development, societal transition and/or sustainable development.

Facilitator:

An economist from the origin, **Jos Eussen** worked in industry for over 20 years in various sectors, most production-oriented (petrochemical, metal, wood, media, automotive) until he grew more “astonished than angry” around 2004, observing how development changes for youngsters appeared to decline. Since then, he has been involved in the world of ESD for nearly 20 years, collaborating on the ground with schools and educators to connect upper policy development and major industries’ maneuvers with a ‘boots on the ground’ mentality. He presently lectures Sustainable Development and is developing a new transdisciplinary course that integrates all faculty disciplines towards future defining themes at

Maastricht University, cooperating with schools, industry, governments and scientists in around 40 regions worldwide as part of The OPEDUCA Project he founded in 2007. For his work through The OPEDUCA Project (2007-2017) Jos received a Doctorate at Maastricht University following several more years of in-depth study of regional multidisciplinary alliances, learning theories, cooperative knowledge development, the transformation of school-based education and the professionalization of teachers.

Session D: ‘Higher Education & ESD - Taking a transdisciplinary approach to teaching based on SDG 4 and ESD at universities’ - Facilitated by: The International Association of Universities (IAU)

The **International Association of Universities (IAU)** has advocated for the role universities and other higher education institutions (HEIs) have played in support of sustainable development since the early 1990s. Already in 1993, the *IAU Kyoto Declaration* called for higher education leaders to better articulate HEIs’ work to achieve a sustainable future. This was reaffirmed in 2014 with the *IAU Iquitos Statement* in which the IAU called for stronger connection between knowledge systems, including indigenous knowledge systems around the world. IAU was one of the strongest advocates for the inclusion of higher education as a key stakeholder for achieving Agenda 2030 and the Sustainable Development Goals (SDGs). IAU was one of the key partners in UNESCO’s Global Action Programme on Education for Sustainable Development (GAP ESD 2014-2019), and is currently a partner to the follow-up initiative, the *ESD-Net 2030*. IAU’s strategic priority [Higher Education and Research for Sustainable Development \(HESD\)](#) includes surveys on HESD, the IAU Global HESD Cluster Network, specialized publications, the IAU HESD portal, representation at events and more around sustainability in higher education. See also: <https://iau-aiu.net/>, <http://www.iau-hesd.net/>

Workshop description: The UN 2030 Agenda and associated SDGs are a framework for higher education institutions (HEIs) to contribute to sustainable development through their core activities of Education, Research, Community Engagement and Campus operations. Not only are HEIs educating the citizens of today and the leaders of tomorrow; they are important actors at the local level and inform policy nationally and globally.

In line with the objectives mapped out in the ESD Roadmap for 2030, this event will look at HEIs and their teaching practices for ESD. Special attention will be paid to teaching ESD through a transdisciplinary approach. We will also discuss whole-institution approaches to (E)SD. After a short welcome by IAU, experts from different universities will share their experience in teaching SDGs. Participants will be invited to take part in the discussion, ask questions and think of a concrete activity for teaching ESD in their local context. The workshop will include elements of active participation and solution-oriented working. By the end of the workshop, we hope to have not only inspired participants to take a

transdisciplinary ESD approach but also will have provided them with tools and resources that they can use to continue to inform themselves and engage with the topic further.

Facilitators:



Dr. Hilligje van't Land serves the global higher education community as Secretary General of the International Association of Universities (IAU), global NGO with UNESCO Associate Status, which celebrated its 70th Anniversary in 2020. For the past two decades, she has fostered the key role of higher education in societal transformation. She supervises the overall programme activities of the IAU, develops the Association's strategic plans and oversees the everyday work of the secretariat. She positioned the IAU as partner in UNESCO work on Education for sustainable development and in the UNESCO Futures of Education initiative, and higher education as a key stakeholder for the UN Agenda 2030 – Transforming our world. Hilligje van't Land strongly believes in the importance of international cooperation and intercultural understanding and has developed multilateral projects related higher education and beyond. She represents IAU in various working groups and expert committees including at the Council of Europe, UNESCO and the UN as member of the High Level Advisory Board to the UNESCO Futures of Education Initiative and Mission 4.7; the UNESCO ESD for 2030 Programme.



Isabel Toman is Programme Officer for Sustainable Development at the International Association of Universities (IAU), based in Paris at UNESCO. Higher Education and Research for Sustainable Development (HESD) forms one of the four strategic priorities of the Association. Amongst Isabel's tasks at the IAU are the coordination of the IAU Global HESD Cluster, communicating with Members and partners on HESD, conducting the 3rd IAU HESD Global Survey, and creating content for the HESD Portal, as well as work on related events and publications. Before coming to the IAU in 2019 and taking up her current position in 2020, she gained international experience during work placements in the

higher education sector in Mexico and Germany, and her studies (politics, international relations, languages) in Germany, Spain and the UK.

Contact

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From
the People of Japan