

Thursday 21 September 2023**11:00-13:00 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 September session, in particular, will feature four distinct organizations – the Office of Climate Education (OCE); the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS); the Media Development Center (MDC) at Birzeit University, Palestine; World Wide Fund for Nature (WWF), Greece – who will be delivering four simultaneous workshops covering a broad array of topics ranging from effective climate change education, using ‘design thinking’ to help students create carbon-neutral schools, community-based ESD for sustainable consumption, and strengthening media and information literacy of teachers.

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

Date

The webinar will be comprised of 4 workshops to be held on **21st September 2023 from 11:00 to 13:00 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 due to the limited space and to ensure quality interaction during the workshops. We encourage participants to log on 10 minutes before the start of the webinar.

How to join the webinar?

The webinar will be held online. To participate, please register on Zoom here: <https://unesco-org.zoom.us/meeting/register/tZMvdeitqTwrGNXailTZEkSdSLmgX0eHhuHY>

Each participant is invited to select the workshop they wish to follow when they register. On the day, they will be automatically allocated to the breakout room associated with the organization selected.

Please note that the session B., How to implement effective and quality climate change education will take place in French (no interpretation will be provided).

Programme of the webinar

Outline	
11:00-11:15 CET (15 min)	Welcome and introduction to ESD-Net Learning Webinar Series Introduction of sessions/workshops <ul style="list-style-type: none"> • Ms Julia Heiss, Programme Specialist, Section of Education for Sustainable Development, Education Sector, UNESCO
11:15-12:45 CET (90 min)	Session 2: Interactive learning workshop on ESD pedagogy - Breakout sessions: The workshop sessions will be divided into four simultaneous breakout rooms: <ol style="list-style-type: none"> ‘Media and Information Literacy (MIL) for schoolteachers’ – facilitated by Ms. Nibal Muhammad Thawabteh, Media Development Center, Birzeit University. ‘How to implement effective and quality climate change education?’ – facilitated by Mr David Wilgenbus and Mr Nicolas Vogt, the Office for Climate Education (OCE)- in French ‘Designing community-based actions for sustainable consumption and production’ – facilitated by Ms Jonghwi Park and Ms Sawaros Thanapornsanguth, the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) ‘Climate education: pupils take action for a carbon neutral school’ – facilitated by Ms Eleni Svoronou, Ms Nancy Coutava and Ms Marina Symvoulidou, World Wide fund for Nature (WWF), Greece
12:45-13:00 CET (15 min)	Closing and next steps <ul style="list-style-type: none"> • Mr Mark Manns, Programme Specialist, Section of Education for Sustainable Development, Education Sector, UNESCO

Workshop and Session Information

Session A: ‘Media and Information Literacy (MIL) for school teachers’ Facilitated by Ms. Nibal Muhammad Thawabteh, Media Development Center, Birzeit University.

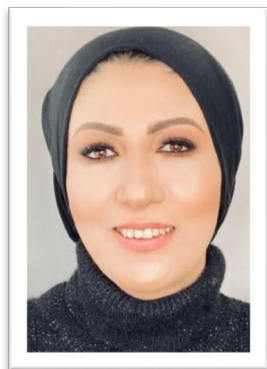
Birzeit University Media Development Center (MDC) awarded the 2021 UNESCO-Japan Prize on Education for Sustainable Development, for the ongoing interventions of Media and Information Literacy for Sustainable Societies. MDC dedicates itself to play a leading role in developing and sustaining an environment of media freedom, independence and pluralism in Palestine. Committed to good governance principles, respecting human rights and is gender sensitive, the MDC aims to build media houses’ capacities and raise their professional, ethical and gender sensitive standards, to empower male and female journalists on new and classical journalism fields, to instill media literacy for different sectors other than journalists, to contribute to the achievement of media reform through developing policies and strategies.

Workshop description: The workshop will explore how school teachers can use media and information literacy (MIL) to empower learners to think critically about information and make informed choices

about key issues facing our societies, such as peace, equality and sustainable development. Media and information literacy is also vital in making sure learners understand how to ethically use digital tools. The workshop will focus on the role of school teachers in confronting hate speech and in clarifying the ethics of using social media by school students in order to prevent the occurrence of bullying and electronic extortion. It will emphasize critical thinking of media and its messages, promoting a balance between freedom of expression and avoiding hate speech. International stories, messages, and incitement content will be analyzed to develop content aligned with international best practices, promoting inclusivity and avoiding incitement.

Target audience: Teachers, educators, school leadership,

Facilitator:



Nibal Muhammad Thawabteh is a media expert with more than 23 years of diverse experience developing, designing, implementing, and evaluating media strategies, capacity-building programs, and media production in Palestine and other Arab countries. Her areas of expertise span media management, editing, media research, training, as well as undertaking monitoring and evaluation for media projects.

Session B: ‘How to implement effective and quality climate change education?’ – Facilitated by Eric Guilyardi and Nicolas Vogt, The Office of Climate Education - *The workshop will be conducted in French*

The role of teachers is essential in educating current and future generations about climate change and equipping them with the tools of understanding and critical thinking that will enable them to act as global citizens. In this context, the Office of Climate Education (OCE) provides teachers with multilingual, interdisciplinary teaching resources based on the Intergovernmental Panel on Climate Change (IPCC) reports and adaptable to local contexts. The OCE also offers professional development to teachers and supports them in their educational projects. Finally, the OCE provides advice and support to public education systems around the world in order to create environments conducive to the implementation of quality climate change education.

Workshop description: In order to respond to this most vivid and topical issue, the OCE will put its experience at the service of teachers and trainers by showing the tools developed for effective and quality climate change education. The presenters will successively address three of the main areas of OCE's work: scientific knowledge and skills, inquiry-based learning and the cross curricular and project-based approach. The competences mentioned will be mobilized across these three themes and will be based on the European framework of competences for sustainable development (GreenComp).

Target audience: educators, school leaders and ESD practitioners.

Facilitators:



David Wilgenbus - an astrophysicist by training, has been since 2018 the Executive Director of the Office for Climate Education (www.oce.global), a centre under the auspices of UNESCO and observing member of the IPCC, based in Paris, devoted to promoting climate change education worldwide. He has coordinated several large-scale ESD projects, implemented by more than 100,000 classes worldwide. His expertise lies in the design of educational resources and teacher's professional development.



Nicolas Vogt - Biology and geology teacher in French secondary schools. Education Officer at the Office for Climate Education.

Session C: 'Designing community-based actions for sustainable consumption and production' – Facilitated by Jonghwi Park and Sawaros Thanapornsanguth, the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)

The United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) is a research and teaching institute dedicated to realising a sustainable future for people and our planet. Based in Tokyo, Japan, UNU-IAS serves the international community by producing evidence-based knowledge and solutions to inform policymaking and address priority issues for the UN system. Through policy-oriented research and capacity development the institute drives progress in four thematic areas: governance for sustainable development, biodiversity & society, water & resource management, and innovation & education.

Workshop description: This workshop aims to guide participants through a design process for community-based actions and education focused on sustainable consumption and production (SCP). Informed by a recent publication from UNU IAS titled "[*Driving Sustainable Consumption and Production at the Local Level: Education for Sustainable Development Projects from the Global RCE Network*](#)" this workshop introduces three critical factors of SCP: 1) resource efficiency; 2) waste management and minimisation; and 3) consumer behaviour based on 12 promising cases from around the world. Participants will meet and hear from two of the community project implementers, exchange ideas and learn how to design sustainable consumption and production practices in their community. All the cases that will be introduced in the session are implemented by the members of Regional Centres for Expertise on Education for Sustainable Development (RCEs).

Target audience: Community-based ESD providers, school teachers and leaders, local government officials, researchers and academics.

Facilitators:



Jonghwi Park is the Academic Programme Officer and Head of Innovation and Education programme at UNU-IAS. Her programme focuses on innovative pedagogies and inclusive technologies for promoting transdisciplinary nature of ESD. She holds M.A of Educational Tech from Hanyang University, Korea and PhD in Learning Sciences from McGill University, Canada.



Sawaros Thanapornsangstuth is a JSPS-UNU Postdoctoral Fellow at UNU-IAS and the Tokyo Institute of Technology, Japan. Her interests center around exploring how education can serve as a foundational tool for sustainable development, particularly through the use of technology. She holds an EdD in Instructional Technology and Media from Columbia University, USA.

Session D: ‘Climate education: pupils take action for a carbon neutral school’ – Facilitated by Eleni Svoronou, Nancy Coutava and Marina Symvoulidou, World Wide Fund for Nature (WWF) Greece

World Wide Fund for Nature (WWF), is an independent conservation organization established in 1961 and active in nearly 100 countries, working to sustain the natural world for the benefit of people and wildlife. We are part of a growing coalition calling on world leaders to set nature on the path to recovery by 2030 by three Global goals: Zero loss of natural habitats, Zero extinction, and Halve footprint. Working with many others – from individuals and communities to business and government – WWF urgently seeks to protect and restore natural habitats, stop the mass extinction of wildlife, engage and educate youth and make the way we produce and consume sustainable. WWF’s mission statement is to stop the degradation of the planet’s natural environment and to build a future in which humans live in harmony with nature.

Workshop description: Participants will experience a six-step methodology to design solutions for the reduction of the carbon footprint of their school or education institution. The methodology is inspired by Design Thinking, which helps organizations generate innovative ideas to address challenges, and adapt these ideas to fit the needs of learners ages 9-19. Participants will experience the following steps:

1. Understand (the challenge ahead)
2. Empathize (with the “users”, the school community)
3. Define (the specific problem to solve)
4. Ideate (brainstorm for out of the box thinking and prioritization)

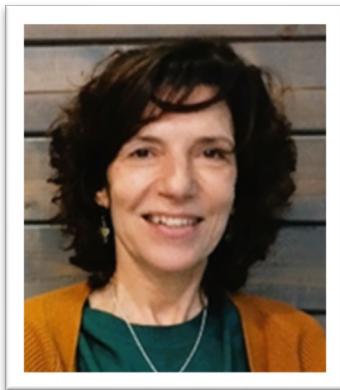
5. Prototype (a rough model of the chosen idea to solve the problem)
6. Iterate (take feedback from users and improve the idea)

Participants will work through the steps based on given challenges. Concrete examples of what learners achieved in each step, during the pilot phase of the project in Greece, will be presented.

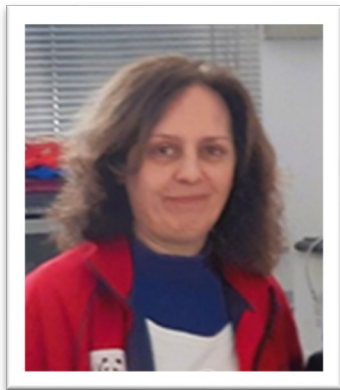
Target audience: Primary and secondary school educators, non-formal educators, technical and vocational educators.

Facilitators:

Eleni Svoronou, Nancy Coutava and Marina Symvoulidou are the Environmental Education team of WWF Greece. They have been working together for about 20 years in this position designing and delivering environmental education experiences and resources for primary and secondary education as well as for non-formal education settings. Gamification, hands-on education, outdoor education, and education for Sustainable Development Goals are at the heart of their interests and work.



Eleni Svoronou, who is the principal facilitator holds a bachelor's degree on History and Archaeology and an M.Sc. on Heritage Management. She is also an author of children's books.



Nancy Coutava holds a bachelor's degree on Chemistry and is a trained Waldorf pedagogy educator.





Marina Symvoulidou holds a bachelor's degree in Civil Engineering, an M.Sc. on sustainable tourism, and is a keen lifelong learner with special interests on social behavior studies.

Contact

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