

18-20 December 2023

Tokyo, Japan

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Plenary Panel Discussion – Transforming ESD together to transform lives

Monday 18 December, 09:50-10:30

U Thant Conference Hall

Interpretation: EN/FR/SP/JP

Overview:

In today's dynamic world, where change is swift and uncertainty prevails, it is imperative for us to reevaluate our relationship with both humanity and the planet to ensure our survival. The ongoing transformation encompasses social, economic, ecological, and technological spheres, and calls for corresponding transformation in education. It is crucial that education evolves proactively, aligning its content and pedagogies to remain relevant and readily applicable within the ever-changing landscape of our world.

Education for Sustainable Development (ESD) is a strategic approach in making education relevant and of good quality. Being transformative, ESD plays a pivotal role in redefining the purpose and content of education by shifting the focus from rote memorization and standardized testing to fostering critical thinking, creativity, and adaptability. This approach empowers students to understand the interconnectedness of social, economic, and environmental issues. ESD's transformative power not only imparts knowledge but also fosters critical and system thinking, empathy, and a sense of responsibility and solidarity, enabling individuals to connect the dots among the complex issues, contextualize the global issues in their own context, provides opportunities for taking actions to build a more sustainable and equitable future. It encourages a lifelong learning mindset, fostering curiosity and adaptability in the face of evolving challenges.

In this session ESD youth activists and experts with different cultural and professional backgrounds and perspectives will discuss what needs to change, what should not, and how to transform lives for a better future. Participants will have the opportunity to delve into the unique insights and experiences of ESD practitioners, who will not only present their individual visions but also share personal and professional journeys with transforming education.

Through these shared narratives, attendees are expected to gain valuable insights on why ESD is most needed today.

Objectives:

- Set the tone and make linkages between ESD and the transforming education agenda.
- Provide different perspectives on transforming education and the role of ESD
- Demonstrate the breath of transforming education visions and actions.

Modality:

A moderated panel discussion on the vision and mission of ESD in transforming education.

After a brief introduction of panel speakers, the moderator asks 2- 3 rounds of questions to panellists.

Speaker bios:



H.R.H. Princess Abze Djigma is Chair of the H.R.H. Princess Abze Djigma Foundation, Initiator and Leader of the MAMALIGHT® Initiative for Sustainable Energy, and Convener of the African Royal Houses for SDG's H.R.H. Princess Abze Djigma is a Mossi Princess from Burkina Faso and a leading representative of the traditional authorities in Africa. She brings over 20 years of experience of rural development and working with local communities as well as with the United Nations, recognizing the importance of the informal sector and for unleashing the potential of women and youth in developing countries. H.R.H. Princess Abze Djigma is the Administrator of the secretariat of the "West Africa Solar Pack", and the Chair of the International jury of the UNESCO-Japan Prize on ESD.



Press.

Sean Hughes is a Senior Manager of Partner Programs at Minerva Project where he partners with universities around the world to reimagine and supercharge their institutional and educational practices for a post AI era. He builds interdisciplinary programs based on the latest advances in (active) learning science to equip students with "AI resilient" durable skills (e.g., critical and creative systems thinking, ethical reasoning, emotionally intelligent leadership and social influence). Prior to Minerva, Sean served as an assistant Professor of Psychology at the University of Ghent and as a visiting scholar at both Harvard and Cornell Universities. He has recently co-authored a book titled "The Psychology of Learning: An Introduction from a Functional-Cognitive Perspective" currently available from the MIT



Ayakha Melithafa is founder of the Ayakha Melithafa Foundation and the youngest commissioner on the Presidential Climate commission in South Africa. Ayakha received the Charlotte Mannya Maxeke Institute's Women of Firsts Award and was also nominated as one of South Africa's Most Powerful Women by the Mail and Guardian in 2020 and one of 5 winners of the Matrics In Antarctica programme. She has represented youth voices from the global south on national and international platforms including the World Economic Forum in Davos, Switzerland and Cop26 as part of the South African delegation representing South African youth. Ayakha also hopes to inspire more South African youth voices towards addressing key issues on creating a sustainable, low carbon future.



Leon Tikly is a Fellow of the Academy of Social Sciences and UNESCO Chair on Transforming Knowledge and Research for Just and Sustainable Futures at the University of Bristol. He has recently directed a UKRI-funded network plus on Transforming Education for Sustainable Futures with partners in India, Rwanda, Somalia/ Somaliland and South Africa (UKRI; £4.75 million; 2019-23). His scholarship as focused on globalisation and education policy in the postcolonial world and on initiatives to improve the quality of education for disadvantaged learners, particularly in Africa. His work is informed theoretically by critical realism, postcolonial and decolonial

perspectives and is underpinned by a commitment to social, environmental and epistemic justice.

UNESCO-Japan Prize on ESD – 2023 Announcement

Monday 18 December, 11:30-11:40

U Thant Conference Hall

Interpretation: EN/FR/SP/JP

Overview:

Funded by the Government of Japan, the UNESCO-Japan Prize on ESD was established by UNESCO's Executive Board in October 2014. The Japan-Prize honors exceptional projects and programmes undertaken by institutions, organizations or other entities in the field of education for sustainable development (ESD) to generate and scale up action at all levels of education and learning and contribute to the implementation of the Sustainable Development Goals.

The winning laureates of the 2023 UNESCO-Japan Prize on ESD are: **Long Way Home** from Guatemala for their project *Hero School*, **Kanazawa University** from Japan for their project *Intergenerational Learning on ESD to revitalize remote communities inside Japanese UNESCO Biosphere Reserves and Geopark* and the **Zimbabwe Institute of Permaculture** from Zimbabwe for their project *Schools and Colleges Permaculture (SCOPE) programme*. The three initiatives showed outstanding work and dedication in incorporating sustainability into their education systems and engaging their communities.



Aida Mammadova Sharma is an Associate Professor at Kanazawa University, and Advisor to the President on International Affairs and SDGs. Prior joining Kanazawa University, she was working at the United Nations University, Institute for the Advanced Study of Sustainability. In 2019, she was the winner of the Man and Biosphere Young Scientist Award. She is the Chairholder of UNESCO Chair on “Intergenerational Learning for Sustainable Development”. She has carried out extensive number of education activities for youth inside Biosphere Reserve and Geopark of Japan and worldwide. Her main research field is education for sustainable development.



Matt Paneitz founded the non-profit organization Long Way Home (LWH) in 2004 San Juan Comalapa, Guatemala, for which he currently serves as Executive Director. LWH's mission is to mobilize people to actively participate in Democracy and create innovative pathways to economic and environmental justice through green building, employment, and education. Matt and the LWH team transformed 500 tons of trash (including 25,000 used tires) into the Hero School green-built campus (lwhomegreen.org). Matt has also developed a 4-course certificate program for Adams State University in Critical Pedagogy and Sustainability. He is currently a doctoral student in Education at Antioch University and is leading a breakthrough project on curriculum and lesson

plan development under the ESD framework titled Hero School.



Linda Kabaira is the Country Coordinator for Zimbabwe Institute of Permaculture – Schools and Colleges Permaculture (SCOPE). She leads a generation of regenerative designers and educators in Zimbabwe working in education institutions and communities across the country in the development of projects strengthening climate change resilience, food security and livelihood development. Her passion is to co-design project-based learning trajectories supporting young people and their communities, cultures and traditions to survive in rapidly changing environments while enhancing their opportunities to become designers of their desired future. For her doctoral dissertation, she investigated the worldviews in sustainable agri-food systems and how they manifest in more sustainable agri-food systems, as well as the sense of place of participants in anti-food-poverty initiatives.

Session II: ESD in Japan - Learner-centred Practices through a Whole School and Community Approach

Monday 18 December, 11:40-13:00

U Thant Conference Hall, UNU

Interpretation: EN/FR/SP/JP

Overview:

In Japan, which has the largest number of UNESCO ASPnet schools in the world, ESD is now incorporated into the national curriculum standards, and all schools in Japan are encouraged to "nurture the creators of a sustainable society" through ESD practices. While many activities have been developed under ESD for 2030, an important point of contention is how we tackle the situation that ESD principles and policies often diverge from actual educational practices. In this session, we will share Japanese good practices on ESD from primary to higher education and highlight the significance of learner-centered learning through whole-school and whole-community approaches.

Objectives:

The purpose of this session is to share good practices on ESD and explore issues and challenges in implementing ESD by contrasting ESD principles and policies with actual educational practices. Through the presentations and discussion on nurturing the "creators of a sustainable society", which is understood as one of the main goals of ESD in Japan, we will examine how learner-centred learning and whole-school and whole-community approaches are being developed in the context of Japan.

Expected outputs/outcomes:

- To clarify the significance of learner-centred learning, which is an important point in implementing ESD, through specific examples from elementary, secondary, and higher education in Japan.
- To consider the significance and challenges of whole-school and whole-community approaches in ESD through case study examples.
- To grasp the importance of ESD networks working in collaboration with various stakeholders.

Modality:

The session consists of two parts. The first part provides an overview of Japanese ESD policies and systems and three case studies; the second part will be a discussion including a Question-and-Answer session.

The first presentation will overview some features of ESD in Japan, focusing on how "inquiry" learning is developed in relation to the SDG aims to ensure learner-centred learning. In the second presentation, an example of a good practice on ESD centering on ocean literacy at a public elementary school in Kesenuma City, located in a coastal area of northeastern Japan hit by the Great East Japan earthquake in 2011, will be introduced, followed by the third presentation by the Nara University of Education Junior High School. This school is located in Nara City, which is known for the World Cultural Heritage "Ancient Capital of Nara". A teacher and two students from the school will make a presentation on "ESD inquiry-based learning", which different grade levels conduct jointly under the theme of "Ancient Capital of Nara". In the fourth presentation, the development of gamification tools on SDGs initiated by students at the Kanazawa Institute of Technology will be introduced, which will give us hints on how to collaborate with industry and to cultivate entrepreneurship. Each presentation shall be limited to 10 minutes.

These case studies will be followed by a Q&A session and discussion, which will last 20 minutes.

Speaker bios:



Miki Sugimura is Professor of Comparative and International Education at Sophia University, and a visiting professor at United Nations University in the Institute of the Advanced Studies for Sustainability (UNU-IAS). She leads the comparative and international education project on ESD in Asia. She was Chair of the Education Sub-Committee of the Japanese National Commission for UNESCO from 2016 to 2022, a member of the Informal Consultation Meeting of UNESCO "ESD for 2030" Roadmap in 2019, and a member of the International Expert Group of UNESCO's 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms in 2022.



Tomonori Ichinose is Professor of Miyagi University of Education in the Department of Education. He holds a Ph.D. from Tohoku University in educational politics. He has been involved in teacher education for 29 years with extensive experience in the research of teaching and learning of ESD, Education for International Understanding (EIU) and Disaster Risk Reduction (DRR). He has been actively supporting many local schools and communities promoting ESD and the 17 SDG goals. His recent research is to analyze the transformation and effectiveness of schools in addressing ESD and the barriers they are facing. He has been engaged in ESD projects with UNESCO Bangkok and Jakarta, Asia-Pacific Culture Centre for UNESCO, and United Nations University since the start of the Decade of Sustainable

Development (2005).



Hirohumi Onodera is Headmaster of Shishiori Primary School in Kesenuma City, Miyagi Prefecture. Since graduating from the Faculty of Education of Miyagi University of Education, he has been working as a teacher in Miyagi Prefecture. He was a research director while working at Hashikami Elementary School in Kesenuma City, a pilot school for research on improving students' academic ability (subject: integrated study). During the periods as director for social education in Miyagi Prefecture, he worked to promote lifelong learning in disaster-stricken areas. He also worked as a supervisor for the Kesenuma City Board of Education (2018-2020) in charge of ESD and Ocean Education and explored the special field of

"Inquiry -based learning for living with the ocean."



Kazuhiko Arima is a senior teacher and chief of the Research Promotion Division at Nara University of Education Junior High School. His school has been a member of UNESCO Associated Schools since 2008 and has been promoting ESD using the whole-school approach. As a chief of the Research Promotion Division, he has launched a different-grade regional inquiry-based learning program, designed a curriculum for inquiry-based learning, and disseminated his school's educational activities through public workshops and events. He started a UNESCO club to actively promote environmental protection and peace education activities in collaboration with students at Nara University of Education.



Tokutaro Hiramoto is a Professor of Management Systems and Director of the SDGs Promotion Center of Kanazawa Institute of Technology (KIT). Prior to joining KIT, he worked for Nomura Research Institute, one of the largest research institutes in Japan, as a management consultant. He created more than 100 public-private partnership projects with companies, the Japanese government, and the United Nations for the MDGs and climate change actions. Since joining KIT, he has contributed to the promotion of the SDGs not only within KIT but also in regional areas in Japan. He has launched new projects in the three areas of education, regional management, and business.



Takayuki Shimada is a researcher at the SDGs Promotion Center, Kanazawa Institute of Technology. He is also a founder of a student organization named SDGs Global Youth Innovators and a start-up company called LODU. SDGs Global Youth Innovators and LODU develop educational board games for learning about sustainability at educational institutions. Moreover, LODU also creates training programs for these games for the private sector and local governments. Their educational board games have been used by more than 120,000 people in 67 countries worldwide, contributing greatly to the spread of ESD.

Session III-ESD for 2030 for all – Parallel thematic sessions

Session III-A: ‘Sprinting towards the Future of Education: Advancing and Advocating ESD and Lifelong Learning’

Monday 18 December, 14:30-16:00

Annex Space

Interpretation: EN/SP

Overview:

The world has been on its way to gradual recovery after the unprecedented challenges wrought by the COVID-19 pandemic, exacerbating social and economic equality, security and conflict crises, and environmental emergencies. All these challenges pose great risks to the previous successes and gains that were made possible through the Education for Sustainable Development (ESD) and point to the urgency to fundamentally enhance and transform programmes that lead to a sustainable future that is both wanted and *needed*.

The ESD for 2030 Roadmap enumerated five priority action areas: *Advancing policy, transforming learning environments, building capacities of educators, empowering and mobilizing youth, and accelerating local action*. This session will focus on the first: advancing policy with the theme: *Sprinting towards the future of education: Advancing and advocating ESD and lifelong learning*.

Priority action area 1 calls on policymakers at institutional, local, national, regional and global levels to create enabling environments for the successful scaling and mainstreaming of ESD and SDGs in and across education. This session will share critical updates and efforts in implementing policies and guidelines, as well as serve as a platform for MOEs and partner organizations to discuss and exchange innovations and solutions when moving from policy to practice.

Objectives:

The objectives of this panel session are as follows:

- Share critical updates and efforts on systematically and holistically mainstreaming ESD
- Exchange innovations and solutions in implementing policies and guidelines that embed ESD and lifelong learning across levels and types of education (e.g. formal, non-formal, informal as well as basic, TVET, higher education, etc.)
- Serve as a platform to actively discuss roles of Ministries of Education and partners to foster an environment that enable rapid action and support towards ESD

Modality:

The session will be a moderated panel. Each panelist will be asked a set of guiding questions to explain how they have reflected ESD into the policy environment at the national level. Panelists may introduce the ESD policy environment in their respective countries with limited PowerPoint slides.

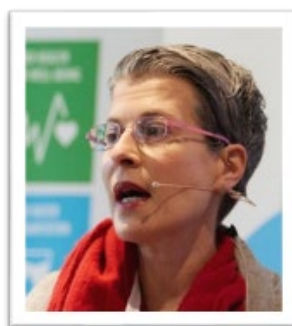
14:30-14:40	icebreaker/introduction/overview of session
14:40-15:30	moderated panel
15:30-16:00	discussions/Q&A

Speaker bios:



Ethel Agnes Pascua-Valenzuela serves as the education advisor on the Future of Education of ASEAN at the ASEAN Secretariat, Jakarta, Indonesia. She is co-currently designated as the Deputy Chief of Party of the USAID US-Philippines Partnership for Skills, Innovation and Lifelong Learning (UPSKILL) Program in the Philippines. Before becoming the ASEAN Education Advisor, she was appointed as the first female director of the Southeast Asian Ministers of Education (SEAMEO) Secretariat in Bangkok, Thailand. She institutionalized the SEAMEO Education Journal and Education Agenda Magazines to inform policy makers on recent education trends and challenges. Dr Valenzuela serves as a governing board member of the UNESCO Institute of Statistics (UIS), and the UNESCO Institute of

Lifelong Learning (UIL).



Aravella Zachariou is the Head of the Unit of Education for Environment and Sustainable Development (EESD), in Cyprus Pedagogical Institute and visiting Ass. Professor in EESD at the Frederick University. She is participating in international organizations and networks for Environmental Education and Education for Sustainable Development (MIO, ENSI, GUPES) and since 2017 is the Chair of the UNECE ESD Steering Committee. She led the task force “Education and climate change”, which is part of the Cyprus Initiative for Climate Change in Eastern Mediterranean and Middle East”. Recently she has been appointed by the Cyprus Republic as a chair of the Committee of ESD Curricula with terms of reference the revision of the ESD

Curricula in all education levels.



Catherine Ondieki Matara is the ESD and Climate change focal person at the State Department for Basic Education, Ministry of Education. She is a holder of Bachelor of Education and post graduate degree in the same field with specialization in Leadership and Management. She is a holder of Higher diploma in Human Resource management and Diploma in Education management. She also has a certificate in ESD from The MASHAV Institute in Israel, Certificate in Educational Planning in Crisis Sensitive context and Early Childhood from International Institute of Educational Planning (IIEP). She is a policy expert having participated in the development of various policies in the sector –Mentorship, Guidance and Counseling among others.



Sun-Kyung Lee is a Professor of Science Education at Cheongju National University of Education in Korea. Her research interests lie in policy development, curriculum, teaching and learning strategy, teacher education and whole school approach in environmental education, education for sustainable development. Lee obtained her PhD in 1993 at Seoul National University. Lee (co)published over 100 articles and book chapters and serves on the editorial boards of several academic journals in environmental education and science education. Lee has served as Chair of ESD Committee in Korean National Commission for UNESCO in 2018-2023 and as Co-Chair of the Environmental Education Committee in the Ministry of Environment

since 2020. Currently, she is a member of the Presidential Commission for Carbon Neutrality and Green Growth.



Kazuhiro Yoshida is an expert of international education development. He is director, Center for the Study of International Cooperation in Education, Hiroshima University, Japan. His current posts also include a special member, Education Subcommittee, Japanese National Commission for UNESCO; a member of International Jury of the UNESCO-JAPAN Prize on Education for Sustainable Development. He was a member, and co-vice chair, of Education for All Steering Committee, which led the process of formulating the messages of the global education goal, known as Sustainable Development Goal no. 4. He is secretary of Africa-Asia University Dialogue on Educational Development, a UNITWIN network.

Session III-B: Priority Action Area 2: Transforming learning environments - from whole-school approach to green schools - what works?

Monday 18 December, 14:30-16:00

Annex Terrace

Interpretation: None

Overview:

Priority Action Area 2 of ESD for 2030 calls for transformation of learning environments so that ‘learners learn what they live and live what they learn’. But what does this mean in practice and what changes and impacts will we see in education as a result? In this session we will hear from partners who are integrating ESD programmes and frameworks for transforming learning environments into their national education systems. During a panel session these partners will discuss the practical dimensions of this work, challenges encountered, and the results achieved. This will be followed by group discussions in which participants will consider the programmes and processes for transforming learning environments in their own national context, the practical steps would be required for mainstreaming these across education systems, and what potential outcomes could be expected for education quality and relevance.

Objectives:

- To define the processes involved in transforming learning environments and share examples and impacts on education quality and relevance from different national contexts.

Expected outputs/outcomes:

- Participants will understand the processes, challenges and potential for mainstreaming ESD processes that transform learning environments.
- Participants will consider the actions needed to support the mainstreaming of ESD processes for transforming learning environments in their own national context.

Modality:

Panel discussion with case study examples shared using ppt, followed by a group discussion and planning exercise and presentation of results on the screen using menti-meter.

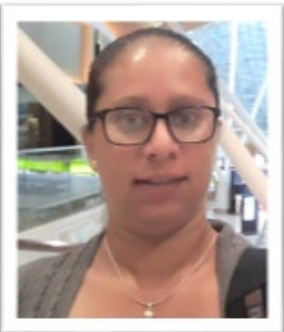
Speaker bios:



Olivia Copsey MSc., MRes., is Director of Education at the Foundation for Environmental Education (FEE) based in Denmark. She has over 20 years' experience in design, management and monitoring of ESD programmes for government, inter-government and NGOs in the UK Channel Islands, the Western Indian Ocean, and East African countries. Olivia's academic research concerns the linkages between Eco-Schools and improved education quality and access.



Otgonbaatar Khajidmaa is the Head of Department at the Mongolian National Institute for Educational Research (MNIER). He holds a Ph.D. in Education from Hiroshima University, Japan, with a focus on educational assessment and measurement. His research interests include psychometric analysis, 21st-century skills, and curriculum studies. He has been involved in World Bank and UNESCO projects, contributing to the improvement of assessment strategies and the establishment of a database of reading passages for primary graders in Mongolia. With a wealth of experience, Dr. Khajidmaa continues to make significant contributions to the educational landscape in Mongolia.



Lynndina Essack is a Senior Education Officer of the Education for Sustainable Development Section at the Ministry of Education, Seychelles and ESD Focal Person for Ministry of Education, Seychelles. She coordinated the UNESCO National ESD Study/Mapping in Seychelles. She is the main coordinator and organizer of the 2023 Seychelles Children's Conference and recently organized a Roadshow Exhibition to commemorate the 30th Anniversary of the Seychelles Eco School Programme bringing all Eco School's in the Seychelles (40 in total) to showcase the Eco School Programme in their school. She has also established partnerships with International Organisation e.g. COI-RECOS Project, Trust for Sustainable Living (TSL), UNESCO, CSTL SADC



Hyam Ishac is a Lebanese academic and researcher who has dedicated her career to the advancement of education and research in Lebanon. She is currently the president of the Center for Educational Research and Development (CERD). She earned multiple degrees at various Lebanese universities, which culminated in a doctorate in educational sciences. After completing her studies, Ishac began her academic career as a high school teacher, then a lecturer and quickly rose through the ranks, earning tenure and becoming a full professor. Throughout her academic career, Ishac has been a prolific researcher, authoring numerous books, articles and publications on a variety of topics.



Matt Paneitz founded the non-profit organization Long Way Home (LWH) in 2004 San Juan Comalapa, Guatemala, for which he currently serves as Executive Director. LWH's mission is to mobilize people to actively participate in Democracy and create innovative pathways to economic and environmental justice through green building, employment, and education. Matt and the LWH team transformed 500 tons of trash (including 25,000 used tires) into the Hero School green-built campus (lwhomegreen.org). Matt has also developed a 4-course certificate program for Adams State University in Critical Pedagogy and Sustainability. He is currently a doctoral student in Education at Antioch University and is leading a breakthrough project on curriculum and lesson plan development under the ESD framework titled Hero School.

Session III-C: 'Teaching for transformation: ESD capacity development initiatives'

Monday 18 December, 14:30-16:00

U Thant Conference Hall

Interpretation: EN/JP

Overview:

As stated in the Berlin Declaration on Education for Sustainable Development¹, teachers play a vital role in advancing Education for Sustainable Development (ESD). As educators, they have the power to shape the perspectives and values of the next generation, instilling a sense of responsibility towards the environment and society. Teachers can integrate sustainability principles into their curriculum, fostering an understanding of ecological, social, and economic interdependencies. By incorporating real-world examples and case studies related to sustainable development, teachers can inspire critical thinking and problem-solving skills in students, preparing them to address the complex challenges facing the world.

It is a priority to invest in the growth and training of teachers and education staff at all levels. Additionally, it is crucial to provide effective and inclusive learning environments, removing barriers to inclusive education and adopting effective policies.

To realize the transformational shift in education, teachers need to be empowered and equipped with the necessary knowledge, skills, competencies, values, and behaviors to implement Education for Sustainable Development (ESD) effectively by the year 2030. Teachers serve as role models, demonstrating sustainable practices in their classrooms and encouraging behavior change among their students and peers. They can create a learning environment that promotes sustainability, such as implementing waste reduction measures, energy conservation, and eco-friendly projects. Through collaborative and participatory teaching methods, teachers can empower students to actively engage in sustainable initiatives within their communities. In essence, teachers play a pivotal role in shaping environmentally conscious and socially responsible citizens who can contribute to the long-term well-being of the planet. By fostering a sense of global citizenship and environmental stewardship, educators contribute significantly to the overall goal of sustainable development. This session aims to provide insights from partners and member states on various systemic and comprehensive approaches being undertaken for ESD capacity development. These approaches highlight examples of teaching practices, teacher support, development, peer-to-peer learning and more.

Objectives:

- Take stock of existing teacher training and capacity development modules in different regions,
- Highlight existing practices/achievements, gaps and challenges of teacher development.
- Facilitate networking and collaboration among participants. Encourage the sharing of ideas, strategies, and best practices that can be adapted and duplicated in different regions of the world.
- Disseminate the different useful resources and tools devoted to teachers training and development.

Expected outputs/outcomes:

- Gain new knowledge and understanding of effective teaching strategies, curriculum development, assessment techniques and existent resources.
- Share experiences, insights, and best practices, leading to viewing teacher training and capacity development as an ongoing process.
- Develop recommendations to have well-equipped teachers to meet the diverse needs of their students and provide a high-quality education.

Modality:

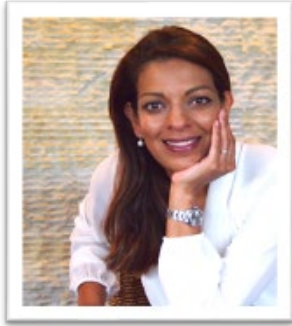
- 5 Minute –Ice breaking
- 5 Minute – introduction by moderator
- 30 minutes – Round 1 of Moderated discussion (2 questions per panelist) followed by Q& A and moderated discussion with audience.
- 30 minutes – Round 2 of Moderated discussion (2 questions per panelist) followed by Q& A and moderated discussion with audience.
- 20 minutes – Group discussion with the panelists and participants
- 5 minutes – reflection and close

Speaker bios:



Kenza Khallafi is the Executive Partnership Manager, Mohammed VI Foundation for Environmental Protection, a non-profit organization that promotes sustainable development through environmental education. Over the past ten years, Mrs. Khallafi has been working closely with the Ministry of education of Morocco on developing education for sustainable development projects and programs, on accelerating local level actions to make progress towards the SDGs and on Empowering and mobilizing youth from preschool to university. Currently working on the guiding body for the strategy implementation of the Youth Advisory Committee (YAC) of IUCN in her role of Regional Vice-Chair of IUCN Commission on Education and

Communication (CEC) North Africa and Middle East 2021-2025. Kenza is also the Partnership Manager of the Foundation for the Safeguarding of cultural heritage of Rabat.



Karen Chand is the Director of Education Studies at the UN Sustainable Development Solutions Network Asia Headquarters hosted by Sunway University, Malaysia. She is spearheading efforts under the Mission 4.7 initiative to transform K-12 education in the Asia Pacific by making sustainable development a key feature of national curriculums. Karen was previously the Director of Strategy and Operations at the Jeffrey Sachs Center on Sustainable Development. Prior to joining Sunway, Karen was with the Razak School of Government, Malaysia, where she led the development and delivery of senior level public sector executive education programmes; and research projects on public sector improvement.



Hiroki Fujii is a professor of science education in the Graduate School of Education at Okayama University and the director in Okayama University ESD Promotion Centre at the UNESCO Chair in Research and Education for Sustainable Development, Japan. He has served on a vice president of the Society of Japan Science Teaching since 2019, as well as a vice president of the East-Asian Association for Science Education since 2021. Fujii is currently interested in researching science lessons and science teacher training incorporating sustainability education. He organizes a joint research project on teacher education for education for sustainable development (ESD) with European countries and its advanced project on teacher education for climate change education (CCE) in Asia, supported by the Japan Society for the Promotion of Science (JSPS) and UNESCO.



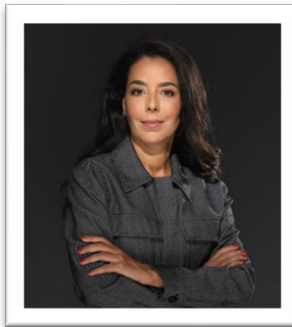
Phonepasuerth Bounnaphonh holds the position of Deputy Head in the Research and Evaluation unit and serves as an ICT educator at Luangprabang Teacher Training College. In this capacity, he actively collaborates with UNESCO on matters pertaining to the education framework. Mr Bounnaphonh has played a crucial role in the development of the Information Communication Technology Curriculum Competency Standard for Teachers in Laos (ICT-CST) for higher education. This curriculum aims to leverage the transformative power of education, foster digital citizenship, and shape the future generation at LBTTTC. He has also contributed as one of the developers of the module titled "ICT Basic" within the framework of the ICT-CST which focuses on integrating sustainable development as a pivotal element in national curriculums in the Asia Pacific regions.



Tricia Esdaille is the Senior Assistant Secretary in the Ministry of Education in St. Kitts and Nevis. In this capacity she provides analysis on regional and international educational practice and provides support to sector leaders and institutions in the areas of education policy, advocacy, outreach, fundraising and programme development and implementation. Additionally, she oversees relations with non-governmental organizations. Currently, she serves as the national focal point on ESD for 2030 in St. Kitts and Nevis and the national safe school programme which focuses on issues of safety and security, responsiveness to natural hazards and disasters, climate action, and the greening of schools. Her work also extends to initiatives for the empowerment of education leaders, most recently serving on the national coordinating committee for the professionalization of the teaching force in St. Kitts and Nevis.



Kgosietsile Velempini, Environmental Education Unit, University of Botswana has a diverse range of interests and expertise, including environmental and sustainability education, teacher education, sustainable development goals, community-based natural resource management, solid waste management, climate change, ecological pedagogy, local knowledge systems, and tourism.



Nouzha Alaoui, Secretary-General of the Mohammed VI Foundation for Environmental Protection has a wealth of experience in the field of environment and sustainable development. For last two decades, under the leadership of H.R.H Princess Lalla Hasnaa, Ms. Alaoui has led the Foundation to be evolved from an impactful aspiration into an established and recognized institution. She is an active and committed ESD promoter as Member of the Economic, Social and Environmental Council of the Kingdom of Morocco, Member of the Scientific Committees of COP22, the World Environmental Education Congress, the Education and

Communication Commission of the international Union for Conservation of Nature as well as the Mission 4.7 Education Task Force of experts. Ms. Alaoui is member of the international Jury of the UNESCO-Japan Prize, for the 2021 and 2023 editions. Ms. Alaoui is also the Secretary-General of the Foundation for the Safeguarding of cultural heritage of Rabat.

Session III-D: Intergenerational approaches to ensure meaningful youth inclusion on Education for Sustainable Development

Monday 18 December, 14:30-16:00

Committee Room 2+3

Interpretation: None

Overview:

Theme: Meaningful Youth Inclusion in ESD

This session aims to explore the current challenges and opportunities for meaningful inclusion of young people in ESD 2030 and brainstorm creative solutions and approaches that could ensure intergenerational policies and practices for their engagement. During the session, intergenerational conversations will be held between diverse young people and representatives of ministries of education on how to address the identified barriers and build on the opportunities and approaches presented. These conversations will take place using a structured dialogue method, meaning the dialogue will be supported by pre-prepared questions that are designed to encourage participants to critically assess how their projects, programmes, and individual country initiatives can better meet the priority action area of successfully engaging and mobilizing youth.

Objectives:

- Generate a space of intergenerational discussion around meaningful youth engagement on ESD.
- Gain insight into the main challenges that hinder young people’s participation in ESD.
- Identify good practices and opportunities for meaningful youth engagement in ESD.
- Explore potential solutions and approaches to address the identified challenges for meaningful youth engagement on ESD, building on identified opportunities, hand in hand with youth.

Expected outputs/outcomes:

Each roundtable will produce a brainstorm or guide map of how to better include young people within their country initiative, or within the ESD for 2030 Roadmap as a whole. These brainstorms or guide maps will be compiled into a tangible report and delivered to the ESD-Net 2030 team to support ongoing meaningful engagement and inclusion of young people in the ESD to 2030 roadmap.

Modality:

The session will start with a panel discussion on the regional overview of the challenges, opportunities, approaches and future plans in relation to meaningful youth inclusion in ESD. This will be followed by a Q&A session. The session will end with a roundtable discussion with both facilitators and moderators before the takeaways from the session.

Speaker Bios:



Eimear Manning, a Youth and Climate Development Officer with the National Youth Council of Ireland. Eimear Manning has considerable experience in representing the voice of young people having previously served as an All-Atlantic Ocean Youth Ambassador and Youth Mentor with the European Commission and as an Environmental Education and Youth Coordinator with ECO UNESCO. She has a B.A. in Geographical Science and English and an M.S. in Environmental Sustainability.



Rosario del Pilar Diaz Garavito is an SDGs activist, Founder & Executive Director of The Millennials Movement, and former Member of the Youth Advisory Board for the partnership on “Youth, education and Human Rights” by OHCHR, Education Above All and Silatech. In 2019, Rosario was awarded as an Obama Foundation Scholar 2019-2020. Rosario co led the establishment of the LAC Children and Youth Regional Caucus, for the SDGs formal review at the UN, serving as Elected Focal Point from 2019 – 2022, where she joined as co-lead of the LAC youth engagement towards the ECOSOC Youth Forum and review of the 2030 Agenda and actively contributed to the Youth 2030 Strategy. Rosario is a LAC Women Empower Program 2022-2023 of the Ban Ki Moon Center alumni, Youth Power Panelist 2020 - 2021 for the #YouthPower Initiative of The Global Goals Campaign.



Nattanicha Sriboonruang is a master's student in chemistry at Chulalongkorn University. Her research involves synthesizing Quantum dots nanomaterials with numerous applications, such as medical processes and sustainable energy. She was awarded the Best Project award for her work on innovative waste management that could help achieve 'Net-Zero Thailand' in the ACE Youth Ideathon Camp co-organized by UNU-IAS and CCE in Bangkok 2023. Nattanicha's commitment to environmental sustainability and community engagement is further demonstrated through active participation in the Global Goals Jam project, which promotes biomass conversion and affordable green energy in collaboration with local communities in Chachengsao province.



Rasha Emad Eldin is an urban researcher with academic and practical experience for over 11 years in sustainable development space. She is the co-founder and chairwoman of BENAA Foundation for sustainable development, an Egyptian NGO fostering social innovation for sustainability, with a mission of Empowering rural communities through knowledge-based youth-led participatory projects in the MENA region. She holds an M.sc in urban planning and sustainability from the Faculty of Engineering, Cairo University. Additionally, she is an adjunct Assistant lecturer in the Faculty of Engineering, AAST.



Claris Mandoreba is an environmentalist who is enthusiastic about making change waves across different socio-environmental issues. She is a co-founder of the Sunshine Environmental Sustainability Youth Network (SESYN), which initiated the establishment of over 9 youth-led organisations across Africa. She has been a part of the key regional actors on dialogue for Education for Sustainable Development with UNESCO Regional Office for Southern Africa and has been responsible for the mobilisation of young people across Southern Africa acting for sustainable development. She is keen to create spaces for young people to demonstrate capacity in leadership for change by themselves in communities.

Session III-E: 'Catalyzing local actions: Bridging communities and education for a sustainable tomorrow'

Monday 18 December, 14:30-16:00

Elizabeth Rose Hall

Interpretation: EN/FR

Background

Involving local communities is increasingly recognized as a fundamental strategy for achieving sustainable development. The [Global Sustainable Development Report 2023](#) underscores the critical role of local action in the times of crises. The message was clear: Local action is key to achieving the Sustainable Development Goals to leave no one behind and local actors need to be empowered to localize the SDGs into community priorities and devise context-specific solutions.

Local communities, akin to vibrant living laboratories, face sustainable challenges that are globally unique yet locally prevalent. The choices made by individuals within these communities can either contribute to sustainability or exacerbate environmental concerns. However, when given access to scientific knowledge, clear governance rules and adequate technical and financial support, communities can effectively organize themselves to become catalysts for empowering individuals to make sustainable choices¹. Essential to this process is the provision of lifelong learning opportunities that embrace experiential, action-oriented, localised, and culturally specific approaches, enabling individuals to intertwine learning with real-life experiences.

Therefore, adapting whole-community approaches are imperative for promoting Education for Sustainable Development (ESD). Collaboration among diverse stakeholders at the local level is essential to wave together a comprehensive and action-driven ESD. Simultaneously, robust national and global policies, strategies, and mechanisms play an indispensable role in championing and bolstering these local actions, ensuring a harmonious integration of grassroots efforts into an interconnected framework for sustainable development.

Overview:

This session delves into the roles of local actions in advancing the [Education for Sustainable Development \(ESD\) for 2030 roadmap](#). Organized by UNU-IAS, the session provides a dynamic platform to explore the multifaceted dimensions of sustainable development and highlight whole community approaches to addressing the interplay between local actions and action-oriented ESD learning strategies. By emphasizing the interconnectedness of ESD for 2030's five priority action areas and the power of local engagement as their nodal platform, this session underscores the transformative potential of involving multi-stakeholders in shaping our shared sustainable future.

Objectives:

- Showcase how local actions effectively drive ESD implementation across the interconnected priority areas outlined in the ESD for 2030 framework.
- Emphasize the value of multi-stakeholder collaboration in promoting, scaling, and sustaining ESD initiatives at the local level.

Expected outputs/outcomes:

- Increased awareness among participants of the essential role of local actions in advancing ESD for the achievement of the Sustainable Development Goals.
- Enhanced commitment among participants to intersectoral collaboration to drive the ESD agenda forward through local-level engagement.

Modality:

- Introduction (10 minutes)
 - Welcoming remarks
 - Introduction to the session
- Presentation with PowerPoint Pitches (Maximum 5 minutes each presenter) (30 minutes)
 - Diverse presenters from different sectors briefly showcase their successful local ESD initiatives.
 - The concise presentations (three slides each) underscore the effectiveness of local actions in driving change and sustainable development.
- Moderated discussion & Wrap-up (45 minutes)

- Guided by the moderator's questions, panelists engage in an interactive discussion that examines the intersections between local actions, action-oriented learning, and holistic societal engagement.
- Participant interaction is welcomed, inviting questions and perspectives from the audience.
- Closing (5 minutes)
 - Closing remarks, summarizing key insights from the session and reinforcing the importance of ongoing multi-stakeholder collaboration for ESD.

Speaker Bios:



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.



Shinobu Yume Yamaguchi has been Director of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) since 2019. Her fields of specialization include international development and cooperation, ICT in education, education policy, science and technology policy, and the application of technology in world heritage site preservation. Dr. Yamaguchi served as a member of the International Advisory Board of the UNESCO flagship programme Futures of Education. She is the founding Chair of the SDG–Universities Platform, an initiative mobilising efforts by Japanese universities towards achieving the Sustainable Development Goals (SDGs). Dr. Yamaguchi is an Associate Member of the Science Council of Japan and a Member of the Japanese National Commission for UNESCO.



Dzulkifli bin Abdul Razak. Prior to his current role as Rector of the International Islamic University Malaysia, Dzul Razak was Vice-Chancellor of Universiti Sains Malaysia (USM, 2000 – 2011). From 2005, he also held the role of Convenor of the Regional Centre for Expertise on Education for Sustainable Development based at USM, one of seven pioneering centres worldwide. He is a past president of the International Association of Universities (IAU, 2012 – 2016), a UNESCO-affiliated organisation based in Paris. He was an invited speaker at the 2015 Nobel Dialogue in Sweden and the 2023 Nobel Prize Dialogue in Seoul. In 2020, he was appointed to the Qatar Foundation Higher Education Strategy Advisory Panel and, in 2021,

invited to serve as an expert for the Futures of Higher Education Project at UNESCO's Institute for Higher Education (IESALC).



Zainal Abidin Sanusi, Director of the Sejahtera Centre for Sustainability and Humanity at the International Islamic University Malaysia. Zainal is also a Professor at the Department of Political Science, Kulliyah of Islamic Revealed Knowledge and Human Sciences. He earned his Ph.D. in International Studies from Waseda University, followed by a rigorous one-year postdoctoral study at the UN University Institute of Advanced Studies, delving into research focused on multilateral environmental agreements. Prof Zainal's extensive expertise spans Sustainability Science, Education for Sustainable Development, and Public Policy Analysis. He served as Minister Counsellor at Malaysian High Commission London. Presently, he serves as the secretariat and primary focal point for RCE Greater Gombak, and UNESCO Chair for Future Studies.



Jürgen Forkel-Schubert, active in the fields of environmental education and ESD for more than 40 years, he conducted numerous training courses, many publications and expert contributions. He headed the department for ESD at the Hamburg Ministry for the Environment, Climate, Energy and Agriculture (BUKEA) and developed various quality instruments for ESD. Also, he built up the initiative "Hamburg learns sustainability", which developed the first municipal "Masterplan BNE" on federal level in Germany (started in 2022). Active at the local, national, and international level, he is head of several expert working groups in different fields of education (including vocational training, the implementation of ESD at the municipal level and member in several ESD juries). He represents the City of Hamburg in UNESCO programs and is currently co-chair of the ESD

working group of the UNESCO project "Global Network of Learning Cities".



Walex Pierre was appointed 'ESD focal point' for the national initiative on Education for Sustainable Development (ESD) by the Ministry of National Education and Vocational Training (MENFP), in conjunction with the UNESCO Port-au-Prince office. He is Technical Director at the Ministry and in charge of the Department of Support for Private Education and Partnership (DAEEP). He has a degree in Philosophy from the Ecole Normale Supérieure (ENS) and a double master's degree in Human and Social Sciences, majoring in Education Sciences and Social Intervention.



Fred Emmanuel Sato is a third-year doctoral student in the department of Innovation and Education (IVE) at United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). His current research centers on education for sustainable development (ESD) specifically on climate change literacy assessment among adults and how that can be translated into localised climate action. Prior to joining UNU-IAS, he worked as an educator with the Ministry of Education in Malawi where he hails from and on ESD-related projects with international organizations including World Vision Malawi and UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA) in Addis Ababa, Ethiopia. As a doctoral student, Fred has worked on two university-based projects doing extensive research on low-carbon strategies and action-oriented pedagogies for ESD.



Viktoria Keding is the Director and co-founder of NaDEET. Viktoria has spearheaded all aspects of NaDEET including management, teaching and the development of programmes, activities and educational materials. Of German parents, Viktoria was raised in the United States and completed her university degree in Environmental Studies at Bowdoin College and obtained her MSc in Sustainable Development from University of London. Viktoria serves on the Namibia National ESD Task Force and is member of the UNESCO ESD Expert-Net. Viktoria has been recognised and awarded for her contributions to ESD with several awards including the 2018 Common Good Award from her alma mater.

Session V – Africa Regional Group Discussion

Tuesday 19 December, 14:30-16:00

Elizabeth Rose Hall

Interpretation: EN/FR

Overview

2024 is the African Union (AU) year of education, with the theme: “Educate an African fit for the 21st Century: Building resilient education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa”. Recent reviews of the Continental Education Strategy for Africa (CESA) and Education 2030 Framework for Action, the AU-UNESCO continental report of the CESA and SDG4 and a

joint AU-UNICEF report on Transforming Education in Africa, point to the fact that over the past ten years, African governments have undertaken a wide range of programmes and policy-level efforts to ensure that no child is left behind in access to education. There have been substantial efforts on the continent to ensure access, completion, and quality of basic education for all.

Quality and relevance of the education in schools has been questioned in many cases and there is momentum to transform education in the continent. In this regard, ESD as a framework is well received in the continent for its capacity to transform education as it empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society, for present and future generations, while respecting cultural diversity.

It is not surprising therefore that the 2024 African Union (AU) year of education theme has traction to the ESD work taking place in the continent and at a global scale. For instance, as part of the global ESD-Net 2030, UNESCO organized an Africa ESD-NET Regional Meeting in Addis Ababa from 3-4 May 2023, to share the progress, needs, challenges, and concrete implementation plans ESD for 2030 Country Initiatives. And, in the lead-up to these Regional Meetings, UNESCO organized a series of virtual learning workshops to aid Member States with the preparation, planning, and implementation of Country Initiatives. This ESD-Net 2030 Africa regional meeting was part of UNESCO's efforts to consolidate longstanding community of practice on Education for Sustainable Development (ESD) that stretches back decades, through the UN Decade on ESD and the previous Global Action Programme (GAP) on ESD, and as part of the current ESD for 2030 implementation efforts.

Remarkable ESD highlights across Africa were shared during the meeting and their synergies, impact and relevance for ESD for 2030 country initiatives discussed including the following:

- The SADC ESD Strategic Framework, National ESD policies, e.g. the Namibia's National Environment Education and ESD Policy; the upcoming national ESD strategies in 10 SADC namely Angola, Botswana, Eswatini, Lesotho, Malawi, Mozambique, South Africa, Tanzania, Zambia and Zimbabwe.
- Mainstreaming of ESD in national curricular including aspects of climate change, green skills for youth employment, sustainability education, maintenance of biodiversity, gender, social justice etc. is taking place in most countries in the region and country initiatives build on these efforts. Specific examples are Eswatini, Zimbabwe, Namibia and Cabo Verde, Kenya, Nigeria and Seychelles.
- Engagement of development partners, CBOs, youth and children, parents, and the private sector organization are already an integral part of regional country initiatives. Examples were given from Nigeria, Namibia, Mozambique and Cabo Verde.
- Capacity building initiatives such as the development of modules for teacher training in Mali, at least 500 teachers have been trained. In Southern Africa the Sustainability Starts with Teachers programme has reached out to 140 teacher and TVET education institutions in 11 countries over four years, with 2430 teacher & TVET educators trained through ESD Change Projects, and 408 526 Learners reached in schools through Change Projects and ESD teaching activities
- Intersectoral ESD for 2030 working groups have been established in 21 countries to promote and support the development and implementation of country initiatives.

However, ESD implementation challenges still remain, including implementing a whole-institution approach, teachers need to be supported to understand and implement ESD content and pedagogies, assessment is largely summative and does not cater for other ESD learning domains, development and dissemination of additional teaching and learning resources and materials, strengthening education

systems so as to support turning ESD policies into practice, and low resources available for ministries of education to integrate ESD into curricula, pedagogy and teacher training.

There are other ESD linked initiatives in some parts of the Africa region that can be scaled up across the continent, including:

- The Sustainability Starts with Teachers programme, resources permitting can be replicated in other subregions of Africa.
- The UNESCO led initiative of the Greening Education Partnership in which Eswatini, Lesotho and Zimbabwe are piloting the Green School Quality Standard and the Greening Curriculum Guidance that define how climate change education and other sustainability challenges can be reflected in the curriculum.
- The Global Partnership in Education Climate Smart Education initiative, in Zimbabwe and Malawi
- The German government funded Facility for Action for Climate Empowerment to Achieve the National Determined Contribution (FACE-NDC) in Zambia,
- Many countries are transitioning to the Competence Based Curriculum frameworks and suitable assessment frameworks piloted e.g., in Ghana

Given this context, this regional group session will allow Member States and partners from the Africa region to pick up on some of these issues and continue discussions on how best to join forces and support each other to strengthen national and regional implementation of ESD.

Objectives:

- Take stock on the progress made after the Africa Regional ESD-Net meeting in Addis Ababa as a way of reviewing progress made in implementing ESD Country initiatives, ESD for 2030 priority action areas and identify opportunities for regional collaboration between countries, partner institutions and experts.
- Identify regional priorities for ESD for 2030 and ESD-NET
- Identify and propose key activities for ESD-Net 2024-2025

Expected outputs:

- Summary of priorities and activities across region.
- action points for regional cooperation and activities for the near future.
- Presentation/PowerPoint template (5 slides maximum)
 - Highlights from country initiatives (1-2 slide)
 - Suggestions/activities for regional ESD-Net (1-2 slide)
 - Expectations for Global ESD-Net / ESD for 2030 (1-2 slide)

Suggested Modality:

A rapporteur will be nominated to prepare the presentation for Day 3. The session will comprise group discussions led by selected facilitators from the region. The suggested session flow is below:

5-10 minutes:

- Introduction and icebreaker

20-30 minutes:

- plenary discussion from member states on the various country initiatives (finalized, in progress, and to be developed yet)
- comment and feedback from partners and other MS

20-30 minutes:

- group discussions on items 2 and 3, discussing suggested activities for regional networks, and expectations for global network.

20-30 minutes:

- plenary to discuss and agree on suggested presentation/reporting.

5-10 minutes:

- wrap up and finalizing presentation and inputs.

Facilitators/Moderators: (TBC)

- **Charles Chikunda**, UNESCO
- **Shanu Misser**, South Africa

Session V – Arab States Regional Group Discussion

Tuesday 19 December, 14:30-16:00

Committee Room 2+3

Interpretation: None

Overview

Since the start of the UN Decade of Education for Sustainable Development (DESD, 2005-2104), UNESCO has been convening individuals and institutions for knowledge exchange and cooperation. This has generated a broad community of practices on ESD, which today comprises around 4,000 education stakeholders worldwide. Based on the success and lessons learned from the previous Global Action Programme (GAP)¹, and to support countries with the implementation of ESD for 2030, UNESCO has launched a global network – ESD-Net 2030² - which aims to provide a platform for knowledge sharing, collaboration, mutual learning, advocacy, monitoring, and evaluation, among a wide range of education stakeholders including governmental agencies, civil society organizations, educators, youth, research institutions, UN entities, and international development partners.

Arab States have been actively engaging in UNESCO's ESD-Net 2030 through designated focal points and various education stakeholders, with UNESCO serving as a key facilitator and advocate for its integration into the region's educational landscape. Recognizing the interconnected challenges faced by Arab countries, including environmental sustainability, social equity, and economic development, UNESCO has been instrumental in promoting ESD as a transformative tool for addressing these issues. Through initiatives such as the ESD-Net 2030, UNESCO fosters collaboration among Arab States, facilitating regional policy dialogues, technical meetings, and webinars. UNESCO's role extends beyond coordination, encompassing advocacy, capacity building, and the establishment of strategic partnerships to ensure that ESD becomes an integral part of the educational fabric in the Arab States, contributing to sustainable development and fostering a holistic approach to learning for present and future generations.

Most recently, the online regional webinar held on December 4 and 5, 2023, represented a significant milestone for Arab countries. It facilitated substantive exchanges among champions of ESD in the region, delivering a comprehensive overview of existing ESD Country Initiatives (CIs) and ongoing projects. Additionally, the webinar identified prevalent practices, achievements, as well as gaps and challenges within education ministries and their strategic partners. The key outcomes of the webinar included the importance of promising ESD policies and practices aimed at expediting actions in both advanced and emerging countries. The event successfully strengthened the Arab regional ESD-Net 2030, with the

intention of fostering increased regional exchanges, cooperation, and mutual learning, complemented by plans for an in-person meeting later in the year.

Building upon the insights gleaned from the presentations and discussions during the webinar, the ESD-Net for 2030 in the Arab region is poised to achieve several important milestones:

- A comprehensive overview and shared understanding of current ESD country initiatives and ongoing projects in the Arab region.
- A preliminary compilation of promising ESD policies and practices in Arab countries, serving as a foundation for further sharing and mutual learning.
- A revitalized and strengthened ESD-NET for 2030 in the Arab region, providing a basis for expanding country initiatives, action plans, and strategies.
- Recommendations for follow-up activities, including active participation in the upcoming Global ESD meeting in 2024 and beyond.

This initiative underscores a dedicated commitment to advancing ESD in the Arab region, fostering collaborative efforts, and contributing substantively to the global endeavor to achieve sustainable development goals in education.

Objectives:

- Review Country initiatives, ESD for 2030 priority action areas and identify opportunities for regional collaboration between countries, partner institutions and experts.
- Identify regional priorities for ESD for 2030 and ESD-NET
- Identify and propose key activities for ESD-Net 2024-2025

Expected outputs:

- Summary of priorities and activities across region. The main output/outcome should be a summary/action points for regional cooperation and activities for the near future. A rapporteur will be assigned to present this summary/action points at the last plenary session of Day 3. Therefore, the regional group should prepare a few slides and talking points to share.
- Presentation/PowerPoint template (5 slides maximum)
 - Highlights from country initiatives (1-2 slide)
 - Suggestions/activities for regional ESD-Net (1-2 slide)
 - Expectations for Global ESD-Net / ESD for 2030 (1-2 slide).

Session V –Asia-Pacific Regional Group Discussion

Tuesday 19 December, 14:30-16:00

U Thant Conference Hall

Interpretation: EN/JP

Overview

Asia-Pacific member states have committed extensively to sustainable development through the transformative power of education. At the second Asia-Pacific Regional Education Minister’s Conference (APREMC-II, June 2022), education ministers from 24 Member States gathered and endorsed the outcome document Bangkok Statement 2022, which highlighted the priority to “promote education for

sustainable development throughout education levels, harnessing local and indigenous knowledge in educational programmes to respond to climate change, and to facilitate sustainable development and peace building.” During the 10th Asia-Pacific Forum on Sustainable Development (Special Event, 30 March 2023), policy makers and key education stakeholders from 11 member states reiterated their commitments made at the UN Transforming Education Summit (TES, September 2022) and exchanged best practices on building more resilient and sustainable education systems.

Despite the growing political will, challenges remain, as expressed by member states, in aspects including funding, inter-sectoral coordination, systematic roll-out of curriculum and guidelines, teacher training and support, community engagement, monitoring and evaluation, etc. to translate the commitments into action.

In addition, due to distinct development status and diverse cultural contexts among member states, the advancement of ESD for 2030 in the Asia-Pacific region is patchy. Up to date, 6 countries (Mongolia, Lao PDR, Republic of Korea, Maldives, Cambodia, Japan) have finalized their country initiative and are steadily implementing the planned activities. Five others (Malaysia, Philippines, Bhutan, Viet Nam, Bangladesh) are finalizing the initiative to be launched at national level soon. Twelve more countries (Kazakhstan, Kyrgyzstan, Timor-Leste, Tajikistan, Uzbekistan, Nepal, Pakistan, Samoa, Republic of Marshall Islands, Indonesia, Tonga, Thailand) are in the process of drafting the country initiatives or starting national consultations.

In this June, over 157 key stakeholders from more than 20 member states across the region attended the ESD-Net 2030 Asia-Pacific Regional Meeting (Bali, Indonesia) to exchange ideas on the challenges and solutions to further mainstream ESD in educational systems, following a series of four ESD for 2030 sub-regional online consultations carried out from March to April. Through the meetings, government representatives and regional partners underscored the urgent need to continue strengthening a holistic approach in promoting ESD beyond the education sector and beyond 2030. They also articulated the cruciality of a bottom-up policy design that further integrates perspectives and resources from community and local levels.

This regional group session will provide an opportunity for member states and partners to focus on key themes and issues emerged from previous meetings, reflect on progress achieved thus far and continue dialogue on how best to enhance partnership and implementation of ESD.

Objectives

- Review Country initiatives, ESD for 2030 priority action areas and identify opportunities for regional collaboration with partners, SDG4 stakeholders and institutions in Asia Pacific region
- identify regional priorities for ESD for 2030 and ESD-NET
- Identify and propose key activities for ESD-Net 2024-2025

Expected outputs

- The main output/outcome could be a summary or action points for regional cooperation and activities for the near future. We will ask one rapporteur from each region to present this summary/action points at the last plenary session of Day 3. Therefore, the regional groups should prepare a few slides and talking points to share.
- PowerPoint template – 5 slides maximum
 - Highlights from country initiatives (1-2 slide)
 - Suggestions/activities for regional ESD-Net (1-2 slide)
 - Expectations for Global ESD-Net / ESD for 2030 (1-2 slide)

Modality

Each group should nominate a rapporteur and notetaker to prepare the presentation for Day 3. The session will comprise group discussions led by selected facilitators from the region. The suggested session flow is below:

5-10 minutes:

- Introduction and icebreaker

20-30 minutes:

- plenary discussion from member states on the various country initiatives (finalized, in progress, and to be developed yet)
- comment and feedback from partners and other MS

20-30 minutes:

- group discussions on items 2 and 3, discussing suggested activities for regional networks, and expectations for global network

20-30 minutes:

- plenary to discuss and agree on suggested presentation/reporting

5-10 minutes:

- wrap up and finalizing presentation and inputs

Facilitators/Moderators:

- **Faryal Khan**, UNESCO
- **Nurbek Teleshaliyev**, UNESCO
- **Ethel Agnes P. Valenzuela**, ASEAN

Session V – Europe-North America Regional Group Discussion

Tuesday 19 December, 14:30-16:00

Annex Terrace

Interpretation: None

Overview

Europe has a number of regional reference frameworks for ESD. The United Nations Economic Commission for Europe (UNECE) Strategy for ESD 2021-2030, adopted at the 9th Environment for Europe Ministerial Conference (5-7 October 2022, Nicosia, Cyprus) is fully aligned with the global ESD for 2030 framework. Its four key priority strands on quality education, whole institution approach, digital education, innovation and entrepreneurship, combine and complement many of the issues and needs for ESD and contribute to improving educational systems and supporting other mechanisms (e.g., ESD Med Action Plan, GENE European Declaration on Global Education 2050). In addition, recent initiatives at EU level, including the policy Recommendation on learning for the green transition and sustainable development and the European sustainability competence framework (GreenComp) aim to support the education and training sector in embedding sustainability throughout all parts of the system. In North America, Canada has collaborated with UNECE frameworks, as well as worked on developing Pan-Canadian working groups and frameworks to advance ESD.

Implementation challenges remain, including implementing a whole-institution approach, continued teacher training for ESD skills and competencies, development and dissemination of additional teaching

and learning resources and materials, strengthening the evidence base on ESD to support turning policy into best practice, and balancing financial and time constraints. ¹

ESD for 2030 implementation in the Europe-North America region advances at different paces depending on several factors in each national context. To date, four (4) Member States have finalized their ESD for 2030 country initiatives (Cyprus, Ireland, the Kingdom of the Netherlands and Spain), with another four (4) nearly completed (Germany, Greece, Malta and Romania). Additionally, there are twelve (12) Member States in the region that have engaged in the development of their Country Initiatives.

In June 2023, representatives from across Europe and North America gathered in Paris at the ENA regional ESD-Net meeting. Participants highlighted the need for sustained implementation and impact monitoring of ESD plans beyond the current timeframe of national and regional strategies. They also emphasized the role of UNESCO in guiding ESD implementation globally and called for a shared vision and mission on ESD across countries and stakeholders. Involving young people in decision-making, providing support, and ensuring their engagement in ESD initiatives were considered essential.

Additionally, participants sought more direct engagement with Ministries of Education and educators, offering practical solutions to context-specific challenges. They emphasized the importance of showcasing how ESD initiatives contribute to various Sustainable Development Goals, not just SDG 4 and Target 4.7. Some also mentioned that latest trends, especially in the context of digital and green transition, need to be closely monitored and ESD-Net is expected to facilitate the discussion on how ESD can bring innovation and vice versa.

This regional group session will allow member states and partners to pick up on some of these issues and continue discussions on how best to strengthen national and regional implementation of ESD.

Objectives:

- Review Country initiatives, ESD for 2030 priority action areas and identify opportunities for regional collaboration between countries, partner institutions and experts.
- Identify regional priorities for ESD for 2030 and ESD-NET
- Identify and propose key activities for ESD-Net 2024-2025

Expected outputs:

- Summary of priorities and activities across region. The main output/outcome should be a summary/action points for regional cooperation and activities for the near future. We will ask one rapporteur from each region to present these summary/action points at the last plenary session of Day 3. Therefore, the regional groups should prepare a few slides and talking points to share.
- Presentation/PowerPoint template (5 slides maximum)
 - Highlights from country initiatives (1-2 slide)
 - Suggestions/activities for regional ESD-Net (1-2 slide)
 - Expectations for Global ESD-Net / ESD for 2030 (1-2 slide)

Suggested Modality:

Each group should nominate a rapporteur and notetaker to prepare the presentation for Day 3. The session will comprise group discussions led by selected facilitators from the region. The suggested session flow is below:

5-10 minutes:

- Introduction and icebreaker

20-30 minutes:

- plenary discussion from member states on the various country initiatives (finalized, in progress, and to be developed yet)
- comment and feedback from partners and other MS

20-30 minutes:

- group discussions on items 2 and 3, discussing suggested activities for regional networks, and expectations for global network

20-30 minutes:

- plenary to discuss and agree on suggested presentation/reporting

5-10 minutes:

- wrap up and finalizing presentation and inputs

Facilitators/Moderators:

- **Julia Heiss**, UNESCO
- **Mark Manns**, UNESCO
- **Katrin Kohl**, York University, Canada
- **Bianca Bilgram**, National Commission for UNESCO, Germany

Session V – Latin America and the Caribbean Regional Group Discussion

Tuesday 19 December, 14:30-16:00

Annex Space

Interpretation: EN/SP

Overview

Latin America and the Caribbean has been doing significant progress advancing on ESD; the education sector is increasingly considering the need to coordinate with other sectors related to sustainable development and with actors from civil society, the private sector and academia to bring the holistic approach to ESD to schools and different training and education spaces. Education policies are being reviewed; pedagogical tools are being developed; and climate policymakers are working to include the education sector in National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs), and, after TES, many countries signed the new adopted Greening Education Partnership. However, challenges to implement persist and have been exacerbated due to COVID19 pandemic recovery priorities and climate action.

Implementation challenges still remain, including implementing a whole-institution approach, continued teacher training for ESD skills and competencies, development and dissemination of additional teaching and learning resources and materials, strengthening the evidence-base on ESD to support turning policy into best practice, and balancing financial and time constraints.¹

ESD for 2030 implementation in Latin America and the Caribbean region advances at different paces depending on several factors in each national context. To date, there are 20 countries that at some level have started working with their Ministries of Education to develop analysis that support their CI; 3 of these countries have finalized it and the other 3 have submitted their drafts and are in revision. The rest have shown interest and are currently working with Field Offices and UNESCO Santiago to start their country initiative's drafts.

In August 2023, representatives from across Latin America and the Caribbean gathered in Santiago at the LAC regional ESD-Net meeting. Participants highlighted the value of exchanging with other ESD colleagues and professionals in the region, in which they commented various aspects on how the ESD-Network 2030 can be strengthened, such as conducting more technical work exercises to have greater clarity and support moving forward on ESD. UNESCO comes to play a key role in this, being able to be a facilitator of spaces for exchange and technical support in the field. On the other hand, they repeated the need to unify the criteria to talk about ESD and clarify that it goes beyond environmental education, a concept that is often misinterpreted as such.

Likewise, to continue in an aligned manner in the work of ESD, the participants called for UNESCO to establish more monitoring and evaluation processes with shared indicators for the region, so that the progress of ESD between territories can be positively comparable, as well as opportunities for support and financing to strengthen its work on the 2030 Agenda.

This regional group session will allow member states and partners to pick up on some of these issues and continue discussions on how best to strengthen national and regional implementation of ESD.

Objectives:

- Take stock on the review of country initiatives conducted late August, focusing on ESD for 2030 priority action areas to identify opportunities for regional collaboration between countries, partner institutions and experts.
- Based on the identified regional priorities for ESD for 2030 and ESD-NET, propose a set of activities for implementation for 2024-2025.
- Drafting subregional roadmaps (key targets and indicators) for advancing ESD for 2030 and strengthen the regional ESD-Net for 2024-2025.

Expected outputs:

- Summary of priorities and activities across region. The main output/outcome should be a summary/action points for regional cooperation and activities for the near future. We will ask one rapporteur from each region to present this summary/action points at the last plenary session of Day 3. Therefore, the regional groups should prepare a few slides and talking points to share.
- Presentation/PowerPoint template (5 slides maximum)
 - Highlights from country initiatives (1-2 slide)
 - Suggestions/activities for regional ESD-Net (1-2 slide)
 - Expectations for Global ESD-Net / ESD for 2030 (1-2 slide)

Suggested Modality:

Each group should nominate a rapporteur and notetaker to prepare the presentation for Day 3. The session will comprise group discussions led by selected facilitators from the region. The suggested session flow is below:

10 minutes:

- Round of introduction and icebreaker

20 minutes:

- Short presentation on the current status of the LAC member states country initiatives presented at the regional meeting (finalized, in progress, and to be developed yet) to identify opportunities for regional collaboration (Cristián Bravo, UNESCO Santiago)

10 minutes

- Comment and feedback from partners and other MS

30 minutes:

- Group discussions on items 2 and 3 per subregion, discussing suggested activities for regional networks, and expectations for global network, for drafting a subregional roadmap (key targets and indicators)

30min minutes:

- plenary to discuss and agree on suggested presentation/reporting

5-10 minutes:

- wrap up and finalizing presentation and inputs

Facilitators/Moderators:

- **Cristián Bravo**, UNESCO
- **Vivian Puerta**, EPM Colombia
- **Carla Sabbatini**, ESD UNESCO Chair UDESA Argentina
- **Tricia Esdaille**, Saint Kitts and Nevis
- **Fabiola Miranda**, Chile

Session VI- ESD in practice – Parallel thematic sessions on ESD implementation

Session VI-A: ‘Inspiring sustainable actions in early childhood education’, organized by Fundacion EPM and University of Gothenburg

Wednesday 20 December, 09:30-11:00

Elizabeth Rose Hall

Interpretation: EN/FR

Overview:

Early childhood education plays a crucial role in shaping children's attitudes, values, and behaviors towards sustainability and responsible living. This session aims to explore and highlight successful examples of early childhood education for sustainable development, showcasing innovative approaches and initiatives that have made a positive impact. Through a panel discussion format, experts in the field will share their experiences, insights, and practical strategies, providing a comprehensive overview of effective practices that can inspire and guide educators and stakeholders in promoting sustainability.

Objectives:

- Present examples of successful work in early childhood education and care (ECEC) that promote sustainability, involving children and their teachers.
- Explore and present examples from various cultural contexts that demonstrate the integration of sustainability principles and practices in early childhood education, fostering a deeper understanding of the importance of cultural relevance in ESD.

Expected outputs/outcomes:

- The participants should realize that the start of sustainability work must be already in ECEC

- Increased awareness and understanding of successful examples of early childhood education for sustainable development, showcasing innovative approaches and initiatives.
- Inspiration and motivation for educators and stakeholders to implement effective strategies and practices in their own early childhood education settings to foster sustainability and environmental responsibility among young children.

Modality:

The panel session will begin with each participant being allocated a maximum of 10 minutes to present their work on ESD in early childhood. During this time, they will have the opportunity to share their experiences, insights, and practical strategies related to promoting sustainability in early childhood education and care. The participants can use some slides for their presentation.

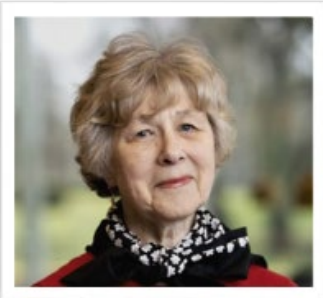
Following the presentations, a discussion will be developed, guided by specific questions designed to stimulate meaningful conversation and exchange of ideas. These guiding questions will encourage participants to analyse deeper into the topics discussed, explore different perspectives, and share their thoughts on key issues related to ESD in early childhood. The guiding questions will be presented by the audience in the following way: before the panel session we will place the questions under the chairs of the audience and after the presentation of the panellist we will ask the audience to look for the questions and as an introspective exercise answer it and voluntarily, share the question and answer with the panel and audience, after each participation of the audience, the panellist will also discuss on the question. This modality will help the audience to incorporate themselves in the discussion an experience sharing process.

By allowing for both individual presentations and a guided discussion, the panel session aims to offer a comprehensive and well-rounded exploration of ESD in early childhood. Participants will have the opportunity to showcase their work, while also engaging in a collective and thought-provoking conversation that encourages reflection, learning, and the exchange of best practices.

Speaker Bios:



Oke Eleyae MSc., PGCE, CLT, MCCT. Mr Eleyae has been working as an education professional for over 26 years. He has evolved innovative ways of embedding the Sustainable Development Goals (SDGs), with a strong focus on SDG 4. He is a founding member of the Chartered College of Teaching in the United Kingdom. He has held various senior leadership and consultancy positions, and has worked as a Specialist Leader in Education, a Lead Practitioner for ‘Education for gifted pupils’, an Advanced Skills Teacher and Head of Science and Maths. He is an expert in innovating and developing practice in whole-school teaching and learning of all learners, regardless of their ability and/or context. Over the years, he has utilised key elements of Education for Sustainable Development (ESD) to develop and lead various CPD and other training sessions, for educational institutions both in the United Kingdom, and Internationally.



Ingrid Pramling Samuelsson is Senior professor at Gothenburg University, Sweden. She has an UNESCO Chair in Early Childhood Education and Sustainable Development since 2008 and have been the World President of OMEP (World Organization for Early Childhood Education) for 6 years. Her main research focus is on young children’s learning and how ECE can provide good opportunities for this, but also what it means to develop a sustainable preschool of high quality.



Vivian Puerta Guerra is a C-suite professional with a career spanning over 24 years, driven by her passion for education and sustainability. She actively participated in the 5th Global Meeting on Capacity Development for Global Citizenship, organized by UNESCO's Asia-Pacific Office. Moreover, in 2021, she participated in the round table discussions that defined the global framework for ESD in 2030. Also, she was invited to be part of UNESCO's 2030 ESD Net- Regional meeting for Latin American and the Caribbean, and to join the second Seminar on Climate Education hosted by the Office for Climate education. In 2021, Vivian took on an even more influential role as the Executive Director of the EPM Foundation. She spearheaded a transformative shift, redirecting the

foundation's focus entirely towards ESD.



Nham Sinith is the Deputy Director general of policy and planning, and Deputy head of Cabinet, The Ministry of Education, Youth and Sport (MoEYS). Currently responsible for the planning, monitoring and evaluating at national and sub-national levels as well as projects and programs in collaboration with development partners. He is in charge in formulating Cambodia's Sustainable Development Goals 4-Education 2030; 5-year Educational Strategic Plan, 3-year rolling Budget Strategic Plan, Programme Budgeting, and Annual Operational Plan. He is a Gender Focal Point in the Ministry of Education, Youth and Sport, and he is also the principle focus of Cambodia's ESD.



Khalid Al Mawali is an assistant director at Oman National Commission for Education, Culture and Science. He has 19 years of experience in various fields related to sustainable development and education. He holds a master's degree in public administration, international relations and diplomacy from Bretagne Occidentale University, France, and a bachelor's degree in education from Sultan Qaboos University, Oman. He is a key member of Oman's national team for achieving SDG4 and has participated in many platforms and projects to promote education for sustainable development. He is currently a member in TCG and the national focal point of the Sultanate of Oman in ESD-Net.



Belusile Marcia Mhlanga is an Environmental Information Officer at the Eswatini Environment Authority involved in the promotion of training, education and public awareness programmes relating to the protection, conservation and enhancement of the environment and the sustainable management of natural resources. She holds a master's degree in environmental resource management, a Post Graduate certificate in Education, and a certificate in Environmental Education. She is an Education for Sustainable Development practitioner who has taken a lot of strides regarding the implementation of ESD in Eswatini and is part of the ESD 2030 working group. She is leading the process of developing an ESD

strategy for Eswatini. She is an alumnus of the Sustainability Starts with Teachers course.

Session VI-B: ‘Assessment for ESD: Authentic, relevant and Significant Learning’, organized by Fundisa for Change, South Africa

Wednesday 20 December, 09:30-11:00

Annex Space

Interpretation: EN/SP

Overview:

Learning outcomes go beyond the ability to read, write or perform simple arithmetic, and include a range of skills and competencies needed for different purposes throughout life. Education for Sustainable Development (ESD), which emphasizes the importance of quality and relevant learning, should include a holistic approach to learning assessment, focusing on knowledge, skills, competencies, values and attitudes.

Education for Sustainable development requires an ability to engage in systems thinking and understanding complexity of real-world systems and to decide collectively in situations of uncertainty’ on an envisioned preferred common future and the means to achieve it. Schools and higher education institutions have an essential role to play in helping to achieve the societal transformation that is desired as a country and the world. However, educators across institutions have often indicated difficulty to tangibly define and clarify how to assess the complex competencies or outcomes of ESD as required to navigate the uncertainty and the surprise dilemma’s needed to develop adaptive, resilient futures.

Research has indicated that teachers employ effective attributes of formative assessment but clarifying goals, feedback and classroom collaborations are strategic intervention points for strengthening the effective implementation of formative assessment in classrooms. Advancing assessment thinking in Education for Sustainable Development with a focus on transformative learning and significant learning (which are the ESD higher order aspects of social learning) cannot be assessed through cognitive learning processes alone. Lessons that focus on integrated sustainability competencies might be well-placed for developing associated higher order thinking skills and deeper understanding of social-ecological concerns.

Formative assessment is a fundamental part of developing higher order cognitive skills, teachers need more support and time for reflection to improve their implementation of effective formative assessment. Studies highlighted that teachers need enough time to be able to implement effective formative assessment practices. This requires curriculum developers and administrators to revisit curriculum coverage in terms of breadth and depth and to give more time for the implementation of effective formative assessment practices. This serves, too, as a requirement for quality ESD learning with the same interest in higher order thinking skills.

The role and implications of summative and formative assessments of learning outcomes and the purposes of assessment in navigating uncertainty, complexity and resilience requires deep engagements to tangibly surface appropriate approaches and frameworks for assessment.

This session will focus on this often-neglected topic in ESD, namely the type and kinds of learning assessment that are best suited to the transformative objectives of ESD, and that balance the cognitive, social-emotional and action-oriented dimensions of ESD. The session will focus on the assessment ‘for’ and ‘as’ learning, approaches that provide feedback and information to both teachers and learners on how well learning outcomes are aligned with learning objectives.

Multiple frameworks are being used to frame assessment for ESD e.g., the outcomes-based approaches to assessment, competency-based approaches to assessment, assessment of ESD significant learning approaches all of which are attempting to provide clarity and to develop a way of thinking about ESD assessment.

Objectives:

- To host conversations on how to frame learning assessments to work with ESD approaches, principles and practices.
- To dialogue and share examples of interlinkages between what is taught, how it is taught, how it is assessed and the implications for assessment processes.
- To share how ESD assessment can be integrated into education and training programmes.
- Share practices and tangible examples of how ESD learning objectives can be assessed as part of either formative or summative assessment and the role of feedback processes.

Expected outputs/outcomes:

- Guidance on how to frame and work with ESD assessment approaches.
- Shared knowledge of ESD learning assessment approaches and how to capture the ESD cognitive, social emotional and action-orientated domains of learning in line with ESD learning outcomes.

Modality:

- Opening remarks
- Panel discussion
- Workshop groups to share experience on assessment approaches and concerns focussed on questions outlined below.
- Plenary feedback from workshop groups

Speaker Bios:



Shanu Misser is currently based at the South African National Biodiversity Institute and is the National Coordinator of the country initiative called Fundisa for Change which is a national teacher education programme for ESD. She has extensive experience of working in the field of Environment and Sustainable Development (ESD) and environmental learning in formal and informal settings with multiple stakeholders across the education system. Shanu Misser is a UNESCO Education Sector Committee member. She currently leads ESD work in the committee. Her work and experience extend internationally in the fields of youth development and teacher education and has been engaged in climate change education research.



Charles Chikunda is currently working at UNESCO regional Office for Southern Africa, mainly coordinating Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) programmes. He has experience in teacher education that goes beyond 20 years in the SADC region. Charles holds a PhD in Education with focus on Science Education and Education for Sustainable Development. Before joining UNESCO, Charles worked in several Higher Education institutions in Zimbabwe and in South Africa. With his sound background in education Charles is interested in transforming education to focus on sustainability, peace and resilience building.



Jean-Christophe Carteron is the co-founder and President of Sulitest, an international movement initiated in 2013 to increase sustainability literacy worldwide. He spent 14 years piloting the CSR strategy in a French Business school (from research to pedagogy, social impact or green campus). As a board member of various NGOs, foundations, and social enterprises, he is a leading actor on social responsibility and sustainable assessment for higher education institutions. He is co-chair of the Higher Education Sustainability Initiative (HESI), an open partnership between 10 UN entities and the higher education community that was launched at the Rio+20 UN conference. In March 2023, Sulitest launched The Assessment of Sustainability Knowledge (TASK™), an assessment tool that provides relevant, robust and comparable metrics for academic institutions to better pilot, deploy and report on their

impact on ESD.



Daniel Fischer is Professor for Sustainability Education and Communication, Chairholder of the UNESCO Chair of Higher Education for Sustainable Development, and coordinator of the UNESCO-UNITWIN network on Education for Sustainable Development and Social Transformation at Leuphana University of Lüneburg in Germany. In his research and teaching he studies how more sustainable ways of living and consuming can be promoted through communication and learning interventions. In the past years, he has conducted grant-funded research on innovative teaching and learning approaches like mindfulness, storytelling or social citizen science.



Heila Lotz-Sisitka is a Distinguished Professor of Education and holds a Tier 1 South African National Research Foundation/Department of Science and Technology Chair in Global Change and Social Learning Systems at Rhodes University, South Africa. She is Director of the Environmental Learning Research Centre. Her research focuses on transformative social learning and green skills learning pathways in areas of biodiversity, the water-food nexus, climate change, social and environmental justice, and just sustainability transitions. She has supervised 54 PhDs and 67 Masters scholars to completion. The author of over 175 peer reviewed publications. She has raised over 127 Million ZAR in research and development funding for the field of environment and sustainability education at Rhodes University and

has led national and international research partnership programmes in South Africa, across Africa and internationally across countries.



Fabiola Miranda Capetillo has been working for over 26 years in the public sector, on the development and implementation of public policies mobilizing actions to strengthen the humanitarian agenda. In her work, she guarantees the right to education and inclusion of children and adolescents, focusing on historically excluded groups. Advisor to the Minister in the Council for Sustainability and Climate Change where various instruments are voted to advance according to the provisions established in the Paris Agreement, the Escazú Agreement and the Strategy for Capacity Building and Empowerment for Climate Change in Chile, among others., Counterpart in Chile of the international network of

technicians of Education for Sustainable Development (ESD 2030) and promoter of the National Education Plan for Sustainability and Climate Change.



Tshelthrim Dorji is a planning officer with the Policy and Planning Division of the Ministry of Education and Skills Development in Bhutan. He is also acting as the national SDG focal point and ESD-NET national representative. He has led the development of the ESD-Net Country Initiative report and its implementation by coordinating with various relevant stakeholders in the country. He works for the integration of ESD and SDG components into Bhutan's education policy, plans and programmes.



John Arnold S. Siena, deputy director for programme and development Southeast Asian Ministers of Education organization secretariat Bangkok, Thailand. He worked in the Philippines Department of Education from field offices up to the national headquarters. As Director of the National Educators Academy of the Philippines (NEAP), he supported the teachers, school leaders and other teaching -related personnel of the Department by ensuring that they are provided with relevant, responsive, and evidence-based professional development opportunities. He introduced improvements in the learning and development system in the Department that enables and empowers schools to implement ground-level L and D mechanisms such professional learning communities and school-based

trainings while at the same time leveraging on the ecosystem of teacher professional development in the country.

Session VI-C: 'Enhancing ESD in Curriculum Design: Digital Tools, Frameworks and Innovations for Designing, Monitoring and Evaluation', organized by ALDESD and UNESCO MGIEP

Wednesday 20 December, 09:30-11:00

Annex Terrace

Interpretation: None

Overview:

In this session, we will explore the transformative role of digital tools, frameworks, and innovation in advancing Education for Sustainable Development (ESD). This session is designed to provide participants with a comprehensive overview of how digital tools and frameworks can be harnessed to seamlessly integrate ESD principles into curriculum design. We will explore the strategies for embedding sustainability concepts, monitoring progress, and evaluating the impact of ESD initiatives within educational programmes. Through practical insights, best practices, and interactive discussions, attendees will gain the knowledge and tools needed to enhance sustainability education within their institutions, ensuring that the next generation is well-prepared to address the pressing challenges of our world. Join us in this session to discover the power of digital tools, frameworks, and innovations in shaping a more sustainable future through education.

Objectives:

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

- Explain how digital tools, frameworks and innovations can be leveraged to strengthen ESD in curriculum design. They will be equipped with practical knowledge and strategies to support the embedding, monitoring, and evaluation of ESD principles, ultimately promoting sustainable education within their institutions.
- Discuss how digital tools, frameworks and innovations can aid in the effective incorporation of sustainability concepts and practices into educational content. This includes strategies for aligning ESD with curriculum goals and learning outcomes.
- Identify and explore the use of digital tools to track and monitor the progress of ESD initiatives within educational programmes.
- Discuss insights into evaluating the effectiveness of ESD implementation using digital tools frameworks and innovations. This involves measuring the outcomes of ESD strategies and making data-driven decisions for improvement.
- Explain best practices and case studies of successful ESD integration using digital tools, frameworks and innovations offering practical examples and inspiration for participants.

By addressing these objectives, participants will be equipped with the skills and insights necessary to harness digital tools and frameworks effectively for the enhancement of ESD in curriculum design and educational programs.

Expected outputs/outcomes:

The expected outcomes of this session are:

- Participants will have gained practical knowledge of digital tools, frameworks and innovations enabling them to create educational content that effectively promotes sustainability concepts and practices.
- Workshop attendees will also gain practical knowledge to monitor and evaluate the impact of ESD initiatives within their educational programmes using digital tools, frameworks, and innovations. This will result in more data-informed decision-making processes, enabling them to fine-tune their curriculum design strategies for optimal effectiveness in promoting sustainability education.

Modality:

The session can be organised in a dynamic and engaging manner to ensure effective learning and interaction. Here's a suggested organisation format:

Section 1: Introduction (10-15 min)

- Introduce the concept of transformative pedagogies highlighting how digital tool integration in Classroom and Online Learning can support ESD.
- Explore the effective integration of sustainability concepts and practices into educational content through digital tools, frameworks, and innovations.
- Expert facilitators provide insights into the use of digital tools, frameworks, and innovations for ESD. Facilitators can give examples, and gather inputs from participants supported by Mentimeter

Section 2: Country Examples (20-30 min)

- **Moderated Discussion:** the moderator can facilitate a discussion by asking questions and encouraging panellists to share their examples, challenges and experiences at the country level. Participants can also submit questions or topics for discussion in real-time (QR code provided to access Q&A feature).

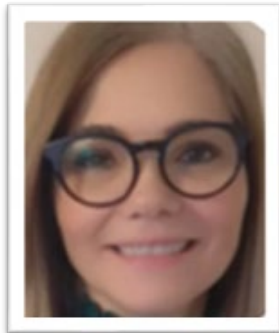
Section 3: Group activities (30-40 min)

- **Group Work and Case Studies:** group tasks or case studies are assigned related to the digital tools, frameworks, and innovations presented by the panellists. Groups can collaborate to solve problems and/or apply what they've learned.
- **Small Group Discussions:** each group can discuss specific aspects of ESD integration. Encourage participants to share their own experiences and challenges.
- The moderators will facilitate the discussions:
 - **Session A:** Example of implementation at School level- MGIEP courses.
 - Exploring the Components of the UNESCO MGIEP Course
 - Break down the essential skills the course targets: self-awareness, emotional regulation, critical inquiry, perspective-taking, and compassion.
 - Explain how the Libre pedagogical framework enhances learning through various strategies like reflection, discussion, inquiry, storytelling, simulations, and games.
 - **Session B** Example of implementation at the University level (Learning Design and ESD Bootcamp) delivered by the Association for Learning Design and ESD (ALDES) in collaboration with UNESCO IESALC
 - Exploring the Components of the Learning Design and ESD Bootcamp
 - Introduce the modules of the Bootcamp based on the pillars of the CoDesignS ESD Framework: key competencies for sustainability, specific learning objectives for the SDGs and transformative pedagogies.
 - Explain how the Bootcamp experience encompasses a diverse array of learning activities including engaging micro-lectures, live webinars featuring guest speakers, interactive discussions and immersive case studies, as well as dedicated mentoring and ongoing support throughout the duration of the Bootcamp.
 - Discuss how the CoDesignS ESD Toolkit Planner supports the learning design and monitoring process streamlining the incorporation of ESD principles and practices in a meaningful and manageable way.

Section 4: reflections, discussion & Close (10-15 min)

- Encourage the moderators to share best practices they observed during the practical sessions. Emphasise any innovative approaches or successful strategies that participants can replicate in their own contexts.
- Open the floor to questions from the participants. Questions can be collected in advance (QR code). Moderators should respond to these questions, providing further insights or clarifications as needed.
- *Summarise Key Takeaways:* Conclude the panel discussion by summarising the key takeaways and actionable insights discussed during the session. Emphasise how participants can apply these insights in their educational settings.

Speaker Bios:



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.



Nandini Chatterjee Singh is senior national program officer at UNESCO MGIEP (Mahatma Gandhi Institute of Education for Peace and Sustainable Development) in New Delhi. She trained as a physicist, built a career in research and teaching in cognitive neuroscience research at NBRC on literacy, neurodiversity and emotion. Since 2017, at UNESCO MGIEP she has been leading the integration of social and emotional learning (SEL) towards achieving SDG 4.7. MGIEP's EMC² framework for SEL builds competencies in Empathy, Mindfulness, Compassion and Critical Inquiry, using new digital pedagogies like games, digital dialogue, and reflection, in using global issues like climate change, migration, biodiversity and media literacy and is designed

for adolescent school children.

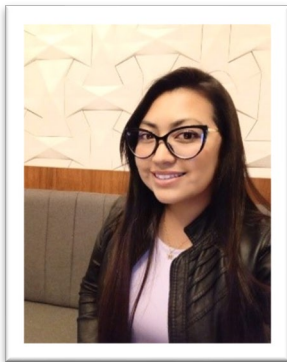


Ivan Anthony Henares, PhD is Secretary General of the UNESCO National Commission of the Philippines, Commissioner (Deputy Minister) for Cultural Heritage of the National Commission for Culture and the Arts, and Assistant Professor at the Asian Institute of Tourism of the University of the Philippines, Diliman. At present, he is also Secretary General of the ICOMOS International Cultural Tourism Committee (ICTC), Head of the Subcommission on Cultural Heritage and National Committee on Monuments and Sites of the National Commission for Culture and the Arts, Chairperson of the Heritage Conservation Society (HCS), Philippine Committee President of the International Committee for the Conservation of the Industrial Heritage (TICCIH Philippines), and Board Member of the Southeast Asian Cultural Heritage Alliance (SEACHA).



Moses J. Y. Gemeh, has 14 years of experience in Education, he has been a catalyst for change at various levels of education. He has an educational background in Linguistics, Educational Psychology, use of Digital Tools to Develop Basic English Language Proficiency, Leadership & Management, and Policy Linking for Global Reporting on Learning Outcomes. Moses evaluates issues from diverse perspectives, which include ESD. He is also known for winning a National Award as the Second-Best Teacher in Senior High School Category in Ghana in 2017. Currently serving as a Principal Programme Officer responsible for Education at the Ghana Commission for UNESCO and the Focal Person for ESD in Ghana, he coordinated a collaborative effort that engaged stakeholders from diverse sectors to

develop Ghana’s Country Initiative for ESD showing his ability to foster partnerships and implement sustainable education strategies on a national scale.



Daysi Pachacama Simbaña. Mineduc-Ecuador, Teacher, linguist and environmental educator, she belongs to the indigenous community (Kichwa Kitu Kara), has more than 12 years of experience with a focus on wildlife conservation, and urban fauna and flora. She worked as an educational mediator at Yaku- Water Museum and Interactive Science Museum in Quito city, where she designed the project “Bichoteca urbana” to raise awareness about the extinction of biodiversity in urban areas. In addition, she developed museological scripts, Practice Guidelines for Enhancing Urban Bird Habitat, and the implementation of Yard Bird-Friendly in Quito city. She currently works as a Pedagogical Improvement Analyst in Education for Sustainable Development area, at the Ministry of Education-Ecuador.

Session VI-D: ‘Stepping up ESD agenda in Higher Education: A Call to Action’, organized by UNITAR and IAU

Wednesday 20 December, 09:30-11:00

Committee Room 2+3

Interpretation: None

Overview:

Higher Education Institutions (HEIs) have always played an important role as centers of knowledge production and learning institutions for future generations. As such, they foster knowledge and harness innovation for the benefit of society. The Education for Sustainable Development (ESD) agenda with the current ESD for 2030 framework is a tool that HEIs can use to reaffirm their relevance in the face of global challenges and show their contribution to the Sustainable Development Goals (SDGs). While many HEIs have embraced sustainable development principles, more can be done on effectively embedding them. In 2022, UNESCO’s Independent Expert Group identified three areas where things need to change significantly for HEIs in a shift to sustainable development: going beyond disciplinary boundaries and focusing less on theory and more on practical skills and innovative and critical thinking; engaging in new ways of knowing that can add value to strict science-based knowledge; and showing how they can be a critical partner for different sectors of society. *“HEIs should inspire societal change when necessary,*

taking a leading role in the transitions necessary for humankind and emphasizing that the need for change is immediate”¹, noted the report.

HEIs should work to ensure equitable and well-funded access to HED, provide a holistic student learning experience, embrace inter-disciplinarity and trans-disciplinarity, and offer lifelong learning and flexible learning pathways, among others. A high-leverage action area to promote higher education transformation is to embed core sustainability competencies across all educational programmes. Another area is an effective engagement with national authorities as an equal partner to demonstrate what HEIs as independent knowledge-producing institutions can and should fully play their role and contribute to sustainable development. This session will explore possible approaches to transforming higher education so that HEIs can fully play their role in enabling societies to move towards a more sustainable and inclusive future through the provision of quality, holistic, trans-disciplinary education, problem-oriented research, and community engagement. It will highlight the examples of partnerships between HEIs and national authorities and communities acknowledging the important role of higher education sector.

Objectives:

The main objectives of the session will be to

- Discuss what needs to be done to enable HEIs to inspire societal change in terms of research, education and innovation, and the role of Whole of Institution and Whole of Community Approaches in this transformation;
- Review how HEIs can embed core sustainability competencies and inter-disciplinarity across educational programmes;
- Showcase good practices on the contribution of HEIs as equal and critical partners to sustainable development, including national partnerships, policy change, curriculum innovation and community outreach.

Expected outputs/outcomes:

A proposal on how to develop an inventory of country initiatives and good practices in the area of the Whole-of Institution and Whole-of-Community approaches that could include:

- Partnerships between national authorities and HEIs;
- Embedding sustainability competencies in the design of educational programmes and in the development of course plans, teaching methods and assessments;
- Community outreach;
- Other examples of practical approaches in transforming higher education.

Country initiatives will be understood here in a broad sense as emanating from different partners, not limited to the ones initiated by national authorities, recognizing academic freedom, University autonomy and social responsibility of HEIs as key driving principles

Modality:

The session will be organized as a combination of opening speeches to set the scene, a panel discussion and group work.

- **Setting the scene panel discussion “Transforming higher education”:**

The session will kick off with two rounds of reflections from three panel members on Transforming Higher Education agenda, WIA, and Sustainability Competencies (30 min – around 2-3 min. per presenter per round ending with an open question for other presenters).

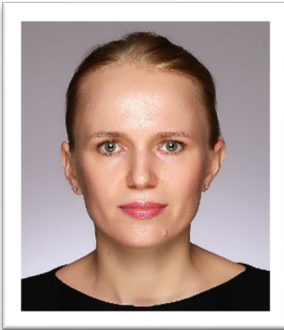
- **Good practice-sharing session “Examples of transforming higher education”:**

The panel discussion will be 3 presentations around case studies by countries or HEIs who will be invited to present with the following guidelines (30 min – around 6-7 min. (2-3 slides) per presenter and a 10-min. Q&A session).

- **Group discussions “Country initiatives on transforming higher education”:**

The session will close by group discussions around the development of a possible approach to an inventory of country initiatives and good practices (30 min).

Speaker Bios:



Elena Proden (PhD) leads UNITAR’s Strategic Implementation of the 2030 Agenda Unit providing support on the SDGs to a range of constituencies with a special focus on strategic planning and systems thinking, statistics and data, as well as learning and education in support of the SDGs. The Unit’s programming includes a combination of in-person training, advisory services and e-learning and covers projects in different world regions, with a special emphasis on countries in special situations, including LDCs and SIDS. Elena has also been working more specifically on statistical literacy, training and data partnerships with academic institutions, and serves as the current Chair of the Global Network of Institutions for Statistical Training.



Charles Hopkins holds the *UNESCO Chair in Reorienting Education towards Sustainability* at York University in Toronto, Canada. This Chair, established in 1999, was the first to focus on Education for Sustainable Development (ESD) as a central concept and to position sustainability as a purpose of education. Today, the Chair conducts research through two global ESD research networks, the *International Network of Teacher Education Institutions* and the *#IndigenousESD*. Hopkins has a long relationship with education and sustainability, locally as a school superintendent in Toronto and internationally, chairing the writing and adoption processes of several UN ESD Declarations. Hopkins has lectured and presented papers in approximately 75 countries. He also serves as the Co-Director of the *Asia-Pacific Institute on ESD* in Beijing, China.



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. 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*. 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, among others.



Robert J. Didham (Ph.D.) is a UNESCO Chair on Education for Sustainable Lifestyles since February 2021. He is also the director of the Centre for Collaborative Learning for Sustainable Development and an associate professor at Inland Norway University of Applied Sciences. He has coordinated multi-country research on education for sustainable development, sustainable consumption, and adaptation planning, and he has led policy support projects for national governments. Previously, Robert was the senior coordinator for capacity development and education at the Institute for Global Environmental Strategies (IGES), based in Japan. At the Centre for Collaborative Learning, he is overseeing action research projects on participatory planning and local implementation of the Sustainable Development Goals (SDGs) and on integrating transformative learning approaches in both formal and non-formal education.



Alejandro Velasco is a researcher and coordinator of the ESD research node of the Observatory of Sustainability in Higher Education in Latin America and the Caribbean (OSSES-ALC). MBA in Sustainable Management from Leuphana University of Lüneburg, Germany. Lecture of ESD at Vechta University. For more than 15 years, collaborator and consultant for German development cooperation. Currently consultant for UNESCO-IESALC. Researcher, specialist and lecturer in Education for Sustainable Development and its integration in higher education institutions in developing countries. PhD Candidate in Educational Sciences at Vechta University. Since 2004, founder and General Director of the Colombo-German Cultural Institute Sprach Institut Bogotá.



Mayada Belal, a professor of tourism, hospitality, and heritage studies at Helwan University, Egypt. Currently serving as a Member of the World Committee on Tourism Ethics at the United Nations, she actively contributes to shaping ethical considerations in global tourism. Additionally, holding the UNESCO Chair on "Integrating Intercultural Education in Higher Education Institutions for Global Citizenship" highlights her dedication to promoting a global perspective in education. With a background in higher education administration, Mayada has served as the Former Undersecretary for Cultural Cooperation at the Ministry of Higher Education and Scientific Research. She is a Member of the Sector Committee of Technical Education and contributes to internationalization efforts as a Steering Committee member of the university's strategic plan.

Session VI-E: ‘Innovative Curricula and Pedagogical Approaches to advance Climate Change Education’, organized by World Wide Fund for Nature (WWF) Kenya and Earth Charter International

Wednesday 20 December, 09:30-11:00

U Thant Conference Hall

Interpretation: EN/JP

Overview:

Climate action is one of the thematic priorities of [ESD for 2030](#), therefore, UNESCO and partners are actively working on making education a more central and visible part of the international response to climate change. Climate Change Education remains a key strategic tool in addressing the global climate crisis. This requires innovative pedagogical approaches that can help mainstream climate change education in all forms of curricula and education initiatives to reach a broad audience.

An instrumental initiative in this endeavor is the Greening Education Partnership led by UNESCO, set to be unveiled during COP28. This partnership not only promotes but also implements climate education on a global scale. Employing a comprehensive, institution-wide approach, it seeks to empower countries in confronting the climate crisis by harnessing the pivotal role of education. This collaborative platform, uniting governments and diverse stakeholders such as inter-governmental organizations, civil society, youth, academia, and the private sector, aspires to deliver robust, synchronized, and all-encompassing actions. The ultimate goal is to equip every learner with the knowledge, skills, values, and attitudes essential for addressing climate change and fostering sustainable development.

This session will share innovative and integral tools, methods and approaches on climate change education, that proposes solution-oriented teaching and learning to prevent feelings of despair, hopelessness and anxiety among learners. Whole institution approaches to ESD and climate change coupled with values-based education and the practice of inter and transdisciplinary work provide a way forward to move to adaptation and regeneration, building a sustainable pathway for humanity and nature.

Objectives

The key objectives of this session are to:

- Discuss and share innovative pedagogical approaches towards climate change education in line with ESD 2030.
- Provide ideas and recommendations especially for Member State representatives that are looking for integrating climate change education in the framework of ESD 2030 national initiatives.
- Open opportunities for networking and build collaborations to work towards addressing climate change through innovative educational approaches.

Expected outputs/outcomes:

- Participants have increased knowledge, skills and capacity to carry climate change education in their contexts
- Participants are motivated to act through diverse educational approaches towards addressing climate change.

- Participants develop collaborations to continue to work towards addressing climate change through innovative pedagogical approaches.

Modality:

The session will start with a panel discussion that brings together stakeholders from different contexts, including universities, policy makers, educators, and youth.

After presentations from the panellists, the group will be divided in small groups to share practices between participants, following some guiding questions. After group discussion, there will be a moment for plenary discussion to give participants an opportunity to share key insights from the group discussions. The session will end with a summary and closing remarks from the moderators.

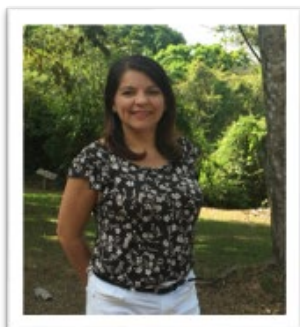
- 9.30 – 9.35am: Introduction/Icebreaker
- 9.35 – 10.10am: Presentations from Panelists: Climate Change education in practice
- 10.10 – 10.40am: Group Discussions: innovative approaches to climate change education. How can CCE be strengthened in ESDfor2030 country initiatives?
- 10.40 – 10.55am: Plenary Discussions
- 10.55 – 11.00am: Summary / Closing Remarks

Speaker bios:



Zipporah Musyoki – Webola is an environment and sustainability expert with over 25 years’ experience in the field of environmental education and conservation. She has served in different capacities in several organizations. She served as Head of Education Programmes for African Fund for Endangered Wildlife Kenya and also as Principal Coordinator – Environmental Education and Information, NEMA Kenya. She is currently the Regional ESD Programme Coordinator for WWF - Africa Region whereby she has overseen the implementation of different projects and programmes to include the East Africa ESD Programme; Our City 2030 Project and the current Africa Youth Transformational Leadership Programme. She is serving as a member of WWF’s Global Education Leadership Group and WWF Africa Policy Core Team as Public

Engagement Focal Point for Africa. She holds a Bachelor of Science degree from the University of Nairobi and a Master of Science degree in Education for Sustainability from London South Bank University.



Alicia Jiménez is Director of Programmes at the Earth Charter International (ECI) Secretariat in Costa Rica. She has a PhD on Education from La Salle University, Costa Rica. Since 1998, she has been working in the field of conservation and sustainable development. She worked in the IUCN Mesoamerica's Regional Office and the National University of Costa Rica and has been involved as a visiting professor at the University for Peace. In 2006, she joined the ECI, where she oversees the Earth Charter work especially in Latin America, Africa & the Middle East and Asia Pacific. In addition, she is involved with the Secretariat's projects on education for sustainable development, facilitating courses, workshops and research processes. She

received a fellowship at Leuphana University (Germany) to work in transdisciplinarity and education for sustainable development.



Since 2002, **Yukihiro Oikawa** has promoted ESD as a pioneer in Japan, in formal education mainly, collaborating with diverse sectors and international institutions such as UNESCO, UNU and OECD at local and global level. He serves as the Chairperson of ESD Round-table Meeting in Japan and the Chair Advisor of ESD Resource Center as well as a member of Japanese National Commission for UNESCO. After the Great East Japan Earthquake and Tsunami in 2011, he engaged in post-disaster education recovery and the improvement of education utilizing the ESD network as a vice principal at school and an administrator in Kesenuma City. He is now researching CCE and DRR Education as a crucial approach to ESD for SDGs. He has PHD in Global Environmental Studies from Kyoto University.



Livleen K Kahlon, Associate Director, Environment Education and Awareness. Dr Livleen K Kahlon leads the Environment Education and Awareness programs at TERI and has a core competency in critical review and analysis of documents and reports related to environment education, youth empowerment and outreach, and popularization of scientific and environment topics. She has issued public statements and communications related to EE (Environment Education) and conceptualized stakeholders' dialogues related to GEC (Global Environmental Citizenship).



Gulfishan Shafeeu, is a senior curriculum development analyst at the National Institute of Education, / Ministry of Education, Male' Maldives. She participated as a member in formulating the new National Curriculum implemented in 2015 and since then, she has been an active member in supporting the National curriculum implementation in schools, especially focusing on active learning methodologies in teaching science and environment in schools. She is playing a key role in providing in-service training for teachers to implement newly developed green school framework in schools.



George Muganga holds a PhD in Development Studies. He is currently the Country Representative Uganda and Leader African Mountains Programme at Albertine Rift Conservation Society (ARCOS). ARCOS is a regional organization and is the National Operator for Foundation for Environmental Education in both Uganda and Rwanda. He previously worked at Uganda's National Environment Management Authority where he oversaw coordination of government and civil society actors involved in environment management. He has served as a Dean Faculty of Business and Development Studies at Bishop Stuart University, Uganda, a lecturer and teacher. Muganga been a Technical Lead for Uganda` ESD programming providing support to state and non-state actors. He facilitated development

of the country` ESD Policy, the National Action Plan and of recent the national Education for Sustainable Development for 2030 framework among others.