



Thursday 26 September 2024

10:00 – 12:00 CET

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Background

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

To promote knowledge sharing, collaboration and mutual learning through ESD-Net 2030, UNESCO is organizing a **series of interactive learning webinars** in 2024 on relevant ESD topics to highlight and promote innovative practices and key competencies in ESD. The learning webinars will focus on providing concrete and practical ESD activities in line with the five priority action areas outlined in the ESD for 2030 Roadmap: 1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.

Sustainability competencies

ESD, as a holistic and transformative approach to education, aims to empower learners with the knowledge, skills, competencies, values and attitudes required to make informed decisions and responsible actions for sustainable futures. Much progress has been made in determining what principles and objectives should guide learning processes in ESD framed around addressing the cognitive, socio-emotional, and behavioural domains of learning. The variety of competencies supporting this holistic education include critical and systemic thinking, analytical problem-solving, creativity, working collaboratively, the ability to understand the interconnections and relationships within systems, as well as to apply different problem-solving frameworks to complex sustainability problems ([UNESCO, 2017](#)).

However, less attention has been paid to the kind of pedagogies, didactics, and teaching/learning practices, including learning assessments, that effectively support the development of these skills and competencies. Innovative and alternative teaching and learning approaches include student-centred learning such as team- and project-based learning, experiential learning, as well as outdoor education ([UNESCO, 2019](#)). Designing assessments that effectively capture the various sustainability competencies across the cognitive, socio-emotional, and behavioural domains of learning present a significant challenge compared to traditional teaching and learning methods like testing and exams as it requires innovative, integrative approaches that embrace the concepts of assessment *for* and *as* learning, rather than assessment *of* learning.

Objectives

This session on **learning, teaching and assessing ESD competencies** will address how ESD learning competencies can be included into learning content and outcomes, pedagogy, assessment and the learning environment. Speakers and facilitators will discuss various methods and examples of practices in pedagogical approaches and learning assessment for sustainability competencies, how sustainability competencies are integrated into teaching and learning, and how different forms of learning assessment can play a role in realizing or hampering the transformative aspirations of ESD. Participants will be able to learn good practices and examples of teaching, learning, and assessing ESD competencies from across the Asia-Pacific region and beyond.

Date

The learning webinar will take place on **Thursday, 26th of September 2024 at 10:00 am – 12:00 pm CET**

Target Audience

The primary target audience of this learning series includes education stakeholders seeking to strengthen the implementation of ESD in their learning environments (e.g., teachers, head teachers, community-based educators, teacher trainers, youth leaders, academics, and other education stakeholders). Registration is open to all stakeholders who consider this webinar relevant. We encourage participants to log on 10 minutes before the start of the webinar.

Modality

The learning webinar is intended to actively engage ESD stakeholders in sharing and deepening their understanding and knowledge of learning assessment in ESD. The webinar will utilize a combination of presentations and group discussions in plenary and breakout rooms to reflect on pedagogical and assessment approaches and methods.

Interpretation will be provided in the plenary in English and Russian. The breakout session will be held in English.

How to join the webinar?

The webinar will be held online. To participate, please register at: https://unesco-org.zoom.us/meeting/register/tZwkceugpjlpGtwDiBxK1U5sv_E82R3Y4VJm

Preliminary Programme of the webinar (TBD)

Outline	
(10 min) Interpretation EN/RU	Welcome and introduction to ESD-Net Learning Webinar Introduction of sessions/workshops <ul style="list-style-type: none"> Julia Heiss, Team leader for ESD for2030, Education Sector, UNESCO Faryal Khan, Programme Specialist, UNESCO Bangkok
(50 min) Interpretation EN/RU	Sustainability competencies: how do educators teach and assess in ESD? Moderated by Faryal Khan, Programme Specialist, UNESCO Bangkok <ol style="list-style-type: none"> Rachel Parker, Senior Research Fellow, Educational Monitoring and Research division, Australian Council for Educational Research (ACER), Australia Tricia Seow, Senior Lecturer, National Institute of Education, Nanyang Technological University of Singapore Madina Tynybayeva, President, National Academy of Education named after Y. Altynsarin, Ministry of Education, Republic of Kazakhstan Preeti Hingorani, Senior Education Advisor/Vice President Education reform South Asia, Partnership for Education of Cambridge University Press & Assessment, India
(45min) Group A (Plenary) Interpretation EN/RU Group B (Breakout room) Held in English	Participatory discussion session: Group A: Learning assessment for ESD Moderated by Daniel Fischer, Professor, Sustainability Education and Communication, UNESCO Chair in Higher Education for Sustainable Development, Leuphana University of Lüneburg, Germany Group B: Competencies and pedagogies in ESD Moderated by Robert Didham, Centre Director and Associate Professor, Centre for Collaborative Learning for Sustainable Development, UNESCO Chair on Education for Sustainable, Inland Norway University of Applied Sciences, Norway
(15 min) Interpretation EN/RU	Reporting back, closing and next steps Moderated by Mark Manns , Programme Specialist, ESD Section, UNESCO HQ

Speakers



Tricia Seow is the Assistant Head of the Humanities and Social Studies Academic Group and co-chair of the Sustainability Learning Lab at the National Institute of Education, Nanyang Technological University, Singapore. Her research interests focus on the pedagogies that support sustainability education, as well as the role of teacher's identities and beliefs in the ways they teach about sustainability issues.



Rachel Parker is a Senior Research Fellow in the Education Research, Policy & Development Division at the Australian Council for Educational Research (ACER). Rachel has consulted, lectured, and published in Australia and internationally on intercultural competence, global citizenship education, and global learning pedagogies, practices, and assessment. Rachel currently leads a four-country study funded by UNESCO-APCEIU, ACER and the Australian Government designed to investigate ways of monitoring global citizenship enactment and outcomes in Australia, Lao PDR, Republic of Korea, and the Philippines.



Madina Tynybayeva is the President of the National Academy of Education named after Y. Altynsarin, Ministry of Education, Republic of Kazakhstan. Before joining the Academy, Madina was leading the Analytical Center under the Ministry of Education. She holds a M.Sc. in assessment from Twente University, the Netherlands, and PhD in Education with specification in assessment from Nazarbayev University, Kazakhstan. This year she graduated from the Oxford University Said business-school. She is a PI (principal investigator) and co-PI in several national and international research projects on peace education, assessment, and inclusive education.



Preeti Hingorani has worked as a trusted advisor and advocate of education for over 20 years. She has designed and implemented engagement programmes with ministries, governmental and non-government organisations and brought together various actors in the space to leverage the power of networks and communities to find local solutions drawing on international best practices. She has led the brand engagement for Cambridge in South Asia and in the process developed meaningful partnerships with ministries, not for profit organisations, donor agencies and educationists in South Asia. With experience in EdTech and Publishing, across UK, Europe, Australia, India and Maldives. She now works at the intersection of

strategy, impact, advocacy and partnerships to drive the agenda of equity and scale in education in India.

