WORKSHOP
Our ESD approach

In the next 2.5 hours we will …

Q1: Agree on our own ESD approach
Q2: Self-reflect on some key components for a successful ESD activity

Key to Symbols used

Solo exercise

Pair exercise

Group exercise

All together

Q 1 Identifying our own ESD approach

Introduction:

Think of an object that represents **sustainability** in your life.

Solo exercise

https://padlet.com/ialampei/2017_JO_my_sust_object

Q 1 Identifying our own ESD approach

Introduction:
Think of what does the concept of **sustainability** mean to you, personally, as a citizen, family-member, teacher, neighbour…

Solo exercise

Q 1 Identifying our own ESD approach

In pairs discuss what **sustainability** and/or "**Education for Sustainable Development**" means to you, personally, while keeping notes of key-words.

Pair exercise

Q 1 Identifying our own ESD approach

- Let's check how others approach / define ESD and relevant terms.
- Individually, read the *cards* and find:
  a) one perspective that ***resonates*** with you
  b) one perspective that ***surprises*** or **challenges** you

Solo exercise

ESD: Education for Sustainable Development

Environmental Education

Global Education

Citizenship Education

Education for Sustainability (EfS)

HUMAN RIGHTS EDUCATION

PEACE EDUCATION

Q 1 Identifying our own ESD approach

- Share with all of us your perspectives on issues you resonate with (and why), and those that might challenge your thinking (and why).
- Keep notes of **key words** and phrases.

All together

ENVIRONMENT
air, water, land,
plants, animals
SUSTAINABILITY
SOCIETY
education, health,
safety, opportunity
ECONOMY
money, jobs, trade,
business

From: Shelburne Farms
www.sustainableschoolsproject.org

From: Mediterranean Strategy on ESD
(Whole School Approach theory)

Q 1 Identifying our own ESD approach

- Based on your key-words, in groups develop **your own motto**, or a working **definition** or **perspective** or **approach** of SD and/or ESD.
- Keep it short! Avoid writing a definition that is longer than one or two sentences (in ARABIC and ENGLISH).
- Pin it on a large wall paper.
- This definition will guide your own group's work in this training!

Group exercise

Our group's Motto...
شعار مجموعتنا هو ...
Our ESD will aim at ...
In our ESD work we take in mind ...

1 min
per group

Q2

When is an activity characterized as «ESD»?

Intro: take a stand

ESD is about students and schools ⟷ ESD is about everything in life

- To what extend do you agree or disagree with these two opposing views?
- Stand in a line to show.

~10 volunteers

Tip: variations of stand in the line game

Permanently in the class floor

Anonymously – no explanation

By rating, e.g. from 0 to 10

Anonymously - with explanations

Q 2 When is an activity characterized as ESD?

- Individually, can you recall of an ESD lesson / outdoor activity / campaign etc. that has **influenced** or **motivated** you? How? Why?
- What was special about it?

Solo exercise

Q 2 When is an activity characterized as ESD?

- In pairs discuss what are the **characteristics of a successful ESD activity**?
- Take notes

Pair exercise

Q 2 When is an activity characterized as ESD?

1. In plenary, brief us on your pair discussion outcomes.
2. A facilitator **lists** the expressed success factors in key-words (in Arabic <u>and</u> English)

All together

1 volunteer

Q 2 When is an activity characterized as ESD?

- Let's do a mini-poll on the most important factors.
- Go over the list and **vote (by ✓)** for **up to 2 factors**

All together

Q 2 When is an activity characterized as ESD?

- What factors make the TOP-5?
- Clearly write those TOP-5 on a separate large scale paper.

Self-Reflection on Q2

When is an activity characterized as «ESD»?

- Silently consider how much you practice already these “success factors” in your ESD work?
- What could motivate you in integrating them even more?
- What possibilities can you build on?
- What changes are necessary?
- Silently, note down **one ESD skill you are good at** and **one skill you need to improve**.

Solo exercise

Some Promising ESD practices

- Learners actively think about their sustainable future (**envision**).
- **Past, present and future** contexts and impacts are connected.
- Learners consider impacts of **personal** and **community decisions**.
- **Local & global** perspectives, contexts, and needs are considered.
- Academic learning is connected to **real issues**.
- Learners practice **inquiry**, **problem solving** and an open-ended questioning process.
- Learners participate in **community building**, and service-learning.

SDGs , Cross-cutting competencies (UNESCO, 2017)

Systems thinking: ability to recognise and understand relationships; analyse **complex** systems; think of systems in different domains and scales.

Anticipatory competency: ability to understand and evaluate **multiple futures** (possible, probable, desirable); to create one's own visions; apply the precautionary principle; assess the consequences of actions; to deal with risks and changes.

Normative competency: ability to understand the **norms &values** that underlie one's actions; negotiate sustainability values in a context of interest trade-offs.

Strategic competency: ability to collectively develop **innovative** sustainability actions.

Collaboration: ability to learn from others; to understand and respect their needs, perspectives and actions (**empathy**); to deal with conflicts in a group.

Critical thinking: ability to **question** norms, practices and opinions; to reflect on own values, perceptions and actions; to take a position in the sustainability discourse.

Self-awareness: ability to reflect on **one's own role** in the local and global society; to continually evaluate and further motivate one's actions, feelings, desires.

Problem-solving: ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solutions.

Debrief exercise

What were my learning objectives for this session?

Sustainability is a concept with multiple meanings and definitions.

Any institution / group / individual needs to ***define sustainability in their own terms****, to meet their own needs and those of their places.*

They must develop their shared ***vision*** *and decide* ***which sustainability aspects are important in it*** *before they engage in planning and running actions.*

Literature & Contacts

CONTACTS

Iro Alampei, www.medies.net, info@medies.net, alampei@mio-ecsde.net

LITERATURE

- World's largest lesson: http://worldslargestlesson.globalgoals.org/
- The Guide to Education for Sustainability , Sustainable Schools Project (2015) http://sustainableschoolsproject.org/sites/default/files/EFSGuide2015b.pdf
- Global How? – A trainer's manual (2016) http://www.finep.org/files/fgl_manual_global_how_print_version.pdf
- Education for Sustainable Development Goals Learning Objectives (UNESCO, 2017) http://unesdoc.unesco.org/images/0024/002474/247444e.pdf

- Museum Educator's handbook, Graeme Talboys, ASHGATE

Informal Day 1 Evaluation

- Did you have any **unexpected thought about something, someone or yourself** today?
- Share with us a phrase about this insight, your "**A-ha moment"**