

WORKSHOP

Our ESD approach

In the next 2.5 hours we will ...

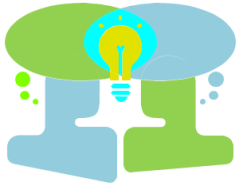
Q1: Agree on our own ESD approach

Q2: Self-reflect on some key components for a
successful ESD activity

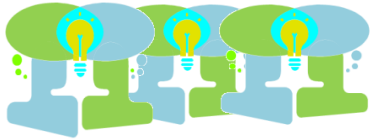
Key to Symbols used



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/ialampe/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.



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

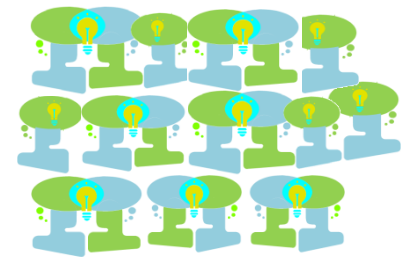
Education for
Sustainability (EfS)

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.

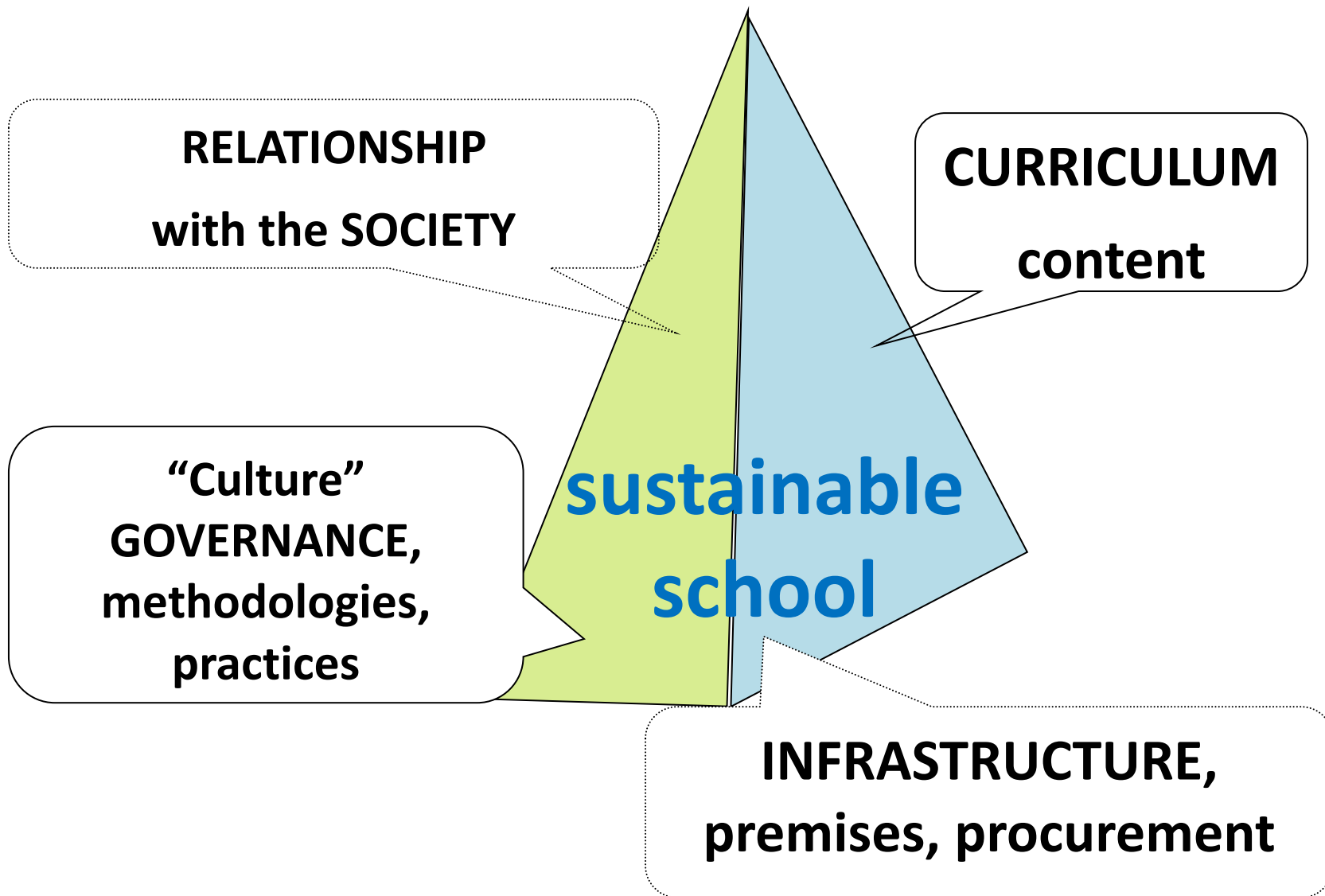


All together



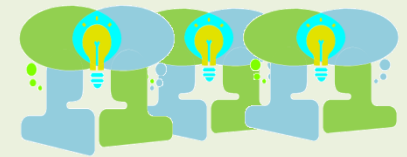
THE BIG IDEAS^{of} SUSTAINABILITY





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



Q2

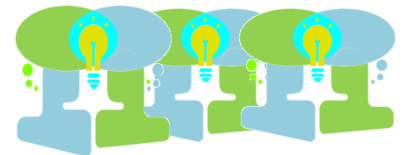
**When is an activity
characterized as «ESD»?**

Intro: take a stand

*ESD is about
students and
schools*

*ESD is about
everything
in life*

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

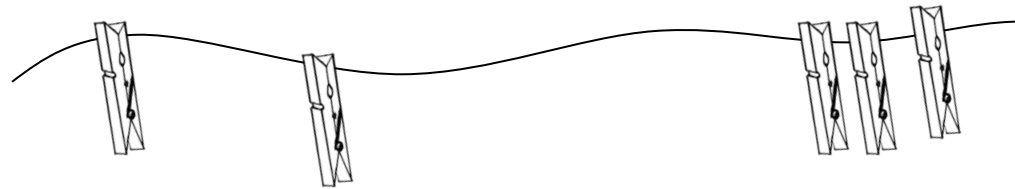


~10 volunteers

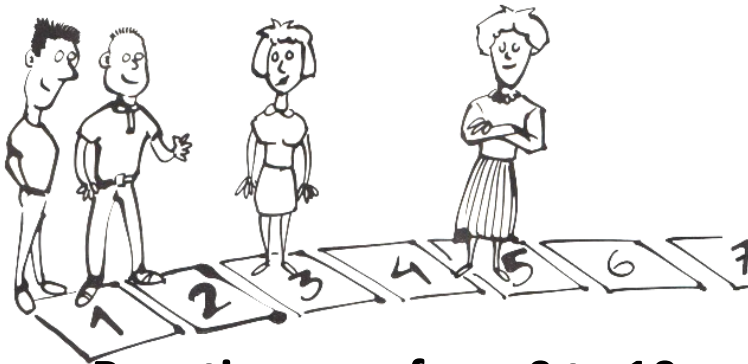
Tip: variations of stand in the line game



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

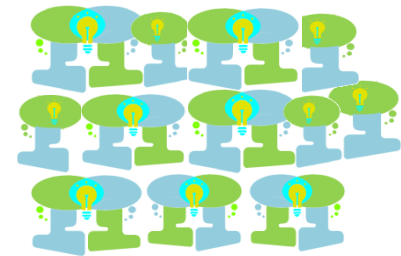
Q 2 When is an activity characterized as ESD?

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



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 and English)



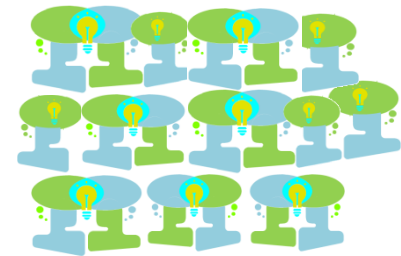
All together



1 volunteer

Q 2 When is an activity characterized as ESD?

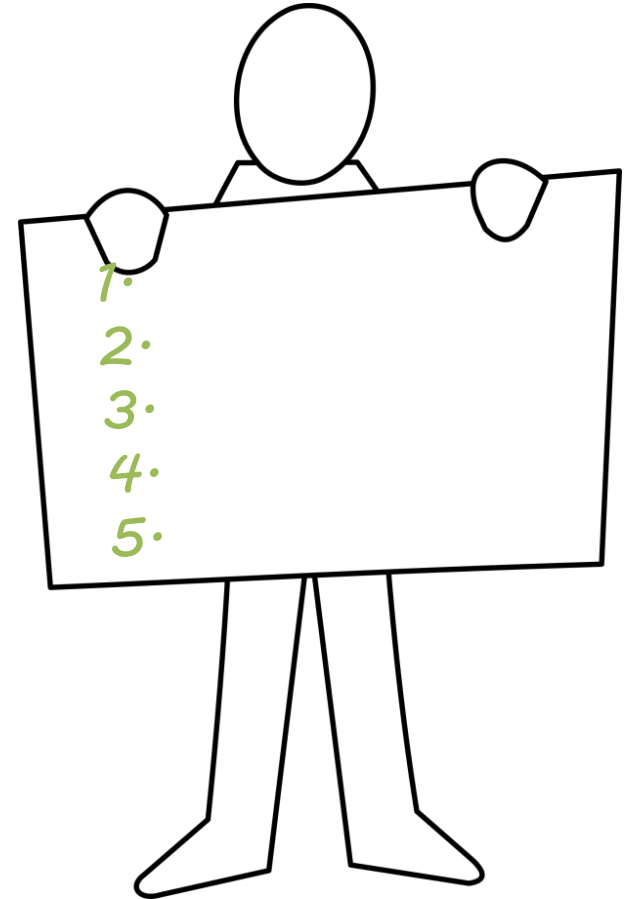
- Let's do a mini-poll on the most important factors.
- Go over the list and **vote (by ✓)** for **up to 2 factors**



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



What is the Lens of Sustainability?

The lens of sustainability is a way of looking at the world, seeking to find the interconnections and interactions between the environment, the economy, and the community. The lens of sustainability can be applied to anything.

- 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.

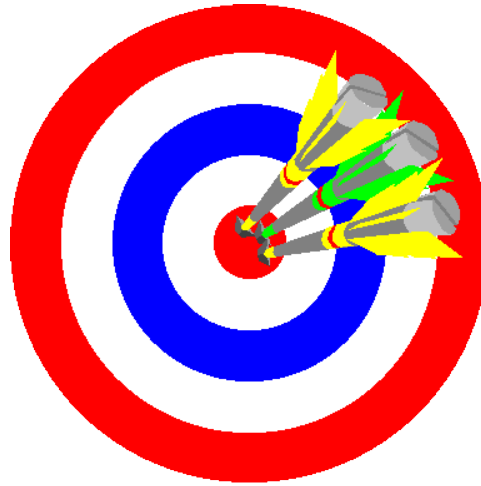
Self-awareness: ability to reflect on **one's own role** in the local and global society; to continually evaluate and further motivate one's actions, feelings, desires.

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.org

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**”