

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.



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

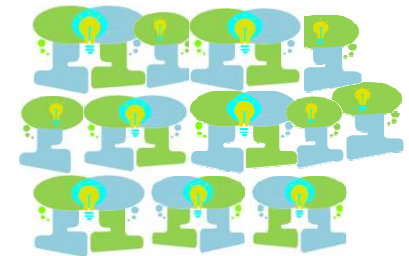
Education for
Sustainability (EfS)

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.

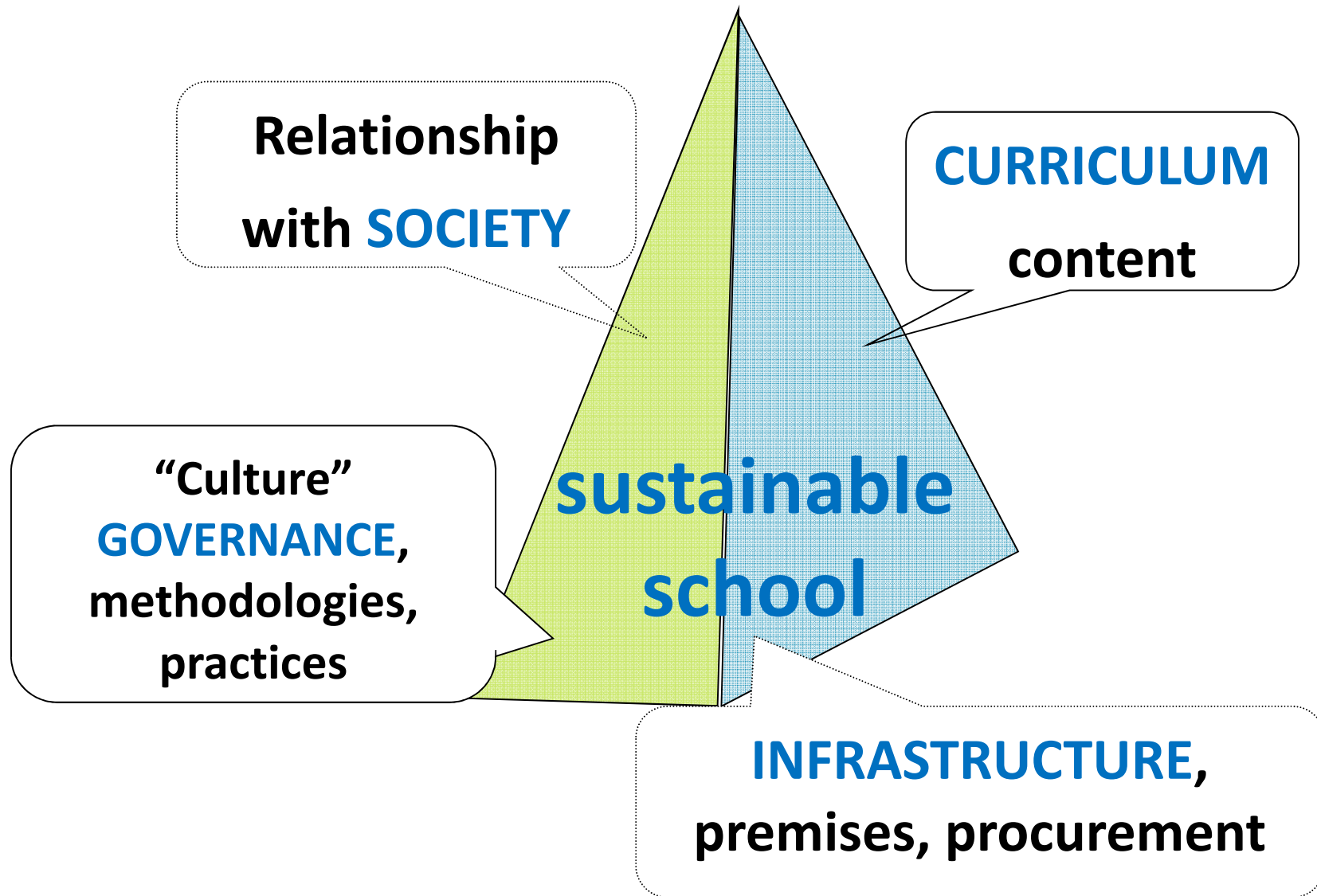


All together



THE BIG IDEAS^{of} SUSTAINABILITY

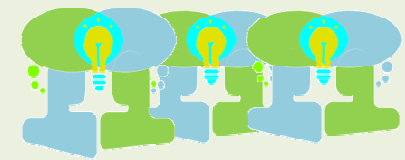




*From: Mediterranean Strategy on ESD
(Whole School Approach theory)*

Q 1 Identifying our own ESD approach

- Based on your key-words, work in groups to 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

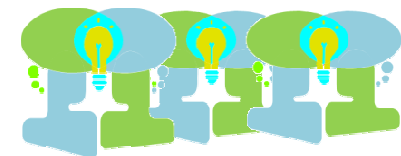
*ESD is about
students,
teachers, schools*

*ESD is about
families and
communities*

*ESD is about
everything
in life*



- To what extent do you agree or disagree with the two opposing views?
- Or do you stand somewhere in the middle?
- Stand in a line to show.

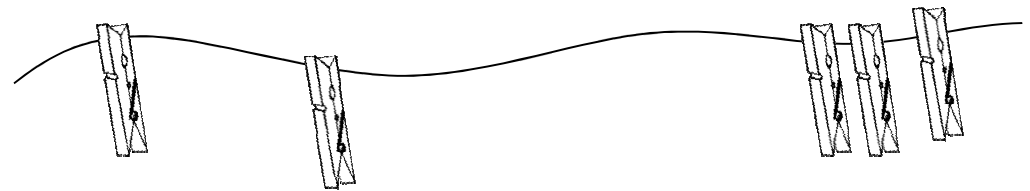


~10 volunteers

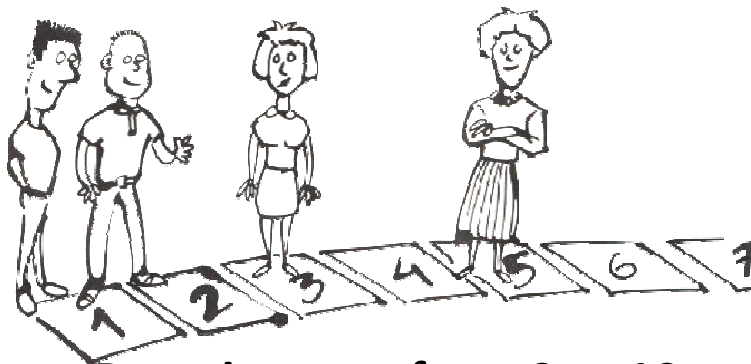
Tip: variations of stand in the line game



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** or **inspired** you?
How? Why?
- What was special about it?



Solo exercise

Q 2 When is an activity characterized as ESD?

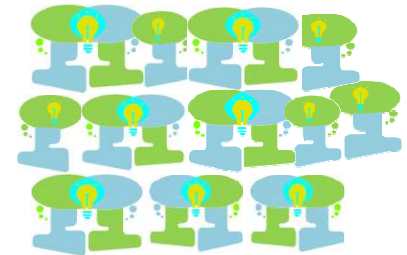
- In pairs discuss what are the **characteristics** of a **successful ESD** activity?
- Take notes



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 and English)



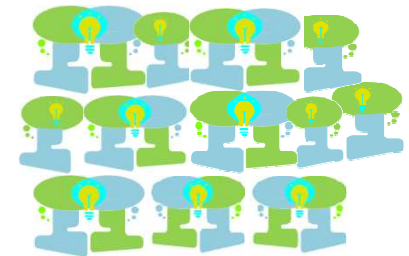
All together



1 volunteer

Q 2 When is an activity characterized as ESD?

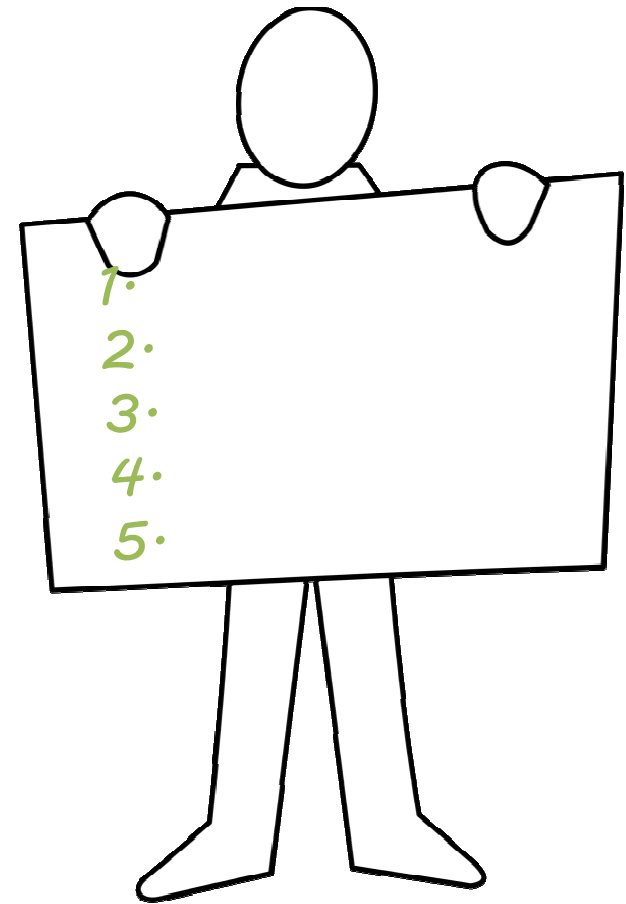
- Let's do a mini-poll on the most important factors.
- Go over the list and **vote (✓)** for **up to 2 factors**



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.



1. Build on previous success, replicability - 7
2. Training, with proper tools - 8
3. Technology ICTs- 4
4. Innovation, creativity - 6
5. Respecting Students' diversity -1
6. Partnership, participation - 1
7. Cooperation with stakeholders - 1
8. Managing resources (human, financial) with high "value for money" - 6
9. Evaluation - 3
10. Teamwork - 5
11. Psychological Motivation - 1
12. Persistence Commitment - 1
13. Clear vision - 2
14. Outreach: Involving the maximum number of individuals 1
15. Learning by doing 1
16. Realistic - 3
17. Being relevant to our lives - 4
18. Zero waste approach & Renewable Energy Resources - 1
19. Alternative scenaria – flexibility when running the project - 1
20. Continuity – Long term planning - 9
21. Monitoring – documenting - 2
22. Communication - 2

***Success factors in ESD projects
Cairo, 2/12/2018***

1. Correct scientific approach - 10
 2. Distributing roles, identifying tasks and responsibilities - 9
 3. Motivation of team running the project - 1
 4. Innovation – Creativity – ICTs - 3
 5. Engagement of society – 7
 6. Flexibility in design and implementation, correction, adaptive management 3
 7. Needs Analysis (Pre-Survey) Prioritise tasks based on the needs 1
 8. Timeframe clear for the tasks 2
 9. Have a manager in the campaign 8
 10. Attract volunteer experts, scientists, parents, professionals, religious leaders, university, media 5
 11. Post-survey to measure impact 1
 12. Evaluation – Monitoring throughout the project 1
 13. Follow up, sustainability after the lifetime of the project 1
 14. Anticipate risks 1
 15. Decide to focus a real problem 3
 16. Clear Goals 6
 17. Know your target audience (cultural context) 1
 18. Effective communication plan, including Motto, and logo, involve the media 3
 19. Outreach: ensuring a broad influence, impact with many beneficiaries 3
 20. Doing a pilot first 2
- Success factors in ESD projects
Cairo, 6/12/2018*

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.

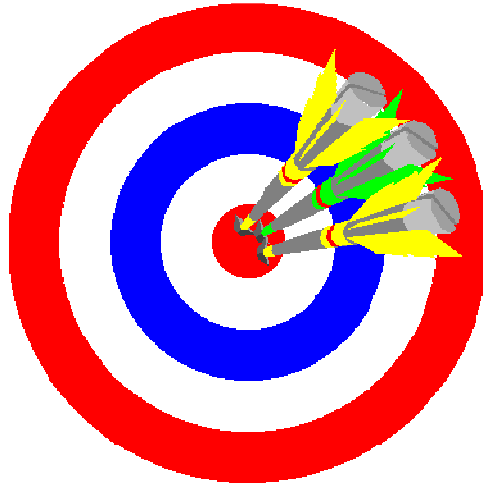
Self-awareness: ability to reflect on **one's own role** in the local and global society; to continually evaluate and further motivate one's actions, feelings, desires.

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

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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”**