



United Nations
Educational, Scientific and
Cultural Organization

Session 8: Summary of group discussions



Points to present

1. Coordinating Commitment Activities

- Which Commitment Activities are coordinated?
- How are they coordinated?

2. Scaling-up ideas and strategies

- Types of scaling up
- Possible Activities to scale up
- Strategies to mobilize other population groups

3. Establishing Joint Activities

- Ideas for future Joint Activities



Partner Network 1: Advancing Policy



Partner Network 1:

Advancing Policy: Education

- Identify and share good education policies, strategies, including informal, non-formal
- Identify networks of education sector and work with them to share the experience of ESD. Explore mainstreaming ESD into these forums
- Document and share good practices. Strengthen the GAP clearinghouse through local networks.
- Focus on case studies that can be scaled up
- Influence & partner with Education Ministerial meetings to promote ESD
- Encourage contact exchange between students across countries, on-line, internships, study abroad.
- Capacity building for the education sector



Partner Network 1: Advancing Policy: SDGs

- Work with International Conventions, demonstrate how ESD can be a tool, a driver for achieving goals
- To collate experience, prepare case studies of good practices and innovative ideas
- Develop indicators to measure the impact of CC education / ESD, and calculate cost benefits, work on monitoring mechanisms, strengthen evidence base
- Work with Regional networks to include ESD
- Integrate ESD in National strategies for SDGs
- Capacity building especially of decision makers
- Identify new educational tools & strategies for policy makers



Partner Network 2: Transforming learning and training environments



Partner Network 2: Transforming learning and training environments

- **Coordinating Commitment Activities**

- Amazing diversity of partners involved – from large scale activities with potential for widespread implications - to small scale activities with potential for more in-depth changes
- Bring ESD into lifelong learning (at a local level - to national - to international and from early childhood, to formal, and non-formal learning)

- **Processes/Dimensions**

- Whole Institution (Domains) – capacity building, governance, curriculum, teaching and learning, campus/organization (facilities/operations), community, outreach and research/action learning
- Lifelong learning approach (dimensions) – early learning, K-12, TVET, Higher Education, Non-formal and In-formal
- Include inclusive education



Partner Network 2: Transforming learning and training environments

- **Scaling Up**

- GAP commitments horizontal scaling up of individual partners
- How does ESD whole institution approach enhance quality education?

- **Future Activities**

1. Mapping exercise
2. Coordination – what can we do together?
3. Identify outside levers



Partner Network 2: Transforming learning and training environments

- **Co chairs**

- 4 person steering committee

Meeting and on-line exchange

- Meeting every two months on-line – UNESCO to provide the tool
- Steering committee meet prior to each meeting to set the agenda
- Protocol established for on-line meetings



**Partner Network 3:
Building capacities of educators
and trainers**



Partner Network 3:

Building capacities of educators and trainers

Session 6: actions to be undertaken:

- create a common ground, an in depth knowledge and structure of our activities (e.g. in a matrix) and create a shared vision/ambition (maybe put that in a nice schematic we can also use for awareness building). Also we should be able to formulate our added value for our key-partners and our target audiences
- create subgroups (without losing synergies) to workout and plan activities
- create a line of communication and way to work together (maybe use the 1st version of the Clearinghouse or other existing platforms/mailgroups)



Partner Network 3:

Building capacities of educators and trainers

Co-chairs:

- Sweden has the assignment and personnel for being a co-chair. Has to be decided formally.
- Korea also proposes to be co-chair.
- Microsoft is willing to facilitate communication and host a meeting for the Action Area. They could also be co-chair (maybe in a later stage). Microsoft will also discuss internally the possibilities for concrete support to the Action Area.
- Another suggestion would be to use already existing Unesco clearing houses.

Potential locations for hosting of meetings:

- Microsoft
- Korea
- China (Beijing)



Partner Network 3:

Building capacities of educators and trainers

Monitoring and reporting:

- the group agrees on separating the responsibility for monitoring from the role of being a co-chair.
- monitoring must be on:
 - individual commitments and compiling those
 - the progress of joint activities
- there should be some attention to quality aspects of the achievements also, e.g. by peer-reviewing (also to learn from each other). We must be as professional as possible.
- on a few conditions Rosalyn McKeon (USA) is willing to be responsible for monitoring and reporting



Partner Network 3:

Building capacities of educators and trainers

Meeting and online exchange:

- the group agrees it would be ideal to have a start-meeting before next year. This could be done:
 - on-line
 - physical meeting, eventually combined with connecting on-line with the people who cannot attend
 - to be decided, dependant on individual funding etc.
- after this start-meeting an annual frequency would be enough
- in the meantime we will meet online, starting with at least a e-mail group and maybe later by means provided by Microsoft or existing platforms within Unesco (to be decided)



Partner Network 4: Empowering and mobilizing youth



Coordinating Commitment Activities

- All youth networks and youth participants that we are connected to, will get involved in the UNESCO youth forum.
- Create a timeline of all our youth ESD activities that we are all doing, so that we can coordinate between them.
- We are discussing top level SDGs this year, and there are many activities being held as a result. However, the real work in implementation will start next year, and we will coordinate so that 2016 is the year of impact, not disappointment.
- A platform for us to communicate between each other, and a platform to share different tools towards ESD.
- Work together as a collective network of networks between ourselves
- Empowering Youth – using youth recommendations as a guide and enabling the implementing of recommendations where viable: Using the UNESCO ESD Youth Conference statement from Okayama, the consultation outcomes on structurally involving youth in advancing the GAP, 2nd GCED forum youth statement that relates to ESD.



Scaling-up ideas and strategies

Key questions:

- How do we coordinate youth across different regions? Developing youth leaders who can be mentors to future ESD learners.
- There are so many youth networks, we need to find niche areas that are not being addressed by any current framework, and get people on board. Which areas should they be?
- How do we define youth? How do we not only mobilize youth but addressing youth through institutions?

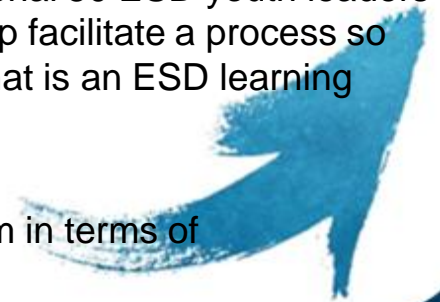
Strategies:

- Develop a Collective impact approach, that focuses on a common agenda and mission for the group, shared measurement and alignment of efforts to solve the issue, and one that takes into account government, business, philanthropy, non-profit organisations and citizens that have an influence on youth and ESD.
- Underlying the process of behavior change. Focusing on changing the way youth think about learning.
- Using existing platforms within this network, such as the knowledge commons of MGIEP.



Establishing Joint activities

- We will make a commitment to work towards it once we have a deeper understanding of our work.
- Work together as a collective network of networks between ourselves. One such example is in assisting each other in content development.
- Peer education and youth leadership. Training the trainers on ESD both formally and informally.
- Educators and teachers need to be trained in ESD, and youth could be empowered to be the educators of educators.
- Support existing GAP submissions from youth, UNESCO youth forum action projects on ESD.
- Create safe and accessible learning spaces for youth from marginalized social groups to participate in ESD activities.
- There will be a follow up to the Okayama youth conference where an additional 50 ESD youth leaders will be selected. However it should not be a one-time event. We need to help facilitate a process so that the impact goes beyond just the participants attending, but a process that is an ESD learning experience and scaled impact as well.
- Develop a mechanism to reach out to youth and receive feedback from them in terms of recommendations, best practices etc.




**Partner Network 5:
Accelerating sustainable solutions
at the local level**



Partner Network 5: Accelerating sustainable solutions at the local level

Planning Activities

- Map commitments and ESD tools/approaches
 - Share the tools/approaches
 - Map “competency” of the Network Partners
 - Support existing/planned activities/events
 - Provide consultancy and expertise
 - Develop a workplan (vision, mission, themes)
 - Explore and define approach for monitoring (SDG, learning assessment, etc)
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Partner Network 5
Accelerating Sustainable Solutions at the Local Level

Partners	Commitments	Tools
Youth Partner		
Nadeet	Implement Rug for Sustainability Project	Learning Assessment Using Media
Ricoh/Drishtee	Sustainable Rural Livelihoods Programme to 250 women	Community Led Engagement Empathic Need Assessment Social Enterprise Training Private Sector Engagement Approaches
Gaia Education	Establish New Projects Based on ESD Learning at Community Level Translate books and on-line training to UN Languages	Ecovillage Design Curriculum Design for Sustainable Settlements Publications
Okayama	Implement ESD Master Plan Full Team for Implementation	Participatory Approaches to ESD Project Master Plan
Barcelona	Accelerate Growth of Network of Schools	Teaching Materials in Catalan
Mexico	ESD Strategy	Best Practices of ESD Implementation in Latin American Cities
Learning Cities	Platform for ESD in Conferences	Learning Cities Indicators
Hamburg Network	The Award Increase Offer of Consultancy to Other Cities	German Award for Best ESD City Development of Master Plan to Support Gap
ICLEI		
RCE Chubu	Disseminate River Based Bioregional Learning	Watershed Approach to Bioregional ESD Practices Case Studies on Bioregional ESD Practices
MAB	Biosphere Reserves Development via ESD	Existing and New Management Approaches for Biosphere Reserves Utilising ESD
UNU	RCEs Open Process	Learning Assessment SDGS Capacity Development
UN- Habitat		

Partner Network 5: Accelerating sustainable solutions at the local level

Working Methods

Co-chairs (interim until action plan is developed):

- Drishtee
- City of Hamburg

Meetings and online exchanges:

- Virtual conferences (Fuze, Webex), Facebook, Doodle





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THANK YOU!

