



United Nations
Educational, Scientific and
Cultural Organization



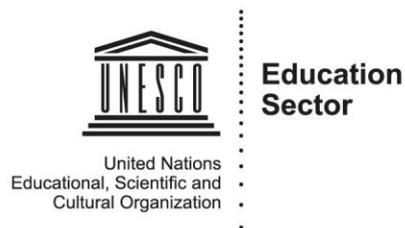
Sustainable
Development
Goals

Europe and North America Regional Workshop on the Global Action Programme on Education for Sustainable Development and Cities

Hamburg, Germany (12–14 December 2016)
Workshop Report

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Europe and North America Regional Workshop on the Global Action Programme on Education for Sustainable Development and Cities

Hamburg, Germany (12–14 December 2016)
Workshop Report

I. Introduction

UNESCO promotes Education for Sustainable Development (ESD) through the Global Action Programme (GAP), the official follow-up to the UN Decade of ESD. The Europe and North America region was the first to officially adopt a regional strategy for the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), which seeks to promote a better quality of life for populations and human settlements.

Learning to live in a sustainable way and securing people's involvement and participation in community and urban life are key factors in ensuring sustainable economic, social and environmental development.

It is in this context that UNESCO, the UNESCO Global Network of Learning Cities, with its secretariat in the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, and the Free and Hanseatic City of Hamburg, organized the regional workshop for Europe and North America on the role of cities in accelerating sustainable solutions at local level through education.

More than 50 experts and city representatives from Europe and North America participated in the regional workshop in Hamburg, Germany, from 12 to 14 December 2016. The workshop examined how education and learning beyond the formal system can be used to support the implementation of the five Ps (Planet, People, Peace, Prosperity and Partnership) of the 2030 Agenda to achieve the Sustainable Development Goals (SDGs). Experts shared their views on ESD, with cities providing insight into their good practices and enriching discussions on the challenges of promoting the various SDGs through education and lifelong learning at city level. These discussions helped to promote awareness on integrating ESD in their cities' development and education agendas.



© UNESCO Institute for Lifelong Learning (UIL)

II. Plenary Sessions

Plenary Session 1 – Planet: Respect and Safeguard our Common Home

In the first session, dialogue was organized around the link with education to lessen environmental degradation and the impact of climate change.

Moderator: Mr Walter Hirche, Chairman of the Education Commission of the German Commission for UNESCO
Keynote speaker: Ms Gunilla Elsässer, Head of Unit, Ecological Footprints, World Wide Fund for Nature (WWF Sweden)

Panellists:

- Mr Ralf Behrens, Senior ESD Expert, Hamburg (Germany)
- Mr Carsten Lund, CEO, Municipal Department for Children and Education, Sønderborg (Denmark)

Ms Gunilla Elsässer talked about the connection of our planet, cities and ESD. She introduced the current state of our planet, the human impacts on the planet, and a WWF perspective of how a resilient planet for nature and people can be done. She has also pointed out the Earth Hour City Challenge and the importance of building critical mass for climate action in cities. Furthermore, she mentioned the interactions between global challenges and local development, described the activities of the climate council initiative and highlighted some publications in line with the topic of the plenary session.

In his presentation, **Mr Ralf Behrens** introduced the city of Hamburg. He mentioned the challenges the city is likely to face in the future (climate adaptation, consumption of natural resources, keeping jobs in cities and sustainable city development) and some strategies to deal with these challenges (climate protection in kindergarten, schools, businesses and universities, climate protection as informal learning, urban gardening, sharing economy, etc.). Mr Behrens has also highlighted the GAP process in Hamburg, which is happening through the political commitment of the city's parliament, the development of an ESD strategy, and by bringing the GAP ESD and SDG processes together, as well as linking up with national and international processes.

Mr Carsten Lund presented the city of Sønderborg. The plan to become carbon zero in 2029 through international cooperation and cross sectional cooperation among citizens, businesses and municipality was highlighted. He also introduced the action – education to lesser environmental degradation and the impact of climate change in schools, and illustrated the climate and sustainability action through teacher material and campaigns. Other activities mentioned were, the Project Zero, the green curriculum, the green generation campaigns and high schools competitions focused on a zero carbon vision.

Plenary Session 2 – People: Leave No One Behind and Attain Sustainable Livelihoods and Lifestyles

The second session focussed on how to include education in plans to help people fulfil their potential in dignity, equality and in a healthy environment.

Moderator: Mr Jürgen Forkel-Schubert, Head of ESD Unit, Ministry of Environment and Energy, Hamburg (Germany)

Keynote speaker: Ms Alexandra Wandel, Director and Vice-Chair, World Future Council

Panellists:

- Mr Theodoros Kyropoulos, Chief of Health Section, Larissa (Greece)
- Ms Kristiina Erkkilä, Director of Development of Education and Cultural Services, Espoo (Finland)

Ms Alexandra Wandel started the session by presenting the vision and mission of the World Future Council. She outlined that, in partnership with UN bodies, the World Future Council has promoted the Future Policy Award since 2009 on topics such as food security, biodiversity, forests and disarmament. Ms Wandel suggested that in 2018 the award could focus and be given to best practices on ESD in cities.

Mr Theodoros Kyropoulos started his presentation with some key economic facts about the city of Larissa in Greece. He highlighted the city's anti-crisis strategy, which includes networking at local level, connecting public, private sector and civil society, actions for multi-cultural populations and exploring funding opportunities at international level, among other aspects. The second Larissa Learning City International Conference, which involves more than 30 stakeholders, was also described. Main activities / projects were outlined including the Free Primary Health Care and the Mobile Health Unit. Mr Kyropoulos also spoke about the monitoring and evaluation of development activities and projects in the city, e.g. annual reports, collecting and updating data, interviews with citizens, etc.

Ms Kristiina Erkkilä opened her presentation by saying that nature, safety and participation are appreciated in Espoo. She called attention to the fact that Espoo is a UNESCO awarded sustainable learning city, where collaboration is central to the city's learning activities. Ms Erkkilä also emphasized that Espoo was one of the first cities in Finland to be appointed a Fair Trade City (in 2009), that it was the first Finnish member of the global network of UNU's Regional Centres of Expertise (RCE) on ESD, and that it was the most sustainable city in Europe in 2016 (according to a benchmark study carried out for the Dutch EU presidency). She finished her presentation by sharing Espoo's ESD commitments.



© UNESCO Institute for Lifelong Learning (UIL)

Plenary Session 3 – Peace: Live in Peaceful, Diverse, Harmonious, Societies, Free from Fear and Violence

The third session was organized around the theme of how to maximise education's potential to foster peaceful, just and inclusive societies.

Moderator: Ms Daniele Vieira, Programme Specialist, UNESCO Institute for Lifelong Learning

Keynote speaker: Mr Gerben van Straaten, CEO, World of Walas and Earth Charter Cities

Panellists:

- Ms Juliana Kerr, Director, Global Cities and Immigration, Chicago (United States of America)
- Ms Helena Rojas, Head of Strategic Development, Botkyrka (Sweden)

Mr Gerben van Straaten provided a very interesting and comprehensive presentation by introducing the World of Walas and the Earth Charter Cities, and by covering key sustainability topics (sustainable cities, sustainable lifestyles

and sustainable societies). He highlighted the migration to the city movement and emphasized that in the future most of the worldwide population will live and work in urban areas and will need healthy and sufficient food, safety, and clean air. With the example of the Netherlands, he showed some examples of holistic solutions (collaborative planning, smart use of space, water management) to urban problems. The Earth Charter Cities Manifesto was also outlined and so was the Walas Integrative Approach to deal with the Sustainable Development Goals, particularly goal 4 and 11. He finished his presentation by calling attention to ethical challenges and the role of education.

Ms Juliana Kerr introduced the Chicago Council on Global Affairs and the global cities research agenda. She discussed about the attributes of a global city in line with aspects such as business, tolerance, history, education, connectivity, culture and diversity, to name a few. She particularly highlighted the role of stakeholder engagement in Chicago's diversity. Some recent Chicago Council's projects were outlined including reducing urban violence and improving youth outcomes, the immigration debate and the civic and political participation of Muslim Americans.

Ms Helena Rojas presented the city of Botkyrka in Sweden, as well as the sustainable development and human rights approaches of the city. She mentioned the following political priorities: the right to work, to education, health, housing, participation, and identity. The three focus groups of this agenda are children, disabled persons, and national minorities and indigenous people. Examples from Botkyrka's work include greater vigilance against racism, assessment and monitoring, better support for victims (e.g. refugees) and actions towards more participation and better informed citizens.

Plenary Session 4 – Prosperity: Transform Societies to have Sustained, Inclusive and Sustainable Economic Growth, and Sustainable Lifestyles

The discussions of the fourth session were about how to utilise education to reduce poverty and stimulate green and inclusive economies.

Moderator: Ms Judith James, Head of Strategic Regional Collaboration, Planning and Strategic Projects Unit, Swansea University, Swansea (United Kingdom of Great Britain and Northern Ireland)

Keynote speaker: Mr Patrick Marmen, WAT_UNESCO Coordinator, UNESCO Chair in Landscape and Environmental Design, Université de Montréal (Canada)

Panellists:

- Ms Chris Willmore, Professor of Sustainability and Law, University of Bristol, Bristol (United Kingdom of Great Britain and Northern Ireland)
- Ms Deirdre Creedon, Access Officer, Cork Institute of Technology, and Mr Denis Barrett, Cork Learning City Co-Ordinator, Cork (Ireland)

Mr Patrick Marmen from the Workshop Atelier Terrain (WAT_UNESCO) introduced the UNESCO Chair's activities, which provides pragmatic solutions to urban problems and challenges and serves local communities in search of preservation, enhancement and innovative development of their territories and landscapes. Mr Marmen also shared examples from several projects such as the mobility corridor intervention in São Paulo, Brazil. He finished his presentation by outlining the WAT_UNESCO's principles, e.g. gathering of different stakeholders (academics, development professionals, elected officials, etc.), documenting host cities, for instance, in issues on the quality of living environments, and designing development proposals.

Ms Chris Willmore highlighted Bristol as a learning city. By outlining that the old ways have not worked and that new ways to sustainable learning are needed, she focused on the necessity of learning in education, learning for work, and learning in communities. Ms Willmore raised questions on how we can support and mobilize learners to address a green economy and transform cities. She called for a sustainable learning process and also mentioned some initiatives like Green & Black and Student Capital and their outcomes.

Ms Deirdre Creedon and **Mr Denis Barrett** presented initiatives in the city of Cork. The growing lifelong learning movement in the city was emphasized in their presentation. They introduced the Cork Lifelong Learning Festival, which is a week of activities with some 500 free events engaging over 10 thousand citizens. Ms Creedon and Mr

Barrett also showed that to deliver the SDGs in Cork, a new more inclusive thinking is necessary in which citizens are empowered. For instance, the presenters outlined education and training programmes in catering and horticulture, a sustainable eco-café, and a social enterprise model with sustainable green employment opportunities.

Plenary Session 5 – Partnership: Strengthen Global Solidarity to Achieve the SDGs

The fifth session focused on creating synergies, enhancing networking and ensuring policy coherence and multisector capacity.

Moderator: Mr Igor Kitaev, Programme Specialist, UNESCO Venice

Keynote speaker: Ms Jetta Frost, Member of the Steering Group of GAP in Germany

Panellists:

- Ms Mo Wang, Programme Specialist, UNESCO Institute for Lifelong Learning
- Mr Bernard Combes, Information Officer, Education for Sustainable Development and Global Citizenship Section, UNESCO

Ms Jetta Frost started by mentioning that there is a broad spectrum of ESD activities related to SDG-4 in Germany. The organizational structure involves a variety of stakeholders from key political players to universities and cities, and encompasses the diversity of educational approaches within ESD, from environmental through consumer to development education. The German GAP Committee has managed to build upon its experience in serving as a political/civil-society platform, an experience that has been put to use of the present ESD partnership. Moreover, the leading academics in the field have agreed to provide their expertise and have taken on the responsibility to actively contribute to the work of the Committee. Challenges for the coming years highlighted include maintaining the momentum of the first year of SDG-4 and promoting the idea that ESD is a long-term endeavor requiring considerable persistence on the part of everyone involved. Moreover, not all stakeholders are already ‘on board’. Links with the business community, in particular, need to be strengthened. Ms Frost finished her presentation by stating that education for sustainable development aims at empowering people to take the future of their societies in their own hands by fostering ways of responsible and future-oriented thinking. This concerns everyone, from large institutions to individual members of society. In other words, ESD needs political backing but cannot be brought about through a top-down approach, it needs to be generated bottom-up through consultations and multiple alliances.



© UNESCO Institute for Lifelong Learning (UIL)

Ms Mo Wang spoke about the UNESCO Global Network of Learning Cities (GNLC) which is an international policy-oriented network providing inspiration, know-how and best practice. Learning cities at all stages of development can benefit greatly from sharing ideas with other cities, as solutions for issues that arise may already exist in other

cities. The Network supports the achievement of all 17 SDGs, in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). The UNESCO GNLC supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities. The speaker emphasized that lifelong learning and the learning society have a vital role to play in empowering citizens and effecting a transition to sustainable societies. While national governments are largely responsible for creating strategies for building learning societies, lasting change requires commitment at the local level.

Mr Bernard Combes introduced the Global Education Monitoring Report (GEM Report) which is an editorially independent, authoritative and evidence-based annual report published by UNESCO. The 2016 GEM Report, *Education for people and planet: Creating sustainable futures for all* looks at two themes: 1) responding to its official mandate, the report monitors progress towards the 10 targets of SDG4 on education; 2) the report also looks at the multiple links and synergies between education and the other 16 goals in the sustainable development agenda. These are grouped into chapters focusing on education, the planet, prosperity, people, peace, places and partnerships. Mr Combes argued that education lies at the heart of the Sustainable Development Agenda and is vital to achieving any of the 17 goals. Therefore, the report considers the transformative gains that education can make in other sectors, while warning that education systems themselves must change and adapt to respond to current and future challenges.

III. Parallel interactive sessions

The parallel sessions were designed and built around the use of SDG flashcards related to each of the 17 SDGs, to stimulate an interactive discussion and exchanges around ESD good practices and localizing the SDGs in cities.

Moderator / Facilitators:

- Ms May East, Chief Executive, Gaia Education
- Mr Wayne Talbot, Director, WTA Education Services

The process

- Identify the most important SDGs for your city / organization / community
- With SDG 4 as catalyst, which are the strong links and which are the weak links to the other SDGs
- Identify and compare current education related initiatives relevant to the SDGs
- Identify possible actions or campaigns



© UNESCO Institute for Lifelong Learning (UIL)

Summary of links

Participants mapped out where they believed there were strongest and weakest links to the SDGs using SDG 4 (Education) as the catalyst. A summary of responses capturing the reactions from cities is given in this table.

| | SDG | Strong links | Weak links | No mention |
|----|---|--------------|------------|------------|
| 1 | No poverty | 4 | 1 | 4 |
| 2 | Zero Hunger | 2 | 1 | 6 |
| 3 | Good Health and Well-being | 6 | 3 | |
| 4 | Quality Education | All | | |
| 5 | Gender Equality | 3 | | 6 |
| 6 | Clean Water and Sanitation | 5 | | 4 |
| 7 | Affordable and Clean Energy | 3 | 1 | 5 |
| 8 | Decent Work and Economic Growth | 5 | 3 | 1 |
| 9 | Industry, Innovation and Infrastructure | 4 | 2 | 3 |
| 10 | Reduced Inequalities | 6 | 1 | 2 |
| 11 | Sustainable Cities and Communities | 4 | | 5 |
| 12 | Responsible Consumption and Production | 3 | 6 | |
| 13 | Climate Action | 3 | 2 | 4 |
| 14 | Life Below Water | 2 | 4 | 3 |
| 15 | Life on Land | 2 | 4 | 3 |
| 16 | Peace, Justice and Strong Institutions | 3 | 2 | 4 |
| 17 | Partnerships for the Goals | 3 | 1 | 5 |

The strong links

The strong links highlighted the following principles that associate ESD and the SDGs:

- Policy and actions must be clearly connected and can be encouraged from citizen action, for example, there can be strong local action originating from the learning cities initiative that can lead to policy. The reverse is also true; a strong policy can encourage action. The synergy of the two needs to be encouraged and facilitated by stakeholder groups working together to create lifelong learning opportunities
- Often the funding for Life Long Learning (LLL) is linked to a relevant policy that is a catalyst for major initiatives but there are other ways to catalyse action, for example through indigenous knowledge or traditional community communication
- Viral communication can help but often traditional forms of communicating are just as effective– (including old fashioned paper based approaches or drawing from traditional forms of community communication)
- Feedback for all stakeholders is always useful to inform, motivate and improve but the form this takes can be quantitative and qualitative depending on what is appropriate or encourages creativity or outside the box thinking
- The size and identity of a community can affect ease of action with smaller groups being easier to involve and motivate but over and above this we need to facilitate how different groups can also work well together -

whether they are community groups of place or interests (examples include refugees and politicians respectively)



© UNESCO Institute for Lifelong Learning (UIL)

Types of education

Effective LLL requires a clear holistic approach with different stakeholders understanding how they fit within the whole. This will involve different communities of place and interest to facilitate education that is holistically conceived, delivered and effectively communicated using:

- A summary of the SDGs to help conceive programmes, the sub goals could be used to help define the impact and effectiveness measurements as they are more focused
- Holistic approach from early childhood to secondary that should include vocational and technical education
- Research to identify where there are weak policy links to SDGs and suggest approaches for formal and non-formal education to address these weaker areas
- Participative and interactive education for creating interventions that are relevant to real life and encouraging creativity in addressing SDGs
- Strategies that start where students and learners (of any age) are and build from there allowing the direction to be guided by students/learners in ways that are relevant to their experience and level of development
- Relevant training for educators in all sectors, perhaps through appropriate 'manuals' including recognising the role of non-formal and informal educators such as parents
- Sharing of frameworks for interventions based on locally adopted curriculum – encouraging curriculum design that is relevant to local groups and stakeholders
- Public awareness events and actions with an informal or indirect approach

Aspects of ESD

The role of LLL was highlighted as critical in developing holistic interventions for all members of communities of place and interest. There is often a gap between these local actions and policy which needs to be recognized and bridged, perhaps by agreements such as public private partnerships, formal agreement with NGOs, political commitment, regular meeting for representatives of NGOs. These 'bridges' could include interventions that:

- Create new partnerships for meaningful LLL that acknowledge, recognize and value non-formal, informal and formal learning approaches equally
- Recognize that partnerships are created for sustainable reasons and are politically driven. The activation of these partnerships can be catalysed by local actions.
- Encourage Local Authorities, educators, students working together to create areas of collaboration e.g. educate through social media.
- Create areas for collaboration with stakeholders using tools such as policy, e-learning, celebration for small victories, social events to help develop groups, cohesion and understanding.

- Create opportunities, 'space' for people to explore different aspects of the SDGs. These spaces include concert halls, galleries, retirement homes, elementary school's libraries, learning festivals, lifelong learning organisations at local and regional level, stakeholders meeting (teachers, parents, etc.), open workshops and seminars, and involvement of NGOs teaching in schools.
- Develop a matrix of organizations to bring skills across disciplines together and indicate who is working with which SDGs as a first step to encourage collaboration across different areas of specialism or expertise.

Examples of approaches

The groups discussed different ways that the SDGs and education for lifelong learning are being approached. Examples include the following:

SDG 16 Peace, Justice and Strong Institutions,

- Non-formal: working with partners to create alternative local delivery platforms, e.g. NGOs provide capacity building for teachers, visiting programs to schools, promotion media campaigns, open lectures, e.g. "Anti-Rumour" campaign, youth councils
- Informal: inter-generational education such as adult storytelling, role-modelling-leaders, religious leaders, sports in community, inspiring examples of youth and adult leaders – who have succeeded
- Formal: lobby to include peace and justice education as part of school curriculum and teacher education

SDG 13, Climate Change

- Non-formal; Retired people / volunteers supporting the development of community climate projects or helping to run training programmes,
- Formal: International, national, local Certification Systems can facilitate change though industry, if innovation, research and infrastructure are supported by certification systems. This needs to be supported by vocational education

SDG 11 Sustainable communities

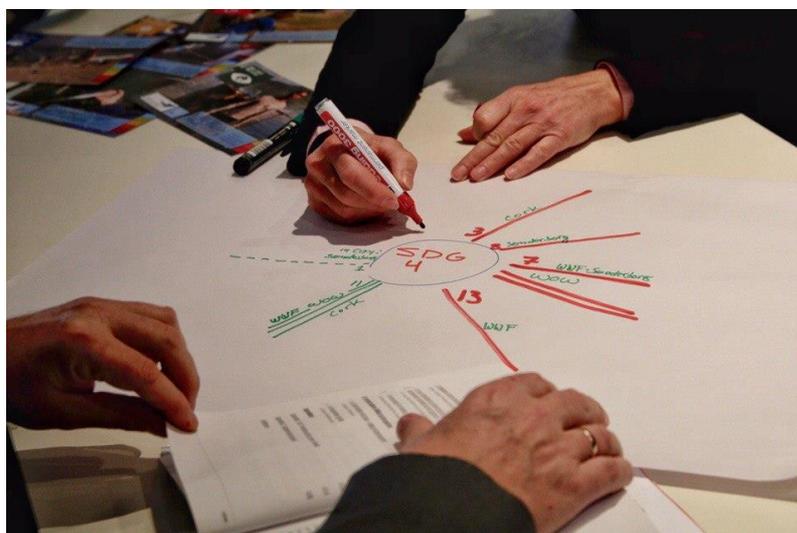
- Formal: International and national encouragement and frameworks e.g. through the Learning city programme or UNESCO Awards
- Non-formal: Provide examples of good practice such as certificate systems e.g. building codes.

SDG 10 and 5 reduce inequalities and gender inequality

- Non-formal: Providing a voice to minority or underrepresented groups including Refugees, gender, disabled people though advocacy programmes and improving understanding through social events
- Formal: Peace education initiatives to address psychological and perceptions of threat by people and groups perceived to be different,

SDG 8 and 12 Sustainable consumption and decent work

- Non-formal: Examples of responsible consumption e.g. Food waste, financed school meals, lunch food
- Non-formal: There is a need for food for poor families by providing people with choices for the provision of water energy, food, bid., cc, health, culture, mobility



© UNESCO Institute for Lifelong Learning (UIL)

Actions

All stakeholders in the SDG community should petition for Life Long Learning (LLL) funding to be enhanced or reinstated. LLL policies do exist, but more actions on the ground are needed e.g. human rights education policy to access to free quality education for all

Possible Campaigns/ Pitches /Actions

| | SDG | Actions |
|----|---|--|
| 1 | No poverty | Poverty, needs to cross fertilize education and support frameworks for healthcare, healthy food and clean water with decent work |
| 2 | Zero Hunger | Create more choices for obtaining food and reduce food waste |
| 3 | Good Health and Well-being | Direct action e.g. student café going for meat-free Mondays Good health and well-being, in the formal education |
| 4 | Quality Education | Stand-alone projects, extra-curricular activities – e.g. walk to school event Acknowledging, recognizing, valuing non-formal, informal learning Reinstate sustainable funding for LLL in Europe Engage for new sustainable partnership for meaningful lifelong learning |
| 5 | Gender Equality | |
| 6 | Clean Water and Sanitation | |
| 7 | Affordable and Clean Energy | |
| 8 | Decent Work and Economic Growth | Decent work and economic growth (linked to active pursuit of peace/security), needs research and ability to educate politicians about the opportunities SDGs are offering to generate policy Creation of lifelong learning through unemployment support centres |
| 9 | Industry, Innovation and Infrastructure | Encourage in school subject, cross-curriculum, projects Encourage green procurement |
| 10 | Reduced Inequalities | Create formal education and public awareness to educate politicians. Put education between policy and action (it is two way) so people buy into WHY, rather than acting without considering the impacts of their actions |
| 11 | Sustainable Cities and Communities | Projects students acting in their community, so they get to learn and encourage inter-generational education |
| 12 | Responsible Consumption and Production | Show how we can be responsible in how we consume and produce for the future perhaps through a campaign promoting clean / fair / green products Create links between formal learning linked and community learning about fair-trade Use both public awareness and research to educate politicians about possibilities and opportunities, perhaps linked to community based or school based examples |
| 13 | Climate Action | |
| 14 | Life Below Water | |
| 15 | Life on Land | |
| 16 | Peace, Justice and Strong Institutions | Citizens to challenge common myths and rumours for the well-being of all. This needs more informed policy, perhaps though non-traditional education rather than quantitative data |
| 17 | Partnerships for the Goals | Join the sustainable partnership for education for the future |

IV. Other Activities

Other activities of the regional workshop included the following:

- A visit to the UNESCO Institute for Lifelong Learning (UIL), when participants visited UIL's premises and library. The visit was hosted by **Ms Imke Behr**, Senior Assistance Librarian, and by **Mr Raúl Valdés-Cotera**, Programme Coordinator, who introduced UIL's activities and programmes and made the closing session.
- A guided tour through Hamburg City Hall, followed by a reception by the Senate of Hamburg. The reception has hosted by **Mr Michael Pollmann**, Secretary of State of the Ministry of Environment and Energy Hamburg of the Free and Hanseatic City of Hamburg, **Mr Sung Lee**, Project Officer of the UNESCO Institute for Lifelong Learning, and **Ms Pia Amelung**, Research Associate National Aeronautics and Space Research Centre of the Federal Republic of Germany (DLR) Project Management Agency.
- A cultural visit to the Hamburg Christmas Market
- A study tour to: (1) the Energy Mountain Wilhelmsburg guided by **Prof. Dr. Kerstin Kuchta** and **Ms Sascha Diedler** from the Technical University Hamburg. (2) the Ministry of Environment and Energy Hamburg in Wilhelmsburg with presentations from **Ms Caroline de Grahl** about the a-tour.de and City Model of Hamburg, and from **Mr Kurt Maier** and **Ms Eva-Lotte May** of the Hamburg Ministry of Environment and Energy about SDGs in Hamburg city.

The workshop officially finished with a Climate Friendly Lunch in the Hamburg Ministry of Environment and Energy.



© UNESCO Institute for Lifelong Learning (UIL)

Annex I Workshop Agenda

| Workshop Agenda | Day 1 12 December 2016 |
|-----------------|---|
| 9:00-9:30 | Registration <u>Venue:</u> Yu Garden, Room Hamburg (ground floor) |
| 9:30-10:00 | Opening <ul style="list-style-type: none"> • Mr Arne Carlsen, Director, UNESCO Institute for Lifelong Learning • Ms Katharina Fegebank, Deputy Mayor and Senator for Science, Research and Equalities, Free and Hanseatic City of Hamburg (Germany) • Mr Bernard Combes, Information Officer, Education for Sustainable Development and Global Citizenship Section, UNESCO |
| 10:00-11:15 | Plenary Session I - Planet: Respect and safeguard our common home <u>Moderator:</u> Mr Walter Hirche, Chairman of the Education Commission of the German Commission for UNESCO <u>Keynote speaker:</u> Ms Gunilla Elsässer, Head of Unit, Ecological Footprints, World Wide Fund for Nature (WWF Sweden) <u>Panellists:</u> <ul style="list-style-type: none"> • Mr Ralf Behrens, Senior ESD Expert, Hamburg (Germany) • Mr Carsten Lund, CEO, Municipal Department for Children and Education, Sønderborg (Denmark) <u>Discussion</u> |
| 11:15-11:45 | Coffee Break |
| 11:45-13:00 | Plenary Session II - People: Leave no one behind and attain sustainable livelihoods and lifestyles <u>Moderator:</u> Mr Jürgen Forkel-Schubert, Head of ESD Unit, Ministry of Environment and Energy, Hamburg (Germany) <u>Keynote speaker:</u> Ms Alexandra Wandel, Director and Vice-Chair, World Future Council <u>Panellists:</u> <ul style="list-style-type: none"> • Mr Theodoros Kyropoulos, Chief of Health Section, Larissa (Greece) • Ms Kristiina Erkkilä, Director of Development of Education and Cultural Services, Espoo (Finland) <u>Discussion</u> |
| 13:00-14:00 | Lunch <u>Venue:</u> Yu Garden, Room Shanghai (first floor) |
| 14:00-15:15 | Plenary Session III - Peace: Live in peaceful, diverse, harmonious societies, free from fear and violence <u>Moderator:</u> Ms Daniele Vieira, Programme Specialist, UNESCO Institute for Lifelong Learning <u>Keynote speaker:</u> Mr Gerben van Straaten, CEO, World of Walas and Earth Charter Cities <u>Panellists:</u> <ul style="list-style-type: none"> • Ms Juliana Kerr, Director, Global Cities and Immigration, Chicago (United States of America) • Ms Helena Rojas, Head of Strategic Development, Botkyrka (Sweden) <u>Discussion</u> |
| 15:15-15:45 | Coffee Break |

| | |
|---|---|
| <p>15:45-17:00</p> | <p>Plenary Session IV - Prosperity: Transform societies to have sustained, inclusive and sustainable economic growth, and sustainable lifestyles</p> <p><u>Moderator:</u> Ms Judith James, Head of Strategic Regional Collaboration, Planning and Strategic Projects Unit, Swansea University, Swansea (United Kingdom of Great Britain and Northern Ireland)</p> <p><u>Keynote speaker:</u> Mr Patrick Marmen, WAT_UNESCO Coordinator, UNESCO Chair in Landscape and Environmental Design, Université de Montréal (Canada)</p> <p><u>Panellists:</u></p> <ul style="list-style-type: none"> • Ms Chris Willmore, Professor of Sustainability and Law, University of Bristol, Bristol (United Kingdom of Great Britain and Northern Ireland) • Ms Deirdre Creedon, Access Officer, Cork Institute of Technology and Mr Denis Barrett, Cork Learning City Co-Ordinator, Cork (Ireland) <p><u>Discussion</u></p> |
| <p>17:00-17:30</p> | <p>Closing Session: Wrap-up and concluding remarks</p> |
| <p>18:00-20:00</p> | <p>Dinner</p> <p><u>Venue:</u> Yu Garden, Room Shanghai (first floor)</p> |
| <p>Day 2 13 December 2016</p> | |
| <p>9:30-10:45</p> | <p>Plenary Session V - Partnership: Strengthen global solidarity to achieve the SDGs</p> <p><u>Moderator:</u> Mr Igor Kitaev, Programme Specialist, UNESCO Venice</p> <p><u>Keynote speaker:</u> Ms Jetta Frost, Member of the Steering Group of GAP in Germany</p> <p><u>Panellists:</u></p> <ul style="list-style-type: none"> • Ms Mo Wang, Programme Specialist, UNESCO Institute for Lifelong Learning • Mr Bernard Combes, Information Officer, Education for Sustainable Development and Global Citizenship Section, UNESCO <p><u>Discussion</u></p> |
| <p>10:45-11:15</p> | <p>Coffee Break</p> |
| <p>11:15-12:30</p> | <p>Parallel Sessions - Place: Discuss and exchange on ESD good practices and localizing the SDGs in cities</p> <p><u>Venue:</u> Yu Garden, Room Hamburg (ground floor) and Room Elbe (first floor)</p> <ul style="list-style-type: none"> • Discussion Group 1 <u>Moderator:</u> Ms May East, Chief Executive, Gaia Education • Discussion Group 2 <u>Moderator:</u> Mr Wayne Talbot, Director, WTA Education Services |
| <p>12:30-13:30</p> | <p>Lunch</p> <p><u>Venue:</u> Yu Garden, Room Shanghai (first floor)</p> |
| <p>13:30-14:45</p> | <p>Presentations of the Parallel Sessions discussions</p> <ul style="list-style-type: none"> • Ms May East, Chief Executive, Gaia Education • Mr Wayne Talbot, Director, WTA Education Services |
| <p>14:45-15:15</p> | <p>Coffee Break</p> |
| <p>15:15-16:15</p> | <p>Parallel Sessions Closing: Wrap-up and concluding remarks</p> <ul style="list-style-type: none"> • Ms May East, Chief Executive, Gaia Education • Mr Wayne Talbot, Director, WTA Education Services |

| | |
|---|--|
| 16:15-16:45 | Visit to the UNESCO Institute for Lifelong Learning |
| 16:45-17:00 | Presentation of the UNESCO Institute for Lifelong Learning <u>Venue:</u> the UNESCO Institute for Lifelong Learning (UIL), Feldbrunnenstraße 58, 20148 Hamburg |
| 17:00-17:30 | Closing Session <u>Venue:</u> the UNESCO Institute for Lifelong Learning (UIL), Feldbrunnenstraße 58, 20148 Hamburg |
| 18:30-19:00 | Guided tour through Hamburg City Hall |
| 19:00-20:30 | Reception by the Senate of Hamburg <u>Venue:</u> Hamburg City Hall, Rathausmarkt 1, Room <i>Bürgermeistersaal</i> <ul style="list-style-type: none"> • Mr Michael Pollmann, Secretary of State of the Ministry of Environment and Energy Hamburg, Free and Hanseatic City of Hamburg (Germany) • Ms Pia Amelung, Research Associate, National Aeronautics and Space Research Centre of the Federal Republic of Germany (DLR) Project Management Agency Cultural visit to the Christmas market |
| Day 3 14 December 2016 | |
| 9:00-13:00 | Study Tour: <u>Pick-up:</u> Hamburg Dammtor <ol style="list-style-type: none"> 1) Visit to the Energy Mountain Wilhelmsburg <ul style="list-style-type: none"> • Guided tour with Prof. Dr. Kerstin Kuchta and Ms Sascha Diedler, Technical University Hamburg 2) Visit to the Ministry of Environment and Energy Hamburg in Wilhelmsburg <ul style="list-style-type: none"> • Ms Caroline de Grahl, a-tour.de, City Model of Hamburg • Mr Kurt Maier and Ms Eva-Lotte May, Hamburg Ministry of Environment and Energy, Discussion about SDGs in Hamburg city |
| 13:00-14:30 | Climate friendly Lunch 'Klimateller' [Climate Plate] |

Annex II Participants

- **City representatives**

Mr Denis BARRETT

Cork Learning City Co-ordinator
Cork, Ireland

Mr Gerhard BECKER

Osnabrück, Germany

Mr Ralf BEHRENS

Hamburg, Germany

Ms Deirdre CREEDON

Access Officer, Cork Institute of Technology
Cork, Ireland

Ms Kerasia DALAKONI

Social Worker and Member of Social Policy Department
Larissa, Greece

Ms Kristiina ERKKILÄ

Director of Development of Education and Cultural Services
Espoo, Finland

Mr Jürgen FORKEL-SCHUBERT

Hamburg, Germany

Ms Laima GALKUTE

Regional Centre of Expertise (RCE) Network
Vilnius, Lithuania

Ms Laura GÖSTEMEYER

Köln, Germany

Ms Judith JAMES

Head of Strategic Regional Collaboration, Planning and Strategic Projects Unit, Swansea University
Swansea, United Kingdom of Great Britain and Northern Ireland

Mr Merabi KECHKHOSVHILI

Citizens for Better Environment
Tbilisi, Georgia

Ms Juliana KERR

Director, Global Cities and Immigration
Chicago, United States of America

Ms Salome KVARATSKHELIA

Citizens for Better Environment
Tbilisi, Georgia

Mr Theodoros KYROPOULOS

Chief of Health Section
Larissa, Greece

Ms Yvonne LANE

Lifelong Learning Facilitator
Limerick, Ireland

Mr Hans LEHMANN

Sonderborg, Denmark

Mr Carsten LUND

Municipal Department for Children and Education
Sonderborg, Denmark

Ms Monika MANSSON

Project Manager
Malmö, Sweden

Mr Jordi MAZÓN

Deputy Mayor of Citizen Services
Viladecans, Spain

Ms Gisela NAVARRO

Deputy Mayor and Councillor for Education and Health Services
Viladecans, Spain

Ms Anna Maarja NUUTINEN

Regional Centre of Education for Sustainable Development (RCE) Network
Espoo, Finland

Ms Helena ROJAS

Head of Strategic Development
Botkyrka, Sweden

Ms Irina SHMELEVA

Institute for Sustainable Development
St. Petersburg, Russian Federation

Ms Kaisu TOIVONEN

Director of Education
Espoo, Finland

Ms Chris WILLMORE

Professor of Sustainability and Law, University of Bristol
Bristol, United Kingdom of Great Britain and Northern Ireland

• **Experts**

Ms Christine AFFOLTER

Environment and School Initiatives (ENSI)

Ms Pia AMELUNG

National Aeronautics and Space Research Centre of the Federal Republic of Germany (DLR)
Project Management Agency

Ms Bianca BILGRAM

German Commission for UNESCO

Ms Heidi CONSENTIUS

Freie Universität Berlin

Ms May EAST

Gaia Education

Ms Gunilla ELSÄSSER

World Wide Fund for Nature (WWF) Sweden

Ms Katharina FEGEBANK

Hamburg Deputy Mayor and Senator of Science, Research and Equalities

Ms Jetta FROST

Steering Group of the UNESCO Global Action Programme in Germany

Mr Heribert HINZEN

Institute for International Cooperation of the Deutscher Volkshochschul-Verband (DVV)

Mr Walter HIRCHE

Chairman of the Education Commission of the German Commission for UNESCO

Mr Patrick MARMEN

WAT_UNESCO Coordinator, UNESCO Chair in Landscape and Environmental Design, University of Montreal

Ms Marolla RAYNER

World of Walas

Mr Wayne TALBOT

WTA Education Services

Mr Gerben VAN STRAATEN

World of Walas and Earth Charter Cities

Ms Alexandra WANDEL

World Future Council

• **UNESCO Headquarters**

Mr Bernard COMBES

Information Officer Education for Sustainable Development and Global Citizenship Section

• **UNESCO Venice**

Mr Igor KITAEV

Programme Specialist

• **UNESCO Institute for Lifelong Learning**

Ms Carolina BELALCAZAR CANAL

Project Officer

Mr Arne CARLSEN

Director

Ms Michelle DIEDERICHS

Assistance Programme Specialist – Public Relations

Mr Alexandru GAINA

Project Officer

Mr Sung LEE

Project Officer

Mr Konstantinos PAGRATIS

Assistance Programme Specialist

Ms Silke SCHREIBER-BARSCH

Associated Junior Professor

Ms Madhu SINGH

Senior Programme Specialist

Ms Samah SHALABY

Assistance Programme Specialist

Mr Raúl VALDES COTERA

Programme Coordinator

Ms Daniele VIEIRA

Programme Specialist

Ms Mo WANG

Programme Specialist

With the support of:

