ESD-Net 2030 Learning Webinar Series
Learning and assessing competencies in ESD

Thursday 26 September 2024

10:00 – 12:00 CET

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Background

To accelerate the implementation of education for sustainable development (ESD) in a decade of action to deliver the Goals and achieve the 2030 Agenda for Sustainable Development, UNESCO launched in October 2022, the global network of education stakeholders: ESD-Net 2030. This Network, based on the success and lessons learned from the previous Global Action Programme (GAP), aims to facilitate the implementation of the ESD for 2030 framework and its Roadmap by enhancing **knowledge sharing, collaboration, mutual learning, advocacy, monitoring, and evaluation,** among a wide range of education stakeholders.

To promote knowledge sharing, collaboration and mutual learning through ESD-Net 2030, UNESCO is organizing a **series of interactive learning webinars** in 2024 on relevant ESD topics to highlight and promote innovative practices and key competencies in ESD. The learning webinars will focus on providing concrete and practical ESD activities in line with the five priority action areas outlined in the ESD for 2030 Roadmap: 1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.

Sustainability competencies

ESD, as a holistic and transformative approach to education, aims to empower learners with the knowledge, skills, competencies, values and attitudes required to make informed decisions and responsible actions for sustainable futures. Much progress has been made in determining what principles and objectives should guide learning processes in ESD framed around addressing the cognitive, socio-emotional, and behavioural domains of learning. The variety of competencies supporting this holistic education include critical and systemic thinking, analytical problem-solving, creativity, working collaboratively, the ability to understand the interconnections and relationships within systems, as well as to apply different problem-solving frameworks to complex sustainability problems (UNESCO, 2017).

However, less attention has been paid to the kind of pedagogies, didactics, and teaching/learning practices, including learning assessments, that effectively support the development of these skills and competencies. Innovative and alternative teaching and learning approaches include student-centred learning such as team- and project-based learning, experiential learning, as well as outdoor education (UNESCO, 2019). Designing assessments that effectively capture the various sustainability competencies across the cognitive, socio-emotional, and behavioural domains of learning present a significant challenge compared to traditional teaching and learning methods like testing and exams as it requires innovative, integrative approaches that embrace the concepts of assessment *for* and *as* learning, rather than assessment *of* learning.

Objectives

This session on **Learning, teaching and assessment for ESD competencies** will address how ESD learning competencies can be included into learning content and outcomes, pedagogy, assessment and the learning environment. Speakers and facilitators will discuss various methods and examples of practices in pedagogical approaches and learning assessment for sustainability competencies, how sustainability competencies are integrated into teaching and learning, and how different forms of learning assessment can play a role in hampering the transformative aspirations of ESD. Speakers and facilitators will discuss various methods and examples of practices in pedagogical approaches and learning assessment for sustainability competencies, how sustainability competencies are integrated into teaching and learning, and how different forms of learning assessment can play a role in supporting instead of hampering the transformative aspirations of ESD. Participants will be able to learn good practices and case examples of teaching, learning, and assessing ESD competencies from across the Asia-Pacific region and beyond.

Date

The learning webinar will take place on **Thursday, 26th of September 2024 at 10:00 am – 12:00 pm CET**

Target Audience

The primary target audience of this learning series includes education stakeholders seeking to strengthen the implementation of ESD in their learning environments (e.g., teachers, head teachers, community-based educators, teacher trainers, youth leaders, academics, and other education stakeholders). Registration is open to all stakeholders who consider this webinar relevant. We encourage participants to log on 10 minutes before the start of the webinar.

Modality

The learning webinar is intended to actively engage ESD stakeholders in sharing and deepening their understanding and knowledge of learning assessment in ESD. The webinar will utilize a combination of presentations and group work/discussions in plenary and breakout rooms to reflect on pedagogical and assessment approaches and methods.

Interpretation will be provided in the Plenary in English and Russian. The breakout session will be held in English.

How to join the webinar?

The webinar will be held online. To participate, please register at: https://unesco-org.zoom.us/meeting/register/tZwkceuqpjIpGtwDiBxK1U5sv_E82R3Y4VJm