

4.1 ESD for Transforming Formal Education (School Systems)

Background:

The Sustainable Development Goal 4 is focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. More specifically the goal 4.1 aims to “by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. To justify Goal 4.1, it is important to discuss the dimensions of quality education and ways to implement it with Whole Institution Approach as one of the important approach. Pedagogy and Curriculum are the means through which learnings of DESD can be brought into practice. Learning to live sustainably is the key component of goal 4.7 wherein the formal education systems has the prominent role. Schools and other educational institutions could help students to explore, understand the SDGs and even practice some elements at school. School as a “protected area” could offer possibilities for sustainable lifestyles, inclusive social environments and gender sensitive practice. The students can explore these elements, develop models and reflect on mistakes and obstacles. In this sense the whole institution approach contributes to the reflection on all SDGs in concrete living situations.

Expanding access to school education at primary level has been one of the major success stories of MDGs. The potential of transforming lives through education along with the role it plays as a main driver of development is well understood and the global leaders have committed their support with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. There is renewed focus on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

There is now a commitment that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and e-ffective learning outcomes. The intent shown is very motivating but at the same time there is an understanding of challenges for quality education and improving learning outcomes with recognition that significant numbers of those entering formal education for the first time will no longer reap the expected benefits of educational qualifications: employment and the promise of a better future .

The Decade of Education for Sustainable Development has a lot to share and support the school education systems to achieve the SDG goals. ESD has demonstrated potential to improve competencies such as critical and systemic thinking, analytical problem-solving, creativity, working collaboratively and making decisions in the face of uncertainty, digital literacy and understanding of

the interconnectedness of global challenges and responsibilities emanating from such awareness for addressing local contextual challenges of the present and the future.

Aim of the workshop:

The workshop will share ESD experiences to reflect and discuss the ways to prepare formal education systems to prepare the society to face challenges of the world.

Specific Objectives:

- Share the learnings from ESD in Formal Education System and evolve to achieve the ambitious targets of SDG
- Discuss whole-institution approach as a key strategy to scale-up ESD and the adoption of the SDGs as part of local and regional development.
- Understand the pedagogy, curriculum for the learnings that are required to live on a planet that is under pressure and ways of organizing and discuss the challenges.
- Understand the workable strategies for strengthening the curriculum, textbooks, quality of teaching–learning processes, assessment, ICT etc. for better outcomes
- Discuss the ways of engaging parents and other stakeholders to see the role of education beyond employment.

Outcome:

- Identify the dimensions of quality and institutional development in formal education systems for achieving SDG.
- Share best practices of whole institution approach and reflect on guidelines for a successful development
- Pedagogy for developing competencies.
- Identify needs for research, measurement and evaluation.

Date & Time	Session Details and Discussion Points	
11 January 2016		
<p>Session I 14:30 – 16:00 Hrs</p>	<p>Dimensions of quality education to foster learning – Joint Panel Discussion for Goal 4</p> <p>Mr. Charles Hopkins (Moderator) - He holds the UNESCO Chair on Reorienting Teacher.</p> <p>Mr. Sanjeev Gandhi – He is the Founder and Chief Executive Officer of Reach to Teach, a registered charity in UK working to give quality education children in rural India.</p> <p>Prof. Jandhyala B. G. Tilak - He is the Vice Chancellor (In charge) of National University of Educational Planning and Administration and Prof Head department of Educational Finance.</p> <p>Mr. Sridhar Rajagopalan - He is the Managing Director of Educational Initiatives, is an educational entrepreneur who has helped change the way student learning outcomes are seen in India.</p> <p>Prof. Prerana Mohite - She is currently appointed as a visiting Professor in the Department of Human Development and Family Studies, M S University of Baroda, Vadodara.</p>	<ol style="list-style-type: none"> 1. What is quality education? What are the barriers to quality education? Bridging gaps between countries in quality education: South-South cooperation on education for future-oriented vocational skills 2. Enabling environment/ enabling factors that enhance quality

	Dr. Bhushan Punani - He is the Executive Secretary of the Blind People's Association, Ahmedabad.	
Session II 16:30 - 18:00 Hrs. (1 Hr.)	<p>Whole institution approach – Joint session</p> <p>Mr. Alexander Leicht (Moderator) - He is the Chief, Section of Education for Sustainable Development, UNESCO, Paris.</p> <p>Mr. John Holmberg, Chalmers University (Higher Education role in implementing SDGs) - He is professor of Physical Resource Theory and he also holds Sweden's first UNESCO Chair in Education for Sustainable Development.</p> <p>Mr. Reiner Mather -He is the Senior Expert at ESD-Expert net and works at Senior Advisor at land hessen.</p> <p>Mr. Ian Humphreys(FEE)- He is the CEO of Keep Northern Ireland Beautiful since 2008.</p> <p>Ms. Anjou Musafir - She is the founder of Mahatma Gandhi International School (MGIS) in collaboration with the Ahmedabad Municipal Corporation.</p>	<ol style="list-style-type: none"> 1. How does it work? 2. What are the good examples in the world? 3. Scaling up and adapting model to different contexts – ideas 4. Linking Global responsibility, Fair trade and Economics, social and health and other networks in Whole Institution approach.
Session III 18:00 -18:30	Launch of Global Handprint Network and Paryavaran Mitra Puraskar Ceremony	
12 January 2016		
Session III	Pedagogy, Curriculum and Learning Outcomes	1. What are the learnings to evolve teaching-

<p>11:15- 13:15 Hrs. (2 Hrs.)</p>	<p>(Competencies) for living sustainably</p> <p>Dr. Jim Taylor- He is currently the director of environmental education for WESSA (the Wildlife and Environment Society of South Africa).</p> <p>Dr. Shailendra Gupta- He is presently working with Calorx Institute of Education as Principal and Calorx Teachers’ University as a Registrar.</p> <p>Ms. Simantini Dhuru- She is currently the Director at Avehi-Abacus Project.</p> <p>Mr. Pramod Kumar Gupta- He is currently working Sight Savers as Inclusive Education Specialist.</p> <p>Ms. Shaheen Shasa- She is the Program Manager, at Wipro Applying Thought in Schools at Wipro Ltd.</p> <p>Ms. Ros Hancel- She is Director of Education at Reach to Teach.</p> <p>Mr. Thomas A. – He is Country director for Reach to Reach</p> <p>Mr. Torvald Jacobsson- He is the Director at TheGoals.org and YMP - Young Masters Programme on Sustainable Development.</p> <p>Dr. Ranjana Saikia – Director, EYSD, TERI</p>	<p>learning processes to achieve the ambitious targets of SDGs?</p> <p>2. What works in terms of the pedagogy, curriculum for the learnings that are required to live on a planet that is under pressure?</p> <p>3. What are the challenges and workable strategies for strengthening the curriculum, textbooks, quality of teaching–learning processes, assessment, ICT etc. for better learning outcomes?</p> <p>4. How to engage parents and other stakeholders to see the role of education beyond employment?</p>
<p>Session IV 14:30 - 16:00 Hrs.</p>	<p>Assessment of Learning to Live Sustainably (Joint Session)</p>	<p>1. What is to be assessed?</p> <p>2. What the challenges to assessment and strategies available?</p>

<p>(1.5 Hrs.)</p>	<p>Mr. Aaron Benavot: (Moderator)- He is the Director, EFA Global Monitoring Report.</p> <p>Mr. Jean Carteron- He is the Director of Corporate Social Responsibility, KEDGE Business School.</p> <p>Mr. Pranav Kothari - He is the Vice President, Educational Initiatives Pvt. Ltd.</p> <p>Ms. Renu Seth:(Pratham ASER)- She is the Programme Head, Second Chance Programme, at Pratham.</p> <p>Ms. Rui Zhang - She is the Biosafety Clearinghouse Regional Advisor at UNEP</p>	<ol style="list-style-type: none"> 3. Methods and tools for assessment 4. Possible indicators for monitoring progress towards SDGs? 5. Further research in ESD? Ideas
<p>13 January 2016</p>		
<p>Working Session V 09:45- 10:45 Hrs. (1 Hr.)</p>	<p>Sharing and Learning networks and platforms(Paper Presentations)</p> <p>Ms. Simantini Dhuru – Moderator</p> <p>Presenters:</p> <p>Ms. Miki Saito Mr. Colin Bangay Ms. Homa Praveen Mr. Andreas Brunold Ms. Nikhat Ms. Fouzia Khanam Ms. Preetika Venkatakrishnan Dr. Geetika Saluja</p>	

	Ms. Farida Fvahedi	
Working Session VI 11:15- 12:15 Hrs. (1 Hr.)	Exchanging ideas with 2016 Global Education Professional Learning Conference(University of Tasmania) - Online	
Working Session VI 12:15- 13:15 Hrs. (1 Hrs.)	Recommendations and the way forward – All participants	

CEE Focal point: Pramod Kumar Sharma, Preeti Kanaujia