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International Symposium of the International Network for Reorienting Teacher Education towards Sustainability

**(6th Biennial Meeting of the International
Network of Teacher Education Institutions
Associated with the UNESCO Chair on
Reorienting Teacher Education to Address
Sustainability)**

**19 – 21 May 2010
UNESCO Paris**



**Education for Sustainable Development in Action
Meeting Reports - 2010**
UNESCO Education Sector



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International Symposium of the International Network for Reorienting Teacher Education towards Sustainability

(6th Biennial Meeting of the International Network of Teacher Education Institutions Associated with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability)

19 – 21 May 2010

UNESCO Headquarters, Paris

Meeting Summary and Next Steps

Event

A symposium for members of the International Network of Teacher Education Institutions was held at UNESCO Headquarters on 19 – 21 May 2010. Approximately 100 participants, who were teacher educators, representatives from ministries of education and UNESCO staff, attended. The participants, coming from 50 countries, met for a combination of professional development related to education for sustainable development and teacher education and to share experiences related to these two topics. The participants also discussed how to create and maintain national or regional networks of teacher education institutions that are working to reorient teacher education to address sustainability. The symposium was organized by the Section for DESD Coordination at UNESCO in collaboration with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability at York University in Canada.

Background

Teacher education institutions (TEIs) fulfill vital roles in the global education community. TEIs have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society to create a more sustainable future. Teacher-education institutions:

- educate new teachers,
- provide professional development for practising in-service teachers by updating knowledge and skills,
- create teacher-education curriculum,
- carry out research,
- contribute to textbooks,
- provide expert advice to local schools upon request,
- provide expert opinion to provincial and national ministries of education, and
- educate and certify headmasters and principals.

Because of this broad influence in the educational community, faculty members of teacher-education institutions are perfectly positioned to promote education for sustainable development (ESD) and therefore are strategic partners in the implementation of the Decade.

The Bonn Declaration from the 2009 UNESCO World Conference on Education for Sustainable Development affirms the importance of reorienting teacher education to address sustainability:

Reorient curriculum and teacher education programmes to integrate ESD into both pre-service and in-service programmes. Support teacher education institutions, teachers and professors to network, develop, and research sound pedagogical practice. Specifically support teachers to develop ESD strategies that can work with large class sizes, and to evaluate ESD learning processes.

Participants in the Symposium included:

- Faculty members of teacher education institutions.

- Deans of faculties of education, principles of teacher education institutions, and other upper administrators from faculties of education.
- Representatives of national or state/provincial ministries of education.
- UNESCO staff from headquarters and field offices.

Members of permanent delegations to UNESCO were also invited to the opening session. Some delegations also participated throughout the 3-day meeting.

Aims of the Symposium

The aims of the three-day meeting were to:

1. Provide a forum for participants to share experiences related to ESD and teacher education.
2. Provide professional development related to emerging trends in ESD.
3. Build capacity for participants to create national networks of TEIs to reorient teacher education to address sustainability.
4. Create an infrastructure for IN members to communicate more easily and to handle more functions of maintaining the IN.

To address these aims, the meeting included:

- Plenary sessions by experts in ESD and sustainability.
- Small group discussions related to ESD topics.

Session Summaries

Session I - Welcome

Charles Hopkins, UNESCO Chair on Reorienting Teacher Education to Address Sustainability at York University in Toronto, Canada, opened the meeting by thanking participants for attending as well as the Government of Japan for its financial contribution to this meeting, as well as the Governments of Sweden, and Germany for their contributions to the DESD.

Mark Richmond, Director, ED/UNP welcomed the group and extended thanks to the funders including Japanese Funds-in-Trust as well as sections within UNESCO and the Field Offices. He explained that teacher education is a priority for UNESCO and that teacher educators are great change agents for ESD. Georges Haddad, Director, ED/HED welcomed the participants and spoke about the importance of sustainable thinking.

The session was attended by more than 225 people, including members of the International Network; members of the Baltic to Black Sea Circle Consortium; and members of UNESCO permanent delegations.

Session II - Engaging the world's education systems in the pursuit of a sustainable future

Charles Hopkins explained the history of the International Network (IN) of Teacher Education Institutions (TEIs) associated with his UNESCO Chair and the next phase of work of the IN. The next phase includes: continue to research and capture the learning from our work in ESD and teacher education (TE), build local/national networks of TEIs to bring about change within our own countries, engage ministries of education and other partners, and to partner with other initiatives like Education for All.

He spoke of the origins of ESD at the UN Conference on Environment and Development – “The Earth Summit” in Brazil in 1992 and explained the original intent that ESD was not to be seen as yet another aspect of education but rather as the total contribution that the world's education systems, the world's public awareness systems, and the world's training systems could make to creating a more sustainable future.

Hopkins explained the goals of the International Network of Teacher Education Institutions: (1) to build on the first 10 years of the IN by implementing education for sustainable development (ESD) in teacher education based on the *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*, (2) to capture learning and new insights related to teacher education and ESD, (3) to work more closely with ministries of education, other UNESCO and UN teacher education initiatives, and school systems to embed ESD in TEIs, (4) to carry out action research and write case studies to capture good practices in teacher education and ESD and (5) to assist in the implementation of the Bonn Declaration regarding TEIs. He said that by working to form national networks, the IN could form a critical mass of TEIs that could change teacher education around the world.

Charles Hopkins explained the four thrusts of ESD: (1) access to and retention in quality basic education, (2) reorienting existing education programmes to address sustainability, (3) increasing public awareness, and (4) providing training to all sectors of the workforce.

He spoke of the benefits of using the strengths model—all disciplines can contribute to ESD. He urged participants to work closely with the core disciplines of formal education, and he acknowledged the contributions of adjectival educations (e.g., environmental education, human rights education and gender equity education) to ESD.

Session III - Complexity of Reorienting Education to Address Sustainability

The purpose of this session was to explore the complexities and realities of reorienting education to address sustainability. One speaker from Africa and another from North America talked about the current realities and their experiences related to reorienting education.

Francisco Komlavi Seddoh, former Minister of Education and Scientific Research of Togo, talked about the challenges of reorienting education to address sustainability in Africa. He said that the objectives of the DESD cannot be reached without teachers. Lack of progress toward reorienting education to address sustainability is seen in the following areas: (1) developing a vision or awareness of the role education could play in achieving sustainability; (2) the development of policies and resources; (3) the understanding of the concept of sustainable development among faculty members; and (4) the motivation and rewards for teachers working on ESD issues to allow them to concentrate their efforts on planning and implementing change. He pointed out that without national policy it is difficult to act at the local level. For example, official national and regional curriculum and teacher certification guidelines rarely mandate sustainability. In Africa, there is a shortage of teachers, estimated at 2.4 million. This shortage is aggravated by HIV and AIDS. The teacher shortage has led to the shortening of preparation programmes and the lowering of entrance requirements. The way forward includes working with teacher unions, developing a strong coordination of ESD, establishing partnerships between TEIs to assure ESD is the norm, and working with ministries of education.

Gerald Farthing, Deputy Minister of Education in Manitoba, Canada, spoke about three important themes which support the development of ESD in Manitoba: (1) Leadership sets expectations and goals, (2) Support empowers others to support the mission and goal, and (3) Partnerships are important because more is accomplished with partners and it is higher quality than by working alone. Gerald Farthing explained the steps for implementing each of the three. The steps that the Manitoba Ministry of Education took to support ESD were: (1) incorporating ESD in the existing K – 12 curriculum, (2) providing professional learning opportunities, (3) implementing an ECO-Globe School Recognition Program, (4) providing funding to schools in support of ESD, (5) developing a Global Citizenship and Sustainability course for high school students, (5) helping to construct new schools to meet Leadership in Energy and Environmental Design (LEED) silver standards, and (6) working with faculties of education to incorporate ESD in teacher education.

Session IV - Baseline Reports

In this session members of the IN presented summaries of the ESD-related activities in teacher education at their home institutions. The participants were divided into groups by UN regions. The plenary that followed captured the descriptions and discussion.

Session V - Status of ESD

Rapporteurs summarized discussions from Session IV for each UN region by reporting on the highlights of the TEI descriptions, current realities of ESD and teacher education, barriers, and opportunities.

Global highlights included, but are not limited to:

- Campuses that have ESD centres and conferences that link ESD and the Millennium Development Goals.
- Students in Early Childhood Education (ECE) are required to take an ESD course.
- Students in a Bachelors of Education programme are required to take coursework in sustainability early in their course of study and later they focus on pedagogy.
- National curriculum of a small island nation already contains content and pedagogy related to sea level rise associated with climate change.
- Some TEIs have been working on reorienting teacher education to address sustainability for 10 years.
- Social responsibility is now in teacher education curriculum.
- Courses on ESD and new programmes have been developed.
- New journals created.
- Conferences organized.
- Sustainability is embedded in university strategic plan and university work.

Global current realities included, but are not limited to:

- Tension between economic and environmental issues.

- Serious lack of financing with global downturn of economy.
- Some governments are committed to sustainability and others are not.
- Better public awareness of environmental and social sustainability issues, despite lack of interest by government.
- Policies are under review by governments and universities.
- ESD is increasing (e.g., newsletters, curriculum, programmes, etc).
- NGOs and universities are building partnerships.
- ESD initiatives now exist where they had not previously.

Global barriers included, but are not limited to:

- Lack of staff and appropriate materials.
- Lack of funding to support development of projects.
- In-service problems—teachers often feel overworked and find it difficult to engage in professional development.
- Scale and distribution of population and the various sustainability challenges in different regions of countries are challenging to serve.
- Some colleagues are still unaware of ESD or lack understanding.
- Introducing ESD into a narrowly defined curriculum.
- Lack of monitoring and evaluation of the importance of work on ESD.
- Working interdisciplinarily in disciplinary academic structures.

Opportunities include:

- Working with enthusiastic and committed teacher educators in the IN.
- International dialogue and networking to share good and poor practices.
- Distance education.
- Social sphere of ESD research is expanding.
- Networking, including working with other TEIs nationally and internationally.
- South Africa has a new directorate on teacher education and new teacher education policies.
- North-South collaborations between universities on ESD.
- Student voices requesting ESD classes and change.

Comparing these comments to those made in 2000 at the first meeting of the IN, it is evident that reorienting teacher education to address sustainability has progressed significantly in 10 years. ESD is far more common in teacher education programmes and professional development opportunities now exist for members of TEIs. Conversations are more strategic than they were even two years ago.

Session VI - Implementing ESD in Core Disciplines

Lorna Down and Roland Tormey, IN members, spoke about integrating ESD into the core disciplines of language arts and geography.

Lorna Down, Senior Lecturer at the University of the West Indies in Jamaica, spoke about how to integrate ESD into Language Arts. The presentation highlighted: (1) basic principles for doing so based on early experiences with a project of using Literature to address violence and (2) ways to deepen the approach to integrating ESD into Language Arts based on teaching a graduate course 'Literature and Education for Sustainable Development.' The presentation emphasized the importance of identifying the value that the subject adds to the curriculum and employing that to address sustainability. Additionally, the paper suggested ways of helping students understand the interconnectedness of the social, economic and physical environment, that is, of seeing sustainability in terms of an 'ecosystem'. Also focused on was the essential component of 'taking action', of students engaging in community action.

Roland Tormey, Professor at the University of Limerick in Ireland, spoke on implementing ESD in the core discipline of geography. He began with the premise that the goal of learning for sustainable development is the development of "adaptive competence." Roland Tormey reminded the audience that curricula are social constructions, reflecting the time and place of their production. Geography encompasses study of the environment, society, and economy and as a result it is a natural home for ESD. Adaptive competence

occurs when students are emotionally engaged and intrinsically motivated; they start with the concrete and build to abstract concepts. Then, the concepts are re-applied to different contexts. The focus of this process is on metacognition. An emotional connection is part of the job of a teacher—to help the students develop the capacity to care—because an emotional connection is central to pro-social and moral action. Traditionally, geography takes a concept and illustrates it with case studies (e.g., population, Netherlands, Calcutta, western Ireland and the Sahara desert). The result was the students had enough information to stereotype, but not enough to connect. In country studies, student engage in depth with another place and perhaps compare it to the home they know. The result is deeper knowledge and a connection to the distant place.

The University of Limerick has three approaches to integrating ESD into geography pedagogy: country studies and emotional connection, local-global studies, and different geographies of geography. Local walking tours through campus help pre-service teachers to connect familiar places with global sustainability issues (e.g., energy use). In geographies of geography, pre-service teachers begin to see the curriculum as a set of choices for teaching in traditional or alternative models.

Session VII - Phase II of the International Network

In this session, the group discussed the functions necessary for the IN to function as a network. Breakout groups were formed for: (1) Research (2) Web site, (3) Membership in IN and local networks, (4) Visibility, (5) Operating the local networks.

During reports back from the groups, the complexity of operating a network with over 70 TEIs in 50 nations was apparent. There are many tasks that should and could be done. Amongst the most important to the group were research and ongoing communication between IN members. The research group reported a great interest in documenting and analyzing the work of the IN and doing research together. Ongoing communication between IN members was addressed by the Web site group, which reported that the IN Web site is now online at <http://www.unesco.org/en/esd/networks/teacher-education/>. The next phase of the IN Web site will be an interactive online platform for IN members only. This platform will provide fora for discussions as well as sharing of syllabi and resources and doing research together. The membership, visibility, and operating local networks group reported that national networks will have different needs, compositions and ways of operating than the IN which is for TEIs only. Many volunteers from the IN will be needed to assist the Chair and Secretariat with the many tasks of maintaining the International Network. Even more local volunteers need to be engaged including various government ministries, teacher unions, curriculum publishers, etc., for the functioning of the national networks.

Session VIII - Special Interest Groups

IN members voted to create special interest groups. The groups were:

- Education for All
- Climate change education
- Core disciplines and ESD
- Early childhood care and education
- Whole-school approach
- Preparing headmasters/teachers, principals, and other school administrators/teachers
- Outdoor education/learning

The groups met for 1.5 hours to talk about specific topics related to ESD and teacher education. The participants shared their experiences, questions, and needs for professional development.

Session IX - Professional Development Emerging Issues

Sustainability and ESD are both very broad topics. It is difficult to stay current on the many issues that are emerging and evolving in those areas. This session was dedicated to professional development of

participants related to one topic each in sustainability—water and climate change—and ESD—early childhood education.

Jenny Ritchie of Unitec Institute of Technology and Colleen Lockie and Glynne Mackey of the University of Canterbury in New Zealand presented on early childhood education. Their perspective, from Aotearoa New Zealand, is that both teacher education and education for sustainability practices need to be informed through praxis-based research involving educators, children, families and communities. A recently completed study showed ways in which early childhood educators have been initiating sustainability processes within their educational programmes, utilising and theorising an ethic of caring for ourselves, others and the environment from both Indigenous and Western perspectives.

Within the early childhood sector there is a growing realisation of the way in which young children influence the behaviours and understandings of others in their community. Using a sociocultural lens, another recent research project (Vaealiki & Mackey, 2008) demonstrated ways in which young children who are empowered to act in environmentally friendly ways can explore possibilities in creating a healthy future. They consider it essential that young children be supported within their early childhood settings and communities to take appropriate action for a more sustainable world.

Early childhood education pedagogy aligns well with peace education. Making preventative diplomacy, peacekeeping, peace-building and restorative justice visible in daily practice as well as in curriculum and assessment documentation will enable those who are very young today, to participate in building sustainable communities in difficult future times.

Andras Szollosi-Nagy, Director of the UNESCO International Hydrologic Institute, talked on water and climate change. He said that humans are changing the global water system in a globally significant way without adequate knowledge of the system and thus its response to change. Major problems include pollution and population. We know these things related to climate change: (1) Global mean temperature has increased (2) Greenhouse Gases play a role, and (3) Reducing Emissions alone will not avoid impacts. Global precipitation remains the same; however, the distribution has changed, with some areas experiencing drought and others flooding. A water crisis looms. In some areas GDP is affected by annual precipitation rates (e.g., Zimbabwe). Political tensions exist in areas of water shortages (e.g., Nile River, Jordan River, Ganges Brahmaputra-Maghna River basin, Tigris Euphrates basin, and Aral Sea). Despite tensions, water is a source of cooperation illustrated by numerous treaties based on water basins. A number of water-related challenges face the world. However, eighty percent of future stress on water resources comes from population and development, NOT climate change. Stressors include forest clearing, water hazards from extreme weather events and rising sea level, economic losses due to flooding, and land-to-ocean linkages (e.g., interception of sediments that fed coastlines). Water education and capacity-building are key to a more sustainable future.

Session X - Pedagogy of ESD

In this session three speakers shared their visions of pedagogy and ESD.

Victor Nolet, professor at Western Washington University in the USA, spoke about two macro-strategies for helping teachers select effective pedagogies for use in education for sustainable development. The first of these strategies entailed selecting “off the shelf” pedagogies that address the goals and desired outcomes for ESD. Nolet summarized four such strategies: Inquiry-Based Teaching, Problem-Based Learning, Place-Based Learning, and Service Learning. He emphasized that all of these approaches have been well researched and documented and there are many examples and templates to help teachers get started available for free on the internet, and in books and from commercial vendors. The second macro-strategy for making pedagogy decisions entails a planning process often called Backward Design or Understanding by Design. When using this process a teacher first identifies the desired outcomes for a lesson or unit. The teacher then selects the assessment methods that will best provide evidence of student learning. Both formative and summative assessment strategies are identified at this point. Finally, the teacher chooses the instructional strategies that will best help students accomplish those desired outcomes. Generally, curriculum standards or Big Ideas drive the selection of desired outcomes. This

process is not linear. A teacher needs to think about all these parts at the same time and all the parts need to work together in order for the planning mechanism to work right.

Heila Lotz-Sisitka, Professor at Rhodes University in South Africa, spoke about the history of pedagogy and how it has changed over time. Currently, learner participation and democratization have a great influence on pedagogy. Active learning is popular, but it is also difficult to implement. Sustainability brings with it opportunities and challenges. The global reality is that we have unsustainable development models, climate change impacts, and loss of ecosystem services, as well as new concepts for development such as equity, sustainability, resilience, adaptation, and transformability. In a world in which the challenges are increasingly complex, pedagogy is turning to different creative and more powerful forms of agency, involving learning and action. Current pedagogies: (1) shape practice in daily life in effective ways, (2) are place-based and take in account local contexts (3) are action-centred, imparting competencies and values, (4) encourage learning through cooperation, (5) encourage critical thinking, social critique, and analysis, (6) are creative using drama, play, art, etc., to simulated creativity and imaginative alternatives and (7) impart social justice. Together they mobilize diversity, context, and different forms of knowledge and expression. Overall, there is a commitment to positive change. At the heart of this pedagogical work is participation, engaging culture creatively, values, vision, deliberation and reflexivity, and change-oriented learning. Implementing and institutionalizing the new pedagogies is complex.

Anne Looney, Chief Executive Officer of the National Council for Curriculum and Assessment in Ireland, said the desired profile of learners in today's society includes: awareness, having the tools to take action, having the skills to use the tools, having the will and energy to act, having the resilience to keep going even in difficult circumstances, can and do work with others as leaders or team players, and are open to new learning. This profile is at the heart, not the edge, of schooling. To achieve this we need a pedagogy for awareness of knowledge, information, data, stories, case studies, etc, which (1) imparts concern and commitment, not fear; (2) with an emphasis on sources and ideas; and (3) represents a gathering rather than an exposition. This pedagogy is carried out in classrooms and lecture halls where (1) learners DO things, rather than places where they watch teachers work, (2) where choice, discussion, application of ideas and solutions thrive and (3) where making mistakes, giving and receiving feedback are central to the educational process. In general, schools and colleges are places where learners are citizens and practise civic and social action. This pedagogy is important to learning in the 21st century, economic success, and democratic citizenship. The challenges of assessment in this pedagogical context are: to create criteria for success and to discuss how the assessment might be organized, to include doing as well as writing, and evaluating the assessment tool or test. Sustainability themes are included as case studies in assessment.

Session XI - Pedagogy Discussions

Meeting participants chose to create discussion groups on the following pedagogical topics:

- Teaching ethics and values
- Participatory instructional strategies
- Assignments and assessment
- Service learning and community-based learning
- Modeling sustainability in the classroom
- Promoting higher-order thinking skills and decision-making

The groups met for an hour to share their experiences and questions related to pedagogy, ESD, and teacher education.

Session XII - Challenges of forming local networks

The purpose of this session was to identify major points from the small group discussions by UN regions and to understand the capacities and needs of IN members related to forming national networks.

Successes:

For all regions, cooperation with other institutions working in related fields has proven to be an effective way to develop the network. Other successes stem from reaching out to other constituencies and involvement of a great diversity of partners in the networks.

Needs:

IN members from different regions felt that additional support in all fields was needed for the further development of their networks. There is a need for long-term professional development of teachers rather than short-term measures. IN members also stated the need to take advantage of and use already existing programmes in order to avoid re-inventing the wheel. Training opportunities for IN members were also mentioned.

IN members also expressed a need for sources of funding for creating and maintaining national networks and learning from the experiences of IN members who have created local networks.

After the regional reports, the floor was opened for discussion. The main conclusions from the general discussion included:

- Having regular reports from IN Members is very useful to keep the Network updated.
- Cultivating the interest in the IN is important. For new members the benefits that come from joining the IN must be clearly laid out to the administration and faculty of their home institutions.
- The letter of participation from the senior administration of the IN TEI members institutionalizes the ongoing participation of an institution despite possible future senior personnel changes.
- Sub-networks are important as bigger networks are not easily sustainable. Small networks such as bilateral cooperation between TEIs are encouraged.
- Although few TEI networks exist for ESD, lessons learned from forming and participation in other networks can be applied to creating national networks.
- The goal is to change teacher education around the world to address ESD.
- IN members can approach UN Programmes and Funds at the national level
- Regional offices of UNESCO and National Commissions for UNESCO can be contacted as they have contacts at ministries of education in the region.

Session XIII - Next Steps

The UNESCO Chair, Charles Hopkins reminded the group that to participate in the IN for the remainder of the Decade that they agreed to (1) reorient teacher education to address sustainability at their own institution and (2) build national networks of TEIs that work to reorient teacher education to address sustainability.

Rosalyn McKeown, of the Section for DESD Coordination, who has served as secretariat to the UNESCO Chair since its inception, requested that all the IN participants document their efforts. She requested that they keep a list of all of their activities related to (1) reorienting teacher education to address sustainability at their own institution and (2) building national networks of TEIs that work to reorient teacher education to address sustainability. She also asked that the participants keep and update a journal of reflections on their activities once every two months. She said the chair will survey the IN members prior to the next meeting in 2012 and that the participants will need the documentation and reflection to complete the survey.

In the final session of the meeting, participants committed to activities related to ESD and teacher education at their home institutions. Each participant completed a form listing the activities and signing it. Pledges include activities such as

- Creating an online space and face-to-face meetings for teacher who mentor student teachers.
- Create a special interest group in ESD in a national education association.
- To weave ESD into all subjects in teacher education in a national context.
- To contact the national ministry of education.
- To write an article on the status of ESD in the region for publication.
- Collaborate in the design of an online ESD programme.
- Organize a conference on ESD.
- Continue research on ESD and teacher education.
- Start research on partnerships and programmes in ESD within the IN.
- Explore models of local networks in IN and share with the IN.

- Create a registry of expertise for the IN.
- Work with headteachers of primary schools to understand ESD.
- Participating in educational conferences in core disciplines to address teacher education and ESD.
- Work with colleagues to blend ESD in their courses.
- Engage deans of faculties of education on competencies for ESD.

These activities will be carried out in TEIs that are new to ESD and those that have a decade-long commitment to reorienting teacher education to address sustainability.

These activities are in addition to creating a national network of TEIs within their country.

Closing

Charles Hopkins; Aline Bory-Adams, Chief of the Section for DESD Coordination; Sonia Bahri, Chief of Section for International Cooperation in Higher Education; and Edem Adubra, Chief of Section for Teacher Education, thanked the group for their participation and made concluding remarks.

The symposium was adjourned.

ANNEX 1 - Agenda

Wednesday 19 May 2010

9:00 – 10:00	Registration and welcome coffee	
10:00 – 10:45	Session I Welcome <i>Moderator: Charles Hopkins</i> - Welcome Mark Richmond, Director ED/UNP - Welcome Georges Haddad, Director ED/HED	Plenary Room II
10:45 – 11:30	Session II Engaging the World's Education Systems in the Pursuit of a Sustainable Future <i>Moderator: Rosalyn McKeown</i> - Keynote: Charles Hopkins, UNESCO Chair	Plenary Room II
11:30 – 11:45	Coffee break	
11:45 – 13:00	Session III Complexity of Reorienting Education to Address Sustainability <i>Moderator: Charles Hopkins</i> - Francisco Seddoh Komlavi former Minister of Education and Science, Togo - Gerald Farthing, Deputy Minister of Education, Manitoba, Canada	Plenary Room II
13:00 – 14:30	Lunch	
14:30 – 16:00	Session IV Baseline Reports - Participants share baseline reports. - Group discussion (Small groups formed by UN Regions)	Small Groups AFR: IX ARB: IX APA: 4.021 ENA: XII LAC: 3.042
16:00 – 16:15	Coffee Break	Outside Room XII

16:15 – 17:30	Session V Status of ESD <u>(1) For teacher educators</u> <i>Moderator: Tsepo Mokuku</i> Regional reports from Session IV addressing ESD in context of current realities, barriers, opportunities.	Split Session (1) Rm XII
	<u>(2) For representatives of ministries of education</u> <i>Moderator: Anne Looney</i> Moving ESD forward in ministries of education	(2) Rm IX

Thursday 20 May 2010

9:00 – 10:45	Session VI Implementing ESD in Core Disciplines <i>Moderator: Ilga Salite</i> - Lorna Down, University of the West Indies – Language Arts - Roland Tormey, University of Limerick – Geography	Plenary Room XII
10:45 – 11:00	Coffee Break	
11:00 – 11:45	Session VII Phase II of the International Network <i>Moderator: Charles Hopkins</i> - Large group discussion: Identify necessary functions of network:	Plenary Room XII
11:45 – 13:00	Session VII continued Small group discussions on various functions of network. (Each participant selects a small group according to her/his interest.)	Small Groups Room XII Room VII Room VIII 3.042 4.021
13:00 – 14:00	Lunch	
14:00 – 14:45	Session VII continued <i>Moderator: Charles Hopkins</i> Reports on network functions by small group	Plenary Room XII
14:45 – 16:15	Session VIII Special Interest Groups Small group discussions (Each participant selects a small group according to her/his interest.)	Small Groups Room XII Room VII Room VIII 3.042 4.021 IX
16:15 – 16:45	Coffee Break	Outside Room XII

16:45 – 18:00	Session IX Professional Development Emerging Issues <i>Moderator: Christa Henze</i> - Jenny Ritchie, Glynne Mackey, and Colleen Lockie, New Zealand, Early Childhood Education - Andras Szollosi-Nagy, UNESCO-IHE, Water and Climate Change	Plenary Room XII
18.30	Cocktail	7th floor

Friday, 21 May

9:00 – 10:30	Session X Pedagogy of ESD <i>Moderator: Lorna Down</i> - Victor Nolet, Western Washington University - Heila Lotz-Sisitka, Rhodes University - Anne Looney, National Council for Curriculum and Assessment	Plenary Room IX
10:30 – 10:45	Coffee break	
10:45 – noon	Session XI Pedagogy Discussions Small group discussions on pedagogy. (Each participant selects a small group according to her/his interest.)	Small Groups Room IX 3.042 4.021 4.067 KMS
Noon – 13:00	Session XII Challenges of forming local networks (Small groups formed by UN Regions)	Small Groups AFR: 4.021 ARB: 4.067 APA: 3.042 ENA: IX LAC: KMS
13:00 – 14:30	Lunch	
14:30 – 16:00	Session XII continued <i>Moderator: Munawar Mirza</i> Major points from small group discussions by UN Regions and discussion on moving forward	Plenary Room IX
16:00 – 16:15	Coffee Break	
16:15 – 17:45	Session XIII International Network Structures and Functions and Next Steps <i>Moderator: Charles Hopkins</i> - Shivali Lawale, Contributing case studies to the DESD Monitoring and Evaluation process - Rosalyn McKeown, Writing TEI profiles for IN/Chair Web site - Large group discussion of IN structure and functions and next steps - Statements of participant commitment to network at international, local, and individual levels	Plenary Room IX

	- Complete evaluation forms	
17:45 – 18:00	Thank you and closing - Aline Bory-Adams, Chief, DESD Coordination Section - Sonia Bahri, Chief, International Cooperation in Higher Education Section - Edem Adubra, Chief, Teacher Education Section - Charles Hopkins, UNESCO Chair	Plenary Room IX