

# UNESCO 2019 Forum on Education for Sustainable Development and Global Citizenship

## Theme: Learning and teaching for peaceful and sustainable societies: From early childhood to primary and secondary education

Organized by UNESCO, in cooperation with the Ministry of Education and Training of Viet Nam and the Viet Nam National Commission for UNESCO, with the additional support of the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) through the UNESCO Japanese Funds-in-Trust for the Global Action Programme on Education for Sustainable Development, and the Asia-Pacific Centre of Education for International Understanding (APCEIU).

**2 - 3 July 2019**  
**Ha Noi, Viet Nam**

### Draft programme (as of 25 April)

Tuesday 2 July 2019 Morning	
08:00 – 09:00	<b>Registration</b>
09:00 – 09:30	<b>Opening</b>
09:30 – 09:50	<p><b>Session 1. Plenary: Presentation of the findings of the UNESCO study</b></p> <p><i>This plenary will present the findings of the UNESCO study 'Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in the Transition from Early Childhood to Primary and Secondary Education' which explores how the cognitive, socio-emotional and behavioural dimensions of ESD and GCED learning are reflected across early childhood, primary, lower and upper secondary education in countries across the world. The presentation of the key findings of the study will be followed by a short question and answer session.</i></p>
09:50 – 10:30	<b>Group photo and coffee break</b>
10:30 – 11:30	<p><b>Session 2. Plenary round table: Understanding the UNESCO study's key findings: Country perspectives</b></p> <p><i>In this plenary, panellists selected from the countries featured in the UNESCO study will review the findings of the study and discuss possible reasons behind outcomes in respective national contexts. The discussion will focus on constraints and opportunities at the level of education systems. A round table discussion by the panellists will be followed by interaction with the participants from the floor.</i></p>

11:30 – 12:30	<p><b>Session 3. Plenary town hall: Deep dive on critical issues: Are there ideal scenarios?</b></p> <p><i>Participants will review how best to balance the three dimensions of ESD and GCED learning – cognitive, socio-emotional, and behavioural – across different school levels. The key question of the session will be whether there are, or should be, ideal scenarios at each school level and across different school levels, and the implications of this on the existing situation. A panel debate will be followed by discussions by participants at their tables and a plenary instant online survey to highlight overall conclusions</i></p>
12:30 – 14:00	Lunch
<p><b>Tuesday 2 July 2019</b> Afternoon</p>	
14:00 – 15:15	<p><b>Session 4. Concurrent session: How to sustain a building-block approach to ESD/GCED</b></p> <p><i>In concurrent sessions, participants will reflect on key transitional issues in taking forward ESD and GCED. The themes of the concurrent sessions will be:</i></p> <ul style="list-style-type: none"> <li>• <b>How to strengthen the foundational role of ECCE for ESD/GCED</b> This concurrent session will focus on identifying values/skills often highlighted in early childhood care and education (ECCE) and pre-primary education related to ESD/GCED, with a view to exploring the foundational linkage of ECCE to pre-primary education, to ESD and to GCED learning and teaching.</li> <li>• <b>How to sustain the early gains made in ECCE in socio-emotional learning</b> This concurrent session will focus on the transition from ECCE to primary education, identifying challenges and opportunities.</li> <li>• <b>How to reinforce behavioural learning at the secondary level</b> This concurrent session will focus on the impact of exam assessment systems on secondary education teaching of ESD and GCED, especially their socio-emotional and behavioural dimensions.</li> </ul>
15:15 – 15:45	Coffee break
15:45 – 17:00	<p><b>Session 5. Concurrent session: What are the systemic levers for improved implementation?</b></p> <p><i>In breakout groups, participants will review the systemic levers relating to the promotion of socio-emotional and behavioural dimensions of learning in ESD and GCED. The themes of the concurrent sessions will be:</i></p> <ul style="list-style-type: none"> <li>• <b>Assessment of socio-emotional and behavioural skills in school: how and what for?</b> This concurrent session will focus on challenges in current education systems to adopt socio-emotional and behavioural learning in assessment, along with possible solutions and innovative examples.</li> <li>• <b>The role of teacher training in promoting socio-emotional and behavioural dimensions of learning</b> This concurrent session will focus on the impact of teacher exchange programmes to promote the socio-emotional and behavioural learning dimensions of GCED, and discuss the opportunities and challenges that exist in placing greater emphasis on the socio-emotional and behavioural dimensions of learning in GCED and ESD teacher training programmes.</li> <li>• <b>Socio-emotional and behavioural dimensions of learning in non-formal and informal education</b> This concurrent session will focus on the limits of formal education in promoting socio-emotional and behavioural learning and the comparative advantages of non-formal and informal education in this sphere.</li> </ul>
17:00 – 18:00	Rest

18:00 – 20:00	Welcome reception
Wednesday 3 July 2019 Morning	
09:00 – 10:15	<p><b>Session 6. Plenary town hall: Delivering the facts – Is this possible and how?</b></p> <p><i>This plenary focuses on particular challenges relating to cognitive learning in ESD and GCED – that is, how to deliver facts as facts, something which is becoming increasingly difficult, not only for political reasons, but also with the rise of a ‘post-truth’ era, where objective facts may be overshadowed by unverified opinions and rumours. A panel debate will be followed by interaction with the participants from the floor.</i></p>
10:15 – 10:45	Coffee break
10:45 – 12:00	<p><b>Session 7. Concurrent session: Innovative pedagogy for socio-emotional learning on ESD/GCED</b></p> <p><i>During concurrent sessions, participants will explore innovative and evidence-based pedagogical approaches as applied to promote the socio-emotional learning dimension of GCED and ESD topics. The themes of the concurrent sessions will be:</i></p> <ul style="list-style-type: none"> <li> <p><b>From wellbeing to doing well – exploring the power of mindfulness and related pedagogies</b> This concurrent session will explore the promises and limits of wellbeing-related pedagogies to take forward ESD and GCED, including the link between socio-emotional and behavioural learning.</p> </li> <li> <p><b>The development of empathetic concerns through virtual reality (VR) technologies</b> This concurrent session will focus on the opportunities and limits of VR to develop socio-emotional learning, especially empathy, including examples of such technologies in action.</p> </li> <li> <p><b>Exploring how to leverage the power of arts education for socio-emotional learning</b> This concurrent session will engage participants in experiencing how arts education can support GCED and ESD, with particular attention to its potential to leverage the socio-emotional dimension of learning.</p> </li> </ul>
12:00 – 13:30	Lunch
Wednesday, 3 July 2019 Afternoon	
13:30 – 14:45	<p><b>Session 8. Plenary testimonies: Transformative engagement – how does it happen?</b></p> <p><i>Individuals who have undertaken transformative engagements in the areas of ESD and GCED will be invited to share their experiences in this plenary, focusing on how they were led to take action. Individual testimonies and a short presentation on the factors for individual transformation will be followed by discussions by participants at their tables, and a plenary instant online survey to highlight overall conclusions on the triggers of transformative engagements.</i></p>
14:45 – 15:15	Coffee break
15:15 – 16:15	<p><b>Session 9. Concurrent session: ESD and GCED-specific issues</b></p> <p><i>Two concurrent sessions will address the findings of the UNESCO study relating to ESD and to GCED – such as, the predominance of cognitive learning in ESD, and the lack of behavioural</i></p>

	<i>learning in GCED and ESD. Two concurrent sessions will be organized by key GCED and ESD stakeholders.</i>
<b>16:15 – 17:15</b>	<b>Session 10. Plenary exchange – Teachers and students speaking out on the way forward</b> <i>This plenary will present the testimonies of teachers and students on their needs in terms of effective pedagogy for ESD and GCED, followed by town hall discussion on the way forward. The discussion will focus on questions such as ‘what do you need to become an active learner who promotes sustainable development and peace?’, ‘as a teacher, what do you think is needed for you to be able to effectively teach sustainable development and peace?’.</i>
<b>17:15 – 17:45</b>	<b>Session 11. Conclusion</b>