

# 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*

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

Draft Programme (as of 5 March)

Day 1, Tuesday 2 July 2019: Morning	
<b>08:00 – 09:00</b>	<b>Registration</b>
<b>09:00 – 09:30</b>	<b>High Level Opening</b>
<b>09:30 – 10:00</b>	<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 on “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 10 countries.</i></p>
<b>10:00 – 10:30</b>	<b>Coffee break</b>
<b>10:30 – 11:10</b>	<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 featuring in the UNESCO Study will review the findings of the UNESCO 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.</i></p>
<b>11:00 – 12:30</b>	<p><b>Session 3. Plenary Town hall: Deep dive on critical issues: Are there ideal scenarios?</b></p> <p><i>Participants will discuss how best to balance the three dimensions of ESD and GCED learning – the cognitive, socio-emotional, and behavioural dimensions – across different school levels. The key question to debate is whether there are, or should be, possible ideal scenarios at each school level and across different school levels, and the implications of this on the situation today.</i></p>

12:30 – 14:00	Lunch
Day 1, Tuesday 2 July 2019: Afternoon	
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 (PPE) related to ESD/GCED, with a view to exploring the foundational linkage of ECCE to PPE to ESD and 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/PPE to primary education (PE), 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's teaching of ESD and GCED, especially their socio-emotional and behavioural dimension.</li> </ul>
15:15 – 15:45	Coffee break
15:45 – 17:00	<p><b>Session 5. Concurrent Session: What the systemic levers for improved implementation?</b></p> <p><i>In breakout groups, participants will review the systemic levers relating to 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 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 for socio-emotional learning, to highlight opportunities and challenges to systemizing this kind of approach in the school system.</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
Day 2, Wednesday 3 July 2019: Morning	
09:00 – 10:15	<p><b>Session 6. Plenary Town hall: Delivering the facts – Is it 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, which is becoming increasingly difficult, not only for</i></p>

	<i>political reasons, but also with the rise of a 'post-truth' era, where objective facts may be less influential than unverified opinions and rumours. A panel debate will be followed by discussion by participants at their tables, and a plenary survey to highlight overall conclusions.</i>
<b>10:15 – 10:45</b>	<b>Coffee break</b>
<b>10:45 – 12:00</b>	<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 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>Leveraging the power of the Arts for socio-emotional learning: An exploration into the power of Arts Education</b> This concurrent session will engage participants in experiencing how arts education can support GCED and ESD learning goals, with particular attention to the potential for arts education to leverage socio-emotional learning.</p> </li> </ul>
<b>12:00 – 13:30</b>	<b>Lunch</b>
<b>Day 2, Wednesday 3 July 2019: Afternoon</b>	
<b>13:30 – 14:45</b>	<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 experience in this plenary, focusing on how they were led to take action. Individual testimonies will be followed by a town hall discussion on the triggers of transformative engagements.</i></p>
<b>14:45 – 15:15</b>	<b>Coffee break</b>
<b>15:15 – 16:15</b>	<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 behavioral learning in GCED, as well as ESD. Two concurrent sessions will be organized by key GCED and ESD stakeholders.</i></p>
<b>16:15 – 17:15</b>	<p><b>Session 10. Plenary exchange – Teachers and students speaking out on the way forward</b></p> <p><i>This plenary will present the voices of teachers and students, through testimonies, on their needs in terms of effective pedagogy for ESD and GCED, followed by town hall discussion on what needs to be improved/changed in education systems.</i></p>
<b>17:15 – 17:45</b>	<b>Session 11. Conclusion</b>