



Core-to-Core Programme Final Joint Seminar
“Innovating Teacher Education for Sustainable Development: Collaborative Approach to the SDGs”
Organized by Okayama University, Japan
Supported by Japan Society for the Promotion of Science
(Okayama, 6-8 November 2024)

Concept Note

1. Background

Education for Sustainable Development (ESD) occupies a prominent place in the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) adopted by the United Nations (UN). It is “a vital means of implementation for sustainable development” and “a key enabler” of all the SDGs, as affirmed by the UN General Assembly in its resolution 72/222. Educators including teachers have a crucial role to play in this global pursuit of sustainable development through education. As UNESCO’s new ESD promotion measure “ESD for 2030” recognizes, educators are “key actors in facilitating learners’ transition to sustainable ways of life.” They can facilitate learning for sustainable development.

Recognizing the critical importance of educators in the SDGs, Okayama University, the only UNESCO Chair on ESD in Asia, obtained a grant sponsored by the Japanese National Commission for UNESCO (FY 2018-2019), and it developed the “Asia-Pacific ESD Teacher Competency Framework” and a guide for effectively disseminating the framework in collaboration with 34 institutions in 16 countries across the Asia-Pacific region and with the support of UNESCO Bangkok, UNESCO Beijing, and Asia-Pacific Cultural Centre for UNESCO. The framework currently comprises a programme guideline for developing ESD teacher education in the Asia-Pacific region and its research and educational achievements.

Subsequently, with the support of the Japan Society for the Promotion of Science (JSPS) (FY2021-2024), the University is working on “Formation of a Network of Advanced Centres of Excellence in ESD Teacher Education” in collaboration with institutions in Europe and North America and elsewhere. The objective is to accelerate the global promotion of ESD teacher education, presenting basic policies for this objective and discussing measures for its dissemination, as well as promoting mutual exchange of researchers and fostering young researchers who will be the core of the next generation. Through joint seminars organised so far in Slovenia in 2022 September and in Norway in 2024 March, these objectives are close to being achieved.

2. Objectives

The objectives of the event are to foster collaborative discussions and knowledge exchange, focusing on curriculum development, pedagogical strategies, competency frameworks, and evaluation methods of ESD, in order to equip future educators with the skills and knowledge to promote sustainable development, and to create recommendations to innovate teacher education for sustainable development. To achieve these objectives, the event will promote the exchange of ESD researchers and the development of young researchers.

3. Expected outputs

- A comprehensive recommendation document about teacher education for sustainable development, outlining best practices, innovative approaches, and actionable strategies for its innovation.
- Enhanced collaboration and networking among experts and practitioners in the field.

4. Participants

The event will bring together approximately 50 participants onsite from centres of excellence in ESD teacher education including Okayama University, as well as online participants from partner institutions in Asia and other regions.

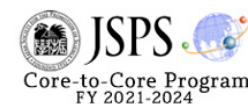
5. Time, venue, and programme overview

6 – 9 November 2024 at Okayama University, Okayama, Japan

Day 1: Opening session, open lecture, panel discussions, poster session, welcome function

Day 2 and Day 3: Collaborative work

Day 4: ESD excursion



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Programme Schedule (*tentative*)

University professors and graduate students who are interested in Education for Sustainable Development (ESD), especially teacher education, will participate in DAY 1 (Wednesday, 6 November 2024) of this seminar either on-site or online.

DAY 1 Wednesday, 6 November 2024 (Open for Public)		Venue
10:15 – 10:45	Registration	Main building Room 404
10:45 – 11:00	Opening Session Moderator: Khalifatulloh Fiel’ardh (Okayama University, Japan) Opening remark by (Vice President, Okayama University, Japan) <i>(TBD)</i> Opening remark by Atsushi TAKASE (Dean, Faculty of Education, Okayama University, Japan)	
11:00 – 11:30	Agenda 1: Open lecture Past, Present and Future of Teacher Education for Sustainable Development Moderator: Hiroki FUJII (Okayama University, Japan) Speaker: Charles HOPKINS (York University, Canada)	
11:30 – 12:45	Agenda 2: Pannell discussion (1) Curriculum and Pedagogy of Teacher Education for Sustainable Development Moderator: Robert DIDHAM (Inland Norway University of Applied Sciences, Norway) Panelists: Sweta R. PUROHIT (Centre of Environmental Education, India) Sun-Kyung LEE (Cheongju National University of Education, Republic of Korea) Gregor TORKAR (University of Ljubljana, Slovenia) Masahisa SATO (Tokyo City University, Japan) <i>(TBD)</i>	

12:45 – 13:45	Lunch	University cafeteria
13:45 – 14:15	Agenda 3: Poster session <i>Participants will discuss ESD and GCED research and practice, the two pillars of education for the SDGs.</i>	Main building Room 404
14:15 – 15:30	Agenda 4: Pannell discussion (2) Competency and Evaluation in Teacher Education for Sustainable Development Moderator: Daniel FISCHER (Leuphana University Lüneburg, Germany) Panelists: Ari WIDODO (Indonesia University of Education, Indonesia) Tomonori ICHINOSE (Miyagi National University of Education, Japan) Ainur SEIKHAN (Abai Kazakh National Pedagogical University, Kazakhstan) Dorcas OTIENO (Kennyata University, Kenya)	
15:30 – 15:45	Agenda 5: Summarizing and closing of Day 1 Speaker: Kiichi OYASU (Asia-Pacific Cultural Centre for UNESCO, Japan)	
15:45 –	Move to hotel	
19:00 –	Welcome function	Japanese restaurant
DAY 2 Thursday, 7 November 2024 (Invitation Only)		Venue
9:30 – 10:00	Agenda 6: Orientation session of Day 2 and Day 3 Hiroki FUJII (Okayama University, Japan) <i>The session will introduce the purpose and process of the two-day collaborative work to develop a recommendations document “Innovating Teacher Education for Sustainable Development.”</i>	Main building Room 404
10:00 – 12:00	Agenda 7: Sharing experiences of good research and practice and identifying key elements <i>Participants will be divided into two groups to discuss and work through the process.</i> Working group 1: Curriculum and Pedagogy in Teacher Education for Sustainable Development Member: Robert DIDHAM (Inland Norway University of Applied Sciences, Norway) Sweta R. PUROHIT (Centre of Environmental Education, India) Sun-Kyung LEE (Cheongju National University of Education, Republic of Korea) Gregor TORKAR (University of Ljubljana, Slovenia) Masahisa SATO (Tokyo City University, Japan) (TBD)	

	Hiroki FUJII (Okayama University, Japan) and Okayama University's Professors Working group 2: Competency and Evaluation in Teacher Education for Sustainable Development Member: Daniel Fischer (Leuphana University Lüneburg, Germany) Charles Hopkins (York University, Canada) Ari WIDODO (Indonesia University of Education, Indonesia) Tomonori ICHINOSE (Miyagi National University of Education, Japan) Ainur SEIKHAN (Abai Kazakh National Pedagogical University, Kazakhstan) Dorcas OTIENO (Kennyata University, Kenya) Okayama University's Professors	
12:00 – 13:30	Lunch	University restaurant
13:30 – 14:30	Agenda 7: Sharing experiences of good research and practice and identifying key elements (continued) Facilitator: Gregor TORKAR (University of Ljubljana, Slovenia) <i>Each group will present the outcome of group work in the plenary, followed by discussion.</i>	Main building Room 404
14:30 – 16:30	Agenda 8: Creating the domain of the recommendations and the content encompassed therein <i>Participants will be divided into two groups to discuss and work through the process.</i>	
DAY 3 Friday, 8 November 2024 (Invitation Only)		Venue
9:30 – 11:00	Agenda 9: Creating the domain of the recommendations and the content encompassed therein (continued) <i>Participants will be divided into two groups to discuss and work through the process.</i>	Main building Room 404
11:00 – 12:00	Agenda 10: Creating the domain of the recommendations and the content encompassed therein (continued) Facilitator: Tomonori ICHINOSE (Miyagi National University of Education, Japan) <i>Each group will present the outcome of group work in the plenary, followed by discussion.</i>	
12:00 – 13:30	Lunch	University restaurant
13:30 – 15:30	Agenda 11: Planning the way forward <i>Participants will break into three groups to consider the requirements for the spread of the recommendation and finalize it as a supplement of the recommendation.</i> Working group 1: Member: Daniel FISCHER (Leuphana University Lüneburg, Germany)	Main building Room 404

	Robert DIDHAM (Inland Norway University of Applied Sciences, Norway) Gregor TORKAR (University of Ljubljana, Slovenia) Working group 2: Member: Sweta R. PUROHIT (Centre of Environmental Education, India) Ari WIDODO (Indonesia University of Education, Indonesia) Tomonori ICHINOSE (Miyagi National University of Education, Japan) Ainur SEIKHAN (Abai Kazakh National Pedagogical University, Kazakhstan) Sun-Kyung LEE (Cheongju National University of Education, Republic of Korea) Working Group 3: Member: Charles Hopkins (York University, Canada) Hiroki FUJII (Okayama University, Japan) Dorcas OTIENO (Kennyata University, Kenya) Masahisa SATO (Tokyo City University, Japan) (TBD)	
15:30 – 16:15	Agenda 12: Planning the way forward (continued) Facilitator: Ari WIDODO (Indonesia University of Education, Indonesia) <i>Each group will present the outcome of group work in the plenary, followed by discussion.</i>	
16:15 – 16:30	Agenda 13: Closing of DAY 2 and DAY 3 Hiroki Fujii (Okayama University, Japan)	
DAY 4 Saturday, 9 November 2024 (Invitation Only, Optional)		
	Agenda 14: ESD excursion <i>Participants will visit two World Heritage Sites in Hiroshima related to ESD: Miyajima and Peace Park.</i>	

