



# Core-to-Core Programme Final Joint Seminar

## Innovating Teacher Education for Sustainable Development (TESD): Collaborative Approach to the Sustainable Development Goals

**Organized by Okayama University, ESD Promotion Centre**  
**Supported by the Japan Society for the Promotion of Science (JSPS)**

### Participating UNESCO Chairs

#### UNESCO Chair in Reorienting Education for Sustainability, York University, Canada

The UNESCO Chair in Reorienting Education towards Sustainability, established in 1999 at York University, fosters research and global networks, supporting responsible and inclusive policymaking to address sustainable development as a purpose of education. In partnership with institutions in more than 70 countries, we serve UNESCO's education mandate. While teacher education is at focus, we also support activities in improving the education of Indigenous youth, greening TVET and enhancing ESD through the RCE Global Network. We are SDG 4 Focal Point in the Global Cluster of Higher Education for Research and Sustainable Development hosted by the International Association of Universities (IAU).



**Charles HOPKINS  
& Katrin KOHL**

#### UNESCO Chair for Higher Education Development for a Green Economy and Sustainability (HEDGES) Kenyatta University, Kenya

Kenyatta University is involved in a project that aims at developing Higher Education for a Green Economy and Sustainability (HEDGES) in response to climate change and related risks. The project will use the global partnership approach (SDG 17) in twinning Kenyatta University and other partner Universities, as well as other stakeholders with a shared interest in developing practical/action learning solutions to achieve green economy in Kenya and share lessons learnt through South-South and North-South networks



**Dorcas OTIENO**

#### UNESCO Chair in Higher Education for Sustainable Development, Leuphana University of Lüneburg, Germany

The UNESCO Chair in Higher Education and the Institute for Sustainable Development and Learning (ISDL) are working to foster cross faculty collaboration within Leuphana and to bring together the perspectives from Global South-North at the core of its work on sustainability learning. There are several projects which the institute is engaged in such as the Sustainability and Digitalization project, which aims to stimulate scientific, political, and civil discourse, and share thinking, findings, and outcomes with the general public to increase awareness and engagement on digitalization and sustainability and the ESD for 2030 project: Learning for and in resilient and sustainable municipalities, bringing together schools, universities and selected municipalities from Latvia, Estonia, Lithuania and Lüneburg. A UNESCO Chair has been awarded to lead and facilitate a new partnership under UNITWIN programme: Network of Education for Sustainable Development and Social Transformation



**Daniel FISCHER**

#### UNESCO Chair on Education for Sustainable Lifestyles Inland Norway University of Applied Sciences, Norway

The UNESCO Chair on Education for Sustainable Lifestyles aims to: (1) promote research and education which helps youth and local communities integrate ecological, social, cultural and economic knowledge and insights on sustainable lifestyles into their daily actions. (2) cultivate international partnerships to foster up-dated, relevant research, dialogue and practice of education for sustainable lifestyles nationally, regionally and globally. (3) contribute to the implementation of the Sustainable Development Goals. The work of this chair and its international partner network (consisting of 40 partners internationally) are coordinated by the Centre for Collaborative Learning for Sustainable Development (CCL) at Inland Norway University of Applied Sciences. The Centre works to advance knowledge at all levels of society, from the classroom to national and international levels. CCL promotes active learning approaches and produces educational toolkits on topics including consumer issues, sustainable lifestyles, and social learning.



**Robert DIDHAM**

#### UNESCO Chair in Research and Education for Sustainable Development, Okayama University, Japan

Okayama University holds the UNESCO Chair in Research and Education for Sustainable Development and is a core member of the Okayama Regional Centre of Expertise (RCE). Okayama University ESD Promotion Centre has collaborated with teacher education institutions in many countries in the Asia Pacific to create a framework for ESD teacher education, and to reorient teacher education towards sustainability. The centre has recently launched an Asian project for teacher education relating to climate change. The University offers compulsory and elective ESD courses to enhance pre-service teachers' practical skills regarding ESD. In addition, the University supports the curriculum development, pedagogy, and assessment of ESD in schools such as UNESCO-associated schools, mainly in the Okayama area, and conducts workshops/seminars to help in-service teachers engage with ESD together with local communities. The activities focusing on ESD teacher education include initiatives related to education for sustainable lifestyles, such as energy, food, clothing production and consumption, and waste generation and management.



**Atsufumi YOKOI**



**Hiroki FUJII**

#### UNESCO Chair on Teacher Education for Sustainable Development University of Ljubljana, Slovenia

University of Ljubljana is the oldest and largest higher education and scientific research institution in Slovenia. The primary research undertaken at the Faculty of Education is in the areas of educational sciences, natural sciences, social sciences and the humanities. The faculty brings together the largest interdisciplinary group of researchers of educational science in Slovenia and is composed of more than 130 education professionals who undertake research work, in which master's and doctoral students are frequently involved. Faculty staff actively work on the research and outreach in ESD and environmental education and are involved in outreach activities with eco-schools, produce educational materials and support professional development of in-service teachers.



**Gregor TORKAR**



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