

CIES 2020

“Generating transformative change through reframing education within and beyond school settings”

In response to shifting planetary boundaries and collapsing ecosystems, transformative changes by individuals and collective actions are required in every field. It calls for behavioral changes to move away from business-as-usual approaches to a fundamental, system-wide reorganization across technological, economic, and social factors, including paradigms, goals and values. Education is the first step to this mindset shift to embrace transformative changes, and it has to be reframed beyond conventional approaches to respond to the challenges we are facing dynamically. While education has tended to focus on knowledge acquisition in a traditional classroom setting, it is vital to widen perspectives and to learn beyond the school settings to stimulate creative thinking and practical ways that could lead to concrete actions for global challenges, including achieving the United Nations Sustainable Development Goals (SDGs). The panel session will explore current and potential educational activities based on multiple perspectives within and beyond school settings. It will underscore that concerted action on reframing education is imperative to generate transformative change for a sustainable planet, exploring how non-traditional ways of learning can play a pivotal role in tackling planetary sustainability challenges. Speakers from UNESCO and the United Nations University will share expertise on the following four topics, facilitated by Prof. Shinobu Yume Yamaguchi, who leads the educational and research initiatives at both institutions: 1. Whole-school, whole-student, social and emotional learning and transversal competencies; 2. A multi-stakeholder approach for ESD beyond school settings; 3. The Satoyama Symposiosis – fostering community-based learning on biodiversity; and 4. Digital Kids Asia-Pacific: digital citizenship beyond ICT skills.

Short bios of presenters:

Shinobu Yume Yamaguchi, United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) / Tokyo Institute of Technology

Dr. Shinobu Yume Yamaguchi assumed leadership of UNU-IAS in November 2019. Her fields of specialisation include international development and cooperation, ICT in education, reform and policy of education, science and technology policy, and the application of technology in world heritage site preservation. Prior to this post, Dr Yamaguchi worked at Tokyo Institute of Technology as an Associate Professor (2002–2006) and then full Professor (from 2006). In 2005–2007, she concurrently served as Advisor to the President.

Before joining Tokyo Institute of Technology, Dr Yamaguchi worked for the United Nations Educational Scientific and Cultural Organization (UNESCO), first at the Paris headquarters, and then in the Beijing Office. While with UNESCO, she was involved primarily in the development of education systems in China, Indonesia, Mongolia, and Pakistan.

Marks Mann, United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mark Manns is an Associate Programme Specialist at UNESCO Bangkok. Currently, his focus is on the quality of education, working on the Happy Schools Project, promoting an alternative view of quality education shaped on holistic development, learner well-being and happiness. His work includes integrating transversal competencies and non-cognitive skills into education policies and practices and ensuring SDG4 targets reflect learning outcomes that are meaningful and relevant. Prior research includes “the culture of testing”, which examined social and cultural factors and perceptions that influence and shape learning and education.

Hiroaki Takiguchi, UNU Institute for the Advanced Study of Sustainability (UNU-IAS)

Hiroaki Takiguchi joined the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) in July 2018 as Project Director. He leads and coordinates two UNU-IAS projects: Education for Sustainable Development (ESD); and the International Satoyama Initiative. His responsibilities include managing and supervising the academic and administrative activities of these projects as well as planning and coordinating policy-relevant research for each of them. Prior to joining UNU-IAS, he served with the Ministry of the Environment, Government of Japan (MOEJ), for over 20 years.

Evonne Yiu, UNU-IAS

Dr. Evonne Yiu is a Research Fellow of UNU-IAS, working on the Satoyama Initiative to realise societies in harmony with nature through the revitalization and sustainable management of “socio-ecological production landscapes and seascapes” (SEPLS) for biodiversity and human well-being. Her research work also includes FAO’s Globally Important Agricultural Heritage Systems (GIAHS) and has assisted the designations of several GIAHS sites in Japan and Korea. Prior to UNU-IAS, she was Assistant Director for International Relations with the Ministry of Transport, Singapore. She holds a PhD in Agriculture and Life Sciences, University of Tokyo.

Jonghwi Park, UNESCO

Jonghwi Park is a Programme Specialist at the UNESCO Institute for Lifelong Learning. She has led various projects on equitable and inclusive digital technologies for learning within and beyond schooling for underserved populations. Her projects include a regional framework for assessing digital citizenship skills among children (Digital Kids Asia Pacific), ICT competency standards development for teachers and integration of ICT and innovation into national education sector plans. Currently, she is conducting a global landscape study on innovative and responsible learning technologies to support refugees, migrants and internally displaced persons.

Maki Katsuno-Hayashikawa, UNESCO

Maki Katsuno-Hayashikawa is the Chief of Section on Inclusive Quality Education at UNESCO Regional Bureau for Education in Asia-Pacific (UNESCO Bangkok). She leads and manages the regional programmes by the Section in the areas of education planning, learning quality, early childhood care and education, inclusive education, MLE, ICT in education, gender in education, and education for health and well-being. She also serves as the regional coordinator for the SDG4-Education 2030 regional mechanism and ensures policy advice

and technical support to the regional countries in implementing and monitoring SDG4-Education 2030.