24 November 2016

**Call for proposals**

***The UNESCO Week for Peace and Sustainable Development:***

***The Role of Education***

6 – 10 March 2017, Shaw Centre, Ottawa, Canada

UNESCO and the Canadian Commission for UNESCO (CCUNESCO) will be co-organizing **the UNESCO Week for Peace and Sustainable Development: the Role of Education,** from 6 to 10 March 2017 in Ottawa, Canada.

This event will bring together, under one banner, two Fora on, respectively, Education for Sustainable Development (ESD) and Global Citizenship Education (GCED):

* The Review Forum for the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD): Implementation and Innovation,
* The Third UNESCO Forum on Global Citizenship Education (GCED): The Role of Teachers

For more information on the Week including details on the specific features of the various sessions, please refer to the attached Concept Note

In this context, the organizers of the Week are pleased to invite individuals and organizations to submit applications to organize **Concurrent Sessions** and **Exhibition Booths**, which will form part of the core programme of the Week.

**Applications**

***Application process***

The application process requires interested parties to complete and return the Application Form (Annex 1).

No additional information is required at this stage but may be requested by the organizers after the deadline, should complementary information be required to fully assess the proposal.

***Eligibility***

Eligible applicants include: individuals as well as national, regional and international institutions and organizations working on ESD and/or GCED. For-profit organizations are also invited to apply, but are required to collaborate with non-profit organizations.

***Proposal requirements***

Proposals should:

1. Address one or more of the below themes:
	* Formal and non-formal education
	* Transformative Pedagogy
	* Preparing teachers to teach ESD/GCED
	* Whole-school approaches
	* Measurement – assessing impact and results

*(Please refer to Annex 2 for more information on the Themes)*

1. May focus on ESD, GCED or on both ESD and GCED in an integrated way.
2. Should focus on concrete and innovative pedagogical approaches and practices.
3. Should take into consideration opportunities to promote and achieve gender equality.
4. Should consider youth as an important ESD and GCED stakeholder group.
5. For the Concurrent Session applicants, proposals should be for the organization of one of the following:
6. Debate
7. Workshop
8. Town-hall meeting

*(Full descriptions of each Concurrent Session format are in the Concept Note)*

1. May be jointly submitted by several parties.
	* Youth stakeholders are encouraged to submit proposals.
2. In principle, should be self-funded. However, limited financial support from UNESCO may be available.
3. For exhibition booth applicants:
	1. Preference will be given to exhibitors who address both ESD and GCED and who are willing to maintain their booth throughout the whole week.
	2. They are encouraged to also submit at least one proposal for a concurrent session.

In addition, please note that:

* Applicants may submit proposals for more than one concurrent session or exhibition booth.
* Applicants should submit one application form for each proposal. For multiple requests, a separate application form is to be submitted for each session/booth proposal.

***Contact***

Completed forms should be sent to:

Alexander Leicht

Chief

Section of Education for Sustainable Development and Global Citizenship

Division for Inclusion, Peace and Sustainable Development

Education Sector, UNESCO

7, Place de Fontenoy

Paris 75007

France

Email: ESD-GCED-Week@unesco.org

***Timeline***

The deadline for receipt of applications is: **23 December 2016**.

UNESCO will communicate the results of the call for proposals directly to applicants by:

8 January 2017.

Annex 1 – 24 Nov 2016

**Application Form**

|  |  |
| --- | --- |
| **Applicant info**  | **Name of the contact person:*****(For joint-proposals, please indicate only 1 contact person)*** |
| **Organisation(s):** |
| **Address:** |
| **Email:**  |
| **Telephone:** |
| **Select one** | □ Concurrent Session | □ Exhibition Booth |
| **Description of Concurrent Session** | **Title:**  |
| **Description of the session and key issues/questions/topics to be addressed** **(in 200 words).** **Please indicate if the session is Debate/Workshop/Town-hall meeting.**  |
| **Speaker(s)/Expert(s)/Resource persons:****Moderator/leader:** **Speakers’ language of delivery (English and/or French):** |
| **Description of Exhibition Booth** **(in 200 words)** |  |
| **Please specify additional requirements****(eg. video projection equipment, etc.) – please note that these are available upon request at an additional cost** |  |
| **Please indicate funding arrangements for sessions/exhibition booths**  | 1. **100% self-funded (i.e. organizers will provide funding for session speakers, exhibition booth and staff)**
2. **Financial support needed (please specify):**
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Annex 2 –

**Programme Themes for**

**The UNESCO Week on Peace and Sustainable Development – the Role of Education**

**Formal and non-formal education**

* How to harness students’ informal learning processes taking place outside of the classroom; and what are the challenges for the teachers in the formal sector?
* How can structured extra-curricular activities (e.g., school clubs, scouts, trips to museums, field trips, engagements with nature, etc.) be mobilized to strengthen ESD and GCED learning?
* How could the use of ICT facilitate teaching and learning on ESD and GCED? What innovative ICT practices have been introduced in ESD and GCED?
* How can traditional/indigenous knowledge contribute to ESD and GCED?
* What is the role of arts education and physical education in ESD and GCED?
* How does one ensure dialogue and synergies between formal and non-formal education

**Transformative pedagogy**

* What is transformative pedagogy and how is it different from non-transformative pedagogy?
* How can transformative pedagogy address equity issues with regard to factors such as wealth, gender and location?
* How to inculcate the necessary values and attitudes in the minds and behaviours of students for ESD and GCED: is it possible through classroom teaching and learning? What complementary efforts and levers could help reinforce approaches to transformative pedagogy?
* How to design holistic teaching strategies and learning environments that foster the development of ESD/GCED knowledge, skills and values? What programmes and initiatives have proven to be effective or are promising?

**Preparing teachers to teach ESD/GCED**

* What are the cognitive and non-cognitive skills needed for ESD and GCED? What is the relationship between cognitive and socioemotional skills and how can they be developed in mutually reinforcing ways with diverse populations?
* What is critical thinking and how can it be taught? What are the concrete competences of ESD/GCED?
* How to ensure teachers benefit from the experiences of non-formal educators?
* How to ensure teachers are not overloaded with new things to learn?
* How might project based learning be integrated into current curricular schedules, as a platform for enriching knowledge and skills in ESD and GCED?
* If ESD and GCED are themes that are meant to be captured in different subjects during the school week, how do teachers learn about or exchange ideas about topics being taught in other classes or by other teachers in order to strengthen the synergies around ESD and GCED?
* What are the linkages between addressing school-related violence and ESD/GCED?

**Whole-school approaches**

* What are whole-school approaches?
* How can the various stakeholders of a school (students, teachers, administrative staff, parents) be mobilized for a whole-school approach?
* How can schools cooperate with the surrounding communities?
* How to ensure teachers can work with other sectors relevant for ESD/GCED (e.g. justice, social protection, gender, health, civil society)

**Measurement – assessing impact and results**

* How do existing teacher and student evaluation and assessment mechanisms support or constrain teaching and learning on ESD and GCED? Are there promising examples of evaluation and assessment mechanisms that can serve as enablers for teaching and learning on ESD and GCED?
* How to measure the impact of teaching on ESD and GCED at the classroom level? What experiences do schools and educational jurisdictions have with measuring the impact of ESD/GCED and using the information for improvements and change?
* How do the themes of ESD and GCED address Target 4.7 of SDG 4 on Education?