

5<sup>th</sup> UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education  
– where do we stand?

# School and community support

Concurrent sessions 3

Session 3.3

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# Contribution of community-based learning to transformation and inclusive society

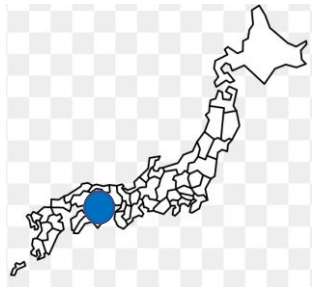
- Learning with local specific context and issues, with support for inquiry-based learning
- Learning by doing and reflections in collaboration with local stakeholders
- Balancing knowledge, socio-emotional and behavioral competencies for developing meta-cognitive skills



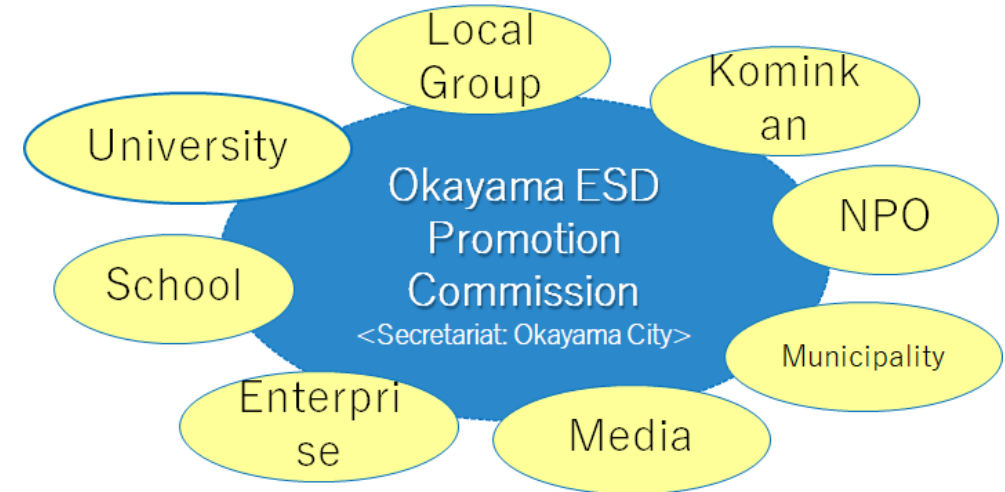
A primary school of Kesennuma City

- Bio diversity, fishery and local culture
- Disaster Risk Reduction and environment issues

# Challenges faced by community based-learning centers and spaces



- Learning becomes individualized: how to motivate people for participation, collaboration and ownership in communities.
- Local mechanisms of partnership and networking with government, CSO & stakeholders
- Balancing power among stakeholders: capacity building of all through dialogues and learning



Okayama city: whole city approach for ESD-SDGs



# Recommendations: formal, non-formal and informal education relationship



- Sharing information and experiences among different stakeholders of communities, expertise and generations
- Taking actions together in existing programmes for sense making of ESD, GCED and SDGs, rather than starting a new project.
- Disseminating the experiences as role models for replications from local to national and global



**Hiratsuka City  
Introducing  
SDGs in the  
community,  
schools and  
home**



**Reflect – Share –  
Act framework  
(UNESCO  
Bangkok)**

<https://bangkok.unesco.org/index.php/content/promoting-community-based-education-sustainable-development>