

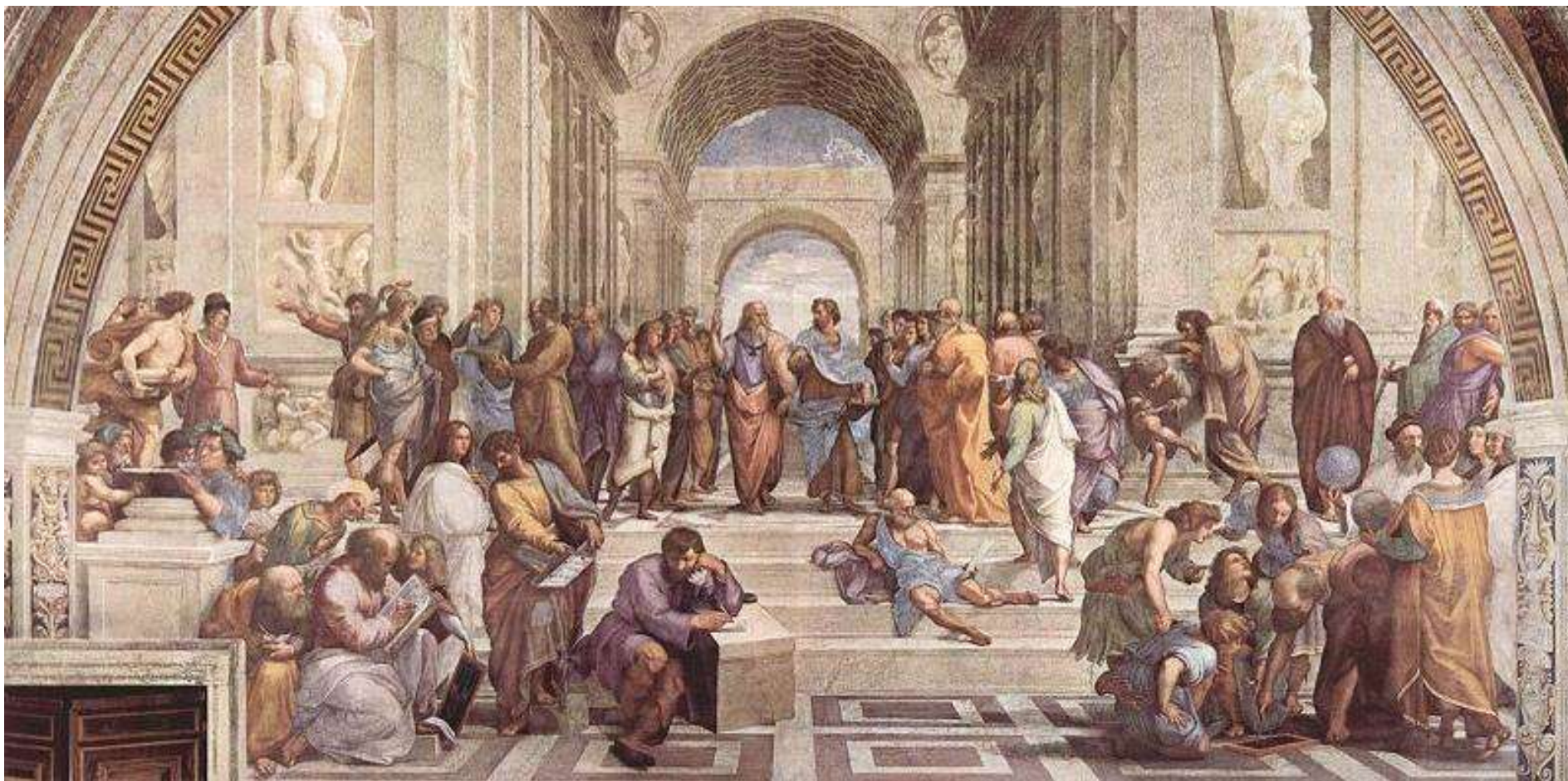
ODPRTO ŠOLSTVO V LUČI VZGOJE IN IZOBRAŽEVANJA ZA TRAJNOSTNI RAZVOJ

OPEN SCHOOLING IN THE CONTEXT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

dr. Gregor Torkar

UL PEF in UNESCO katedra o izobraževanju učiteljev za trajnostni razvoj na UL

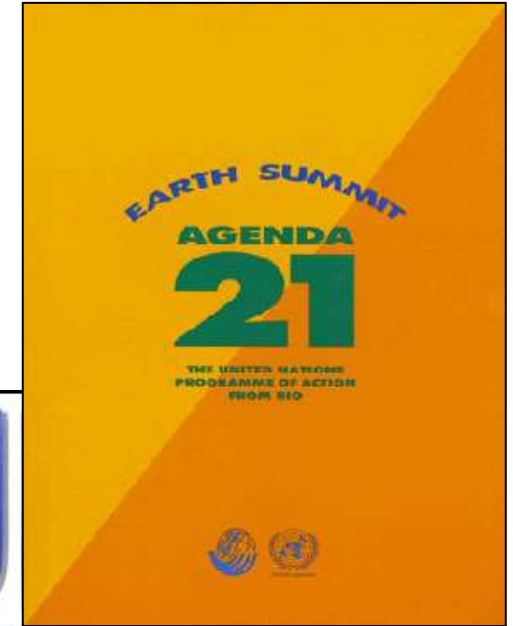
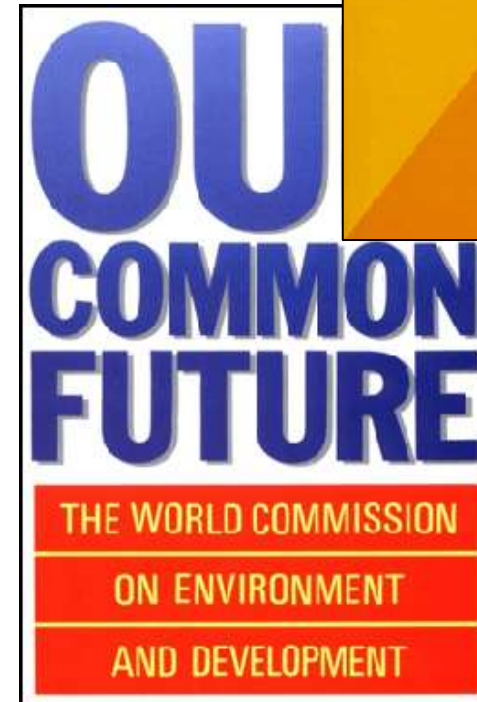
Konferenca Odkrivajmo moč narave, 27.-28. 11. 2025



SOKRAT IN GLAVKON (PLATON: DRŽAVA, 360 LET PR.N.ŠT.)

Trajnostni razvoj in VITR

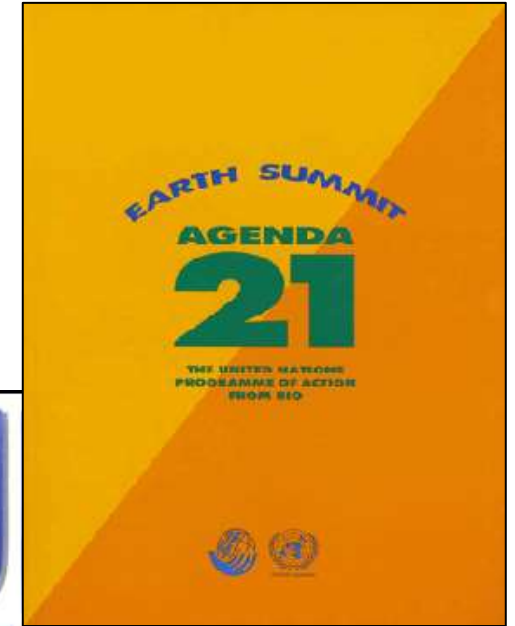
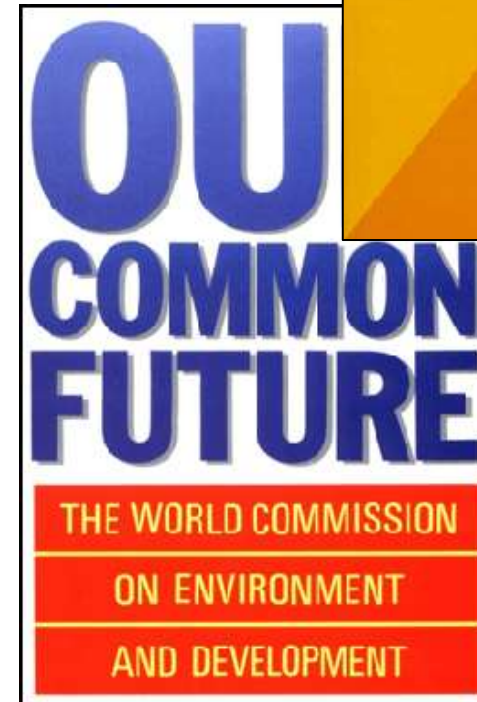
- *Trajnostni razvoj*
- „Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:
 - the concept of '**needs**', in particular the essential needs of the world's poor, to which overriding priority should be given; and
 - the idea of limitations imposed by the state of technology and social organization on the **environment's ability** to meet present and future needs.“
- „I am proud of my participation at the commission's work. I am now ninety years old, there are three things I am proud in my long life: participation in the partisan resistance to the nazis, initiation of UNCTAD and **participation at the WCED**.
Janez Stanovnik to author, 23 February 2012“ (Borowy, 2013).



Trajnostni razvoj in VITR

- **Vzgoja in izobraževanje za trajnostni razvoj**
 - „*Education, raising of public awareness and training are linked to virtually all areas in Agenda 21, and even more closely to the ones on meeting basic needs, capacity-building, data and information, science, and the role of major groups.*“ (36.1)
 - „*Both **formal and non-formal** education are indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns.*“ (36.3)
- **Vseživljenjsko učenje**
 - „*Educational authorities, with appropriate assistance of non-governmental organizations, including women's and indigenous peoples' organizations, should promote all kinds of adult education programmes for **continuing education** in environment and development, **basing activities around elementary/secondary schools and local problems.** These authorities and industry should encourage business, industrial and agricultural schools to include such topics in their curricula.*“ (36.5)

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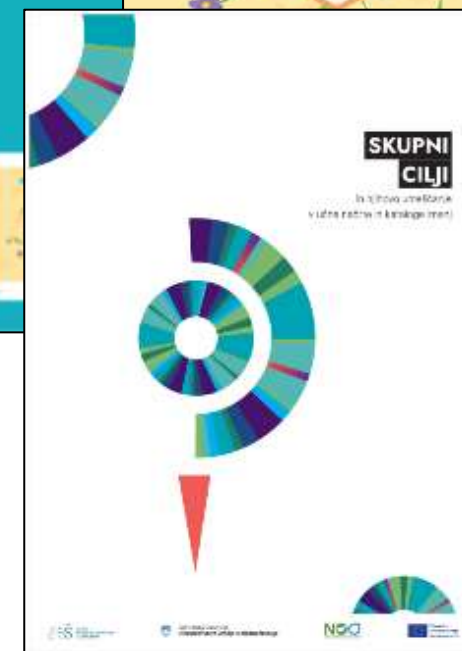


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"Vzgoja in izobraževanje za trajnostni razvoj v praksi je pravzaprav državljanstvo v praksi. Preklicuje perspektivo vseživljenjskega učenja, ki ne poteka le v šoli, temveč tudi zunaj šolskega okolja, skozi življenje vsakega posameznika. Temelji na človekovih pravicah in načelih, kot so sodelovanje, nediskriminacija in odgovornost, ter je v interakciji z družbenim in kulturnim okoljem skupnosti in v njem spodbuja socialno učenje."

VITR za 2030 (UNESCO, 2020)



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Okvir kompetenc GreenComp



VI

TR



Organizacija

Pedagogika

Učno okolje

Vsebina

vsebina

Vsebina

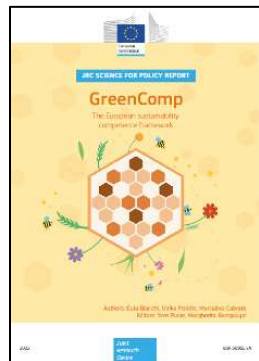
Vsebina



Okvir kompetenc GreenComp

"Odprto šolanje ustvarja nove priložnosti za **vseživljenjsko** učenje in **medgeneracijsko sodelovanje** pri razvijanju kompetenc za trajnostnost.

((Bianchi idr., 2023))



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Prenova, skupni cilji, učni načrti in katalogi znanja

"Skupni cilji trajnostnega razvoja so odziv na vse večje potrebe po opolnomočenju učencev za učinkovito soočanje in odzivanje na lokalna ter globalna vprašanja in izzive.

Vzgoja in izobraževanje za trajnostni razvoj (VITR) je **vseživljenjski proces, celostni in transformativni proces**. Je sestavni del kakovostne vzgoje in izobraževanja, ki prispeva k razvoju spoznavnih, socialnih, emocionalnih ter vedenjskih vidikov ter ciljev učenja. Gre za celostni in transformativni proces, ki vključuje učne vsebine in učne rezultate (dosežke, izide), pedagoške pristope ter celotno učno okolje.

(ZRSŠ 2023)



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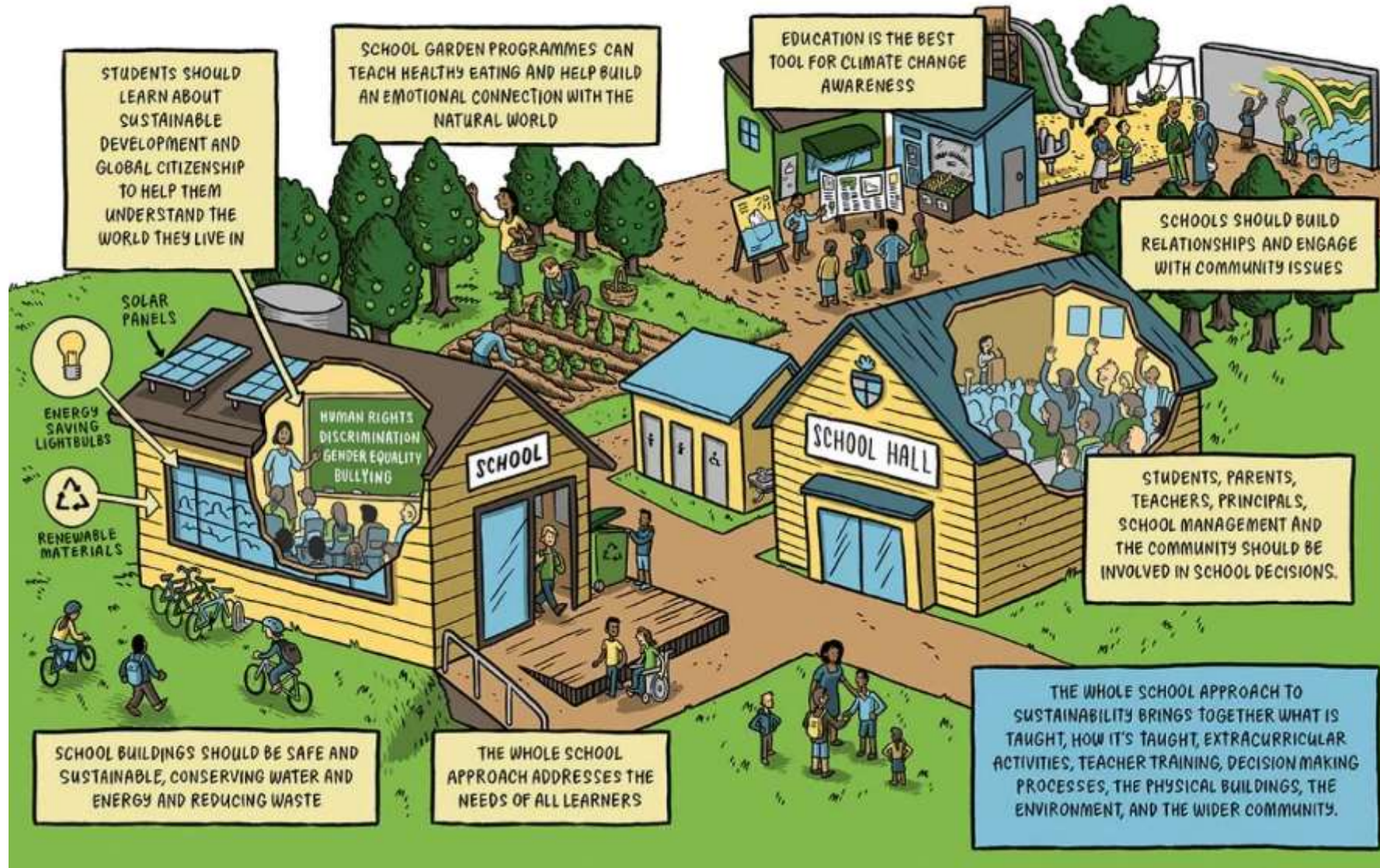
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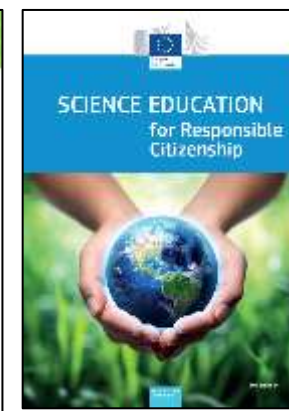
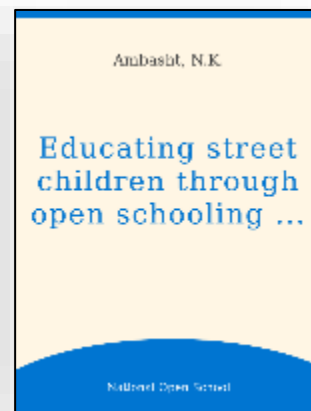
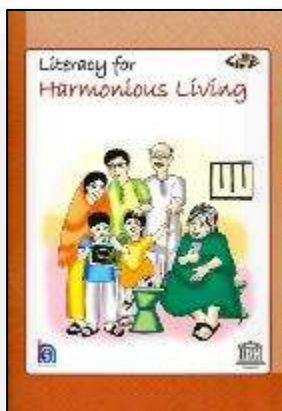
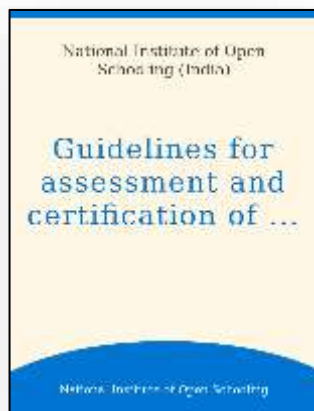


Sustainability is not just something to learn, it's something to live!



Definiranje odprtega šolanja

- Odprto učenje in odprto šolanje sta zelo široka pojma. **Jasne definicije je težko podati**, saj se prakse odprtega šolanja po svetu razlikujejo in izhajajo iz različnih potreb ter kontekstov.
- Opisujejo učenje, ki je „**odprto**“ **glede časa, kraja, učiteljskih vlog, učnih metod, načinov dostopa** in vseh drugih dejavnikov, povezanih s pedagoškimi procesi (www.ecsite.eu).

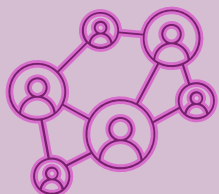


Definiranje odprtega šolanja



Redno (klasično) šolanje

- Formalno izobraževanje
- Interakcija med učečim in učiteljem
- Neprilagodljiva izobraževalna strategija
- Strogo določen urnik
- Pouk v učilnici



Odprto šolanje

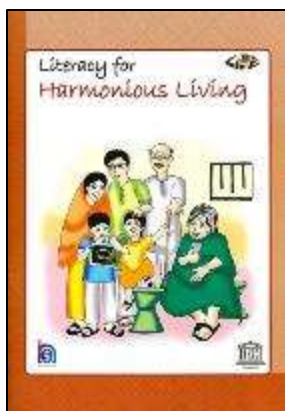
- Formalno, neformalno in priložnostno izobraževanje
- Učeči sodelujejo s širšim okoljem in drugimi ljudmi, ne zgolj z učitelji, ter prevzemajo tudi vlogo učitelja
- Prilagodljiva izobraževalna strategija
- Fleksibilen urnik
- Učno okolje se širi onkraj zidov učilnice (spletno in v živo)

Definiranje odprtega šolanja

(Key drivers by EC, 2010)

Inkluzivno

Inkluzivna ali vključujoča rast: povečanje udeležbe na trgu dela, pridobivanje veščin in boj proti revščini.

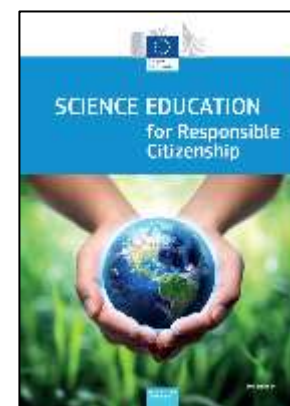


Trajnostno

Trajnostna rast: povečanje učinkovitosti rabe virov v naši proizvodnji ob hkratnem krepitvi naše konkurenčnosti.

Pametno

Pametna rast: spodbujanje znanja, inovacij, izobraževanja in digitalne družbe.



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*The open schooling system is a flexible and **inclusive** educational framework that allows learners to pursue education outside the traditional set up. It offers an opportunity for individuals who are unable to attend regular schools due to various reasons, such as work commitments, geographical constraints, or personal circumstances. Open schooling provides flexibility in terms of study pace learning environment and curriculum choices, making it accessible to avoid wider audience. The open schooling system is open to learners of all age groups. However, certain courses may have eligibility criteria based on the educational background and previous qualifications of the learner (National Institute of Open Schooling, India).*

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Pametno

Pametna rast: spodbujanje znanja, inovacij, izobraževanja in digitalne družbe.



*The Making Room/Open School Programme consists of making public school spaces available on weekends, offering activities in the areas of sport, leisure, culture, digital inclusion, and basic vocational training. By contributing to breaking the institutional isolation of schools and placing them at the heart of coordination with the community, the programme embodies one of the principles of **a culture of peace**: fostering the co-existence of different groups and favoring conflict resolution through negotiation. (UNESCO, Brasil, 2009).*

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„Open schooling“ where schools, in cooperation with other stakeholders, become an agent of community well-being should be promoted, families should be encouraged to become real partners in school life and activities, professionals from enterprises and civil and wider society should actively be involved in bringing real life projects to the classroom. Partnerships that foster expertise, networking, sharing and applying science and technology research findings across different enterprises (start-ups, SMEs, larger corporations) shall be promoted. Gender and geographical differences should be considered. (Science with and for Society (EC, 2015; SwafS-15-16; SwafS-01-2018-2019-202): Open schooling and collaboration on science education)

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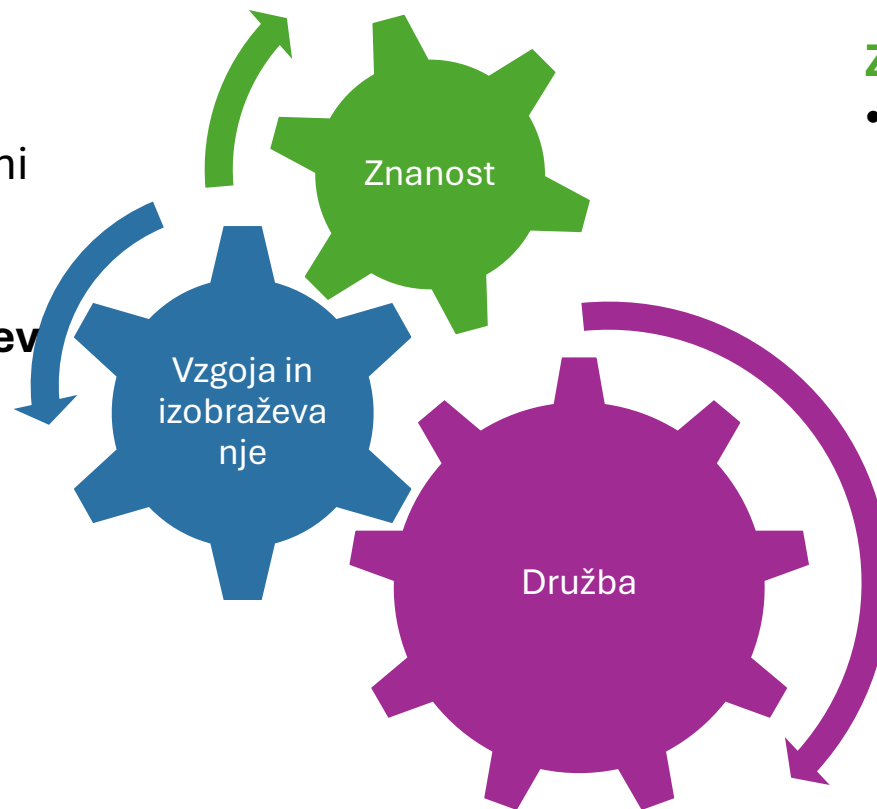


Definiranje odprtega šolanja

Znanost in družba → Znanost z družbo in za družbo

Vzgoja in izobraževanje

- **Učeči se:** resnične življenjske **situacije**, mehke veščine, aktivni državljani v svojih skupnostih.
- **Učitelji:** poučevalne veščine, veščine **sodelovanja**, **obogatitev** kurikula.
- **Šole:** **mreženje** z različnimi organizacijami in lokalnimi skupnostmi, podpora pri reševanju lokalnih problemov.

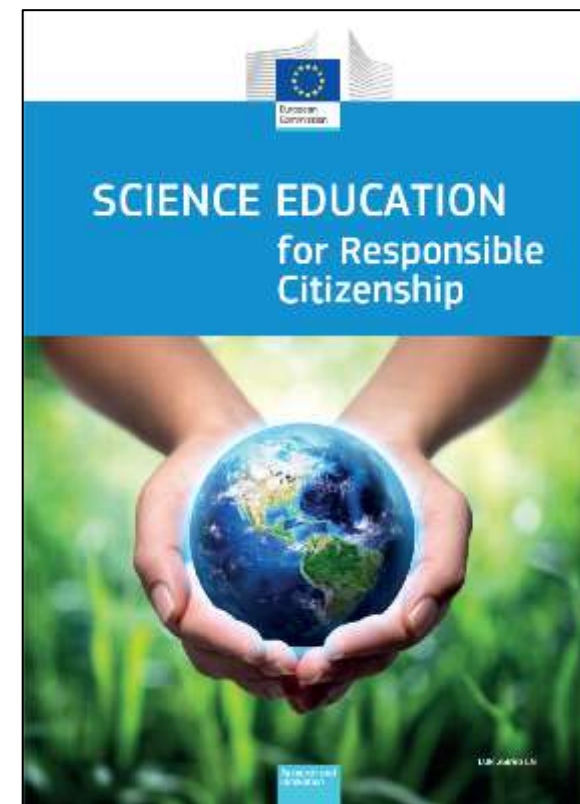


Znanost z družbo in za družbo

- **Odgovorno raziskovanje in inoviranje:** Znanstveno izobraževanje nam pomaga razumeti naš svet, obvladovati tveganja in postaviti negotovost v perspektivo, usmerjati tehnološki razvoj in inovacije ter napovedovati in načrtovati prihodnost. Izboljšuje zaposlitvene možnosti, kulturno zavedanje ter našo sposobnost delovati kot dobro obveščeni državljani v solidarnosti z državljani po vsem svetu (EC, 2013).

Definiranje odprtega šolanja

- Pomagati vsem državljanom **pridobiti potrebno znanje o in iz znanosti**, da lahko aktivno in odgovorno sodelujejo v družbi, z družbo in za družbo ter uspešno skozi vse življenje.
- Smernice in priporočila za povečanje **sodelovanja podjetij in industrije** pri politiki in dejavnostih pri promociji znanosti v vzgoji in izobraževanju.
- Spodbujati “odprto šolstvo”, kjer:
 - šole v sodelovanju z drugimi deležniki postanejo **agenti skupnostnega dobrega**;
 - **družine** so spodbujane, da postanejo pravi partnerji v šolskem življenju in dejavnostih;
 - **strokovnjaki iz podjetij, civilne družbe in širše družbe** aktivno sodelujejo pri vključevanju realnih projektov v šole. (EC, 2015)



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- **Science with and for Society (SwafS-15-16; SwafS-01-2018-2019-2020): Open schooling and collaboration on science education - Horizon2020)**
- Projekti, kot je MULTIPLIERS – partnerstva za zagotavljanje smiselne vključenosti znanosti in družbe (2021–2024, Obzorje 2020), spodbujajo odprt učni izobraževalni ekosistem, ki lahko študente oprepi s potrebnimi znanji in veščinami za uspešno življenje danes ter za predvidevanje prihodnjih napredkov.
- MULTIPLIERS je član iniciative Open Schooling Together, skupnega sodelovanja več projektov Obzorja 2020, ki promovirajo koncept odprtega šolanja.



MUL+IPLIERS

Glavni cilji

- Premostiti vrzel med šolo in resničnim življenjem
- Spodbujati sodelovanje med šolami in družbo
- Vključiti študente v projekte o različnih družbeno-znanstvenih vprašanjih (SSIs)



Specifični cilji

1. Povečati zanimanje študentov za znanost, njihovo samozavest pri učenju znanosti in zavedanje o poklicnih možnostih na področju znanosti
2. Izboljšati veščine kritičnega razmišljanja in argumentacije



MUL+IPLIERS

Vzpostavitev učnih partnerstev

- Učenci sodelujejo z različnimi deležniki, pridobivajo neposredne izkušnje in vpogled v znanstvene prakse in razprave.
- Nato učenci delujejo kot „multiplikatorji“, s tem pa delijo svoje znanje in izboljšujejo svojo agentnost.

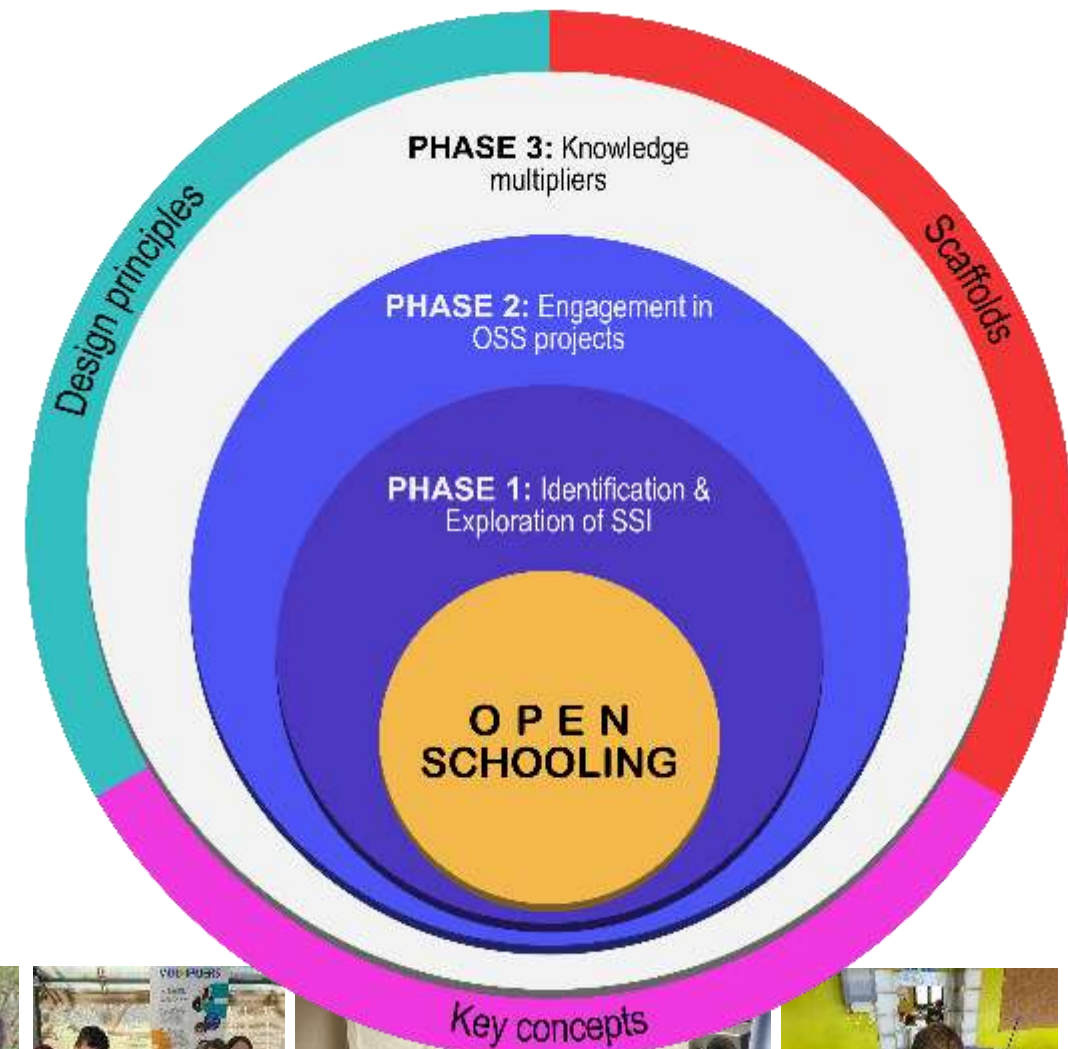
*Agentnost (*angl.* Agency) je zmožnost in volja posameznika, da pozitivno vpliva na svoje življenje in svoje okolje.

Open Science Communities (OSCs)



MUL+IPLIERS

- Skupni pristop MULTIPLIERS
- **Faza 1:** Identifikacija in raziskovanje družbeno-znanstvenih vprašanj (SSIs), pomembnih za lokalno skupnost
- **Faza 2:** Vključevanje v projekt odprtega šolskega znanstvenega učenja (OSS)
- **Faza 3:** Učenci delujejo kot multiplikatorji



- Priporočila za uspešne aktivnosti odprtega šolanja („Bela knjiga“) in povzetki za odločevalce.
- Projekti odprtega šolanja o različnih družbeno-znanstvenih vprašanjih (SSIs) so na voljo na naši spletni strani:



E-mail: gregor.torkar@pef.uni-lj.si

**A new platform for
science educators
exploring complex
socio-scientific
issues in and out
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**Discover our toolkits and
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Policy Brief 1 | October 2024

How can an operational definition of Open Schooling help us in transforming society?

Authors: MULTIPLIERS consortium

Modern societies are confronted with complex challenges, such as environmental protection and the promotion of healthy living. However, based on scientific findings is desirable – an urgent issue of our time. MULTIPLIERS has set an ambitious goal to reverse this trend by addressing the problem at its roots, using the concept of Open Schooling as its guiding framework. This document outlines the project's objectives and provides a broad overview of our operational definition of Open Schooling.

The MULTIPLIERS project, building on the strengths of an international consortium consisting of eight Beneficiaries, aims to initiate a process that helps schools transition into innovative hubs for new ideas, practices, and scientific approaches. The project seeks to create spaces within the communities, where the beneficiaries explore, develop, open, enhance, and inquiry-based

learning on scientific issues that impact citizens' daily lives. This was accomplished by establishing partnerships (Open Science Communities) that bring together schools, families, civil society organizations, informal education providers, policymakers, media, industry, and a wide range of scientific institutions across six diverse EU countries – Cyprus, Germany, Italy, Slovenia, Spain, and Sweden – each with different geographical and economic contexts.

The MULTIPLIERS project offers a practical definition of Open Schooling for use in most phases of the project. In light of the above, we propose an Open Schooling approach that integrates three key objectives – community impact, pedagogical impact, and scientific impact – while explicitly highlighting core values.

Open Schooling is an educational perspective in which schools become open to society by bidirectionally collaborating with different institutions with the aim to:

- Improve community well-being by raising awareness and co-creating solutions to both personal and socially relevant problems that have a direct impact at a local level;
- Enrich the curricular and pedagogical repertoire of schools, by sharing different views and expertise from both educational and non-educational agents and institutions with the aim to promote students' meaningful learning and competence development;
- Give citizens authority to all agents from within and outside of the school, specifically to the students and their families, by engaging them in sustained inquiry, knowledge creation, creative action, and dissemination on issues of relevance to the local community and beyond.

To do so, the project and stakeholders on Open Schooling take advantage of the knowledge, practices, values, attitudes, resources, and values of all involved agents, empowering them to collectively transform society from a reflective and critical standpoint that focuses on sustainability, equity, social justice, and inclusion.



Policy Brief 2 | October 2024

Making school science relevant to real-world challenges through Open Schooling Science learning projects

Authors: MULTIPLIERS consortium

The MULTIPLIERS project aims to expand opportunities for science learning by fostering collaboration between students, schools, families, local communities, civil society organizations, informal learning providers, universities, the media, policy makers and industry. Here we provide information on how in Open Science Communities (OSCs) that have been established in the project countries (Germany, Cyprus, Spain, Slovenia, Sweden, and Italy) collaboration and authentic science learning can be fostered. [Open Science](#), the European sustainability competence framework, published in 2022, highlights the importance of encouraging learners to act at individual and collective level to shape sustainable future. This demands schools, schools and policy makers to make change happen. A plethora of stakeholders at local level must work together to shape and achieve global transformations for a more sustainable planet. OSCs provide local communities with a space for open, inclusive and inquiry-based learning on sustainability that have an impact on citizens' lives.

Hundreds of students and teachers took part in science learning projects, including exploring connections with our natural science landscapes in Slovenia, monitoring air pollution data in Spain, raising awareness about Antimicrobial Resistance in Cyprus, discussing how to influence political decisions about forests in Sweden, discussing ethical aspects of vaccination in Germany, and conducting a blind water testing in Italy.

In each OSC, open-schooling science (OSS) learning projects were developed collaboratively with science professionals to bring real-life cases to the students regarding contemporary challenges and social scientific issues. Students collaborated



with several stakeholders to explore different perspectives and improve their understanding while being involved in scientific practices (e.g., problem-based activities, collecting and analyzing data, modelling, argumentation), having gained first-hand experiences and an insight into inquiry-oriented practices in authentic learning environments. Students became knowledge multipliers; they presented and shared their knowledge and experiences in multiple activities by actively involving their families and the wider community, through dedicated local events (e.g., open-schooling action days, citizen science activities), and through designing and exploiting science communication media (e.g., exhibitions, social media channels, and video clips).

Hundreds of students and teachers took part in science learning projects, including exploring connections with our natural science landscapes in Slovenia, monitoring air pollution data in Spain, raising awareness about Antimicrobial Resistance in Cyprus, discussing how to influence political decisions about forests in Sweden, discussing ethical aspects of vaccination in Germany, and conducting a blind water testing in Italy.

MULTIPLIERS Open Schooling Science Learning Framework

The different phases of MULTIPLIERS Teaching and Learning sequence

The theoretically and empirically model conceptualisation of Open Schooling guided the formulation of the framework consisting of design principles for developing and enacting a Teaching and Learning Sequence (TLC). The MULTIPLIERS framework operates in three phases as follows:

Policy Brief 3 | October 2024

Open Schooling Science learning projects foster students' interest in science, ownership of their learning and science career awareness

Authors: MULTIPLIERS consortium

The MULTIPLIERS project builds on the strengths of an international consortium of eight beneficiaries and aims to initiate a process that helps schools to transition themselves into innovative hubs for new ideas, practices and scientific approaches. The project aims to create spaces in the communities where the beneficiaries promote open, inclusive and inquiry-based learning on complex socio-scientific issues that impact citizens' daily lives. This has been achieved by establishing partnerships ("Open Science Communities") that bring together schools, families, civil society organizations, informal education providers, policymakers, media, industry and a wide range of scientific institutions across six diverse EU countries – Cyprus, Germany, Italy, Slovenia, Spain and Sweden – each with different geographical and economic contexts.

The aim of the MULTIPLIERS project was to explore innovative methodologies and approaches. This policy brief summarizes the main outcomes of two implementation phases based on the MULTIPLIERS common approach described in Policy Brief 2. In this sense, this policy brief describes the main results, successful methodologies and approaches gained from the MULTIPLIERS open-schooling activities, to foster citizens' interest, and efficacy and career awareness in science for all participating countries. Fostering interest in science careers among young people is a pressing problem. Interest in STEM careers declines with age, with motivation to pursue such careers influenced by factors such as interest, pay and the variety of career opportunities. Conversely, the barrier to STEM careers can stem from lack of interest or alternative career plans. The analysis of OECD results from PISA shows that students perform better in science when teachers use strategies such as teacher support or inquiry-based teaching. This is also reflected in career decisions, as students' future expectations in science are positively related to their performance and enjoyment of the subject (OECD).

Interest in science

The MULTIPLIERS project has identified several successful methodologies and approaches for fostering students' interest in science by experimenting and engaging in scientific activities standardized at the OSC-partners' sites. Key findings show that the

Students showed interest in science:

"A defining moment in their scientific journey was when they had to completely defend from a simple lesson" (Student, Germany).

"It was professional but when students are working in something that should be easily understood and easy" (Teacher, Spain).

"The students found the research very exciting and they asked if we could make their digital in one more of their research" (Teacher, Germany).

"Usually there were a few girls who never participated in the class, decided and explain their own ideas, supporting body, most of them convinced with their ideas" (Teacher, Cyprus).



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Building and Sustaining Open Schooling Networks: Ensuring Long-term Impact of Collaborative Science Education

Authors: MULTIPLIERS consortium

The EU Horizon 2020 project MULTIPLIERS aims to improve science learning by fostering collaboration among students, schools, families, local communities, civil society organizations, informal learning providers, universities, the media, policymakers, and industry. To achieve this, the project transformed educational settings into innovative Open Schooling Communities (OSCs). MULTIPLIERS has established OSCs across six EU countries, promoting partnerships between schools, society, and scientific institutions. These networks have successfully addressed socio-scientific issues and increased student engagement with science.

As the project advances, sustaining these networks becomes a new priority. This policy brief highlights key strategies for policymakers and educators to maintain and expand open schooling initiatives. Based on extensive research and on literature, MULTIPLIERS developed a sustainability model offering a roadmap for

creating engaging, relevant, and lasting open schooling experiences, contributing to a more scientifically literate society.

The MULTIPLIERS project has demonstrated the effectiveness of Open Schooling Communities in addressing socio-scientific issues and enhancing student engagement with science. These networks provide authentic learning experiences, improve science literacy, and foster critical thinking skills. Sustaining such networks is essential for the continuous improvement of science education, long-term community engagement in scientific issues, and nurturing future generations of scientists and informed citizens.

To address the challenge of long-term viability, MULTIPLIERS has developed the "S-Car-Model", a comprehensive framework that identifies five key factors crucial for the sustainability of open schooling networks:

- Communication:** Establishing clear channels for information sharing. This encompasses a range of strategies and interactions designed to foster engagement, collaboration, and inclusivity among all stakeholders involved in the project and beyond.
- Coordination:** Ensuring effective management of partnerships and resources. In addition to formal organizations, the composition of the network and the different needs of the individual partners have to be considered to foster strong partnerships.
- Cooperation:** Implementing a shared vision through structured operations, shared resources, and ongoing collaboration. This involves mutual support and shared responsibilities of partners.
- Costs:** Addressing financial sustainability through various funding mechanisms. This comprises both external financial support and internal funding opportunities.
- Collection of Materials:** Developing and maintaining a repository of resources and best practices. This includes providing accessible, relevant, and customizable educational materials, along with ongoing support for educators.



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UNESCO katedra o izobraževanju učiteljev za trajnostni razvoj na UL

E: Gregor.Torkar@pef.uni-lj.si



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