Ministry of Education

المؤتمر الدولي لمهنة التعليم

INTERNATIONAL CONFRENCE ON THE TEACHING PROFESSION

«تعليم مستدام في عصر الذكاء الاصطناعي»

« Sustainable teaching in the era of AI »

04-05 February 2026

Oman Convention and Exhibition Centre (OCEC)

𝕏 ⓘ f ▶ EduGovOman

Teaching AI for a Sustainable and Human-Centered Future

Amanda Abrom

Sustainable Development Solutions Network
Director, Global Schools Program, UN SDSN

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Part I: Educating Global Citizens for a Changing World
Part II: Future-Ready Leadership: Integrating AI and the SDGs in Schools

Learning Goals:

- **Strengthened understanding of global citizenship in the age of AI:** Participants will deepen their understanding of how Education for Sustainable Development prepares students to act as responsible global citizens in a world shaped by AI.

- **Clarity on future-ready skills needed for sustainable and ethical futures:** Participants will identify key competencies—such as critical thinking, ethical reasoning, collaboration, and AI literacy—that enable students to engage thoughtfully with AI and the SDGs.

- **Enhanced capacity to integrate AI and SDGs into school practice through peer learning:** Participants will exchange examples from their schools and identify practical ways to embed.

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Word Cloud

How can we ensure students are future-ready? What skills are necessary for them to become global citizens?

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TURN-AND-TALK

How can we ensure students are future-ready? What skills are necessary for them to become global citizens?

About Us

The Global Schools Program is an international education program and schools network in ~100 countries.

Our vision is to create a world where every student is equipped with the environmental and social knowledge, values, and skills to shape a prosperous and sustainable future.

Our mission is to support schools and educators with training, curriculum, and methodologies to integrate sustainable development into education.

~2,200   INSTITUTIONS

107+   COUNTRIES

~400,000   STUDENTS ENGAGED

~7   YEARS IN OPERATION

Recognized by:

hundrED

QS Reimagine Education Awards
UN Sustainable Development Solutions Network
SHORTLISTED
SUSTAINABILITY EDUCATION
2023

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Global Schools Network
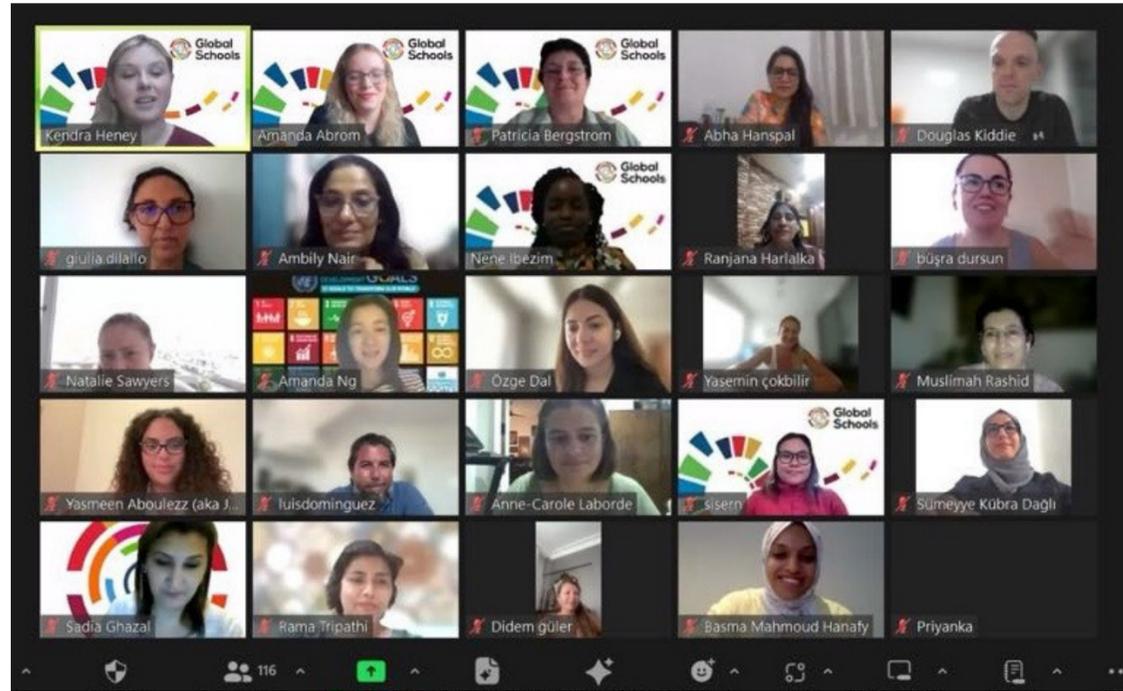
Network of 1.6M students in 100 countries

To date, we have reached 300,000+ students in active ESD projects, 41,000+ teachers and 100,000+ community members across 100+ countries.

Pie chart:
- Early Childhood 15%
- Secondary 45%
- Primary 40%

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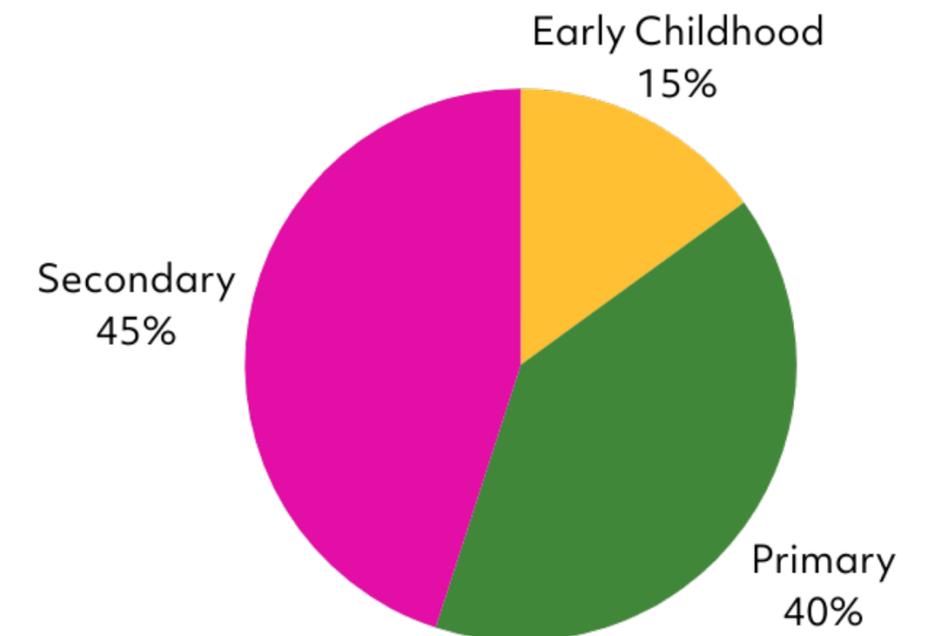
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Teacher Training

Global Schools Advocates Program - A 6-month teacher training program across our schools network that supports the integration of ESD in schools and promotes school-to-school projects.

Global Schools Mentor Program - 100 mentors provide guidance to ~350 educators in groups, following a step-by-step methodology and working together to build cross-collaborative school projects.

Professional Development - Monthly sessions for the Global Community, promoting school-to-school collaboration, virtual exchange, and sharing of best practices.

5. The Energy Transition

- In pursuit of environmentally friendly energy solutions, the world is shifting from non-renewable energy sources such as carbon and coal to renewable energy sources (United Nations).

- Transitioning to renewable energy requires adapting electrical grids to accommodate the intermittent nature of renewable energy sources and different ways to store and transport energy, which may require technological innovation.

- Countries and regions have varying energy needs, and solutions adaptable to the local context will vary. For example, they may focus on specific, abundant renewable energy sources in each region.

- A clear understanding of the dynamics of this transition is essential for achieving SDG7: Affordable and Clean Energy.

- With climate change threatening our planet, countries, organizations, and industries are working together to find strategies to support the energy transition.

6. Renewable energy sources

Renewable energy sources available in abundance, such as energy provided by the sun, wi ocean, waste, and heat from Earth (United Nations).

Renewable energy is ener derived from these natu sources that can be replenish at a higher rate than consum (UN Economic and Soc Council, 2016).

For a closer look at sor renewable energy sources, re the definitions on the next pag

4. What is net zero?

- Due to the increasing threat of climate change, countries worldwide have created cooperative frameworks to cut carbon emissions.

- The **Paris Climate Agreement was passed in 2015**. This legally binding international treaty seeks to ensure that global temperatures rise no more than 1.5C above pre-industrial levels, as they did before the Industrial Revolution (UNFCCC).

- Many countries and organizations are working towards achieving net zero emissions.

- Net zero emissions mean that the world would cut carbon emissions to the extent that emissions can be absorbed naturally, leaving none in the atmosphere (United Nations).

- Investing and transitioning to renewable energy sources and increasing energy efficiency are the most efficient ways to reach net zero emissions while simultaneously supporting daily living.

- Renewable energy sources currently account for 29% of electricity usage. However, to avoid the worst impacts of climate change, emissions need to be reduced by almost half by 2030, and the world needs to reach net zero by 2050 (United Nations).

- Another crucial pillar in reaching net zero emissions is decreasing the overall energy consumption in industrialized countries by removing or reducing emissions.

ACTIVITY
THE GIVING ECOSYSTEM

GREENING STEAM EDUCATION
ACTIVITIES AND LESSON PLANS

Time: 4 hours
Days of Implementation: 5 days

Grade Level: Primary Learners
Designed by: Katrina Taylor

Alignment with STEAM subjects

Science: Researching different ways that natural phenomena are explained in other societies.
Technology: Explore the use of technology in different cultures regarding the environment.
Arts: Reading a story and empathizing with the environment and animals.

Related or achieved SDGs

- SDG 4: Quality Education: Engages students with interdisciplinary and creative thinking.
- SDG 9: Industry, Innovation and Infrastructure: Promotes understanding of how innovation and infrastructure have driven progress across different cultures.
- SDG 12: Responsible Consumption and Production. Promotes awareness of adopting sustainable living habits in harmony with nature.
- SDG 15: Life on Land. Supports awareness and reflection on the importance of protecting terrestrial ecosystems.

Objectives

By the end of the class, students will be able to:
- Analyze the story from multiple perspectives.
  - Think of the story from the point of view of the boy (human society).
  - Think of the story from the point of

Lesson Plan

Introduction

For thousands of years, human societies have shared a common belief: humanity does not stand in opposition to other beings but is connected through various relationships. Although inequalities and conflicts occur, the principle of reciprocity remains strong. One takes only what is necessary and reciprocates in kind. Today, humans exploit natural resources and oftentimes believe that they are superior to other life forms. By examining different perspectives on how humanity interacts with the world, students can imagine more sustainable lifestyles and cultivate a deeper connection with non-human beings.

1. Inquiry & Exploration

Have the students read the story "The Giving Tree". Ask them the following questions to discuss the story.

Discussion Questions:
- What do you think is the meaning of the story?
- What did the boy want from the tree?
- What was the impact on the tree?
- What was the effect on the environment?
- How do humans impact the environment?
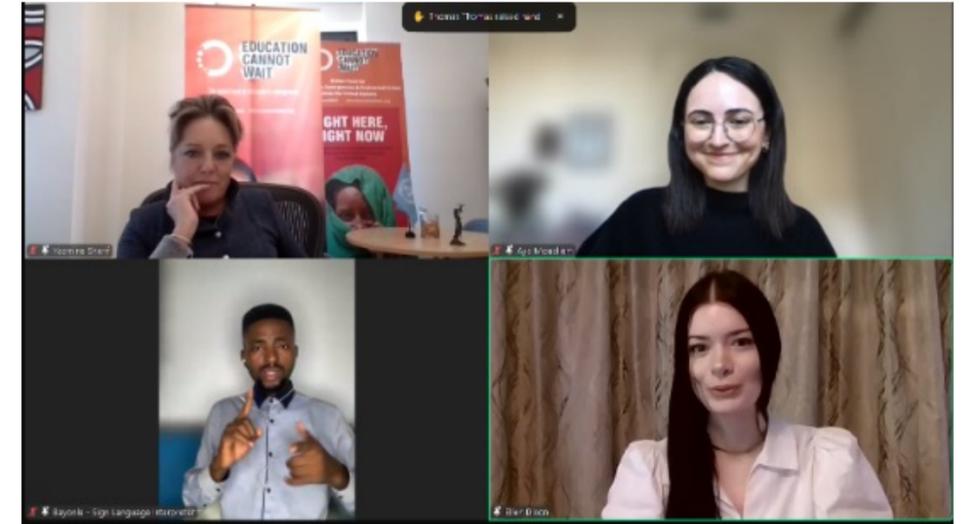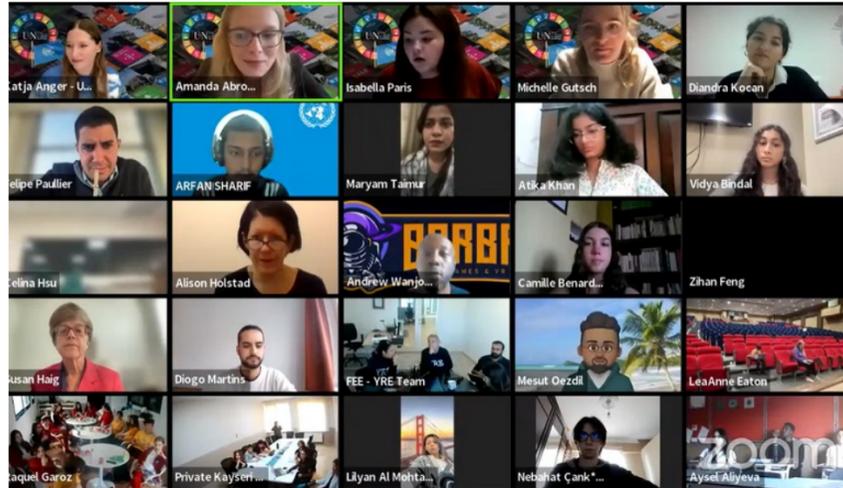
2. Investigation & Research

- Provide students with a list of indigenous communities within your country. Support the students in selecting one indigenous nation to explore that particular nation's beliefs and relationship with the environment.
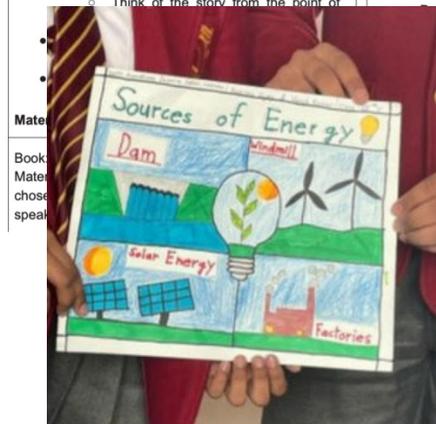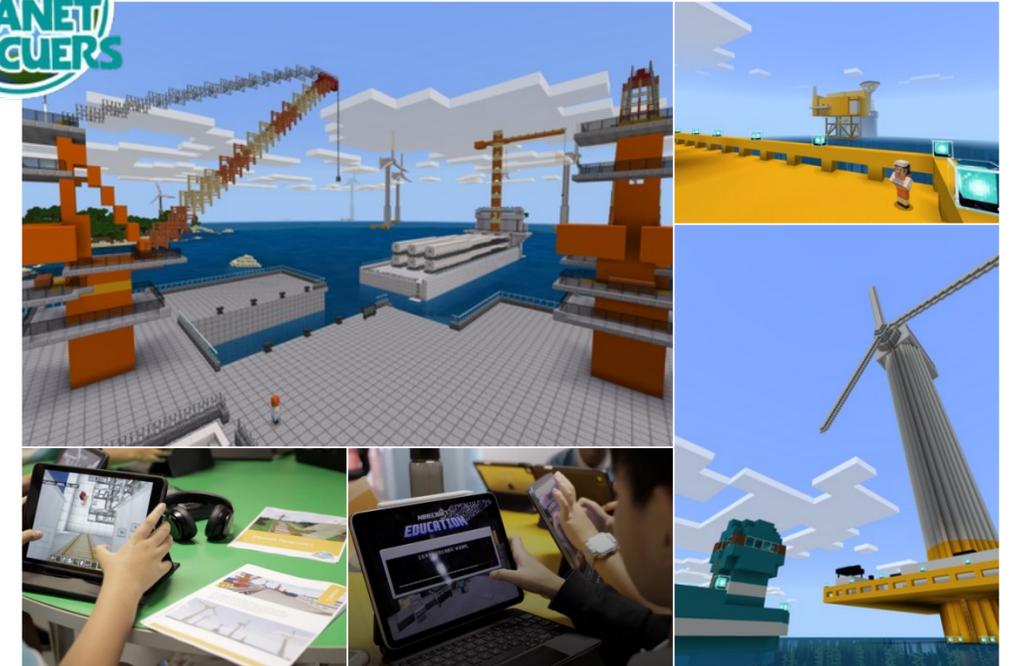
A Global Education Priority

Teach SDG 4.7 for a sustainable future

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
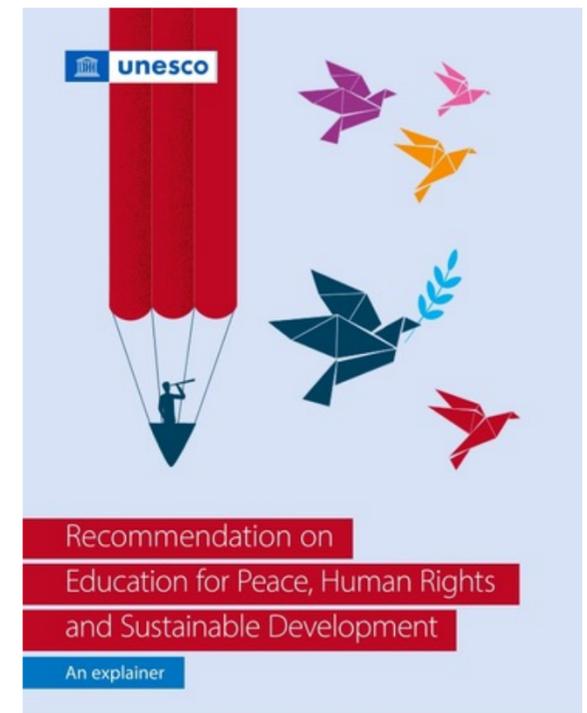
Educators Guide

unesco

Recommendation on Education for Peace, Human Rights and Sustainable Development
An explainer

UNITED NATIONS TRANSFORMING EDUCATION SUMMIT 2022

Revision of the 1974 Recommendation concerning education for international understanding, co-operation and peace

+ Pact for the Future

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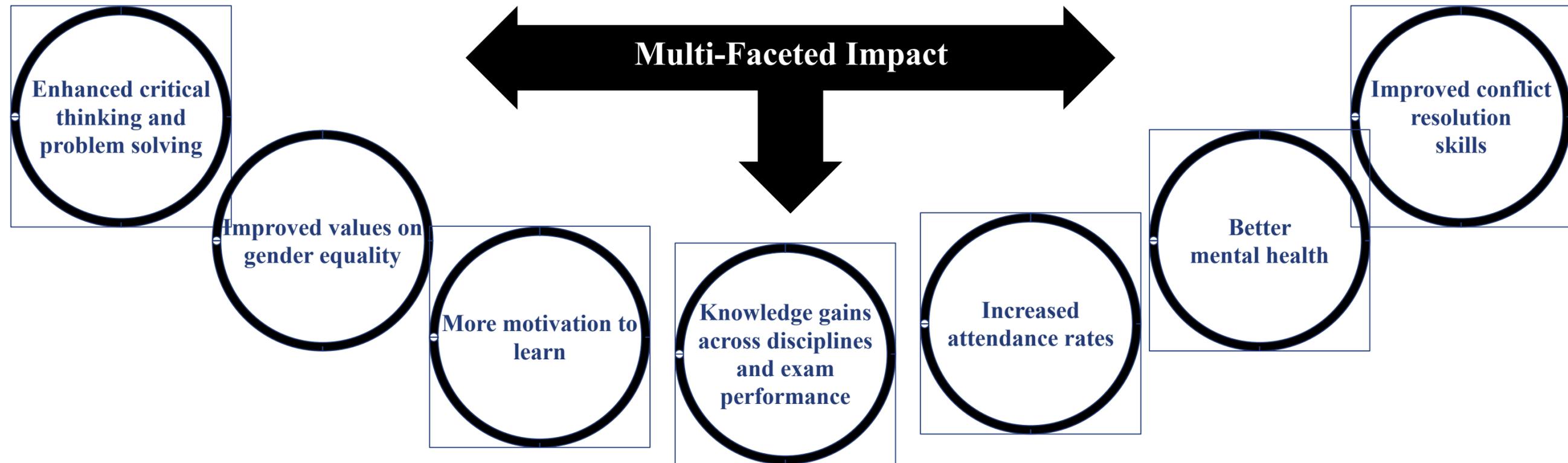INTERNATIONAL CONFERENCE ON THE TEACHING PROFESSION

Education 2030

Education for Sustainable Development (ESD) is a WIN-WIN

According to hundreds of studies, ESD not only improves overall educational quality in schools, but it also equips students with skills to shape sustainable societies

Multi-Faceted Impact

Enhanced critical thinking and problem solving

Improved values on gender equality

More motivation to learn

Knowledge gains across disciplines and exam performance

Increased attendance rates

Better mental health

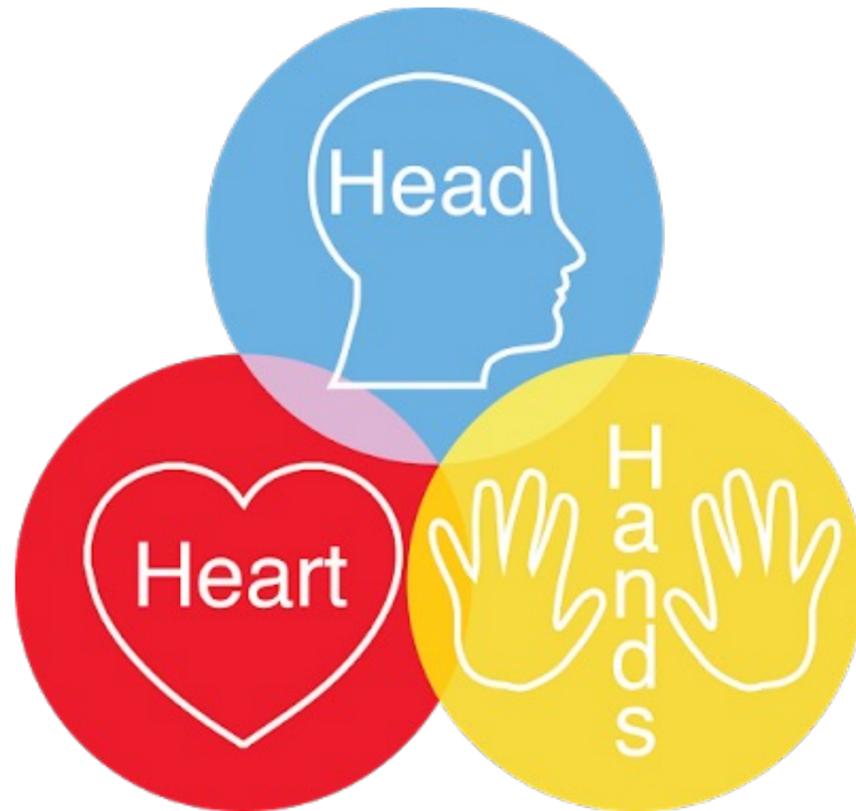Improved conflict resolution skills

BUT A global UNESCO survey of 58,000 teachers found that over 80% of teachers were interested in learning about ESD; however, over 50% faced challenges teaching it because they were not familiar with suitable pedagogies, and training opportunities did not exist.

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ESD FRAMEWORK

Head

Heart

Hands

UNESCO Publication:
Global Citizenship
Education: Topics and
Learning Objectives

Sustainable key competencies

Knowledge and skills

Values and motivations

Sustainability performance

Opportunities

UNESCO ESD Key Competencies for Sustainability
Systems Thinking
Anticipatory
Normative
Strategic
Collaboration
Critical Thinking
Self-Awareness
Integrated Problem-Solving

Author

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How does AI intersect with Education for Sustainable Development and the SDGs?

AI is
already
here

Examples of AI

- **Knowledge / Education** → AI tools for language learning, tutoring, and research support.
- **Values & Rules** → Debates on AI ethics, privacy, and government use.
- **Infrastructure** → Smart cities, transport, and energy systems using AI.
- **Economy** → Automation changing job markets, new tech start-ups.
- **Research / Science** → AI in climate forecasting, water use, and health innovation.
- **Climate** → AI predicting extreme heat or floods.
- **Resources & Energy** → AI and data centers' high energy and water consumption.
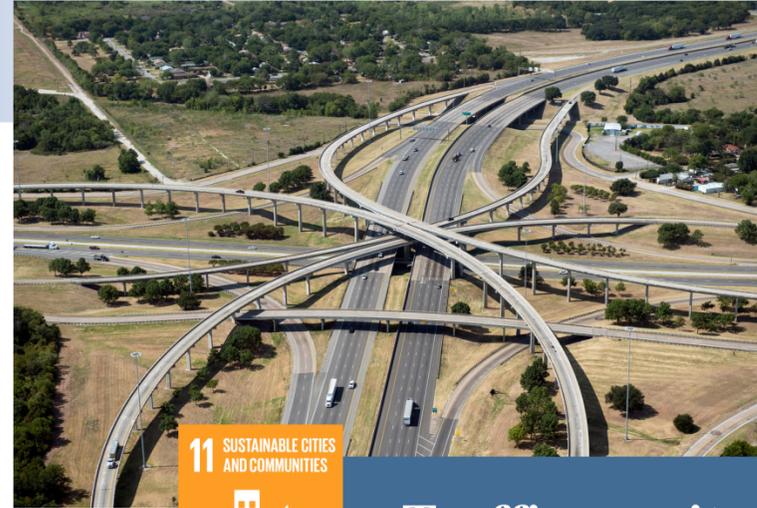- **Ecosystems** → Monitoring desertification, water scarcity, and biodiversity.

Forest fire detection and early warning systems

Traffic monitoring and road safety

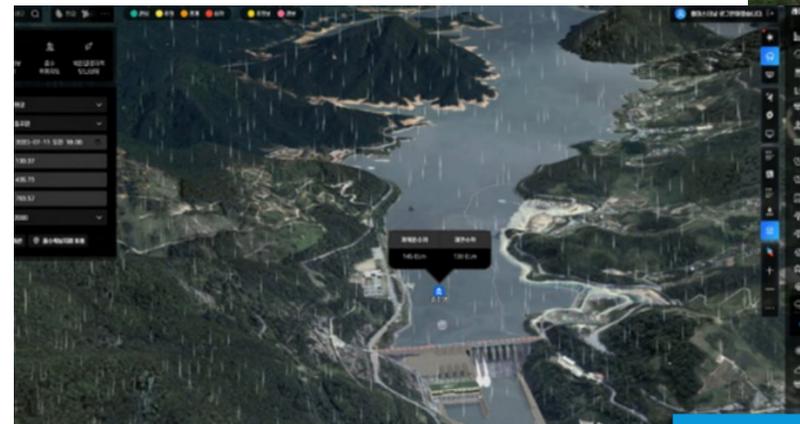AI Advancing medical research and data

Flood monitoring

Creating algorithms of rainforest sounds and using real-time data to combat deforestation and poaching.

Disturbance – Human Movement   Voices   Illegal Chainsaw

Illustrative Acoustic Signals

Lightning   Monkey   Birds   Insects   Flora

15 LIFE ON LAND

11 SUSTAINABLE CITIES AND COMMUNITIES

3 GOOD HEALTH AND WELL-BEING

14 LIFE BELOW WATER

15 LIFE ON LAND

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AI and the Sustainable Development Goals
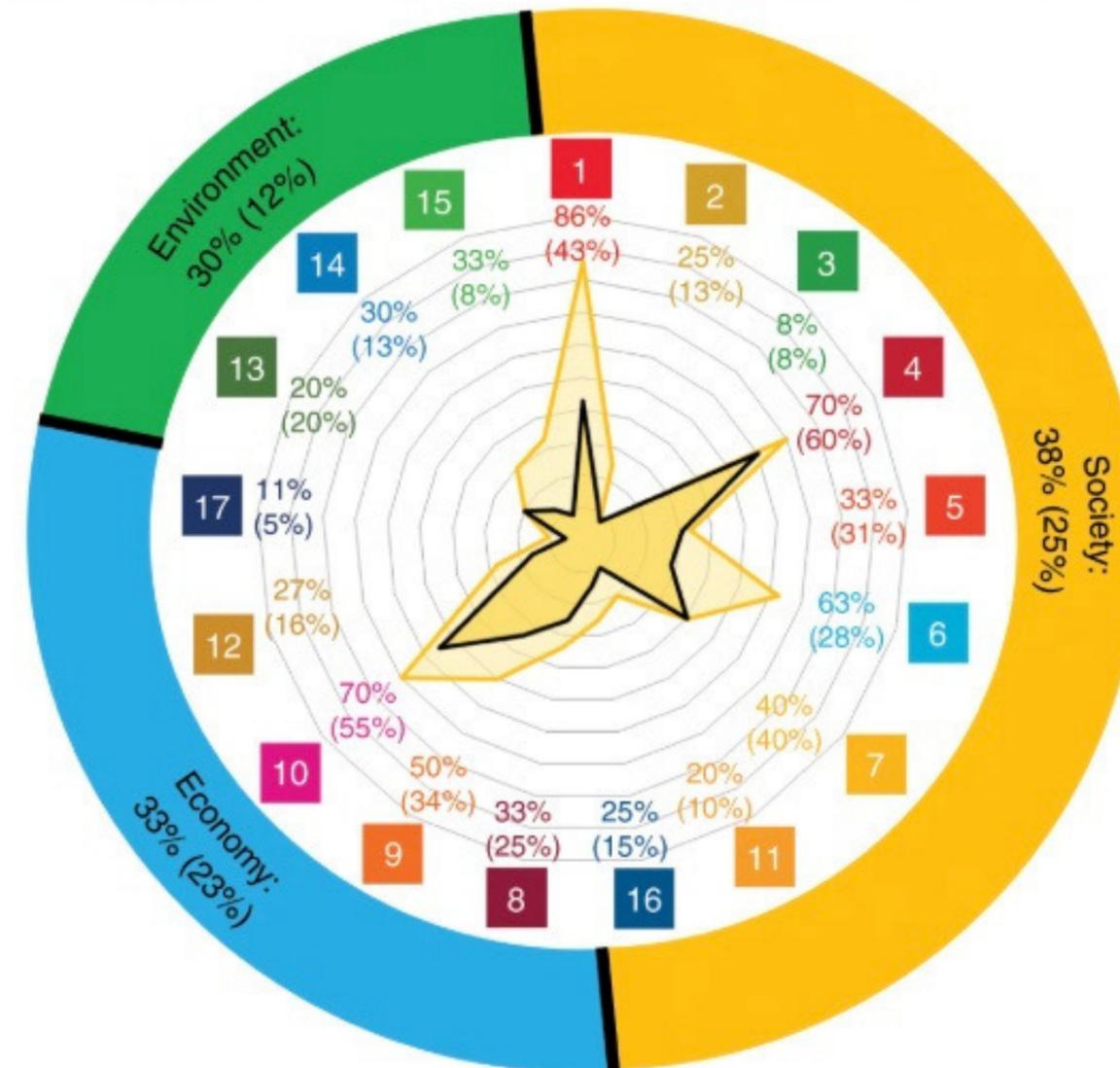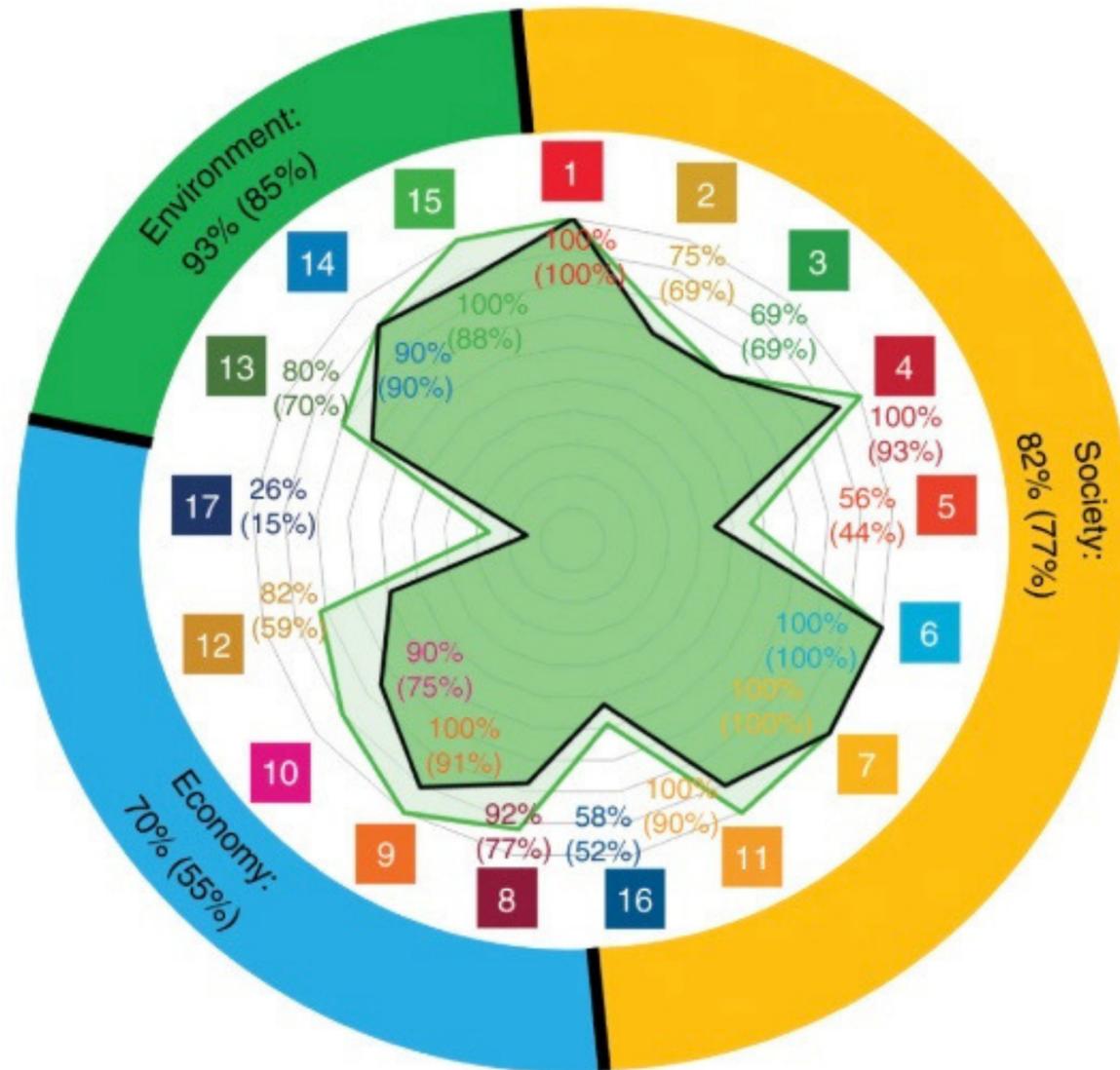
Vinuesa, R., Azizpour, H., Leite, I. et al. The role of artificial intelligence in achieving the Sustainable Development Goals. Nat Commun 11, 233 (2020). https://doi.org/10.1038/s41467-019-14108-y

AI in Your Classroom

How are you already using AI in your classroom?

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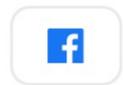
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Your password

Log in

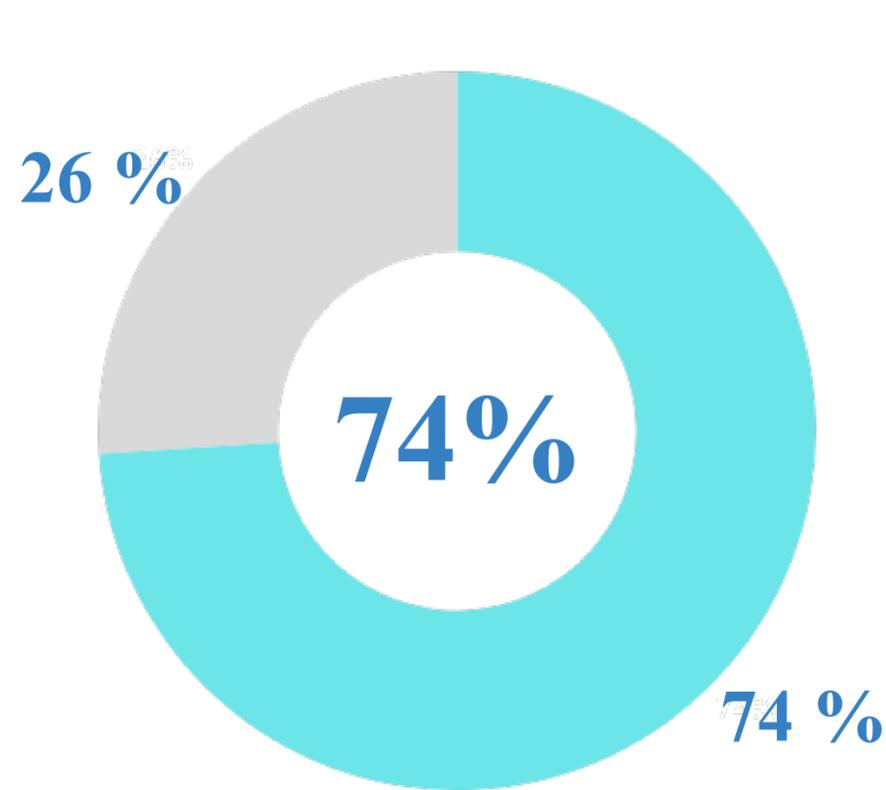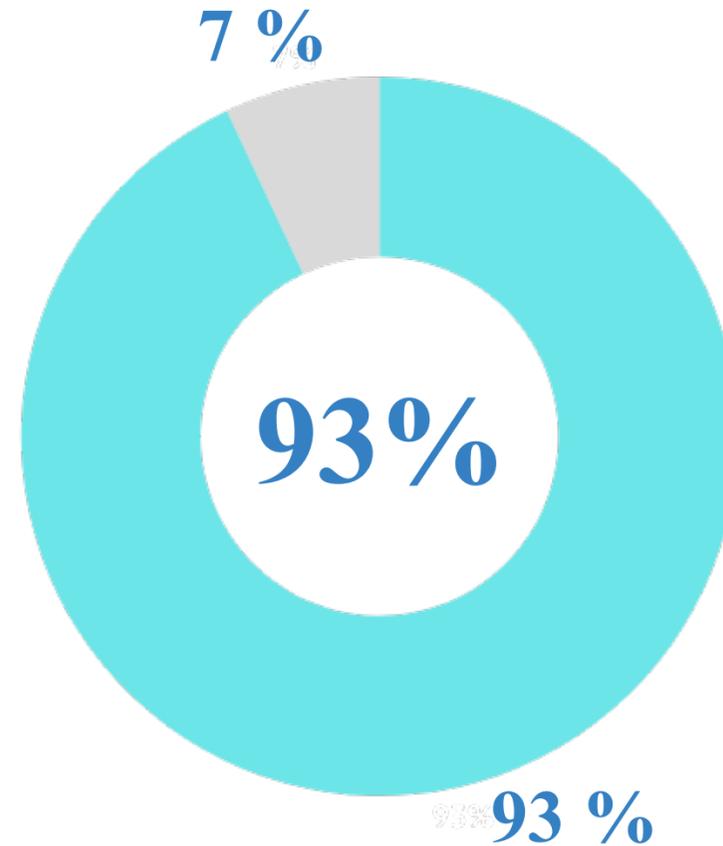Forgot password   Log in with SSO

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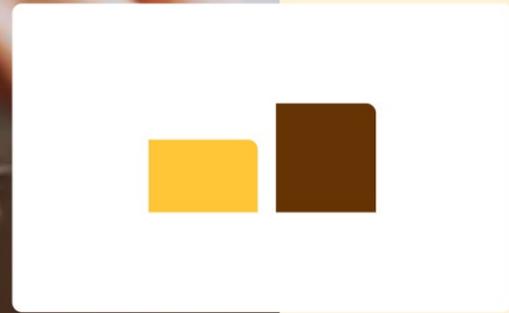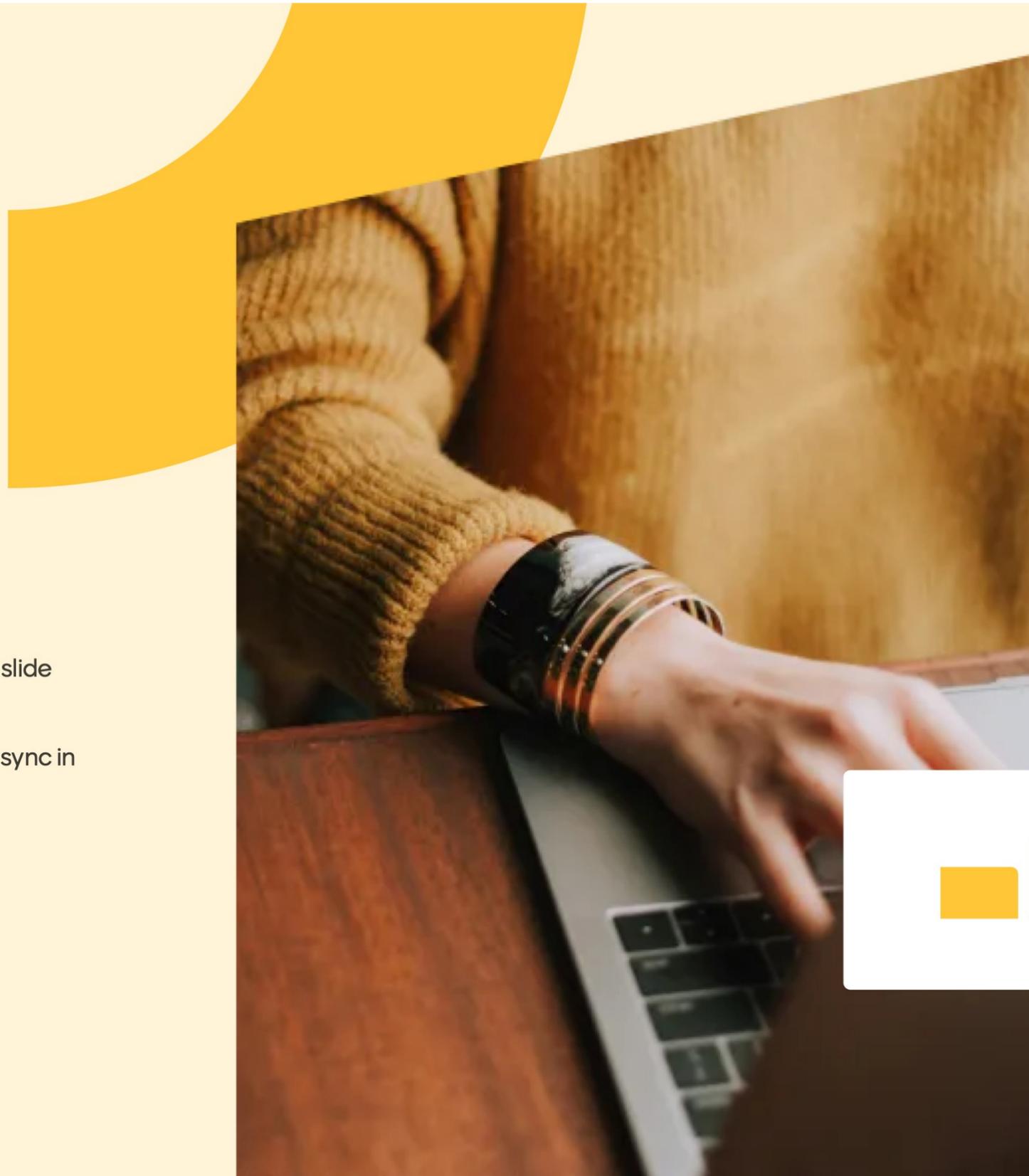
Don't have an account? **Sign up**

Teachers' Perceptions on AI

26 %   **74 %**

74%

74 %

74% of teachers agree that school lesson plans should include materials that help students learn about the implications of AI (aiEDU, March 2024)

7 %

93%

93 %

93% of teachers believe that integrating AI literacy into their coursework will enhance student engagement (Adobe 2025)

29 %   **71 %**

29%
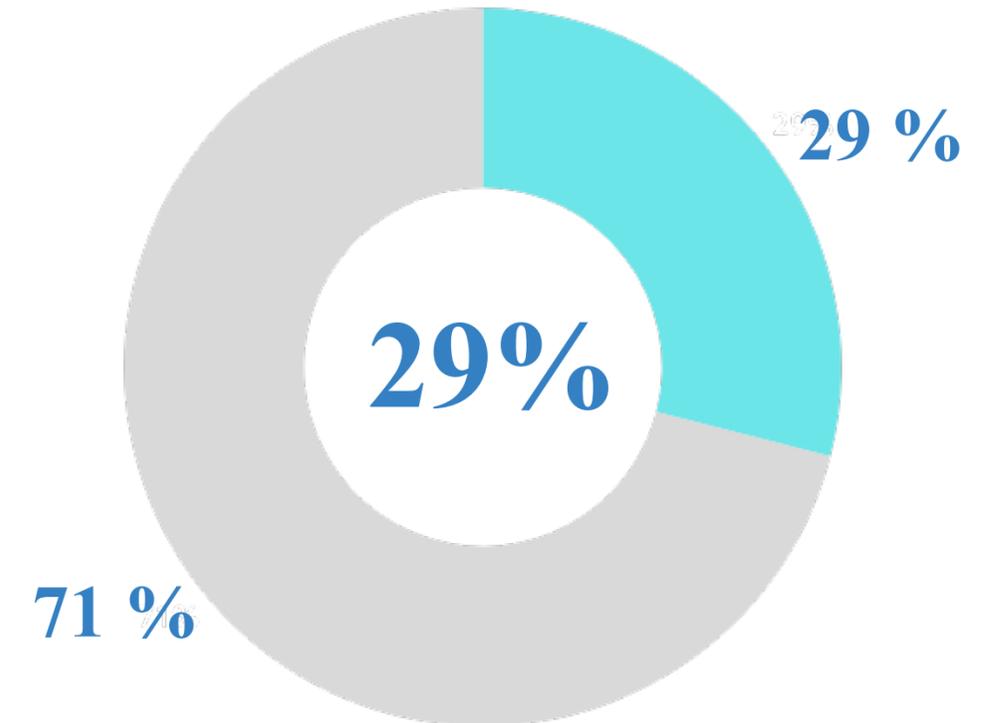
Only 1 in 5 teachers feel equipped to use generative AI in classrooms and only 29% of teachers have received any professional training on AI (EdWeek, 2024)

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TURN-AND-TALK

Now with the emergence of AI, what skills are important for students to be future-ready? How can we use AI in the classroom to solve global challenges?

Skills needed in an AI world

- **AI is changing the meaning of expertise and skills**
  - **82% of leaders say employees will need new skills to be prepared for the growth of AI (Microsoft, May 2023).**
- **AI is shaping the future workforce**
  - **22% of today's jobs worldwide will change in just the next five years driven particularly by AI (World Economic Forum, 2026).**

AI revives French playwright Moliere with a new play

By Manuel Ausloos

November 18, 2025 6:55 PM EST · Updated November 18, 2025

And as a researcher, what I really like is that I learn things about Moliere that I had missed because they're scattered throughout his work.'

PARIS, Nov 18 (Reuters) - What might have been Moliere's next play if the 17th-century French playwright had not died after collapsing on stage while performing "The Imaginary Invalid"? It's a question French scholars, artists and an AI firm teamed up to answer.

The Stanford Daily

News • Science & Technology

Anthropic lawyers predict AI automation for junior attorney work

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AI literacy represents the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications. (OECD, EU, "AI Literacy Framework for Primary and Secondary Education" 2025).

UNESCO AI Competency Framework

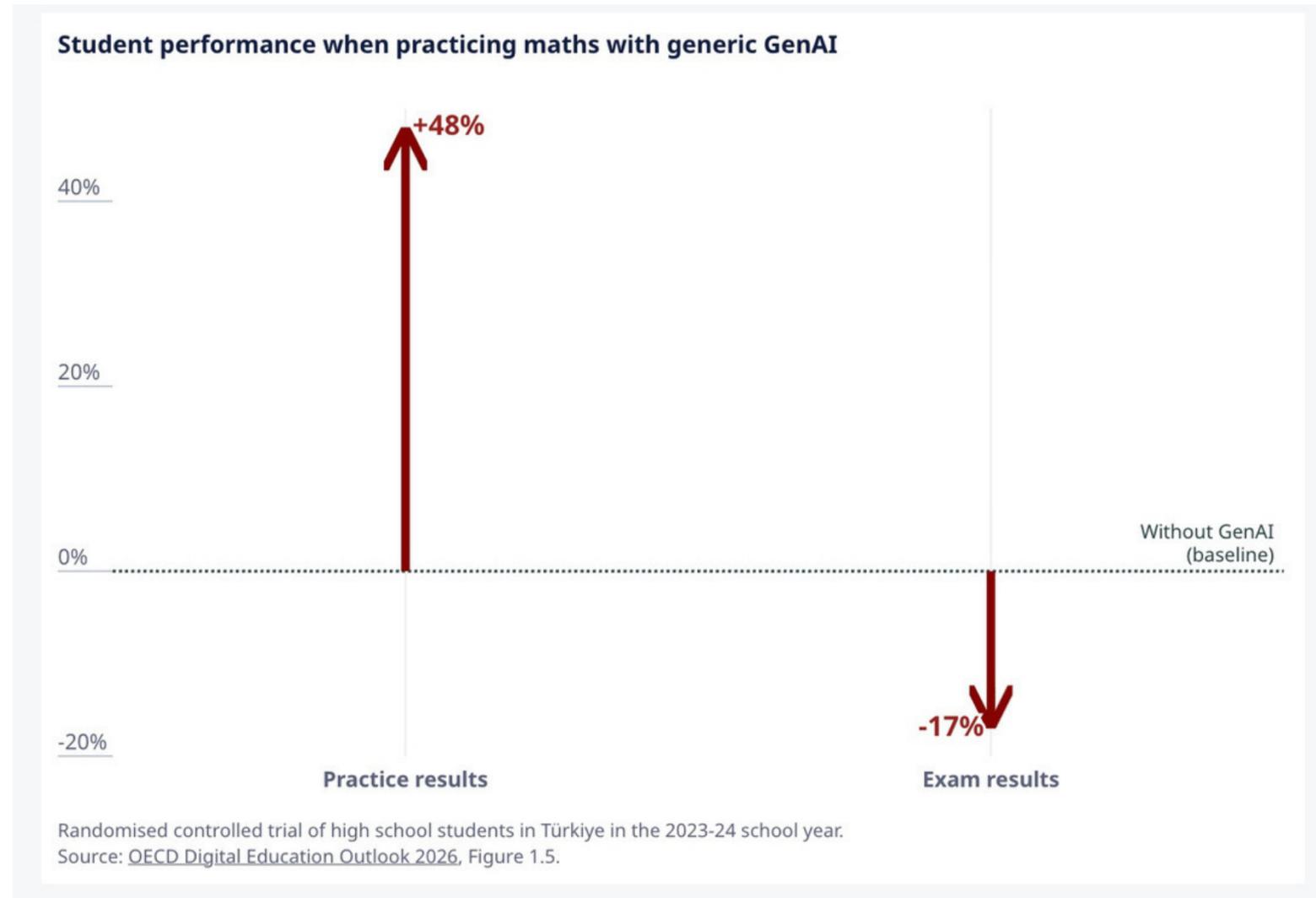| Competency aspects	Progression levels		
	Understand	**Apply**	**Create**
• Human-centred mindset	• Human agency	• Human accountability	• Citizenship in the era of AI
• Ethics of AI	• Embodied ethics	• Safe and responsible use	• Ethics by design
• AI techniques and applications	• AI foundations	• Application skills	• Creating AI tools
• AI system design	• Problem scoping	• Architecture design	• Iteration and feedback loops

AI Competency Framework for Students (UNESCO, 2024)

How can AI help students practice these skills?

Student performance when practicing maths with generic GenAI

+48%

40%

20%

0% — Without GenAI (baseline)

-20%

Practice results   Exam results

-17%

Randomised controlled trial of high school students in Türkiye in the 2023-24 school year.
Source: OECD Digital Education Outlook 2026, Figure 1.5.

The OECD Digital Education Outlook 2026 analyses emerging research "suggests **GenAI can support learning when guided by clear teaching principles**. However, if designed or used without pedagogical guidance, outsourcing tasks to GenAI simply enhances performance with no real learning gains."

- **Found that risks of AI outweigh the benefits**
  - **Potential Outcome 1:** AI will enrich learning experiences as long as it is part of a pedagogically sound approach.
  - **Potential Outcome 2:** AI will diminish learning experiences as over-reliance on AI could but learning at risk. It could also risk social-emotional wellbeing, relationships between teachers and peers, and safety and privacy.

BROOKINGS Global Security | U.S. Economy | Foresight Africa | Artificial Intelligence | Topics | Regions

RESEARCH

A new direction for students in an AI world: Prosper, prepare, protect

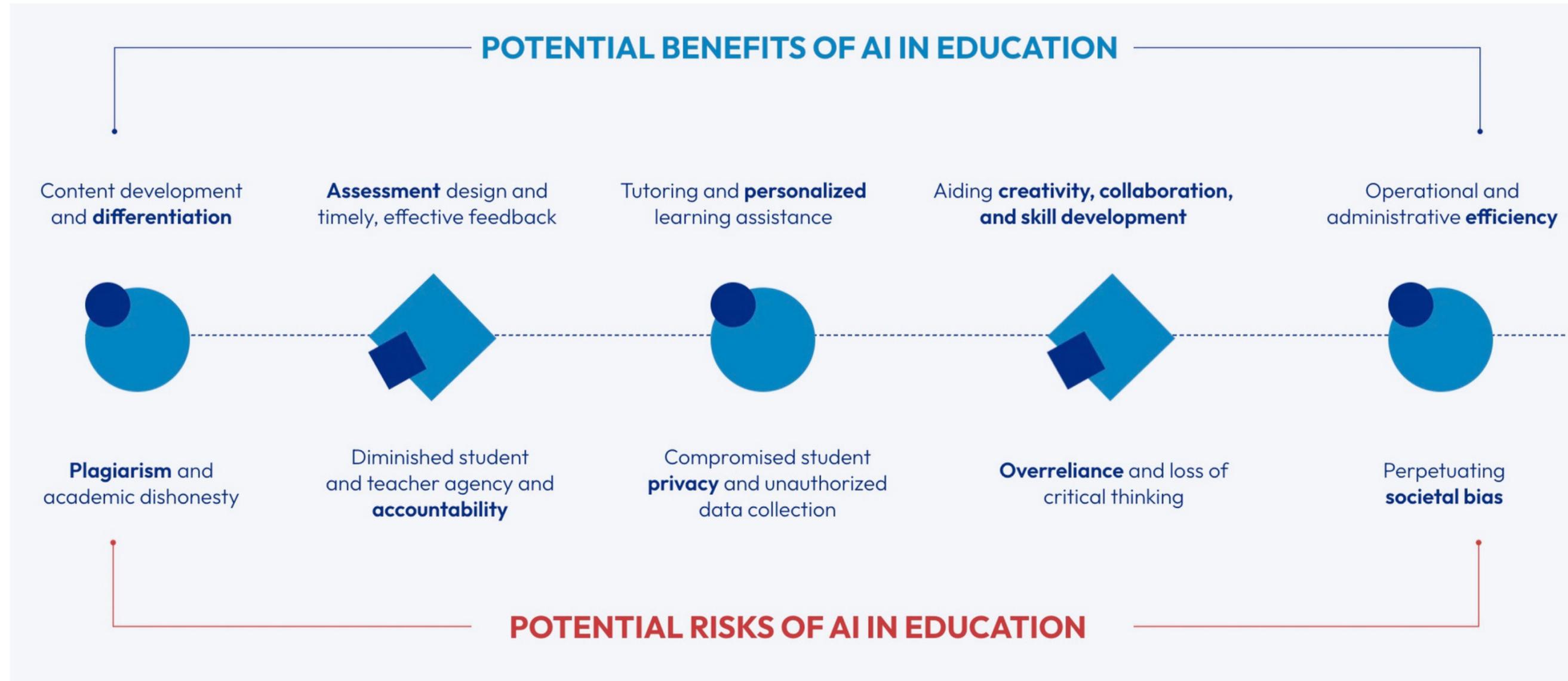Mary Burns, Rebecca Winthrop, Natasha Luther, Emma Venetis, and Rida Karim
January 14, 2026

Children use tablets in the classroom. Shutterstock/Ground Picture

Benefits and Risks of AI In Education

POTENTIAL BENEFITS OF AI IN EDUCATION

Content development and **differentiation**

Assessment design and timely, effective feedback

Tutoring and **personalized** learning assistance

Aiding **creativity, collaboration, and skill development**

Operational and administrative **efficiency**

Plagiarism and academic dishonesty

Diminished student and teacher agency and **accountability**

Compromised student **privacy** and unauthorized data collection

Overreliance and loss of critical thinking

Perpetuating **societal bias**

POTENTIAL RISKS OF AI IN EDUCATION

Teach AI (2026) https://www.teachai.org/toolkit

Activity #1: Group Brainstorm

- **How are AI or digital tools currently being explored at your school?**

- **How are ethical considerations taken into account in your school context?**

- **How can AI support or enhance student leadership and agency?**

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Classroom Examples and Case-Studies
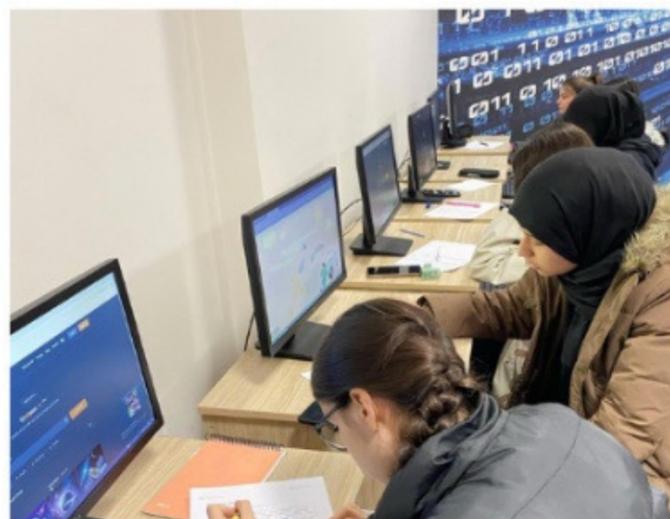
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5 GENDER EQUALITY

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AI with Girls' Power Project

The project is divided into four main phases:
(1) Preparation and Planning,
(2) AI-Focused Trainings and Workshops,
(3) Media Production and Creative Content Development, and
(4) Mentorship, Monitoring, and Evaluation.

Participants were provided with basic training on AI concepts, algorithms, data usage, and ethical principles, with a focus on enhancing role model representation through the life stories of women in science. During the project, students participated in hands-on activities such as podcast production, video creation, and digital storytelling, experiencing a multidimensional learning process.

Students' confidence in using AI tools increased by 60%.

Sümeyye Kübra DAĞLI
Mentor, UN SDSN Global Schools Program, Türkiye

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Example 2: Cultural Heritage and AI (UAE)
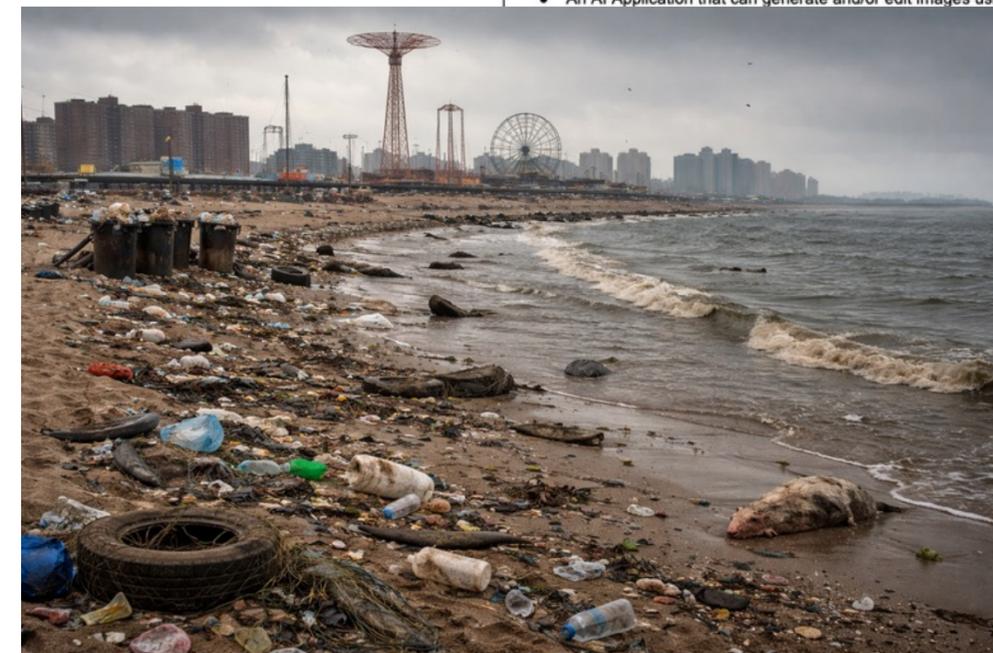

- Students select a renowned landmark or iconic site

- Instruct students to select one of the 17 SDGs. They should select an SDG that significantly impacts their chosen landmark. For example, if their landmark is on the coast, they can select SDG 14.

- After choosing their landmark, students should choose from one of the following two scenarios:

  - Scenario 1: Visualize what the landmark might look like in ten years if their city, country, or region fails to address the chosen SDG.

  - Scenario 2: Envision how the landmark could evolve in ten years if their city, country, or region actively works towards achieving the SDGs.

Activity Two

Title: A Sustainable Vision
Time: 120-180 minutes
Days of Implementation: 2-3 days
Grade Level: Upper Secondary
Designed by: Lizzie Muringi

Alignment with STEAM subjects:
Technology: Exploring AI tools to look for sustainable solutions.
Engineering: Designing model landmarks or urban sites to envision a city of the future.
Arts: Imagining future scenarios with sustainability at the center.

Related or achieved SDGs:
- SDG 9: Industry, Innovation, and Infrastructure: Considers how innovation plays a role in designing sustainable cities and developing renewable energy solutions.
- SDG 11: Sustainable Cities and Communities: Encourages hands-on experiences and creativity in envisioning a future sustainable urban location.

Objectives:
By the end of the class, students will be able to:
- Identify how sustainable development affects landmarks and cities.
- Analyze how cities and regions are implementing sustainable actions.
- Envision a sustainable future for their city, region, or country, based on the SDGs.

Materials Needed:
- Research tools (tablets, books)
- An AI Application that can generate and/or edit images using AI

already implementing sustainable

nable (Food and Agriculture

- **Who uses AI Daily?**

- **Brainstorm on the good vs. bad side of AI**

- **Explorations of AI's intersections with the environment**
  - **Predicts extreme weather**
  - **Models climate change**
  - **Optimizes renewable energy**
  - **Detects water leaks**
  - **Sorts waste efficiently**

- **What ONE change in your AI habits will help the planet?**
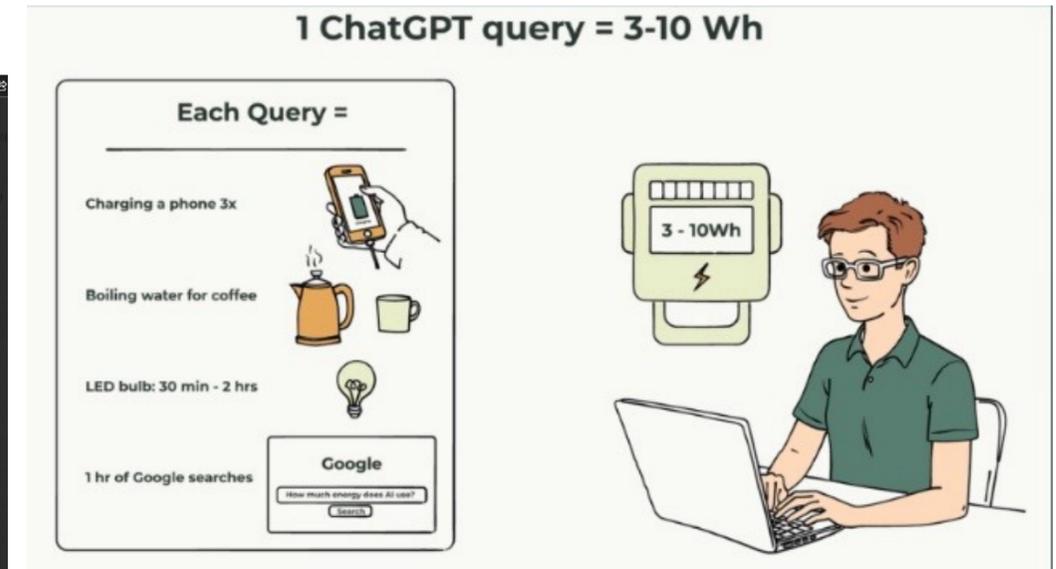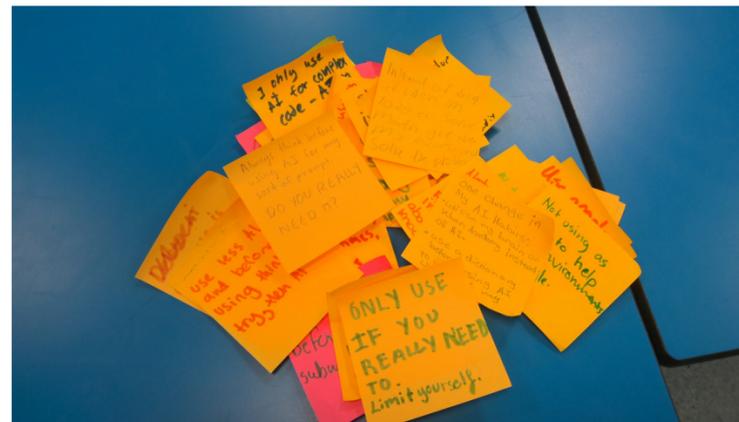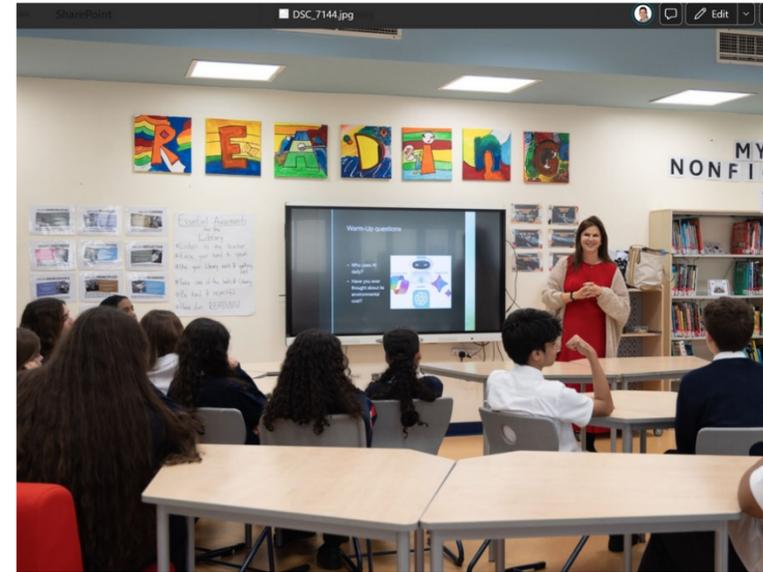
Example 4: AI Ethics Unit (Germany)

- **Lesson 1: Environmental impact of using AI.**
- **Lesson 2: AI Biases - Students generated AI images on different accounts using the same prompt. Analyzes for biases. Thought about AI powered solutions to improve inclusivity in schools.**
- **Lesson 3: Copyright. Which art is AI generated?**
- **Lesson 4: Misinformation and disinformation.**
- **Lessons 5-6: Ethical Impacts of AI and Assessment.**

Lesson Notes
AI Ethics Poster (Link)
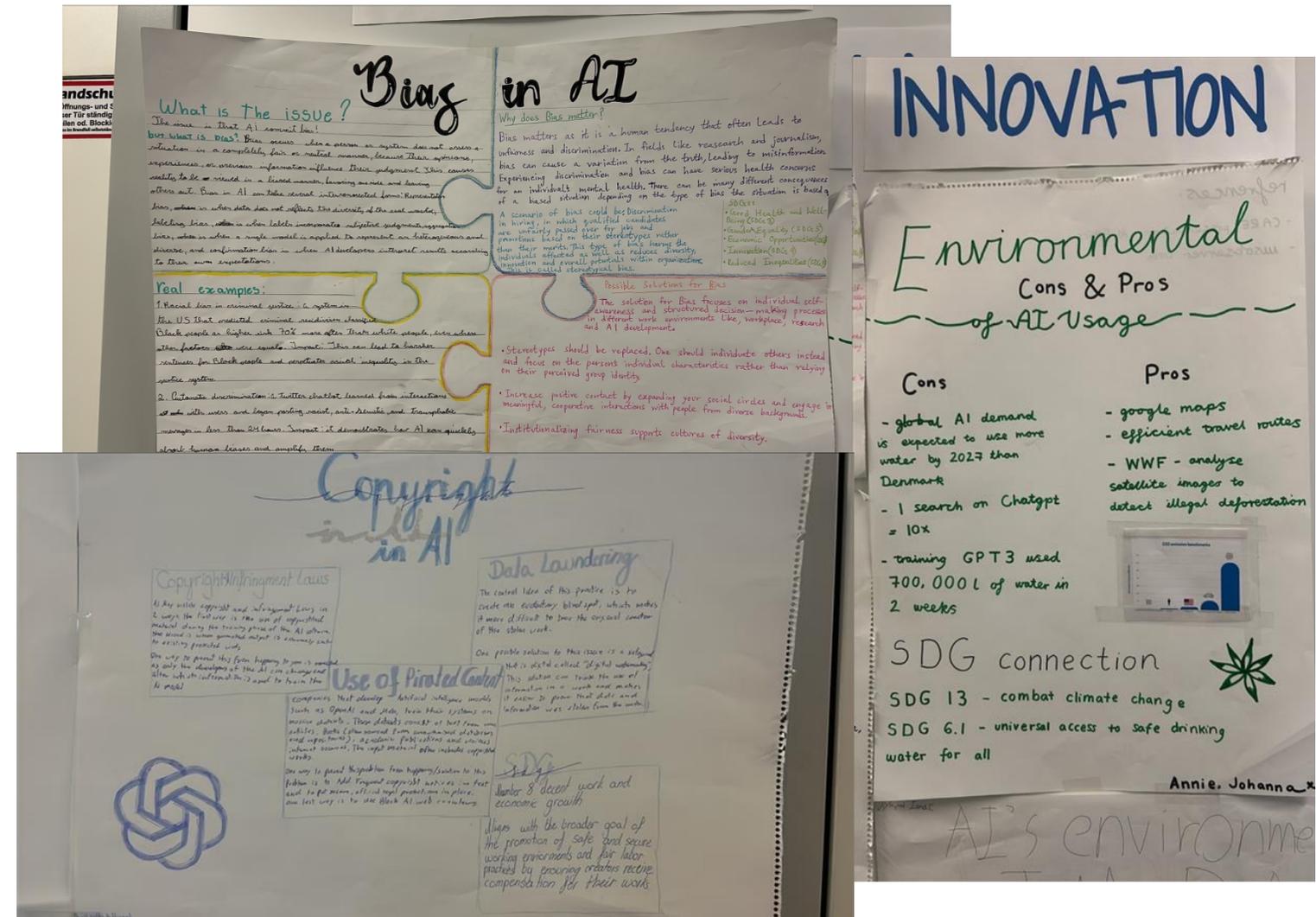
Taking It Back To Your Context

Activity #2 Applying AI in Classrooms

Opportunities

Risks

Ideas for Action

Prosper, Prepare, Protect Framework

PROSPER

1. Shift educational experiences in school.
2. Co-create educational AI tools with educators, students, parents, and communities.
3. Use AI tools that teach, not tell.
4. Conduct research on children's learning and development in an AI world.

PREPARE

5. Promote holistic AI literacy for students, teachers, parents, and education leaders.
6. Prepare teachers to teach with and through AI.
7. Provide a clear vision for ethical AI use that centers human agency.
8. Employ innovative financing strategies to close the AI divide.

PROTECT

9. Break the engagement addiction and design platforms that are centered around positive mental health for children and youth.
10. Establish comprehensive regulatory frameworks for educational AI.
11. Procure technology that protects students' privacy, safety, and security.
12. Support families to manage children's AI use at home.

Creating an AI Policy For Your School
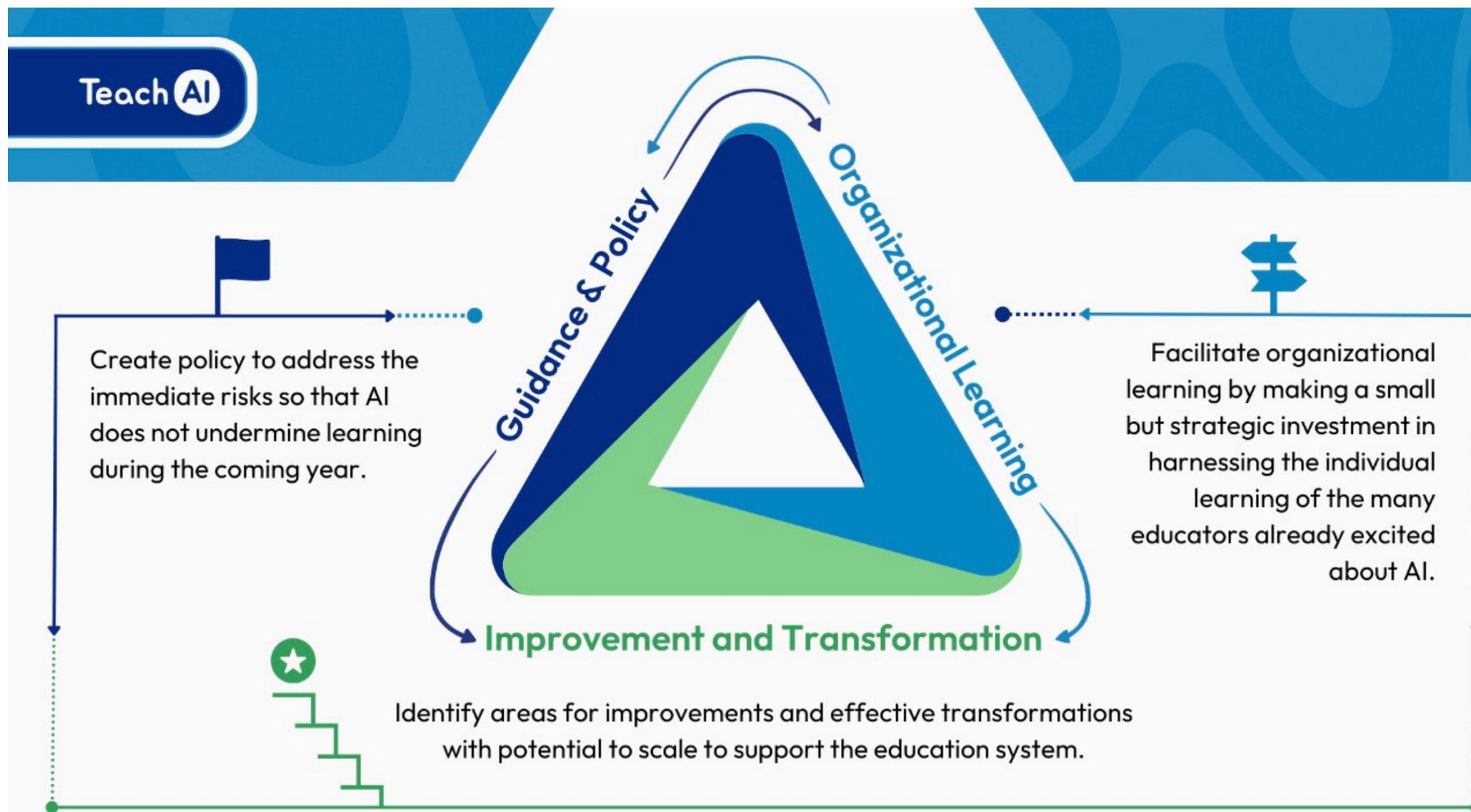
Closing Activity

1. Individual: Write down one guiding principle that you will take forward when it comes to using AI in your school (5 minutes).

2. Group: Share the guiding principles

Taking forward AI in schools

What is one principle you will take forward on AI in schools?

Hoover your phone over the QR code

Go to www.menti.com/alt37vdsozp5

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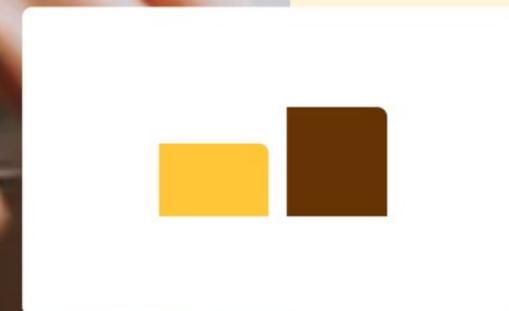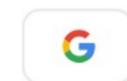
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- ESD equips students to navigate complexity and act as responsible global citizens.

- AI is reshaping work, learning, and society, making ethical judgment and critical thinking essential skills.

- Schools play a key role in helping students question, shape, and lead in an AI-influenced world.

- Educators around the world are already advancing this work through diverse, locally grounded practices.

- <u>As you leave, keep asking yourself:</u> how the learning experiences in your school are empowering students not just to use new technologies, but to lead with responsibility, values, and global awareness in a rapidly changing world.

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Thank you!

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- **Predictive AI** tools, such as streaming service recommendations and online shopping recommendations, use data about past behaviors to identify patterns and forecast things we might want or do in the future. For example, they can analyze patterns in student data to forecast outcomes such as being on track for graduation.

- **Generative AI** tools, such as large language models, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate new, original outputs customized to users' prompts.

- **Agentic AI** tools, such as scheduling assistants, can operate autonomously to pursue goals and carry out tasks. They don't just analyze or generate information; they act on it. For example, a scheduling assistant might proactively rearrange students' study plans or automatically coordinate parent-teacher conferences based on real-time changes. Agentic AI tools are continuously trained on new information, update their strategies, and autonomously take further actions, closing the loop between "intelligence" and "action."

Students AI Use

1	**NO AI**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	**AI PLANNING**	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	**AI COLLABORATION**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	**FULL AI**	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	**AI EXPLORATION**	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

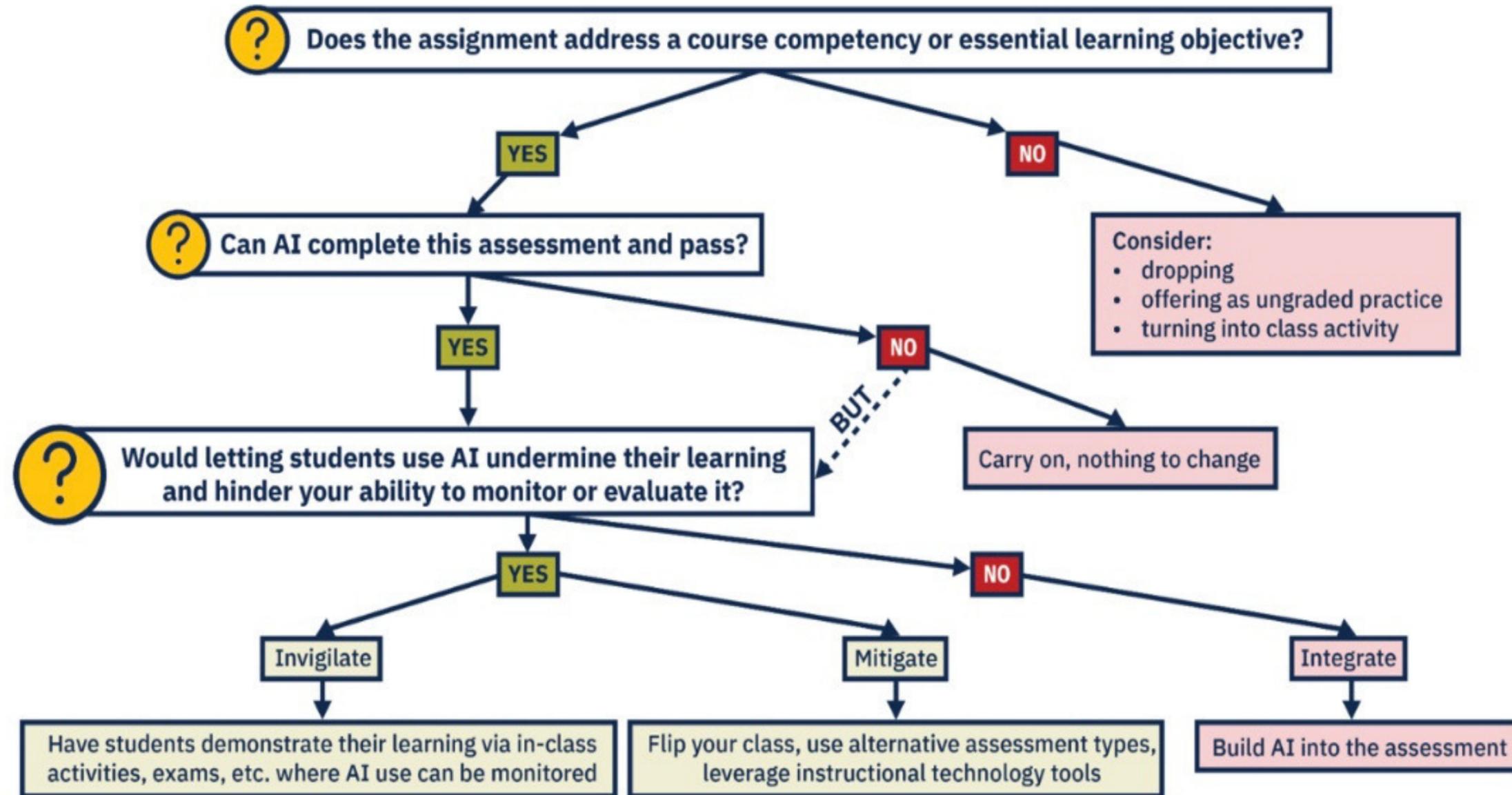Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/q3azde36

Lesson Planning Framework

Does the assignment address a course competency or essential learning objective?

YES → Can AI complete this assessment and pass?

NO → Consider:
- dropping
- offering as ungraded practice
- turning into class activity

YES → Would letting students use AI undermine their learning and hinder your ability to monitor or evaluate it?

NO → BUT...

Carry on, nothing to change

YES:
- **Invigilate** → Have students demonstrate their learning via in-class activities, exams, etc. where AI use can be monitored
- **Mitigate** → Flip your class, use alternative assessment types, leverage instructional technology tools

NO:
- **Integrate** → Build AI into the assessment

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