



BRIDGES Guiding Instruments AFTERNOON Workshops: UNESCO-MOST Social Transformations Week 30 September 2026. UNESCO HQ, Paris.

The workshops will take place across Rooms III, VIII, VIII bis, IX. **Registration is required.**

All afternoon sessions take place from 2 -3.50 pm

REGISTRATION: Please register to attend by Thursday 24 September at the latest – by emailing: Camille Guinet - c.guinet@unesco.org - while copying in the BRIDGES IPO - unesco-most.bridges.ipo@uwtsd.ac.uk

Title	Description	Suggested Participants
Humanities-inclusive Policy Design (for policymakers) for Sustainable Cities	This workshop has two core topics: What specific contribution the humanities can make to more effective policies and more inclusive policy processes at city level; and what challenges can be identified in terms of opening city-level policies to the humanities contribution, and how these challenges have been or could be addressed. Building on two decades of LivCom Awards experience, the workshop will contribute to BRIDGES content for the December 2026 event in Rabat, Morocco. Participants will review the LivCom assessment framework to integrate the humanities—reflecting the SDG Culture Goal—and share real-world examples of good practices and policy failures regarding humanities integration, to build the Policy Toolkit knowledge base ahead of its stress-testing phase.	Participants should be able to bring experience of city-level policy issues, whether as policymakers, technical experts, or civil society representatives.
Designing Pre-Policy Principles Create the Change (CTC)	This hands-on workshop is built on the premise that formulating effective environmental policy depends on preparing the groundwork for policy implementation. It engages participants with what must happen BEFORE effective, sustainable, social and environmental policy can be conceptualized and implemented. The purpose is to co-develop a pre-policy capacity-building template that communities and regions can utilise to prepare for effective policy formulations and implementation. Participants will be introduced to CTC pre-policy principles to strengthen foundations; evaluate action strategies across five themes in small groups; and reconvene to develop joint templates for the Policy Toolkit, which will undergo Member State and regional stress-testing and revision.	Policy makers; local, state, and regional leaders; cultural and civil society representatives; community leaders and project practitioners; educators; researchers, youth
Creating the Conditions for Youth-Leaders We Are Not Waiting	Rather than asking how young people can be engaged in decision-making, this workshop starts from the premise that youth leadership is already happening. The challenge is understanding the conditions that enable it to flourish and how these can be strengthened through policy and practice. The workshop will use a structured, participatory methodology centred on real-world experience, moving individual stories towards transferable principles. Participants will work in mixed groups of young people, policymakers, researchers, and	Intended for a mixture of young leaders, youth organisations, policymakers, UNESCO Field Office staff,

	practitioners to examine examples of youth-led initiatives from different contexts. Participants will analyse enabling and constraining factors to collaboratively develop an implementation recipe for youth leadership environments, which will be stress-tested, refined, and incorporated into the Policy Toolkit.	researchers, civil society organisations, educators and/or practitioners.
Education for Planetary Futures	Developed by Arizona State University, UNESCO-MOST BRIDGES, and global partners, the initiative unites diverse ways of knowing to drive institutional innovation, inform collective action for planetary challenges, and support post-2030 education futures. Building on the inaugural report (which highlights emerging educational transformations and pathways for action) this interactive workshop serves as the first co-design stage. Participants will collaborate to refine the conceptual framework; co-design an adaptable implementation template; identify key regional priorities and strategic partnerships; and develop policy recommendations. The outputs are intended to be regionally relevant and adaptable and will inform the stress-testing and refinement of the template before inclusion in the Policy Toolkit.	Policymakers; educators; youth representatives; Indigenous knowledge holders; civil society organisations; UNESCO Member States; Regional & Field Offices; and practitioners working across education and sustainability.