



© Mark Hellen/ Flickr



© UNESCO



United Nations
Educational, Scientific and
Cultural Organization



Quarterly review: December 2008

DESD Update: Progress in Asia & the Pacific

“It is now clear that the development paths of recent centuries have encouraged unsustainable patterns of living, creating social, economic and environmental problems that we must now address. The UN Decade of Education for Sustainable Development (DESD) provides us with a unique opportunity to learn our way out of this global dilemma. It is an important vehicle for empowering people of all ages to engage in creating a sustainable future, helping to promote development that is socially equitable, culturally harmonious, economically viable and ecologically sound.”

Koïchiro Matsuura, Director-General of UNESCO

Greetings from UNESCO Bangkok,

We are pleased to share with you recent progress, developments and upcoming events for the Decade of Education for Sustainable Development (DESD) in the Asia and Pacific Region from the ESD unit at UNESCO Bangkok. This fourth and final update of 2008 is a further step toward building collaboration among all partners in education and moving ESD forward in the region in 2008 and beyond. We are moving closer to the Mid-Decade World Conference on ESD in Bonn; an event which has already generated a lot excitement and preparation and will, in many ways, help determine the direction of the latter half of the DESD.

We continue to invite our past and future ESD partners to submit brief information on their ESD projects or activities for review to include in future updates. We are also continually updating our database of ESD partners and kindly encourage you to submit your details. Kindly see page 10 for submission requirements.

Many thanks for your continued support.

Education for Sustainable Development Unit
UNESCO Bangkok



DESD AP Update: December 2008



IN FOCUS

ESD Coordination in the Asia-Pacific: Learning for Change

In early 2008, practical challenges for ESD in the region began to surface. Many potential partners were struggling to move beyond the scope of environmental education to fully engage in ESD. National actors conducting ESD-related activities were not coordinated and collaboration among key stakeholders and sectors was proving difficult. UNESCO Member States also had concerns about the depth and substance of activities being branded as “ESD”. Additionally, limited financing for ESD was becoming a barrier for further collaboration and, most importantly, national sustainable development priorities still needed to be acknowledged to guide ESD programmes towards concrete objectives.

To assist UNESCO Member States in the Asia-Pacific to coordinate ESD at the national level, in 2008, UNESCO Bangkok, with the contributions of the Japanese Funds-in-Trust, conducted a series of capacity building workshops throughout the region. The workshops aimed to prepare for the World Conference on ESD to be held in Bonn, Germany in March/April 2009, to build additional capacity for ESD leadership, coordination and monitoring at the national level and to meet the immediate challenges of implementing ESD in the region.

More than 50 senior-level ministerial representatives from 24 countries have participated so far in one of five sub-regional workshops along with members of civil society, higher education and the private sector. The workshops were conducted in Bishkek, Kyrgyzstan (Central Asia), Ha Long Bay, Viet Nam (Mekong sub-region), Manila, Philippines (South-East Asia), Hangzhou, China (East Asia) and Colombo, Sri Lanka (South Asia). Eleven countries engaging in ESD for the first time, worked with colleagues familiar with a wide range of ESD challenges in order to provide practical insights and recommendations that will carry ESD in the Asia-Pacific forward.

Lessons learned, identified during the coordination and capacity building workshops, to carry forward to the ESD World Conference include:

Focusing ESD on national sustainable development priorities – Countries can focus on ESD by identifying 3-4 key national sustainable development priorities, such as food security, literacy, health, climate change, to develop a practical foundation for ESD and foster the knowledge, skills, values and attitudes to address sustainable development more generally.

Countries participating in the Asia-Pacific ESD Capacity Building Workshops in 2008

Central Asia:

Kazakhstan
Kyrgyzstan
Tajikistan
Uzbekistan

South-East Asia:

Brunei Darussalam
Cambodia
Indonesia
Laos
Malaysia
Philippines
Singapore
Thailand
Timor Leste
Vietnam

East Asia:

China
Japan
Mongolia
Republic of Korea

South Asia:

Bangladesh
Bhutan
India
Maldives
Nepal
Sri Lanka

Incorporating ESD into national development plans - ESD not only needs to be included on the national agenda, but also incorporated into national sustainable development strategies, national poverty reduction strategies, education sector development plans, etc.

Establishing inter-ministerial support for ESD – Cross-sectoral collaboration is seen as essential for linking ESD to EFA, the MDGs and other programmes in order to address national sustainable development priorities.

Internalizing ESD within national budget structures - Budget ownership needs to be advocated for ESD within the relevant ministries, starting with education.

Establishing support for capacity building – ESD capacity is needed for policy makers, for educators (to support the integration of thematic content into curricula, relevant pedagogy and learning), and for national ESD indicator development and monitoring.

These lessons learned, the identified obstacles and challenges, along with other insights from UNESCO Member States, will be carried to the World Conference on ESD for further elaboration and action in the region towards quality education and learning for a sustainable future.



© Carl/ Flickr

ESD OUTLOOK

SANZ Partnership



In New Zealand, the National Commission for UNESCO employed a half-time UNDESD Coordinator based within the Secretariat of the National Commission for the first two years of the UNDESD.

Having established a relationship with Sustainable Aotearoa New Zealand (SANZ) who organised the 2006 Stakeholders Forum for the Decade, in July

2007, the National Commission entered into a formal Partnership with SANZ.

This partnership focused around three key deliverables: the finalisation of a Strategic Plan for the UNDESD in New Zealand including a monitoring and evaluation framework; the development of Draft Indicators for the UNDESD; and providing a governance committee for the UNDESD. The National Commission has provided limited funding to SANZ to provide for UNDESD Coordination and Activities in New Zealand, but this relationship has allowed SANZ to leverage matching funding from other sources.

SANZ has engaged with a wider range of stakeholders and recently completed a Think Tank process looking at future scenarios for New Zealand, and held a National Workshop on ESD in Tertiary Education that has created

For more information contact:

Hayden Montgomerie
UNESCO Programme Officer for
Education, Youth and Human Rights
hayden.montgomerie@minedu.govt.nz

a Working Group to plan and guide implementation of the UNDES in Tertiary Education.

Vietnam National Strategies for Agenda 21 and DESD

Another layer to the existing planning process?

The term 'sustainable development' is at the core of the current environmental government policy in Vietnam. The Five-Year Socio-Economic Development Plan 2006-2010 (SEDP) of the Socialist Republic of Vietnam is divided into three policy sectors: social, economic and environmental¹. These sectors are derived from the pillars of sustainable development as described in global sustainable development goals.

Global frameworks such as Agenda 21 and DESD have provided excellent opportunities to highlight the commitment of the government to sustainable development. The high level political commitment shows that the government and leadership of the country recognize the need for reorienting existing education to address the issues of sustainability and the opportunity to do so through the DESD process.²

It is evident that adoption of global frameworks such as Agenda 21 and DESD has provided opportunities for learning. The people participating in these processes have been exposed to new ideas and have been able to take part in the international debate on sustainable development. Government actors involved in the process of drafting national agenda have aided in recognizing the linkages between the global agenda of DESD, to the ongoing processes and situation in Vietnam.

On the other hand, without a clear implementation framework and expected outcomes, it is difficult to pinpoint the actual achievements connected to the introduction of a new strategy, such as the Vietnam Agenda 21. The establishment of high level committees with representation from different Ministries does not alone guarantee implementation. Furthermore, it is important to ensure that these frameworks are not parallel with existing government strategies, so that the monitoring system used to assess progress contributes to improving national policies within existing frameworks, with government budget support.

Hence, in order to ensure effective implementation of ESD, it is necessary to avoid duplication and parallel processes; it is crucial that the DESD national plan is clearly linked to the existing government planning processes and policy frameworks, such as the Socio Economic Development Plan in Vietnam.

For more information contact:

Katja Pellini
UNV Specialist in Education for
Sustainable Development
UNESCO Hanoi
k.pellini@unesco.org

¹ The Socialist Republic of Vietnam (2006) The Five Year Socio Economic Development Plan 2006-2010. Hanoi.

² The 'Strategic Orientation for Sustainable Development', issued by the Prime Minister in August 2004, reflects the Agenda 21 principles agreed by world leaders at The Earth Summit in Rio de Janeiro in 1992. More recently, a high level committee chaired by Minister of Education has been created to coordinate activities for the United Nations Decade of Education for Sustainable Development 2005-2014 (DESD) and as a follow up of the resolution 254 in the 57th session of the United Nations General Assembly in December 2002.

RECENT EVENTS

International Forum on ESD Dialogue 2008

The International Forum on ESD Dialogue was held in Tokyo, Japan from 2-5 December, 2008. This Forum was hosted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and co-organized by the United Nations University (UNU) and the Asia/Pacific Cultural Centre for UNESCO (ACCU). This Forum was organized for a number of purposes: to use collective learning as a basis for enhanced future action; to identify results oriented strategic projects for the second half of the Decade; to explore the possibility of a global consortium on ESD involving the private sector and NGOs; and to consider the possible research and innovative contributions to the Decade.

Upon recognizing that the 2009 World Conference on ESD will be an important opportunity to strengthen the implementation of the DESD, as well as the leadership role of UNESCO, participants of the Forum developed a list of recommendations to the Bonn Conference and have advised UNESCO Member States to:

- Incorporate the principles, values and practices of sustainable development as an important element of strategies in all educational settings;
- Assist each other in the implementation of the DESD, for example, through the exchange of good practices and innovations in ESD;
- To fully utilize the available networks and extended ESD community and partners, such as the Associated School Project (ASP) Network, the UNEVOC Centre, and the UNU Regional Centres of Expertise on ESD (RCEs), flagship projects and others which could guide stakeholders in implementing ESD;
- Further strengthen partnerships with UN agencies, and build up closer connections with stakeholders, Higher Education Institutions, NGOs, the Private Sector and media.

Furthermore, Forum participants also recognized the need for steps to be taken by UNESCO to assist Member States. Recommendations for UNESCO included fostering a stronger relationship between EFA and ESD, assisting Member States to develop ESD programmes in line with their national priorities, and to facilitate intersectoral activities in ESD such as UNESCO's Man and the Biosphere Programme, as learning laboratories for ESD, and to support the development of national research agendas and stimulate the capacity of Higher Education institutions for ESD research and innovations, including the incorporation of relevant indigenous and local knowledge systems.

For more information:
MEXT online: www.mext.go.jp

South Asian ESD Coordination and Capacity Building Workshop, 18-21 November, Colombo, Sri Lanka



The *South Asian ESD Coordination and Capacity Building Workshop* in Colombo, Sri Lanka, was the fifth Asia-Pacific regional workshop, sponsored by the Japanese Funds-In-Trust, to assist UNESCO Member States in building additional capacity for ESD leadership, coordination and monitoring at the national level. Seventeen participants, including senior level ministerial representatives and representatives from civil society and the private sector, participated in the event from Bangladesh, Bhutan, India, the Maldives, Nepal and Sri Lanka. Workshop discussions acknowledged several key needs required to move ESD forward in South Asia, especially the need for ESD capacity development in:



- 1- Policy (for resource mapping, for incorporating ESD in policies and development plans, for policy makers to account for frequent transitioning of human resources, for ministerial department staff);
- 2- Curriculum (for curriculum developers, reviewers and administrators, for teachers and administrators to share manuals, kits – on Peace Ed., EE, etc. – and procedures for content integration);
- 3- Education institutions (to develop the capacity of teacher educators, principals, etc. to support the integration of ESD content into core subjects);
- 4- Monitoring and evaluation.

For more information contact:
 Joel Bacha
 Project Officer, Education for
 Sustainable Development (ESD)
j.bacha@unescoibkk.org

IGES-UNEP Consultation Meeting on ESD in South-East Asia

The Institute for Global Environmental Strategies (IGES) and United Nations Environment Programme (UNEP) organized a South-East Asia regional strategy consultation meeting on ESD 17-18 November, 2008 in Bangkok. Participants from international organizations, including



ASEAN, the Japan Foundation, UNESCAP, UNESCO, UNU and WWF discussed ESD with experts and decision makers from the region. Special emphasis was given to climate change in the specific cultural contexts and economic statuses of the region's countries.

The meeting was successful in collecting information on the status of national ESD policies and strategies; highlighting actual examples of ESD projects implemented at the local level that link within the national policies; and drawing on an IGES case study

for a general discussion.

The meeting provided an opportunity to bring together practitioners and policy makers for discussion and idea-sharing in a small group setting. Presentations given by UN agencies, other international organizations and educational institutions helped to identify political strategies contributing to the development of practical approaches to promoting ESD in the South-East Asia and, through follow-up research, identify for IGES a clearer direction for future ESD projects.

Please visit www.iges.or.jp for further information.

UNDP Regional Leadership Advocacy and Lessons Learned Workshop

The United Nations Development Programme (UNDP) through its Asian Young Leaders in Governance (AYLG) initiative held a Regional Leadership Advocacy and Lessons Learned Workshop in Bangkok, Thailand from the 6-7 of November 2008. The primary objectives of the workshop were to review, share, and discuss lessons learned and practices in leadership development; to discuss and propose strategies for improving and sustaining leadership initiatives and partnerships for young leaders in the Asia region, particularly in fostering home-grown leadership practices; and to recommend strategies for nurturing the role of leadership platforms across the region.



Almost 30 participants from 10 countries including, leadership practitioners and experts, development agencies, selected Leadership Fellows, and UN agencies attended the meeting. The workshop consisted of a combination of presentations, working groups and plenary sessions, which focused on:

- a. *Catalyzing Agents of Change, The AYLG Experience in Asia.* Featuring presentations from AYLG Leadership Fellows.
- b. *Leadership Issues and Applications.* Leadership Issues and Applications were presented for three thematic areas: Accountability, Climate Change and Gender.
- c. *Fostering Home Grown Leadership.* Featured a joint presentation on the AYLG Innovative National Leadership Pilots and Working Group on Fostering Home Grown Leadership in Asia and Nurturing Leadership Platforms.
- d. *Panel Discussion on Emerging Trends and Issues on Leadership.*
- e. *Way Forward Dialogue.*

For more information contact:

Maha Jahangir
Project Associate
Asian Young Leaders in Governance (AYLG)
UNDP Regional Center in Bangkok (RCB)
maha.jahangir@undp.org

East Asia ESD Coordination and Capacity Building Workshop, 28-31 October, 2008, Hangzhou, China

The *East Asia Education for Sustainable Development (ESD) Coordination and Capacity Building Workshop* in Hangzhou, China was the fourth Asia-Pacific regional workshop, sponsored by the Japanese Funds-In-Trust, to assist UNESCO Member States in building additional capacity for ESD leadership, coordination and monitoring at the national level. Over twenty senior level ministerial representatives and representatives from civil society participated in the event from China, Japan, Mongolia and the Republic of Korea. Workshop discussions emphasized several factors required to move ESD forward in East Asia, such as the need to include ESD in National Curricula reviews, examining processes for integrating ESD content into core subjects and looking at how ESD can be incorporated into schools which reserve space for local content.

For more information contact:
HE Pei (Ms.)
Programme Assistant for Education
UNESCO Office Beijing
p.he@unesco.org



FASPPED Jakarta Declaration 2008

At the Regional Parliamentary Conference for Education in Asia and the Pacific in Jakarta, Indonesia which took place from 24-25 October 2008, 16 countries adopted the Declaration of Jakarta. This Declaration acknowledged the necessity for greater participation by parliamentarians in the work of the United Nations and their respective specialized agencies, thereby helping to bring those institutions closer to citizens and their representatives and vice versa.

The parliamentarians reaffirmed their commitment to UN guiding instruments, such as the World Declaration on Education for All (1990) and the Dakar Framework for Action and Education for All goals (2000), and the UN Decade of Education for Sustainable Development (DESD) and recognized their singular and collective responsibility to the well being and human dignity of their citizens through quality and equitable education systems. In particular, the participants reiterated their belief *“that Education is the key to achievement of individual and social wellbeing and peace and that ignorance and illiteracy are obstacles to development and the construction of democratic societies”*.

Participating countries pledged themselves to several goals, which include the following: to reassess constitutions, legal instruments, laws and regulations currently in force of member countries, so as to apply renewed energy to the right to basic education for all and to work toward its realization; to mobilize human, material and financial resources in order to facilitate the path towards achieving Education for All goals; to promote the education of girls and women in particular, in order to eliminate gender disparities and inequalities at all education levels; to promote the ethics and values of a culture of peace, tolerance, cultural diversity and

sustainable development through education; and to recognize the role of teachers and educators and further encourage the development of quality teachers in order to achieve EFA goals.

In order to achieve the goals agreed upon, the Members of the Asia-Pacific Parliamentarians have pledged to several efforts, namely to the establishment of a Forum of Asia Pacific Parliamentarians for Education (FASPPED).

To access the entire Jakarta Declaration, please visit www.unescobkk.org/fileadmin/user_upload/esd/FASPPED_Declaration.pdf.

SIDA Advanced International Training Programme in ESD in Formal Education

From 1-12 December 2008, the Centre for Environmental Education (CEE) conducted an International Training Programme in ESD in Formal Education in Ahmadabad, India, sponsored by the Swedish International Development Cooperation Agency (SIDA). The programme aimed to strengthen the ESD work being carried out by Asian institutions within their formal education contexts. Twenty-two participants took part in the training, from Nepal, Sri Lanka and Vietnam, forming 11 institutional teams to work on ESD at the national level. A 3-week intensive phase, focusing on research, theory and practice in ESD was held for participants in September 2008; following which participants returned to their countries to work together across ministries and/or departments on ESD-related projects. The training period in Ahmadabad provided guidance and support to participants to enhance on their project work in the coming 4-5 months.

COMING UP NEXT

Post-Conflict Post-Disaster Training for UNESCO Staff

UNESCO is increasingly called upon to contribute to post-conflict and post-disaster (PCPD) response. PCPD represents an area of opportunity for stronger UNESCO participation in UN reform. Strengthening relations with the UN coordination mechanisms for humanitarian assistance, especially OCHA and clusters' partners, is critical in this process. Assuring that UNESCO's mandates and capacities within the overall UN coordination frameworks, including OCHA Flash and Consolidated Appeals, the cluster system etc is also an integral part of the mandate of the PCPD Platform Task Force to provide a catalyst for strategic and coherent planning to respond to requests from Member States in PCPD situations within UNESCO's fields of competence.

The main objective of this training is to develop the capacity of Field Offices to participate in the UN humanitarian response at the country level, during or in the immediate aftermath of humanitarian crises - whether resulting from conflicts or natural disasters. The training is

designed for Directors/Heads of National and Cluster Offices, located in countries vulnerable to natural disasters and/or in post-conflict transitions.

The training will focus on:

- (i) The new humanitarian cluster system emerging from the UN reform;
- (ii) The methodology and principles of CAPs and FAs, including main funding mechanisms;
- (iii) Entry-points and model proposals for UNESCO projects based on existing successful UNESCO participation in CAPs and FAs;
- (iv) Promotion of an intersectoral approach to UNESCO's responses.

Where: Bangkok, Thailand

Date: 23-26 February 2009

Who: Asia-Pacific UNESCO staff

PUBLICATIONS AND DOCUMENTS

Welcoming DESD Updates and Contributions

UNESCO Bangkok invites all partners in education to share their examples of ESD in action, including information about programmes, activities or resources, to include in future DESD updates or on the UNESCO Bangkok website.

Kindly submit examples based on the following criteria to esd@unesco Bangkok.org by **March 2nd 2009**.

Submission criteria	
Programmes and Activities	Resources
<ul style="list-style-type: none"> • Name of Programme/Activity • City, District, Country where implemented • Date(s) of implementation • Brief description (maximum 150 words) • Weblink (if available) • 1 or 2 photos (if available) 	<ul style="list-style-type: none"> • Name of Resource • Author • Publisher (for publications) • Year developed/published • Brief description (maximum 100 words) • Weblink (if available) • 1 photo (if available)

By contributing examples, you give UNESCO Bangkok permission to share information with proper acknowledgment through future updates and the UNESCO Bangkok website. All submissions must be accepted by the Director of UNESCO Bangkok for inclusion.

ESD Unit Database

The Education for Sustainable Development Unit at UNESCO Bangkok is continually updating its ESD contact database.

As a current partner in ESD, we would be pleased if you could update your contact information through the link below:

<http://creator.zoho.com/mcantell/esd-contact-database/form/23/>

As always, we will continue to use your contact information for internal purposes only, such as sharing information on recent ESD-related activities and upcoming events in the Asia-Pacific through our quarterly newsletter.

With thanks,
The UNESCO Bangkok ESD Unit



© Carf/ Flickr

Education for Sustainable Development
UNESCO Asia and Pacific Regional Bureau for
Education, PO Box 967, Prakhanong Post Office,
Bangkok 10110, Thailand.

Phone: +66-2-3910577, Fax: +66-2-3910866
Email: esd@unesco-bkk.org

*The ESD Unit sends warm wishes and seasons greetings to all its readers!
Happy Holidays and may the next year develop sustainably...*



© H. Schmid