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EDUCATION FOR CHANGE: Past, Present and Future

BRUNEI DARUSSALAM, INDONESIA, MALAYSIA, PHILIPPINES AND TIMOR-LESTE

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO Jakarta Office

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Abbreviations and Acronyms

AIMS	Assessment, Information Systems, Monitoring and Statistics
BMBF	<i>Bundesministerium für Bildung und Forschung</i> (German: Federal Ministry of Education and Research)
CHED	Commission on Higher Education
CPS	Community Problem Solving
DENR	Department of Environment and Natural Resources
DepEd	Department of Education
DEPR	Department of Environment, Parks and Recreation of the Ministry of Development
DESD	Decade of Education for Sustainable Development
DFA	Department of Foreign Affairs
DGHE	Directorate General of Higher Education
DRREE	Environmental Education
EFA	Education for All
EMB	Environmental Management Bureau
EPA 21	Enhanced Philippine Agenda 21
ESD	Education for Sustainable Development Disaster Risk Reduction
GDP	Gross Domestic Product
GNI	Gross National Income
GTZ	<i>Gesellschaft für Technische Zusammenarbeit</i> (German: Agency for Technical Cooperation)
ICBDCC	International Conference on Biodiversity and Climate Change
IEC	information, education, and communication
IGES	Institute for Global Environmental Strategies
IMF	International Monetary Fund
KKG	<i>Kelompok Kerja Guru</i> (Teacher Working Group)
MECD	Ministry of Entrepreneur and Co-operative Development
MKRA	Malaysian Key Results Area
MOE	Ministry of Education
MOHR	Ministry of Human Resources
MONE	Ministry of National Education
MDGs	Millennium Development Goals
NatCom	National Commission
NC-ESD	National Committee on Education for Sustainable Development
NCMS	National Committee on Marine Sciences
NEC	National Education for All Committee
NEDA	National Economic Development Authority
NDP	National Development Plan
NEEAP	National Environmental Education Action Plan Framework
NGO	Non-government Organization
NKEA	National Key Economic Areas (Malaysia)

NKRA	National Key Results Areas (Malaysia)
OPP	Outline Perspective Plan
PA 21	Philippine Agenda 21
PCSD	Philippine Council for Sustainable Development
PSSD	Philippine Strategy for Sustainable Development
RCE	Regional Centres of Expertise
SCS-CEL	Student's Community Service – Community Empowerment Learning
SEA	Southeast Asia
SEA-CLLSD	Southeast Asian Center for Lifelong Learning for Sustainable Development
SIAD	Sustainable Integrated Area Development
SPN 21	<i>Sistem Pendidikan Negara Abad ke-21</i> (The National Education System for the 21 st Century)
STEP	Science, Technology and Environment Partnership
TESDA	Technical Education and Skills Development Authority
UIS	UNESCO Institute for Statistic
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDESD	United Nations Decade for Education for Sustainable Development
UNICEF	United Nations Children's Fund
UNITWIN	University Twinning and Networking Programme
WASH	Water, Sanitation and Hygiene
WWF	World Wildlife Fund
YCELP	Yale Center for Environmental Law and Policy



MEETING BACKGROUND

“*Education for Sustainable Development (ESD)*” is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future. It aims at improving access to quality basic education, reorienting education curricula, training and raising public awareness as well as to help people to develop adequate behaviors, skills and knowledge, now and in the future.

In 2002, the “*World Summit on Sustainable Development*” in Johannesburg supported the idea that education is critical for promoting sustainable development. Following the Summit, the United Nations decided to dedicate a *Decade for Education for Sustainable Development* (UNDESD, 2005-2014), for which UNESCO is the lead agency. UNESCO aims to address the social, economic, cultural and environmental problems we face in the 21st century, such as climate change.

Due to a growing concern for environmental issues, there is a surge of interest in sustainability development in governments, communities, organizations, business and industries. UNESCO takes lead to develop ESD Programme which has an important role to play in educating people on how to cope with climate change. There is much to gain by developing Climate Change Education within an ESD framework, in particular, in the South-East Asia region which is one of the fast growing regions. South East Asia is already suffering from the effects of climate change, as evidenced by increasing temperature, changing precipitation patterns, rising sea level, and increasing frequency and growing intensity of extreme weather events. These events can lead to a more rapid spread of diseases and accelerated loss of biodiversity. Their impacts are also likely to reduce economic growth and exacerbate poverty.

The five cluster countries of UNESCO Jakarta office i.e. Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste are characterized by their diversities:

- **Economical growth:** If no action is undertaken, countries such as Indonesia and Philippines could suffer a loss of equivalent to 6.7% of GDP annually by 2010, more than double the global average loss (ADB, 2009).
- **Poverty:** Indonesia has shown little change concerning poverty variation from 1990’s and the 2000’s. The highest poverty gap ratios are found in the least developed countries, confirming that the pockets of extreme poverty are concentrated among poorest and most vulnerable countries. One of the highest poverty ratios in the Asia Pacific region is in Timor Este, where 52.9% of the population is living below 1.25\$ a day (2005 PPP) (UNESCAP, 2009).
- **Illiteracy:** According to UNESCAP, illiteracy in 2007 is 0.94% in SEA (UNESCAP, 2009), in particular, Timor Leste. The subregions with the highest literacy rates – above 90% – are North and Central Asia and South-East Asia and East and North-East Asia. However, more intensive and dedicated efforts on provision of literacy programmes through better access to cover all remaining ones as they tend to be the most vulnerable and most difficult to reach. In 2007, 94.9% of the population aged 15 and above are literate in Brunei and 91.9% in Malaysia (UNESCAP, 2009).

Meanwhile, each country needs to define their own policy in order to reduce the vulnerability and risks associated to climate change and related hazards (droughts, floods, sea level rise, etc.), while developing adaptive measures or mitigation strategies that promote sustainable development. Societies will need

to change radically their consumption mode, production pattern, attitudes and behaviours to meet the challenge we face. As a global public good, addressing climate change requires all nations in the world, developed and developing, to work together for a global solution.

Finally, the ESD country report meeting will focus on a policy dialogue on ESD, especially on climate change. It therefore would be a great opportunity when we bring the national ESD Coordinators and Focal Points from the five cluster countries of UNESCO Jakarta office based on the rationale above. From the meeting, we will gain a deeper understanding of Climate Change Education for Sustainable Development, and especially how to identify current situation and challenges of ESD in these five cluster countries.

MEETING AGENDA

Day 1 – Monday, 27 September 2010			
08.30 – 09.00	Registration		
Opening Session	Chairman: Dr. Mee Young Choi, UNESCO Jakarta Office		
09.00 – 09.25	Welcoming Remarks	UNESCO Prof. Hubert Gijzen, Director UNESCO Regional Bureau for Asia and Pacific and Representative to Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor Leste, UNESCO Jakarta Office	10 min.
	Opening Remarks	Ministry of National Education Prof. Dr. Muhammad Nuh, Minister, Ministry of National Education	5 min.
	Objectives & Scope of the ESD Country Report Meeting	UNESCO Dr. Mee Young Choi, UNESCO UNESCO Jakarta Office	10 min.
09.25 – 09.50	Group Photo & Coffee Break		
Session 1	Chairman: Mr. Sasmita Nugroho, Indonesian Ministry of the Environment		15 min.
09.50 – 11.05	Introduction of the participants		
Regional ESD Strategies	In the Asia Pacific: “Regional ESD Strategies in the Asia Pacific”	UNESCO Mr. Mikko Cantell, UNESCO Bangkok Office	15 min.
		Q & A	5 min.
	In the North-East Asia: “ESD in Northeast Asia: Policy and implementation in Japan, China and Republic of Korea”	IGES Dr. Robert Didham, Institute for Global Environmental Strategies, Japan	15 min.
		Q & A	5 min.
	In the South-East Asia: “WASH Challenges in Indonesia and UNICEF’s Support”	UNICEF Mr. Francois Brikke, UNICEF Jakarta	15 min.
		Q & A	5 min.
Session 2	Chairman: Prof. Dr. Retno Sunarminingsih Sudibyo, Gadjah Mada University, Indonesia		
11.05 – 12.35	“Country ESD Report: An emphasis on climate change and education”	Mr. Nor Erawadi bin Hj Ibrahim, Technology and Environment Partnership Centre (STEP Centre), Ministry of Education Brunei Darussalam	25 min.
ESD Country Reports		Q & A	5 min.
	“ESD Country Report”	Ms. Isham Ishak, Education Planning and Research Division Ministry of Education Malaysia	25 min.
		Q & A	5 min.
	“ESD in Indonesia”	Prof. Dr. Retno Sunarminingsih Sudibyo, Gadjah Mada University, Indonesia	25 min.
		Q & A	5 min.
12.35 – 13.35	Lunch		

13.35 – 14.35 ESD Country Reports	“Education for Sustainable Development in the Philippines”	Ms. Jeannette D. Tuason, UNESCO National Commission of the Philippines	25 min.
		Q & A	5 min.
	“ESD Country Report”	Mr. Apolinario Magno, Ministry of Education Timor Leste	25 min.
		Q & A	5 min.
14.35 – 14.50	Coffee Break		
Session 3	Chairman: Ms. Darwina Widjajanti, Foundation for Sustainable Development, Indonesia		
14.50 – 16.10 Climate Change ESD Country Reports	“Education for Sustainable Development: Activities by Puslitjaknov, Balitbang, Kemdiknas”	Dr. Hendarman, Research Centre for Policy and Educational Innovation, Ministry of National Education Indonesia	25 min.
		Q & A	5 min.
	“Climate Change Education for Sustainable Development”	Ms. Marie Antoinette N. Reyes, UNESCO National Commission of the Philippines	25 min.
		Q & A	5 min.
	Day 1 Closing & Brief Guidance of Day 2	<u>UNESCO</u> Dr. Mee Young Choi, UNESCO Jakarta Office	20 min.
18.00 – 20.00	Welcoming Dinner: Hosted by UNESCO Office, Jakarta		

Day 2 – Tuesday, 28 September 2010			
Session 4	Chairman: Dr. Mee Young Choi, UNESCO Jakarta Office & Mr. Mikko Cantell, UNESCO Bangkok Office		
09.00 – 10.30 Discussion Session	Introduction of Day 2	<u>UNESCO</u> Dr. Mee Young Choi, UNESCO Jakarta Office	10 min.
	Priorities in ESD: <ul style="list-style-type: none"> Group Discussion and report on national interests of the 5 cluster countries Group Discussion the sub regional level directions in SE 	All participants	120 min.
10.30-10.40	Coffee Break		
Session 5	Chairman: Dr. Mee Young Choi, UNESCO Jakarta Office & Mr. Mikko Cantell, UNESCO Bangkok Office		
10.40-12.30 Discussion & Conclusive Session	Day 1 & Day 2 Wrap-up	<u>UNESCO</u> Dr. Mee Young Choi, UNESCO Jakarta Office	20 min
	“UNESCO Jakarta Cluster Strengths and support sought in ESD”	<u>UNESCO</u> Mr. Mikko Cantell, UNESCO Bangkok Office	15 min
	New Direction of Climate Change ESD National Strategies: <ul style="list-style-type: none"> Group Discussion and report on national interests of the 5 cluster countries Group Discussion the sub regional level directions in SE 	All participants	45 min.
	Conclusive Remarks <ul style="list-style-type: none"> Follow up actions 	All participants	20 min.
	Closing Remarks	<u>UNESCO</u> Dr. Anwar Alsaid, UNESCO Jakarta Office	10 min.
12.30 – 13.30	Closing Reception and Lunch		

Welcoming Remarks

Dr. Hubert Gijzen

Director UNESCO Regional Science Bureau for Asia and the Pacific
UNESCO Representative to Brunei Darussalam,
Indonesia, Malaysia, the Philippines, and Timor Leste
UNESCO Jakarta Office

Distinguished guests and all participants, ladies and gentlemen, Good morning! Selamat Pagi! Bom Diak! Magandang Umaga!

Welcome to Jakarta. I am very pleased to have the opportunity to welcome you to the first Sub-Regional Country Report Meeting on Education for Sustainable Development (ESD) in South-East Asia, Centred on Five Cluster Countries of UNESCO Office, Jakarta.

A special welcome goes to our colleagues from the National Committees for UNESCO that came from Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste. Welcome also to the representatives of ASEAN, IGES, UNICEF, the Ministry of National Education, the Ministry of Environment, Foundation for Sustainable Development, RCE, Sampoerna Foundation, Indonesian Environmental Education Network, Center of Geography Applied Research, Jari Foundation, Graduate School of Environmental Studies, University of Jakarta, Benih Matahari Foundation and the Indonesia Biodiversity Foundation and UNESCO Bangkok and Jakarta.

Ladies and Gentlemen,

We are now half way in the United Nations Decade of Education for Sustainable Development (UN-DESD, 2005-2014), for which UNESCO has assumed the coordination. It is therefore time to take stock of what has been achieved, to learn from each other, and reflect on what still needs to be done.

The Decade on ESD is a far-reaching and complex undertaking. Its conceptual basis, socio-economic implications, and environmental and cultural connections make it an enterprise which potentially touches on every aspect of life. It places the spotlight on the central role of education and learning in the common pursuit of sustainable development and provides an opportunity to mobilize the support of the international community in further strengthening the ongoing efforts towards improving the quality of teaching and learning. As such there is also a direct relation between ESD and the MDGs and other international development goals; hygiene/health education will save lives (MDG4); knowledge on food/nutrition raises awareness, food production and income (MDG1), while basic information and

awareness raising on major diseases such as HIV/AIDS and malaria can reduce its spread in society (MDG6). The same is true for disaster education, as we well know from the famous example of the British girl on holiday in Phuket, who recognized the typical characteristics of a tsunami before it struck land in December 2004. A better understanding of our environment water, its functions and of climate change are essential ingredients of a truly sustainable future.

UNESCO believes that ESD is not just formal schooling but embraces a wide range of learning experiences and programmes, throughout life. Education at all levels can shape the world of tomorrow, providing individuals and society with the skills, perspective, knowledge and values to live and to work in a sustainable manner. ESD is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. Central to this notion is the view that a transition to a socially, economically and ecologically sustainable society is possible only by promoting education from the perspective of lifelong learning, engaging all spaces of learning and in which everyone is a stakeholder – the children, government, civil society, private sector, media, families and individuals.

This meeting is organised by UNESCO Jakarta Office, which is also the regional science bureau for ASPAC. Now you may wonder what is the relation between SC and ESD? We strongly believe that SC provides an excellent curricular entry point for ESD. Teaching on Health/Hygiene, food/nutrition, disaster preparedness, water, environment, climate change, all have strong science contexts.

Again I would like to acknowledge all of the distinguished guests and participants of this first Sub-Regional Country Report Meeting on ESD in South-East Asia.

I wish this meeting every success, especially as it promises to make a valuable contribution to the UN Decade of ESD via exchanges of experiences, views and best practice between the five participating countries. I wish you all a most productive and enjoyable meeting, and I look forward to hearing the outcomes of your deliberations with keen interest.

Thank you

27th of September, 2010

Hubert Gúzen

Opening Remarks

Prof. Dr. Ir. H. Mohammad Nuh, DEA
Minister of the National of Education of the Republic of Indonesia

Assalamualaikum warakhmatullahi wabarakatuh

Distinguished guests and all participants, ladies and gentlemen, Good morning!

Thank you to Professor Hubert Gijzen, Director of UNESCO Office, Jakarta for inviting me to this very important meeting. I am very pleased to have the opportunity this morning to welcome you to the first Sub-Regional Country Report Meeting on Education for Sustainable Development (ESD) in South-East Asia, Centred on Five Cluster Countries of UNESCO Office, in Jakarta.

A special welcome goes to our colleagues from the National Committees for UNESCO who have come from Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste. Welcome also to the representatives of ASEAN, IGES, UNICEF, the Ministry of National Education, the Ministry of Environment, Foundation for Sustainable Development, RCE, Sampoerna Foundation, Indonesian Environmental Education Network, Center of Geography Applied Research, Jari Foundation, Graduate School of Environmental Studies, University of Jakarta, Benih Matahari Foundation, the Indonesia Biodiversity Foundation and UNESCO Bangkok and Jakarta.

Ladies and Gentlemen,

I am standing here not trying to tell you why and how to develop education for sustainable development, because you are all experts on this area. Instead, I will be listening to your sound advices and recommendations how we better progress in this endeavour. Since the Earth Summit in Rio, 1992, till the Bali Summit in Denpasar, 2007, the Ministry of National Education and other line Ministers with portfolios on economics, environment, social and cultures, had been working together to develop a comprehensive policy framework to develop education for sustainable development, or EfSD, or ESD, that aims at increasing our national social capital, individual citizen responsibility, and commitment to contribute to better world.

Within our policy framework, we are developing *ethics education* at all levels of our national education system. We concern on *food security* – by introducing organic farming, vigorous seeds, food diversification, land conservation, and land rehabilitation for farming. On the hot issue of *climate change*, we are expanding forest conservation, carbon sink, and reduction of emission from deforestation and degradation. We are also exploring *renewable energy* sources, environmentally friendly energy or some said “heaven energy” of solar, wind, micro hydro, coastal, and other things above the earth; instead of continue exploring more “hell energy” of fossil and everything down the

earth. On the topic of *environmental issues*, we are trying to better preserve our rich biodiversity, intensify national public campaign on the three R's - to reduce, reuse, and recycle. On public *health*, our priorities are on providing better water and sanitation, combating tropical diseases, and revitalizing family planning program that was once a success story of this country. Finally, for *culture*, we are trying to better preserve our many local wisdoms, cultural heritages, and social norms on living in harmony. Our ultimate goal is to achieve a peaceful coexistence among people with less suffering, less hunger, less poverty, through improving their daily practices in exercising their rights as citizens and as human beings in a dignified way.

This policy framework on ESD has been integrated within strategic planning of each line ministries. In the Ministry of National Education Strategic Planning, 2010-2014, along with EFA and MDG targets, we have developed action plans to promote and improve basic education, re-orientation the existing education at all levels to address sustainable development, train workforces with knowledge and skills to perform their works in a sustainable manner, and continue developing public understanding and awareness of sustainable development.

Ladies and gentlemen,

Among all, public awareness is the most important issue because currently there is still a widespread misunderstanding of ESD, even among our teachers and policymakers, ESD has been wrongly understood as education on sustainable development. Due to this teachers, are filling up their students heads with all the information about sustainable development materials worth knowing. Policymakers have followed by many adopting an "IBG – I'll Be Gone" attitude, borrowed from Friedman, when they talk about earth, climate change, environment, future generations or sustainable resources. We have to totally eradicate this wrong attitude because this has been a major obstacle of the ESD implementation.

Again, ladies and gentlemen, I welcome you to Jakarta. This is a great forum for sharing expertise and experience in developing ESD. After all, sharing and caring is part of ESD attitude.

I hope you will have a very productive meeting.

Wassalamualaikum

27th of September, 2010

Mohammad Nuh

Key Remarks: Meeting objectives and scope

Dr. Mee Young CHOI

Programme Specialist in Education, Education Unit
UNESCO Jakarta Office

This meeting will focus on a policy dialogue on Education for Sustainable Development (ESD), especially on climate change. It is therefore a great opportunity to have you all present today. From this meeting, we will gain a deeper understanding of Climate Change Education for Sustainable Development, especially about identifying current situation and challenges of ESD in the Five Cluster Countries of UNESCO Office, Jakarta.

During this meeting, each Cluster Country will inform us on a brief history and definition of ESD based on the country's status and experience along with its rationale. In addition, we will explore the national level of ESD framework, strategies and policies as well as the achievements and challenges or difficulties faced in the field of ESD. Priorities of ESD regarding environmental, educational and poverty issues will be discovered as well as updated information on Climate Change ESD programmes at a national level. Finally, we will explore the ESD upcoming events or working plans in the Five Cluster Countries.

In this regards, I would encourage all participants attending this meeting to explore their opportunities for engaging in partnerships with governments, institutions, NGOs and civil society organizations with similar goals. It is very important to make further progress in demonstrating good practices as well as raising public awareness on Education for Sustainable Development and Climate Change Education in South-East Asia. Indeed, UNESCO, through its work in education, science, culture, communication and information, stands as one of your partners in such endeavors.

I sincerely hope that each of you can find benefits from this meeting. Once again, I would like to acknowledge all of the distinguished guests and participants of today's meeting.

27th of September, 2010

Mee Young Choi

Session 1

REGIONAL “EDUCATION FOR SUSTAINABLE DEVELOPMENT” STRATEGIES

Session Summary

Chairman: Mr. Sasmita Nugroho, Indonesian Ministry of the Environment

Regional ESD Strategies: Asia-Pacific

Presentation, UNESCO Bangkok Office, Mr. Mikko Cantell

Education for Sustainable Development in North-East Asia: Policy and Implementation in Japan, China and Republic of Korea

Presentation, IGES, Japan, Dr. Robert Didham

UNICEF WASH Challenges in Indonesia and UNICEF's Support

Presentation, UNICEF, Indonesia, Mr. Francois Brikke

Dr. Mee Young Choi began by explaining the purpose of this session and by giving an overview on Education for Sustainable Development (ESD) and Climate Change. She stated the importance of learning about the National and Sub-Regional ESD as well as Climate Change ESD strategies, priorities, interests, directions in South-East Asia. Dr. Mee Young Choi expressed her support in the five Cluster Countries of UNESCO Office, Jakarta. She also stressed that there is a need for a clear direction of ESD along with a practical framework i.e. policy as a vision.

Following this, the floor was opened for all the meeting participants to briefly introduce themselves, explaining their working careers linked with ESD and also about their expectations of the meeting.

Dr. Mikko Cantell, UNESCO associate expert on ESD, began the first presentation of this meeting. He explained UNESCO's reasons for a strong focus on Education for Sustainable Development. Indeed according to him, the aims of ESD are: 1) to improve quality teaching and learning; 2) to empower learners to make a difference; and 3) to take action in the world toward a positive change. Most countries lack of documented policy related to ESD. Therefore schools have an important role to play in developing ESD projects. Unfortunately, there are a variety of constraints in the implementation level such as a lack of tools to undertake ESD and a limited allocation of the budget in ESD. According to the UNESCO Regional Bureau in Education, there are four main priority areas for 2010-2011, namely: 1) DESD Coordination; 2) DRR/PCP with the development of capacity building for teachers in order to increase levels of understanding in times of natural disasters; 3) Climate Change Education with the development of a Climate Change toolkit /guidelines for teachers in order to teach ESD in schools; 4) Tracking/Leading trends in ESD.

Dr. Robert Didham provided a presentation on the work of IGES on ESD, specifically on Policy and Implementation in Japan, China and Republic of Korea. IGES works on a Strategic Policy Research to support a Sustainable Asia-Pacific region. Dr. Didham presented the policies, implementations and good practices in ESD. Moreover, according to him, school is a mean to reach the general public. Environmental education programs are integrated in science and in consumer education. One of the most effective ways of engaging youth in environmental education is to be working with students from a very young age in order to have long term consequences and commitments to the environment.

Dr. Ko Nomura emphasized on the impact of environmental education in Japan. He stated that currently ESD is not central in Japan but that Japanese ESD is more focused on a scientific approach. Mee Young Choi explained that Japan and Korea have a unique “Environmental Education promotion law”.

Mr. Francois Brikke presented the work of UNICEF on WASH Challenges and UNICEF’s Support in Indonesia. Mr. Brikke first talked about the Millennium Development Goals resolution (Article 77), in which Education for Sustainability and climate change education are recognized to have an impact on the MDG’s. He then emphasized on the role of UNICEF in pushing things forward. He stated that behavioral change and education are very linked to each other. The question remains whether people are willing to change their ideas and/or their behaviours. Climate risk vulnerability is high in Indonesia. As part of its support, UNICEF developed some strategies, namely: 1) to develop a model at a community level; 2) to support local governments; 3) to support government at a national level. The model is about behavioural change, access to services, community management (to have a responsible and empowered community in order to make changes and finally enabling the environment sustainability). In addition, he emphasized on the role of schools and communities to bring change. Mr. Brikke stated the will of UNICEF to work more on climate change issues in order to understand better the influences and/or impacts of climate change on children. He concluded his presentation by re-stating the support of the UN assembly.

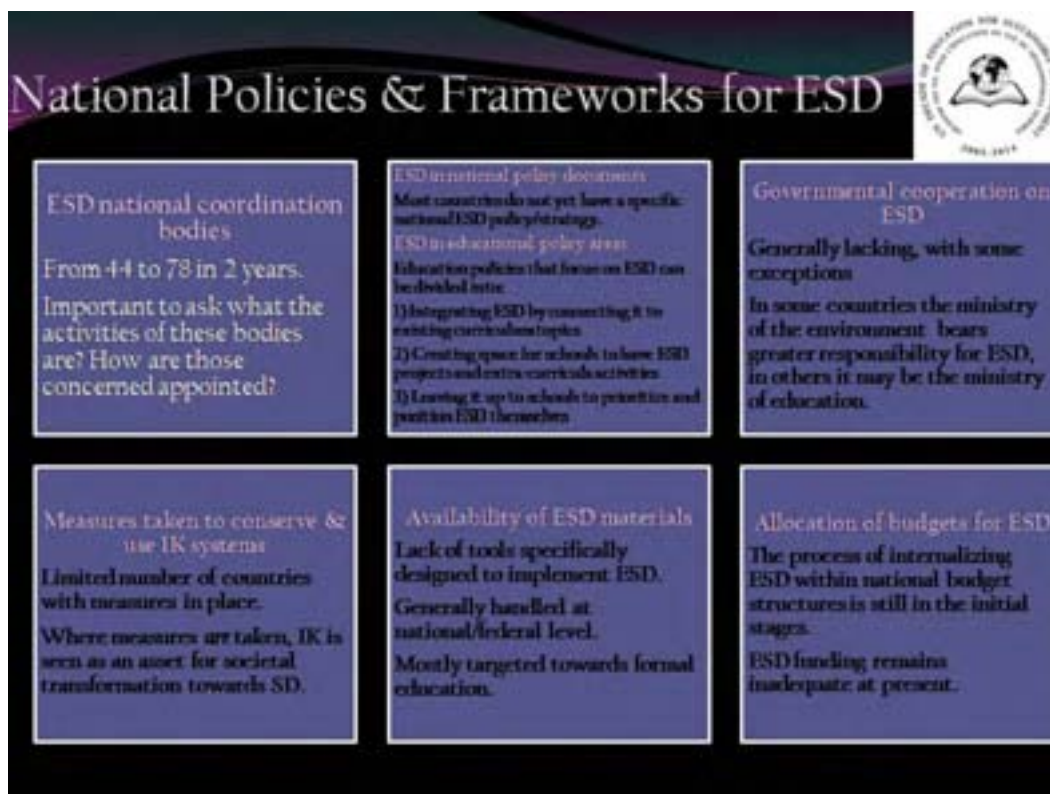
Regional ESD Strategies: Asia-Pacific


ESD Country Report Meeting 2010
UNESCO Jakarta Cluster
September 27-28, 2010
Jakarta, Indonesia

Mikko Cantell, ESD Unit
Regional Bureau for Education
UNESCO

Taken into account


- UN DESD Mid-Decade Review
- Asia-Pacific idiosyncrasies, e.g. Prevalence of natural disasters and high degree of vulnerability





10 Ways Forward

- Awareness, meaning and scope of ESD**
 - Efforts need to be made to better communicate ESD more creatively so that the full diversity of ESD and SD is fully understood.
- Reorienting curricula, teaching and learning**
 - There is a worldwide call for research into alternative methodologies in teaching and learning.
- Capacity building**
 - There should be a focus on how to build capacities of teachers, managers and facilitators to initiate and enhance new ESD-inspired forms of learning in schools, universities, workplaces and communities.
- ESD related research, monitoring and evaluation**
 - Necessary both in formal and non-formal education areas. Many actors call for the creation of contextually relevant ESD indicators to assist with M&E.
- ESD Synergy with other 'adjunctive' educations**
 - Need clarification of the relationship between ESD and environmental education, peace education, gender education, human rights education, inclusive education, citizenship education etc.



10 Ways Forward

- ESD resources and materials**
 - Need to address the acute lack of quality materials available and create ESD knowledge sharing platforms.
- International and regional cooperation**
 - The way forward in all regions depends in part on the development and utilization of inter- and intra-regional networking.
- National networking**
 - Establishing well-grounded, coordinated and supported national, provincial/state and local ESD networks and partnerships remains a priority.
- Coordination**
 - Capacity building for ESD policy development within all relevant Ministries appears a priority for realizing inter-sectoral synergy and improved coordination.
- Financing**
 - Raising funds for ESD activities and projects is key to ensuring the successful achievement of the DSD.

UNESCO Regional Bureau in Education
Priority Areas 2010-2011

UN DESD Coordination	DRR/PCPD
Climate Change Education	Tracking/ Leading Trends

Gender equality

Priority Area 1:
DESD Coordination

- Partners UN agencies, Member States, NGOs, Academia
- Global UNESCO DESD programmes (e.g. Global Monitoring and Evaluation Framework)
- Astrolabe (by end 2010) to support national coordination
- Tailored assistance to Member States (demand-pull)

Priority Area 2: DRR/PCPD

- Engaging the Education Sector to be better prepared for natural and man-made disasters
- Myanmar, Pakistan, West Sumatra
- Regional Education Support Strategy deliverable on Contingency Plan capacity development

Priority Area 3: Climate Change Education

- Working at national level (e.g. Thailand UNCT Joint team on Climate Change; Vietnam non-formal education; Community Learning Centres as potential forum; harnessing mobile technology)

Priority Area 3: Climate Change Education

- Potential for private sector partnerships and intersectorality
- Toolkit development (Sri Lanka pilot, now with multinational consultancy)
- Principal guidelines for infusing sustainable development into content and management

Priority Area 4: Tracking/Leading ESD Trends

- Sustainable Business Models
- “Colour and Depth: *Cognition and Competencies*”
- ESD Indicators work with UIS/AIMS, Bangkok

Room for improvement: Lessons for 2011

- UNESCO Field Office engagement and capacity development
- More regular (and more informal ?) updates for early engagement opportunities
- Activities increasingly aligned with Regional Bureau programmes, other sectors to be fully engaged
- UNESCO's intention to mobilize private sector partners

Thank you

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(migration underway to new template)



EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NORTHEAST ASIA:

POLICY AND IMPLEMENTATION IN JAPAN, CHINA AND REPUBLIC OF KOREA

Sub-Regional Country Report Meeting 2010 on
Education for Sustainable Development in South-East Asia
Hosted by UNESCO – Jakarta Office

27-28 September 2010
Hotel Allet Century Park – Jakarta, Indonesia

Robert Didham

Education Policy Specialist
Governance and Capacity Group

*Institute for Global Environmental Strategies
Strategic Policy Research to Support a Sustainable Asia-Pacific*

PRESENTATION OUTLINE

- ✘ **Japan**
 - + **Policy**
 - + **Implementation**
 - + **Good Practice**
- ✘ **China**
 - + **Policy**
 - + **Implementation**
 - + **Good Practice**
- ✘ **Korea**
 - + **Policy**
 - + **Implementation**
 - + **Good Practice**
- ✘ **Lessons Learned**



JAPAN'S PROMOTION OF DESD

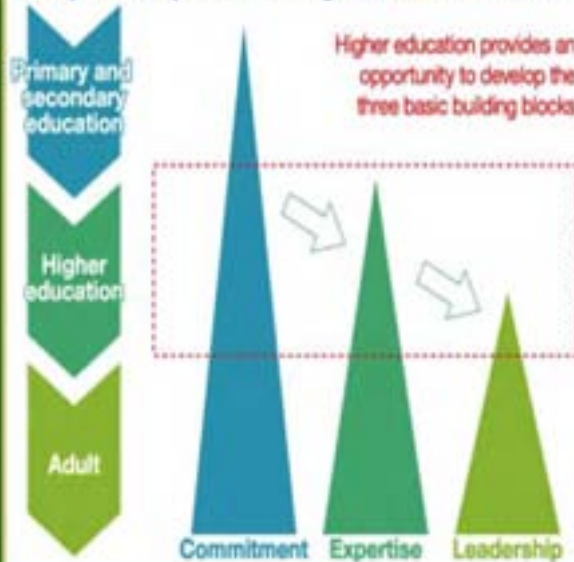
- * Leading proponent of the resolution for the UN DESD at the WSSD in Johannesburg in 2002.
- * Provision Funds-in-Trust for ESD to UNESCO by Ministry of Education, Culture, Sports, Science & Technology (MEXT).
- * Support for ESD Program at the United Nations University (UNU), including the establishment of the Regional Centers of Expertise (RCEs).
- * 2003 *Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education* by the Ministry of Environment (MOEJ).
- * 2006 revision of the *Fundamental Law of Education* by the Cabinet Office strengthens the provision of ESD within the national curriculum.
- * 2006, *Japan's Action Plan for the UNDESD* was the results of a special Interministerial Meeting and has led to the initiation of several ESD related projects in schools, higher education, and communities.
- * 2007, the Cabinet Office released *Becoming a Leading Environmental Nation in the 21st Century: Japan's Strategy for a Sustainable Society* which further elevates the importance of environmental education and ESD for achieving the desired future society in Japan.

PROMOTING ENVIRONMENTAL LEADERSHIP

- * **MOE's Vision of University-led Environmental Leadership Initiatives for Asian Sustainability (ELIAS) activities:**
 - + 1) develop model programs at higher education institutions which initiated with six projects in 2008 (including the Keio University Low Carbon Society Design Course and the Development of Cooperative Social Education Program for Environmental Leadership at Kochi University);
 - + 2) establishing government-industry-academia consortiums (initiated as Eco-LeaD – the Environmental Consortium for Leadership Development led by the Institute for Global Environmental Strategies);
 - + 3) building a network of Asian universities which was launched at the lead of the United Nations University as ProSPER.Net.

FRAMEWORK FOR ELIAS PROGRAMME

Ideal phase: importance of higher educational institutions



Two Distinct Targets

- ✘ **Environmentally-conscious citizens:** people whose lifestyles have a minimal environmental impact.
- ✘ **Environmental leaders:** leaders who have the ability to make the socioeconomic system more in harmony with the environment through environmentally-friendly products, services, businesses, technologies, and policies.

JAPAN – UNESCO ASSOCIATED SCHOOLS

- ✘ UNESCO Associated Schools Project Network (ASPnet) – supported by MEXT (The Ministry of Education, Culture, Sports, Science and Technology) and JNCU (The Japanese National Commission for UNESCO) to promote Education for Sustainable Development
- ✘ 136 member institutions/schools in Japan (as of January 2010), including: pre-schools, elementary schools, junior high schools, high schools and teacher training colleges and universities.
- ✘ Asia-Pacific Cultural Centre for UNESCO (APCCU) designed "A Guide to Developing and Using ESD Materials"
- ✘ 1st National Meeting of UNESCO Associated Schools in Japan was held in November 2009.
- ✘ 2nd National Meeting of UNESCO Associated Schools in Japan was held in November 2010.

JUNIOR ECO-CLUB OF JAPAN

- ✘ 1995, the Environment Agency for Japan launched Junior Eco-Club to engender a life-long deep appreciation for the environment by encouraging enjoyment of nature during childhood.
- ✘ Eco-Club targets elementary and junior high school student to engage in environmental activities like observing nature, conservation projects and recycling in their local areas.
- ✘ The activities the children engage in are voluntary, selected from their own interests.
- ✘ This project is supported by MOE to promote environmental activities in local communities in cooperation with local governments.
- ✘ MOE provides grants, materials and guidelines for various environmental activities to facilitate good practice and sharing between different Eco-Clubs.
- ✘ There are currently 3,663 registered clubs and almost 180,000 individual members.



SUMMARY OF ESD IN JAPAN

- ✘ ESD in Japan is occurring in the national school curriculum and in numerous innovative social projects.
- ✘ Strong efforts have occurred to develop ESD in higher education and promote leadership for sustainable development.
- ✘ Efforts gain a strong impetus in Japan from the three well developed policy frameworks on Environmental Education, Consumer Education, and Green Purchasing.
- ✘ In formal education, ESD is taught mainly as environmental education under the science curriculum and ESC is taught solely under curriculum for Home Economics.
- ✘ The lack of connection between environmental and social factors in the education system can be seen as one of the main barriers for successful ESD implementation in Japan.



CHINA: DEVELOPMENT OF EE AND ESD

- ✳ EE policy based on the "pollutants treatment as the core" in 1970's to 1980's
- ✳ EE policy based on the "environmental management as the core" in 1980's to 1990's
- ✳ EE and ESD policy based on the "sustainable development strategy" after 1990's
- ✳ Green School and Green Community projects with Environmental Education as the base.
- ✳ Now EE (and ESD) in China has become a "multi-level, multi-form, multi-channel" system.
- ✳ The leading department of MEP in EE and ESD is the Centre of Environmental Education and Communications.

CHINA'S POLICY FOR ESD PROMOTION

- ✳ 1992 - "Education is the basic of Environmental Protection" as the basic policy of EE.
- ✳ 1992 - government proposed "10 Countermeasures for environment and development" and "China Agenda 21 - White Paper on Population, Environment and Development".
- ✳ 1996 - "to furthering carry out environmental education and publicity, and extending the mobilization of public participation in environmental protection" has become the major measures in the State Environmental Protection Ninth Five-Year Plan & the 2010 Vision.
- ✳ "National Action Planning for Environmental Publicity and Education for (1996-2010)", defined the content, objects and forms of EE, and proposed concrete measures including to carry out green schools, green communities programmes national wide.
- ✳ 2001 - "National Environmental Protection Tenth Five-Year Plan", proposed to strengthen environmental education to raise environmental awareness of all people.
- ✳ 2001, the State Environmental Protection Administration issued the "2001-2005 National Environmental Publicity and Education Work," proposed to "reestablish and improve a system of environmental education with Chinese characteristics".
- ✳ 2003 - "China's 21st Century Action for Sustainable Development" issued by State Council, proposes two principles:
 - ✳ Continuous innovative principles through science and education... to "use the means of science and education to provide strong support for promoting sustainable development".
 - ✳ It was also required that "contents related to sustainable development should be added in the teaching materials in basic education as well as in the higher education".

GREEN SCHOOL PROJECT IN CHINA

- ✳ The Centre for Environmental Education and Communications (under MEP) was launched in 1996 to investigate opportunities for best practice in environmental education.
- ✳ 2000 – Launched Green School Project based on a whole-school system for promoting ESD.
 - + Linked to international Eco-School Movement.
- ✳ 2003 – with support of GTZ, developed Green Campus Environmental Project aimed at resource savings and energy efficiency.
- ✳ Benefits: Environmental, Economic, and Educational (*Average savings of 15,000 RMB*)

RESOURCE SAVING ACTIVITIES IN GREEN SCHOOLS



Book Exchange



Washable Cloth Tissues = savings of ~5,000 roles of paper tissue



Rain Water Collection



SUMMARY ESD IN CHINA

- ✘ Chinese examples provide another direction in which sustainable consumption and resource management have been key priorities of environmental education (and ESD) activities for the past ten years.
- ✘ The Green School model is initiated on the practice of managing a school's campus for energy efficiency and resource saving
 - + This in turn builds a practical learning environment in which students can actively explore means to consume more sustainably.
- ✘ China still faces barrier in decentralising good practices across entire nation, especially to low-income regions.



ENVIRONMENTAL EDUCATION IN KOREA

Environmental education in school curriculum

- 'Environment' was introduced as optional subject for middle and high school in 1992
- As of 2008, 282 middle schools and 673 high schools opted for the subject
- 'Understanding Climate Change' started to be adopted in elementary schools as textbook from March 2009

Environmental education model schools

- 221 schools have been designated and supported by government since 1985

Green Growth research schools

- 47 schools were designated in March 2009, and will be supported until February 2011

KOREA'S POLICY FOR ESD PROMOTION

- ✦ **Action Plan on ESD 2006-2010** was adopted in October 2006 as part of the *'Strategies for National Sustainable Development'*
- ✦ **'Environmental Education Promotion Act'** was enacted in March 2008, and has been implemented from October 2008
- ✦ A comprehensive **Environmental Education Plan for 2010~2014** enacted in January 2010.
- ✦ As the national plan for green growth was confirmed, policy direction on **education for green growth (EGG)** was reported to the President and finalized on 24 August 2009
 - Contents of green growth are being, and will be reflected in ESD
- ✦ The Ministry of Environment (MOE) and the Ministry of Education, Science & Technology (MEST) are major implementing bodies of ESD in Korea

CONSUMER NGO'S PROMOTE ESD & ESC

Public Relations

Workshop for Retailers



TV ADs



Poster



Portal site ADs



PR through various booklets



PLAN FOR EDUCATION FOR GREEN GROWTH

- ✘ Directed by the President on the importance of education at the 1st Committee Meeting in February 2009 and at the cabinet meeting in May 2009.
- ✘ EGG plan reported to the President and finalized on 24 August 2009



SUMMARY OF ESD IN KOREA

- ✘ In the Republic of Korea the main proponents of consumer education (and ESD) have been from the NGO sector and out-of-formal education.
- ✘ Environmental Education is well developed as a subject, but it has lacked implementation as an optional subject.
- ✘ The opportunity to include ESD into policy has recently led to its addition to the country's policies for Green Growth and the newly conceptualised Education for Green Growth (EGG).

LESSONS LEARNED FROM NE ASIA

- ✘ Advancing further integration and teaching of ESD in the national curriculums in NE Asia is constrained by the pressure to meet requirements for University entrance examinations.
- ✘ Teacher training for ESD also remains a barrier.
- ✘ Tripartite Environmental Ministers Meeting (TEMM) - priority area on activities for environmental education.
- ✘ Overall, strong mandate for the promotion of ESD, and a wide diversity of activities. However, each country is strong only one or two areas, and could benefit from wider integration across formal and non-formal education.



*Thank you for your
kind attention!*

For Further Information & Contact

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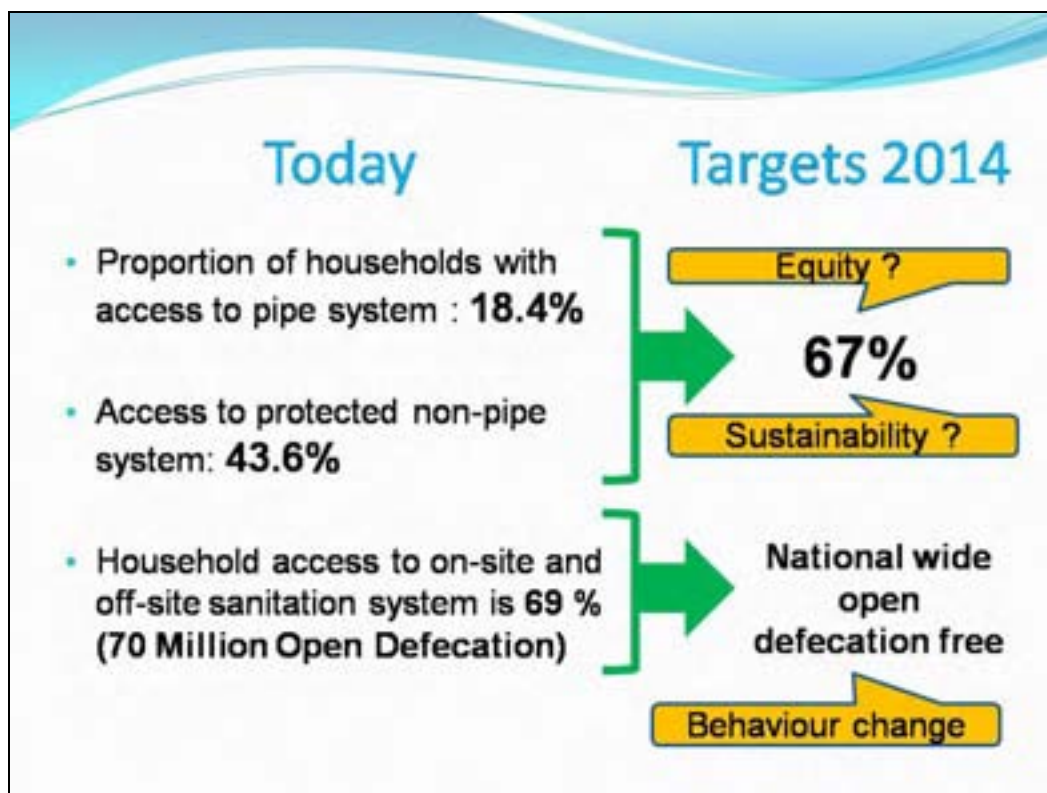
WASH Challenges in Indonesia and UNICEF's Support



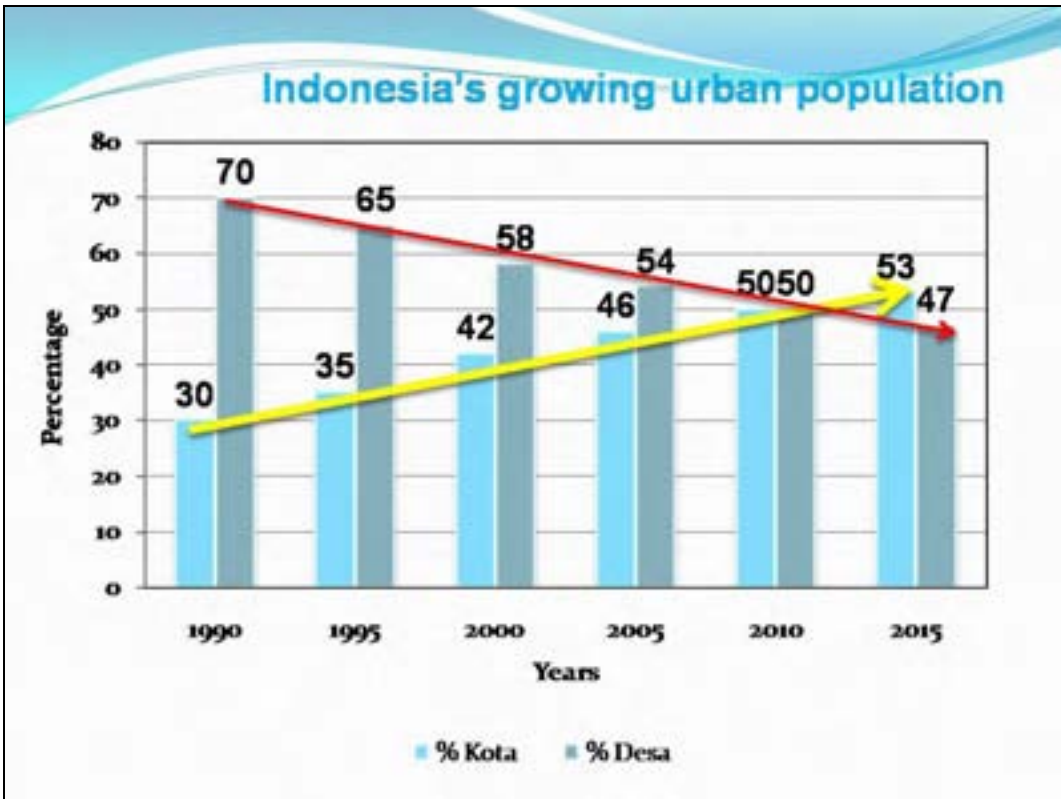
ESD Sub-Regional Country
Report Meeting
Jakarta
27 September 2010
François Brikké

Key sector targets and challenges





- ## Other targets 2014
- Access to solid waste management system for urban households : **80%**
 - Reduction of inundation area of **22.500** hectares in 100 strategic urban areas
 - Percentage of water supply systems that meets with the water quality standard: **85% to 100%**

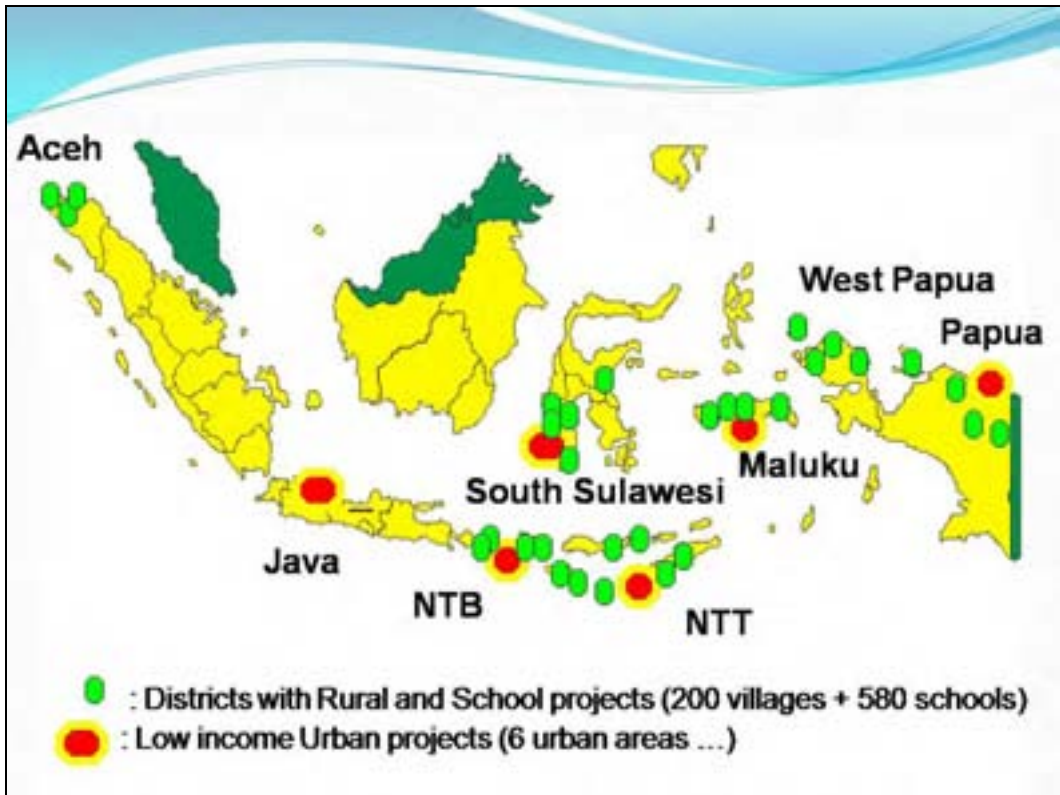


Climate Risk Vulnerability



UNICEF's support





Strategy

- Development of "MODEL" (Community level)
- Support to Local Governments (District - Province)
 - Sector plan, budgeting, monitoring
 - Integration of model and replication
 - WASH Capacity Building
 - Partnership Building
- Support at National level (Bappenas, PU, MoH, pokja)
 - Strategy, guidelines
 - Integration in major national programs with emphasis on equity

Rural Component

Behavioral Change



Sustainable and proper hygiene practices, including ODF, use of sanitation facilities, solid waste management, hand washing.

Access to Services



Accessible, affordable, water supply services (pipe system, rainwater tanks, wells) and construction and use of household latrines (sanitation marketing).

Community Management



Sustainable management of water supply, and active involvement of the community (men and women) in the planning, construction and maintenance phases.

Enabling environment



Support to national, provincial and district policy development and guidelines, capacity building of pokjas in planning, budgeting, implementing, monitoring STBM activities.

School Component

<p>Behavior Change</p> 	<p>Access to Facilities</p> 	<p>Effective Management</p> 	<p>Resource Centre</p> 
<p>Hygiene practices, hand washing, use of sanitation facilities using child to child learning methods</p>	<p>Child friendly and easy to maintain water , sanitation and hand washing facilities for boys and girls</p>	<p>Sustainable management of water and sanitation facilities and supporting hygiene education</p>	<p>School as effective and efficient agent of change for other schools and communities</p>
<p>Enabling Environment</p> 		<p>National and sub national policy development, and effective and child-friendly programs at government and schools level</p>	

Urban Component

<p>Behavioral Change</p> 	<p>Access to Services</p> 	<p>Community Managt</p> 
<p>Proper hygiene practices, hand washing, ODF, use of latrines, household water treatment, solid waste , green and clean environment.</p>	<p>Accessible, affordable, w ater supply services (master meter approach, rainwater, well s) and communal latrines managed by Cty</p>	<p>Sustainable management of water supply , and active involvement of the community (men and women) in the planning , construction and maintenance phases.</p>
<p>Enabling environment</p> 		<p>Establishing relationships between Community, Kota and PDAM, ,capacity building of pokjas AMPL in planning, budgeting and monitoring STBM activities.</p>

And exploring



Evidence base assessment

Impact of Climate Change related hazards
on children



WASH in Health Care Centres

Impact of Climate Change related hazards
on children

Thank you !

Session 2

“EDUCATION FOR SUSTAINABLE DEVELOPMENT” COUNTRY REPORT MEETING

Ms. Jeanette D. Tuason began her presentation by giving a brief history and definition of ESD in the Philippines. She presented the current ESD Framework at the National Level as well as the various ESD achievements and challenges in the Philippines. She stated that there is a lack of ESD guideline, framework and adoption of ESD programmes in the Philippines. However, a Sustainable Development framework exists and is linked with Agenda 21. Ms. Tuason finished her presentation by exposing the ESD priorities in the Philippines.

Prof. Dr. Retno Sunarminingsih Sudibyo went on to explain that national strategies are very important, but are not easy to implement at a national level.

Dr. Mee Young Choi went on to explain: 1) the different roles of organizations; 2) the provision of an orientation and vision for ESD future.

Mr. Apolinario Magno began his presentation by giving a brief overview on education history. He introduced the establishment of NatCom and the strategies to implement ESD in Timor Leste. He stated that the Cuban and the Timor Leste governments are currently targeting to end illiteracy in Timor Leste by 2015, by, for example, promoting local products in order to stimulate the local economy and to increase the income of local communities. Recently, Timor Leste has seen a shift in mentalities. People now prefer hands on education. There are some good opportunities to reshape the education system and think about the future outcomes. They are no climate change policies yet in Timor Leste. Mr. Magno finished his presentation by giving an explanation on the strategic plan and actions to implement ESD in Timor Leste and by stating that this meeting was a very good opportunity to gain knowledge about ESD.

Ms. Maria Mumpuni went on to explain that we need a clearer definition for ESD and for Environmental Education for Sustainable Development. ESD is not only about the environment but also about issues such as poverty, health and food.

COUNTRY ESD REPORT (BRUNEI DARUSSALAM) :

An emphasis on climate change and education



By: Nor Erawadi Haji Ibrahim, Brunei Darussalam

1

1. Country ESD History



1. Brunei Darussalam officially joined UNESCO in 2005 – Responsibility of The Brunei Darussalam's Natcom.
2. The first ESD task force (2009) formed with a consensus that:
 - a) 3 major priorities were considered: (1) health (2) energy and (3) environment.
 - b) More local initiatives were held through ESD Briefing (Nov 2009) and Capacity Building on ESD Mapping (April 2010) : Both officiated by Deputy Permanent Secretaries of MOE.
3. Current status: MOE Brunei Darussalam's position is to focus on ESD as activity-based practices in school community (which can act as exemplars and best practices for other schools).



2

No.	Meetings / conferences / seminars / workshops	Dates	Attendees / representatives
1	Regional Seminar on Education For Sustainable Development in Action for MTT, Bangkok, Thailand	12 – 14 July 2010	HR / HN
2	Education For Sustainable Development (ESD) Coordination And Capacity Building Workshop, Gadong, Negara Brunei Darussalam	19 – 22 April 2010	43 officers from ministries & private sectors
3	International Expert Meeting on Mainstream Disaster Risk Reduction and Climate Change in Context of Education for Sustainable Development "Lessons learned and good Practices", Bangkok, Thailand	26 – 18 Feb. 2010	NE / Shamsul
4	Regional Workshop on Education For Sustainable development in South East Asia, Bangkok, Thailand	03 – 04 Dis. 2009	Ibrahim / Irene / SHAB
5	ESD Briefing to School Leaders of Brunei Darussalam	Nov 2009	HODs of MOE, principals, headmasters, headmistresses
6	World Conference on Education for Sustainable development (ESD) – Moving into The Second Half of the UN Decade, Bonn, Germany	31 Mar – 02 April 2009	NE / HR / HN
7	Regional Strategy Consultation Meeting on Education for Sustainable Development in South East Asia, Bangkok, Thailand	17 – 18 Nov 2008	NE / SHAB / Jastre officers
8	ESD Mapping and Capacity Building Workshop for cluster (Brunei D., Malaysia, Philippines, Indonesia, Timor Leste)	September 2008	NE / Jastre officer

3

9	Workshop for the Development of Asia-Pacific National DESD Monitoring Systems UNESCO-IJCN CEC Asia-Pacific DESD Indicators Project, Bangkok, Thailand	2 – 4 April 2007	
10	Asia Pacific Education for Sustainable Development Network Meeting, Perth, Australia	9 Oct 2006	
11	6th Asia-Pacific Experts Consultation: Reorienting Teacher Education to Address Sustainability, Penang, Malaysia	22 – 25 Aug 2006	
12	UNESCO-IJCN CEC Meeting for the review of the Asia-Pacific Guidelines for the Development of National DESD Indicators, Hiroshima, Japan	10 – 11 Aug	
13	UNESCO Expert Meeting on ESD: "Reorienting Education to Address Sustainability", Kanchanaburi, Thailand.	1 – 3 Mei 2006	
14	Expert Meeting: "ESD Resource and Media Training Kit": UNESCO Bangkok, Thailand	7 – 9 Dec 2005	
15	5th Asia-Pacific Training of Trainers Workshop on ERI and ESD: Chiangmai, Thailand.	19 – 29 Sept 2005	
16	Regional Strategy Workshop for the DESD in Asia-Pacific, Bangkok, Thailand	1 - 3 Feb 2005	

4

2. Definition of country ESD

Brunei Darussalam



- : A small independent country.
- : Population about 400,000 people.
- : Prosperous wealth, peace with 80% forest cover.
- : Malay Islamic Monarchy concept system of government.
- : Islam is official religion but tolerant of other races and religions.
- : Have one of the highest per capita income in Asia.
- : Has already achieved almost all targets of MDGs.
- : High standards of education and health.
- : Politically stable governed by Sultan as Head of State and Prime Minister.



5

Governance and future directions driven by 5-year National Development Plans (NDPs), Outline of Strategies and Policies for Development (OSPD) 2007 – 2017 and Vision Brunei 2035.



By 2035, the people of Brunei Darussalam wish it is recognized for :

- the accomplishments of its well-educated and highly skilled people.
- the quality of life.
- the dynamic, sustainable economy.



The paths to those above are based on the unity in the people's :

- loyalty to Sultan and country.
- belief in the values of Islam.
- traditional tolerance and social harmony.

The Future : Wawasan 2035



6

Education

New education system, SPN 21 (acronym for Sistem Pendidikan Negara Abad Ke-21, The National Education System for the 21st Century). This system makes provision for several major educational changes and will be fully implemented by 2011.



SPN 21 is hoped to :

1. meet the social and economic challenges of the 21st Century.
2. realise the Ministry of Education's vision and mission.
3. equip students with 21st Century skills.
4. fulfill the Strategic Themes as outlined in the Ministry of Education's Strategic Plan (2007-2011).

Combining Wawasan 2035 and SPN21 – Brunei Darussalam's commitment towards sustainable development agenda.

7

3. ESD Framework at a National Level

- There is no specific ESD framework for this country.
- National sustainable development agenda is tackled by individual ministries based on the social, economic or environmental issues that they deal with.

Education

- No E.E as a single subject but knowledge integrated in various subjects.
- UBD – courses on climate change.
- ITB – Rainwater Harvesting project.



8

4. Achievements & Challenges



Achievement

1. ASEAN+3 Youth Environment Forum (AYEF) successfully held on 22 – 25 April 2010 in Brunei Darussalam.
1. Environmental-related clubs in schools increase.
2. Energy Clubs in schools launched.
3. STEP Centre with Brunei Shell Petroleum Company Sdn. Bhd. organise Brunei Environment, Technology and Science (BEST) Awards.



Challenges

1. The directions of ESD for MOE? What about for the whole nation? How to carry forward?
2. How much should we integrate ESD in our education system?
3. Existence of misconceptions.

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5. ESD Priorities (Environmental, educational and poverty issues)

Environmental – DEPR, Ministry of Development

Educational – Ministry of Education

Poverty issues – Department of Community Development, Ministry of Culture, Youth and Sports respectively & Ministry of Religious Affairs.

Environment : Environmental Impact Assessment (EIA).

Poverty : No poverty in the Sultanate but families with low income of less than Brunei \$150 (USD 112) per month exists. For the *fakir* (poor) and *miskin* (destitute) categories also receive contributions.

Education: Refer previous notes.

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6. Specific theme on Climate Change ESD Programmes

Reducing risk

1. Prominent natural disasters are haze and flooding with the worst flooding and landslides occurred in January 2009.
2. Wildfires and haze produced from drought and also from neighbouring countries.
3. Pandemics, including H1N1 (swine flu) and H5N1 (avian flu) also affected Brunei.
4. Adopting the UN's International Strategy for Disaster Reduction Hyogo Framework for Actions 2005-2015, the 2006 Disaster Management Order was created by the government of His Majesty the Sultan. Set up of National Disaster Council (NDC) and National Disaster Management Centre (NDMC).



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- MOE has S.O.Ps for disasters, e.g. floods.
- Curriculum: The content in the formal curriculum are basically (1) Values-based approach to teaching and learning (Integration) and (2) Subject based (Sciences, Social Studies and Geography, Agriculture). These values are hoped to (i) create awareness ; (ii) create concern ; and (iii) to care about the environment.
- Examples of topics studied in social studies and science are (1) Our Resources ; (2) Global Warming ; (3) Pollution ; (4) Deforestation ; (5) Personal Health ; and (6) Conservation of Water.
- ESD help teaching and learning processes reliable to local and global issues. Students try to solve the problems. (Align with SPN 21 and Vision 2035).



12

7. Upcoming ESD events/working plans

1. Undergoing progress in working plans.
2. Task force identified.
3. Develop database / inventory → identify good practices on ESD.
4. Eventually, possibly, a National Policy or Guidelines of ESD for Brunei Darussalam can be drafted, developed and utilised.

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THANK YOU

14

ESD IN INDONESIA

Retno S. Sudibyo
National Coordinator of ESD Implementation

The Implementation of ESD in Indonesia

- Since 2009, the responsibility for planning and implementation of ESD in Indonesia has been transferred from the Ministry of Environment to the Ministry of National Education → A National Coordinator of ESD (NC-ESD) was appointed.
- Four Directorate Generals of:
 - Non Formal and Informal Education
 - Management and Education of Primary and Secondary Schools
 - Quality Improvement of Teachers and Education Personnel
 - Higher Educationhave actively involved on the introduction, development and implementation of ESD related Programs on education and teachers in Indonesia
- Some Ministries and Research Institutions have also joined to implement some ESD Programs

Some activities and plans on ESD implementation of Ministry of National Education

ESD Programs for Non Formal and Informal Educations

- ◉ ESD Programs in Kindergarten
 - Save of clean water
 - Introducing kinds of wastes and Waste Treatment Process
 - Save of Electricity
 - Green environment development by introducing of planting, and identification of some protected plants and animals.
- ◉ ESD Programs for Community
 - Save of clean water: saving, exploration and cleaning process, and water management
 - Waste treatment: Introducing kinds of wastes, techniques of waste treatment, the usage of wastes
 - Environmental friendly energy: saving, production process, and management
 - Green environment development (plantation)
 - Conservation of local culture and biodiversity
 - Training of Disaster Mitigation, etc.

ESD Programs for Elementary School

- **Boy Scout Program**
 - *Carbon sink* development: plantation, learning and solving of some environmental problems
 - Water saving management and water cleaning treatment
 - Waste management: waste treatment and its benefit
 - 3R (*Reduce, Reuse, Recycle*) on water, electricity, papers, organic waste, etc.
- **School Health Unit (UKS)** → This program need to be specified as an ESD Program
- **ESD based School Competition** → Green School Award (*Adiwiyata*) : the program needs to be improved and specified as an ESD Program

ESD Programs for Secondary Schools

- **Boy Scout Program**
 - *Carbon sink* development: plantation, learning and solving of some environmental problems
 - Water saving management and water cleaning treatment
 - Waste management: waste treatment and its benefit
 - 3Rs (*Reduce, Reuse, Recycle*) on water, electricity, papers, organic waste, etc.
 - Environmental friendly energies: biogas, microhydro, wind, solar energies, and energy saving management
- **Adiwiyata Award (Green School)**
- **Forestry High School**
- **Other ESD based High School Competition**

ESD Programs for Teachers

- ◉ **Introducing and understanding of ESD to Teachers**
 - Workshop on ESD Introduction and Implementation (for School Principals, Chairman of Education Research and Development Institutions, Chairman of Local Governmental Education Institutions, etc.
 - Developing Guidance for ESD Implementation
 - Training of Trainers on ESD Implementation
 - Implementation of ESD
- ◉ **Teacher Competition on ESD based best practices**
- ◉ **Sharing and Discussion Meeting on Outstanding ESD Implementation**
 - Annual events, based on levels of education:
 - Kindergarten,
 - Elementary Schools,
 - Secondary Schools,
 - Non Formal and Informal Education

ESD Implementation in HE

- ◉ In Indonesia, all HE Institutions must conduct **Tridharma** → the HE's Main Tasks of Education, Research, and Community Service.
- ◉ Since 2009, The DGHE and NC-ESD have been working together in introducing, developing and implementing **Sustainability** to the Education, Research and **Community Service** programs and activities in HE.
- ◉ In 1971, GMU established a **Student's Community Service (SCS) Program**, which in 2005-2006 the program was improved to be a very special and unique student activity based program, namely **SCS-CEL Program** (Student Community Service – Community Empowerment Learning Program).
- ◉ Since 2007, the SCS-CEL program has been adopted by the Directorate of Research and Community Service, DGHE to be implemented to HE in Indonesia, and **GMU has been appointed as the coordinator** of SCS-CEL implementation (30 winners/yr)
- ◉ Since 2009, the DGHE together with GMU have been initiating on implementation of **ESD based SCS-CEL Programs** (10-12 winners/yr)

SCS – CEL Program of GMU (ISO 9001:2008)

- ✓ A compulsory subject for the college students, and GMU sends about 7000/year SCS-CEL students to the fields
- ✓ The Program is based on **Empowerment paradigm** → Objective: to raise the student's empathy and care for poor and environmental problems
- ✓ Conducted through principles of :

- Win-win solution	- Flexible
- Co-creation	- Sustainable
- Co-financing	- Transparent and Accountable
- ✓ **Research based** program, using **multidisciplinary approached** method.
- ✓ The output and outcome are **measurable** in order to ensure the **improvement sustainability**
- ✓ The program should be supported by a **collaboration** or **partnership** between GMU and local government, industry, or other institutions, either nationally or internationally.

ESD Implementation in HE (Cont.)

- **Themes of the Community Empowerment Activities (through SCS-CEL Program of RCE-Yogyakarta):**
 - *Landslide Early Warning System*
 - *Disaster Mitigation*
 - *Establishing REDD (Reduction of Emission from De-forestration and Degradation) Formula for some Indonesian Forests*
 - *Waste Refinery*
 - *Environmental Friendly Energy*
 - *Illiteracy Eradication using Local Language*
 - *Mangrove Plantation (to prevent abrasion and erosion)*
 - *Carbon Sink Development (Forestration, CO2 adsorption system in muffler, etc.)*
 - *Coastal Vegetation/Plantation*
 - *Tourism and Culture*
 - *Empowerment of Small and Medium Enterprises*

ESD Implementation in HE (cont.)

- **Research on SD**
 - *Landslide Early Warning System*
 - *Disaster Mitigation*
 - *Establishing REDD (Reduction of Emission from Deforestation and Degradation) Formula for some Indonesian Forests*
 - *Waste Refinery*
 - *Environmental Friendly Energy*
 - *Mangrove Plantation (to prevent abrasion and erosion)*
 - *Carbon Sink Development (Forestration, etc.)*
 - *Coastal Re-vegetation/Plantation*
- **ESD-based Education Program**
 - *ProSPER-Net*
 - *ESD Course (extracurricular course)*
 - *ESD Practical Work*

11

The Minister of Natl. Education and Rector dispatched the SCS-CEL students of GMU



12

Some topics of ESD based SCS-CEL Program at GMU

- Exploration and exploitation of clean water at Plawan Cave in Giri Cahyo Village, Gunung Kidul District (a dry and infertile area).
- Installment of early warning system on potentially landslide areas
- Literacy program using mother tongue language in Java, Madura, Bali and Sulawesi
- Recovery of marine ecosystem after tsunami at Weh Island, NAD.
- Zero waste integrated farming (Sustainable Agriculture)
- Forest ry-plantation and construction of REDD formula
- Farmer/traditional market waste refinery
- Conservation of Indonesian wild type orchid biodiversity, etc.



ESD COUNTRY REPORT

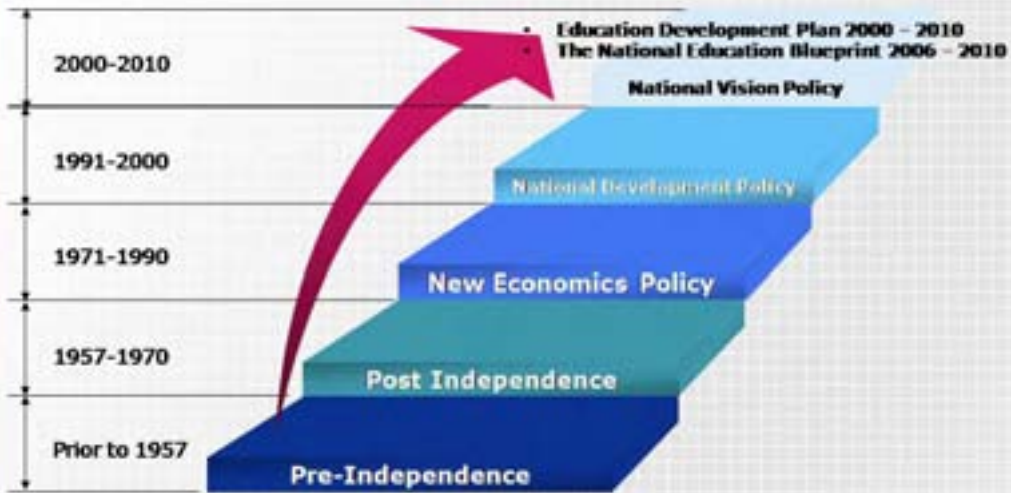
27 – 28 SEPTEMBER 2010
JAKARTA, INDONESIA



PRESENTATION

- 1 MALAYSIA ESD HISTORY
- 2 ESD – THE MALAYSIAN PERSPECTIVE
- 3 ESD FRAMEWORK
- 4 ACHIEVEMENTS & CHALLENGES
- 5 PRIORITIES
- 6 CLIMAT CHANGE PROGRAMMES
- 7 FUTURE WORKING PLAN

HISTORY



DEFINITION



ESD FRAMEWORK



STRATEGIES

- ❖ Expanding the supply of highly skilled and knowledgeable workforce
- ❖ Increasing accessibility to quality education and training
- ❖ Improving the quality of education and training delivery system
- ❖ Promoting lifelong learning
- ❖ Increasing the supply of science and technology manpower
- ❖ Developing and promoting Malaysia as a Regional Centre of Educational Excellence
- ❖ Reinforcing positive values
- ❖ NKRA/MKRA/NKEA to improve students achievements

STRATEGIES

- ❖ **Malaysia has set up the Regional Centres of Expertise (RCE). Its strategies include:**
- ❖ **Establishing leadership for sustainable development;**
- ❖ **Developing and promoting compelling images of sustainable regional development;**
- ❖ **Developing and promoting sustainable development training opportunities for school teachers, teacher educators and school administrators;**
- ❖ **Developing an ESD strategy guide for local authorities; and**
- ❖ **Establishing one stop shop for info on ESD good practices in the region.**

CHALLENGES

- ❖ **Sustainable Development in Economic, Social, Cultural and Politics.**
- ❖ **Eradication of poverty, gender equality and rural urban inequalities.**
- ❖ **Enhancing knowledge and innovation capacity of the nation.**
- ❖ **Bridging the education gap.**
- ❖ **Inculcating research culture to help solve educational issues**

ACHIEVEMENTS



Preschool enrollment in 2010 – 697,469 (72.04%) children 4+ - 5+ age cohort

288,866 (65%) of Primary 1 students (6+) have acquired basic literacy and 326,127 (74%) acquired basic numeracy skills.

Youth (15-24 years old) literacy rate is 98% and adult literacy rate is above 92%.

2005 – 70,000 enrolled in Technical Secondary School and 90,000 young persons participated in various skills and enterprise programmes provided by MCCI and 50,000 attended community colleges. 17,000 were trained by MCEBE and 130,000 were enrolled in public and private higher education institutions.

By 2000, achieve high levels of participation in primary and secondary schooling and relative parity of participation and outcomes between girls and boys

ESD PRIORITIES

ENVIRONMENTAL

- ZERO WASTE
- R&D IN SD
- NETWORKING

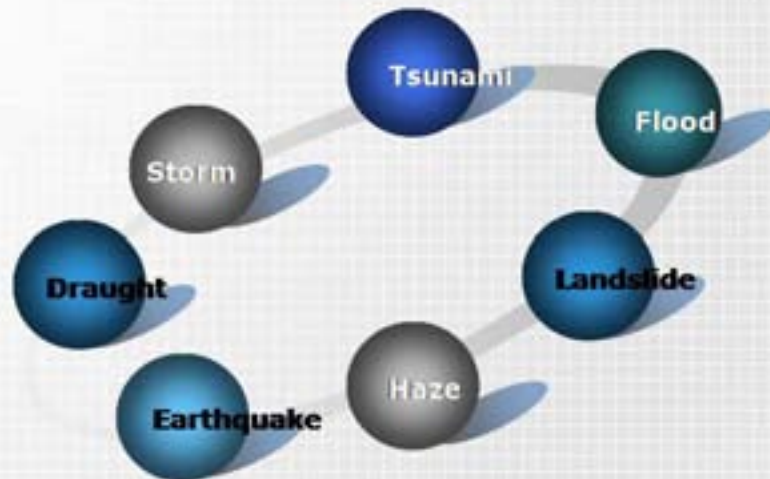
EDUCATIONAL

- ELEMENTS OF SD IN CURRICULUM
- ENVIRONMENTAL EDUCATION

POVERTY

- SCHOOL SUPPORT SYSTEM


THEME ON CLIMATE CHANGE




UPCOMING ESD EVENTS

- ❖ Encouraging active engagement of stakeholders through relevant programmes;
- ❖ Developing ESD partnership focusing on priority themes in the region such as waste management, tourism and cultural heritage;
- ❖ Cultivating ESD partnership that addresses social equity issues with education activities that aim to address the social, environmental and economic dimensions of ESD;
- ❖ Fostering ESD partnership that addresses the concept of efficiency in the use of natural resources;
- ❖ Developing partnership to test the potentials in using the Internet to develop innovative and effective online ESD learning communities; and
- ❖ Promoting professional development of teachers.







Education for Sustainable Development (ESD) in the Philippines 2010 Country Report



By:
Joannette D. Tuzason, Deputy Executive Director II
Marie Antoinette M. Reyes, Development Management Officer II
UNESCO National Commission of the Philippines

*ESD Country Report Meeting
27-28 September 2010, Jakarta*

Brief History of ESD in the Philippines

- 1950s** – NGOs move for an alternative form of development.
- 1987** – Reorganized DENR's mission: to "be the driving force in the pursuit of sustainable development..."
- 1989** – Formulated PSSD's goal on "economic growth without depleting the stock of natural resources and degrading environmental quality."
 - Formulated National Strategy on Environmental Education.
- 1992** – Formulated National Environmental Action Plan Framework (NEEAP) for 1992 to 2002.

Brief History of ESD in the Philippines

- 1992 – Creation of PCSD and its Sub-committee on Information and Education.
- 1996 – Adoption of Philippine Agenda 21 (PA 21).
- 2008 – Adoption of RA 9512 "National Environmental Awareness and Education Act."
 - Updated NEEAP 2005-2014 incorporating DESD.
- 2009 – Updated PA 21 into an Enhanced PA 21 (EPA 21).
 - SEA-CLLSD approved as a UNESCO category 2 centre.
- 2010 - New administration revisiting the implementation of ESD. Consultations were initiated with PCSD, EMB-DENR and DepEd.



ESD Definition in the Philippines

"ESD is a learning process in all levels and types of education that envisions a better quality of life for all Filipinos through the development of a just, moral, creative, spiritual, economically vibrant, caring, diverse yet cohesive society characterized by appropriate productivity, participatory and democratic processes and living in harmony within the limits of the carrying capacity of nature and the integrity of creation."

In the spirit of harmonization, the NatCom proposes this definition in the context of the EPA 21.



ESD Framework at the National Level



- ❖ The previous Coordinator and Focal Point adopted the UNESCO Asia Pacific ESD Strategy (2005-2014).
- ❖ The Strategy was likewise presented to the National Education For All Committee (NEC). However, there was no formal adoption at the national level.

ESD Framework at the National Level



- ❖ EPA 21 as the overarching framework for national ESD implementation*.
- ❖ The overall direction shall be the promotion of sustainable lifestyles and responsible citizenship among Filipinos with the following specific manifestations:

**proposed by the NatCom to other agencies*

ESD Framework at the National Level



1. Education that is geared towards developing full human potential;
2. Preference for sustainable lifestyles;
3. Innovative reward and compensation systems for environmental services performed; and
4. Advocacy for SD across all agencies.

ESD Framework at the National Level



❖ The ESD Programme should also be guided by the NEEAP 2005-2014.

Objectives:

- ❑ Initiate mass-based action on environmental conservation through IEC campaign;
- ❑ Improve delivery systems for environmental education at the formal and non-formal levels; and
- ❑ Produce the environmental human power needed for the next two decades.

ESD Framework at the National Level

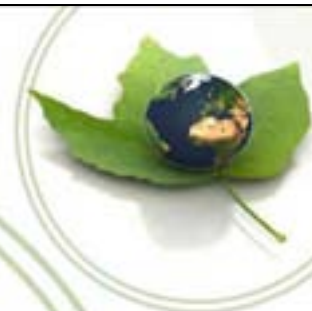


- ❖ The ESD Programme should likewise be guided by the NEEAP 2005-2014.

Strategies:

- ❖ Centers of excellence in environmental education;
- ❖ Incentive support to professionals in the fields of environmental science and management;
- ❖ Strengthen the environmental education role and advocacy work of NGOs;
- ❖ Improve the technical capability of the DENR and the education departments in the delivery of environmental education;
- ❖ Mobilize the youth; and
- ❖ Promote an integrated approach in educating local communities on environmental conservation.

Achievements and Challenges



In reviewing the achievements and challenges on implementing the ESD Programme in the national level, the UNESCO NatCom took into consideration the UNESCO Asia Pacific ESD Strategy (2005-2014). The following tables will present the assessment for each activity set forth by the Asia Pacific Strategy.

Table 1. Awareness Raising



Achievements

- National Conference "UNESCO-Philippine Millennium Development Goals and its Partners in Re-engineering ESD."
- National Symposium on ESD.

Challenge

- Need to sustain the awareness drive particularly at the local level.

Table 2. Engaging Stakeholder Groups in the DESD

Achievements

- Two workshops with the National EFA Committee (NEC) to incorporate ESD in its policies and programs.
- ASPnet national and regional orientations, workshops and entrepreneurial exhibits, and biannual ASPnet newsletter "Pinoy Voices."
- Nationwide campaign for the "Let's Take Care of the Planet Children and Youth International Conference for the Environment."
- Journalists' workshop "Education Makes News."

Challenges

- A national multi-stakeholder steering committee has yet to be formed.
- Reactivate UNESCO Clubs to actively involve young adults in ESD.



Table 3. Developing national and regional monitoring systems

Achievements

- The national SD priorities are enshrined in the PA 21 and EPA 21.
- PCSD's Sustainable Integrated Area Development (SIAD) localized the PA 21.

Challenge

- Need to come up with national ESD goals, targets and indicators as well as a regional indicator framework.



Table 4. Strengthening National Leadership and Political Will for the Decade

Achievement

- Discussions on ESD were initiated at the highest levels among relevant line ministries (DepEd, TESDA, CHED, DFA and NEDA).

Challenge

- With the change of administration, commitment from the new high-level officials should be obtained.



Table 5. Enhancing National Level Coordination for ESD

Achievement
<ul style="list-style-type: none"> PCSD widely disseminated the national SD priorities indicated in PA 21.
Challenges
<ul style="list-style-type: none"> Need to comprehensively map out all ongoing national ESD activities, resources, actors and their scale of involvement. Need to link ESD in the EFA policies and programs of NEC.



Table 6. Reorienting Education Curricula

Achievements
<ul style="list-style-type: none"> Curriculum Mapping and Integration of Lifelong Learning for Sustainable Development in the Preschool Level. Modules, lesson exemplars and resource materials on disaster risk reduction and climate change. NEEAP action plan for environmental education in all learning levels.
Challenge
<ul style="list-style-type: none"> Lack of funds for printing modules, lesson exemplars and resource materials, teacher training and monitoring.

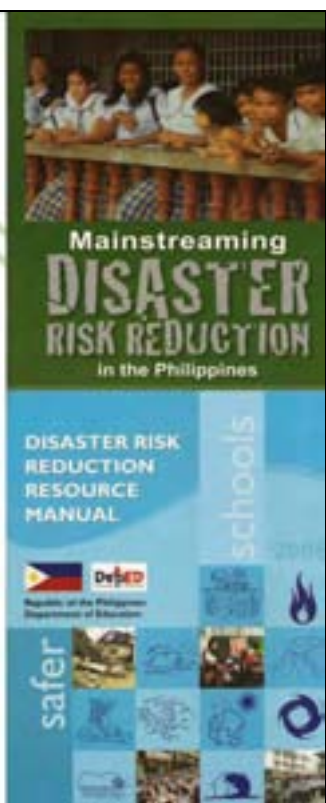


Table 7. Reorienting Teacher Education

Achievement

- **Training the Trainers workshop for 110 pilot Secondary Schools in disaster-prone areas using the materials mentioned in Table 6.**



Challenges

- **Lack of funds for printing modules, lesson exemplars and resource materials, teacher training and monitoring.**
- **Need to revitalize the UNESCO Chairs/ UNITWIN network on ESD.**



Table 8. Providing Ongoing Technical Support for ESD

Achievement

- **The NatCom and EMB readily provide technical support for the advocacy of ESD in the national and local levels.**



Challenge

- **Engage fully the PCSD Sub-Committee on Information and Education, the Trifocalized education agencies, civil society and the private sector.**



The delegates were invited to a mini-tour of the Colapan City Museum.



Then they visited a Coastal community project.



ESD Priorities

- ❖ **The priority is to immediately convene a steering group on ESD.**
- ❖ **The steering group shall plan out the national ESD framework, goals, targets and indicators for approval of and support from high-level officials of relevant line ministries, civil society and the private sector.**
- ❖ **Ongoing initiatives of the DepEd and EMB will likewise be supported particularly on the implementation of NEEAP and reorienting the education curricula and teacher education towards ESD.**



**Maraming Salamat Po!
Thank you!**





ESD Country Report 27 – 28 September 2010 Jakarta Indonesia

Presented by Apolinario Magno &
Antonio de Jesus

Overview on TL Education History

- 2006 – now MoE reform the education system and restructuring the Ministry of Education (years of reform and restructure)
- October 2008 Our National Act was approved by the National Parliament and Promulgated by the PR
- Late 2009 the NatCom was established
- The Decreed law on 'Basic Education' (9-year-basic education) was approved Future Working Plan
- Phasing out the Indonesian Curriculum and Bahasa Indonesia as the language of Instrument.

Implementation of the 9 Year Basic Education

- Universal
- Compulsory
- Free

These policy has been implemented in line with MDG's and EFA guidelines in order to meet the target on 2015

-

Establishment of NatCom & ESD

1. Natcom: 7 members of Natcom, a President (Madamme Kirsty Swords, Vice President (Minister of Education)

- Members:
- Education (2 people)
- Science and Environment (2 people)
- Culture (2 people)

2. ESD which is now under the Directorate of Planning, Policy, and Development.

Strategies to Implement the ESD

- Public Grants/subsidy
- Program School Feeding (PSF)
- Reform our Curriculum
- Implement the New Program called 'Escoela Noeva'
- Updated our curriculum in accordance to the progress of the globalized world.



Objectives of SFP:

- Increased and sustained enrolment and attendance rates.
- Improved learning through better attention during classes.
- Increased active participation of students
- Improved knowledge and standards of nutrition, water, sanitation and health principles.
- Development of the local economy.

Public Grant

- School Fee
- Scholarship to those who are going to study at the University Level, Area of Science, IT, Engineering,.

Strategic Plan & Action to implement the ESD

- Increase and maintain the enrolment and attendance rates.
- Improve learning through better attention during classes.
- Increase active participation of students through the Concept of CFS
- Improve knowledge and standards of nutrition, water, sanitation and health principles through SFP
- Development of the local economy through EFP in where we promote the local product as the main items for this program.

PRE-SCHOOL: EARLY CHILDHOOD EDUCATION

- Children between 3-5 years of age will have access to begin their quality education in a school that is closed to the place where they live. In pre-school they will develop the basic skills and knowledge to be prepared for basic education.
- Families, communities and local governments will be involved in the decision making process and through collaborative efforts that will build schools to satisfy all the requirements of early childhood education.
- Formulate our policy on the Inclusive Education which ensure the active and full participation of the East Timor Children.

Basic School (9 Year Basic Education with children whose age from 6 to 17)

- Basic Education is universal, compulsory and free. The reform of basic education will incorporate overall and guiding directives the following four pillars of learning: learning to know, learning to do, learning to live together and with others, and learning to be.
- Enhance our language policy (2 official languages and 2 working language) which will be added by Mandarin on grade 7.
- They will also develop the basis for sound literacy and numeracy skills, base competences and the core values of national identity, Timorese history and culture.

SECONDARY EDUCATION

- Above 15 years of age, students will have access to begin their secondary education and learn the core of the scientific - humanistic or technical knowledge needed to continue their further studies.
- At the end of their studies, graduates will learn the practical applications of this relevant knowledge to the productive processes in Timor-Leste and will be prepared to join the labour market.
- They will also be able to opt to continue their further studies either at university or polytechnic levels.

Continue.....

Secondary School

- This orientation will favour the acquisition of learning techniques (learning to learn) together with a solid base in terms of languages.
- Technologies and science, mainly structured to prepare students for continuing their academic studies at the higher level

Vocational and Professional Secondary Schools

- Technical professional further develop specialized technical skills and competences, with a special emphasis on the usage of information technologies.
- To ensure the student insertion in the labour market or to pursue their studies in technical higher education and university higher education.

Higher Education or University & Polytechnics

- Graduates of the higher education system will have the advanced skills and knowledge to analyse, design.
- Build and maintain the social and economic infrastructure of Timor-Leste.

Thank you



Session 3

CLIMATE CHANGE “EDUCATION FOR SUSTAINABLE DEVELOPMENT” COUNTRY REPORTS

Session Summary

Chairman: Ms. Darwina Widjajanti, Foundation for Sustainable Development, Indonesia

- ***Education for Sustainable Development: Activities by Puslitjaknov, Balitbang, Kemdiknas***
Presentation, Ministry of National Education Indonesia, Research Centre for Policy and Educational Innovation, Dr. Hendarman
- ***Climate Change Education for Sustainable Development 2010 Report of the Philippines***
Presentation, UNESCO National Commission of the Philippines, Ms. Marie Antoinette N.Reyes
- ***Day 1 Closing and Brief Guidance of Day 2***
UNESCO Jakarta Office, Dr. Mee Young Choi

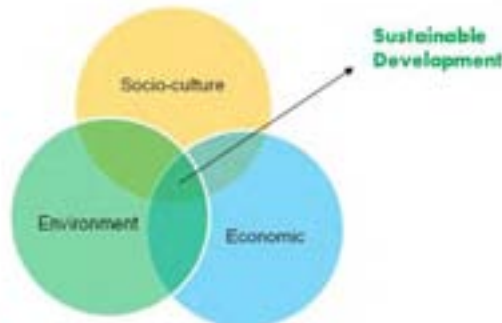
Ms. Darwina Widjajanti opened the session by expressing her honour to have a chairman role during the meeting and confirmed the need for the Five Cluster Countries to understand better ESD.

Dr. Hendarman began his presentation by giving an introduction of the UNDESD and explained the results of a study conducted in 2008 on ESD in Indonesia. He explained some activities related to ESD in 2009 and 2010 followed by recommendations and follow up activities.

Ms. Marie Antoinette N.Reyes began her presentation by focalizing on climate change ESD programmes in the Philippines and explained in more detail the different planned climate change ESD activities in the Philippines.

Dr. Mee Young Choi provided a summary of this session. She then closed the day 1 and gave a brief guidance for day 2.

EDUCATION FOR SUSTAINABLE DEVELOPMENT/ESD: Activities by Puslitjaknov, Balitbang, Kemdiknas



Center for Policy Research and Educational Innovation
Office for Educational Research and Development
Ministry of National Education
2010

Introduction

- The UN declared the period 2005-2014 as the decade of education for sustainable development, aims to integrate the principles, values and practices of sustainable development into all aspects of education and learning.
- Bonn Declaration in 2009, decides: (1) campaign of ESD contribution at all channel, types, and level of education, (2) increase community understanding and awareness of sustainable development and education for sustainable development (ESD), (3) Re-orientation of education and training system devoted to sustainability, (4) Research and Development of ESD and strengthening the mechanisms and international, national, and regional cooperation for ESD which respect cultural diversity
- Strategy and policy direction of 2010 -2014 national education development has been considering various international conventions, including the World Summit on Sustainable Development and the DESD. Policies related to ESD are outlined in the paradigm of Education for Growth, Development, and /or Sustainable Development (PuP3B) that encourage people to think about the sustainability of the planet and the whole universe (Strategic Planning of the Ministry of National Education, 2010).

Basic Tasks and Functions of The Office for Educational Research and Development (Balitbang)

Basic Tasks and Functions of Balitbang (Minister Decree No. 40, 2006)	Policies, programs and / or activities on ESD (in accordance with 2009 Bonn Declaration)
<p>Carrying out educational research and development accordingly Balitbang performs its functions:</p> <ul style="list-style-type: none"> •Formulation of educational research and development policy; •Planning and programming educational research and development; •Conducting educational research and development; •Executing coordination in educational research and development; •Conducting evaluation and report writing •Executing administration affairs of Balitbang MONE 	<ol style="list-style-type: none"> 1. Developing ESD implementation models and proposing policy recommendation to chief executives of the Ministry about (1) national strategy on the implementation of ESD, (2) strategy on monitoring and evaluation of ESD implementation, (3) reorientation of the educational system that emphasizes lifelong learning, (4) improvement of the relationship between formal, non-formal, and informal education through ESD (5) reorientation of education and training system for sustainable development, particularly through the integration of ESD values into school learning subjects. 2. Implementing and utilizing the results of relevant research in policy making, developing strategies of monitoring and evaluation, and disseminating information on the implementation of ESD. 3. Promoting and discussing policies on ESD with the relevant parties and stakeholders. Promoting research results related to ESD, including those implemented through UNESCO program 4. Identifying and providing support to research institutions that can become the center of expertise and innovation in disseminating knowledge and ESD resource development 5. Encouraging and enhancing the development of scientific excellence, research, and new knowledge for ESD through an ESD research network involvement. 6. Developing national ESD indicators that can indicate the progress of ESD values implementation and enabling the implementation of review to the process and analysis of the achievement of ESD. Developing ESD monitoring and evaluation systems at national and regional levels, as well as taking the initiative to develop strategies and implementation of ESD that can provide guidance for the UN in providing the conclusions in the real and concrete implementation of ESD. Developing incentive structures to support research and development of ESD.

Study Result in 2008: Research on Education for Sustainable Development/ESD in Indonesia

Findings:

- The Indonesian government has announced policies and various educational programs that integrate the principles, values and practice of sustainable development into education and learning aspects. However, ESD policies have not been designed in a more clear and measurable cover all ESD perspectives/ components.
- The values of ESD have been accommodated through the learning activities undertaken in the formal education, non-formal, and informal by integration.
- Educators and education personnel in both formal and non formal education do not understand the ESD concept, objectives, policies, and programs, as well as integration method of ESD into the subject learning, partly because the socialization of ESD at the education unit is not maximized.

Recomendation

1. Ministry of Education Strategic Plan 2010-2014 needs to establish ESD policies on every channel, type, and level of education, through learning activities.
2. In an environmental perspective, policies need to refer to the agreement between the Minister of Environment with the Minister of National Education on development of Environmental Education.
3. ESD policies and programs need to be socialized intensively and coordinated addressed to the provincial, city / county education officials, and education units.
4. It needs Education and training for educators to plan, implement, and evaluate learning that integrates the values of ESD.
5. It needs to establish learning guidelines that has ESD conception through intra-curricular, extra-curricular, and environmental activities, and other references required in learning.

Activities related to ESD in 2009: The Development of concept model on comprehensive and competitive intelligence of Indonesian man formation through implementation of Education for Sustainable Development

Findings:

1. National strategy for ESD implementation includes: foundation and nature of ESD; policies, programs and activities of government and local governments related to the implementation of ESD; implications and principles of the model; follow up activities.
2. Implementation of ESD through intra curricular includes: foundation and nature of ESD; implementation of Intra curricular: competence; learning; education personnel, facilities and infrastructure; classroom management; financing; assessment, monitoring and evaluation; implications and principles of the model; follow up activities.
3. Implementation of ESD through extracurricular activities includes: foundation and nature of ESD; vision, mission and objectives: extracurricular activity: competence; learning, education personnel, facilities and infrastructure; classroom management; financing; assessment: monitoring and evaluation; implications and principles of model; follow-up activities.

Recommendation

1. Initiate in testing the concept of the National Strategy for ESD Implementation.
2. Initiate in testing the model of ESD implementation through intra curricular and extracurricular activities and complement ESD learning manual.
3. It needs to develop model on the implementation of ESD through intra curricular activities, and model on the implementation of ESD through extra curricular activities for junior and senior high school level.

Activities related to ESD in 2010: The Development of model on comprehensive and competitive intelligence of Indonesian man formation through implementation of Education for Sustainable Development

The activities is still in the process of completion and expect to achieve:

1. Model of the ESD implementation through intra curricular that applicable in learning
2. Guidance on ESD materials for teachers that can be used for learning
3. Guidance on how to integrate the values of ESD into the intra curricular, particularly to standard of competence (SK) and Basic Competency.

Follow up activities

In accordance with duties and functions, Center of Policy Research and Educational Innovation, the Office for Educational Research and Development in the Ministry of National Education in the future will continue and support the implementation of ESD in Indonesia based on the available resources. Base activities in accordance with the agreements that have been proclaimed by UNESCO in Bonn, among others in the field of research, development, and other aspects, as already formulated in the agreement.

By:
Marie Antoinette N. Reyes, Development Management Officer III
UNESCO National Commission of the Philippines



Climate Change Education for Sustainable Development (ESD)

2010 Report of the Philippines

ESD Country Report Meeting
27-28 September 2010, Jakarta





Specific Theme on the Climate Change ESD Programme

Brief History

- 1989 – Formulated National Strategy on Environmental Education
- 1992 - Formulated National Environmental Action Plan Framework (NEEAP 1992-2002). Later updated as NEEAP for Sustainable Development 2005-2014 in support of DESD
- 1995 - School Inside a Garden (SIGA) Program
- 2007 - Mainstreaming of Disaster Risk Reduction Management in the School System Program. DRR Manual was initiated.
- 2008 - Project Eco-Kids on Climate Change
 - 3rd week of November every year officially declared as "Global Warming and Climate Change Consciousness Week"



Specific Theme on the Climate Change ESD Programme

Brief History

- 2009 - National Schools Press Conference on "Climate Change: A Call for Responsible Campus Journalism"
 - Climate Change Act of 2009 passed into law. Climate Change Commission (CCC) created. DepEd mandated to integrate climate change principles and concepts into the education curricula
- 2010 - Disaster Risk Reduction and Management Act passed into law. Trifocalized education agencies mandated to integrate DRRM education in the curricula





Specific Theme on the Climate Change ESD Programme

Updated Information

In June 2010, DepEd issued 2 directives on climate change ESD:

1. Plans consolidation to mitigate effects of El Niño / La Niña phenomenon in the school level including the integration of CC-DRRM and EE to curricula, including:
 - a. Mitigating the effects of El Niño / La Niña;
 - b. CC-DRRM and EE to curricula;
 - c. Basic water and power supply conservation;
 - d. Information sharing with the family and community.



Specific Theme on the Climate Change ESD Programme

Updated Information


2. Reiteration of Guidelines on CC-DRRM:
 - a. Re-launching of SIGA National Awards (SY 2011-2012 onward);
 - b. Prioritizing the Mainstreaming of DRRM in the School System;
 - c. Gulayan sa Paaralan (Vegetable Gardening in the School);
 - d. Planting of Malunggay (Moringa Oleifera) Trees in Schools; and
 - e. Earth Day Celebration.



Specific Theme on the Climate Change ESD Programme

Updated Information

- DepEd completed the following DRRM for the secondary curriculum:
 - ✓ Lesson Exemplars for Science I
 - ✓ Teacher/Student Modules for Science I
 - ✓ Lesson Exemplars for Social Studies I
 - ✓ Teacher/Student Modules for Social Studies I
- Modules - reference materials for students and teachers
- Lesson exemplars - guides for teachers in the delivery of their lessons.



Specific Theme on the Climate Change ESD Programme

Updated Information

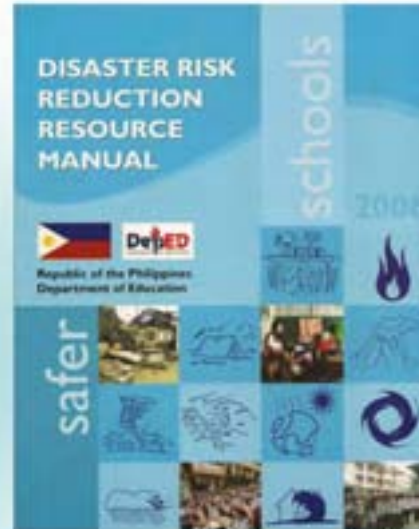
<ul style="list-style-type: none"> • Lesson exemplars in Science on: <ul style="list-style-type: none"> ✓ Climate change ✓ Heat wave ✓ Fire ✓ Landslide ✓ Tsunami ✓ Flooding ✓ Tropical cyclone ✓ Tornado 	<ul style="list-style-type: none"> • Lesson exemplars in Social Studies on: <ul style="list-style-type: none"> ✓ Pollution ✓ Flooding ✓ Red Tide ✓ Structure Collapse
---	---

- Intended for 1st Year High School students and teachers
- Piloted in 110 disaster-prone public schools
- 2,000 copies are now being distributed nationwide.

Specific Theme on the Climate Change ESD Programme

Updated Information

- DRR Resource Manual likewise developed and printed in 2,000 copies.
- Revised the 2007 Handbook into an updated Educational Facilities Manual integrating DRR in School Construction.
- NCMS - UNESCO NatCom's near completion of PP on "Developing an Integrated Decision Support System to Mitigate the Impacts of Climate Change: the UNESCO Approach."



Planned Climate Change ESD Activities in the Philippines

- **Phase II Climate Change Adaptation Program and Disaster Risk Reduction Initiative in the School System**

A proposed project of the DepEd, it aims to:

- ✓ Print 18,000 lesson exemplars, modules and resource manuals for distribution to secondary schools nationwide;
- ✓ Train and orient focal persons from the 17 regions and 199 school divisions on the use of the materials;
- ✓ Monitor and evaluate the implementation on the ground.



Planned Climate Change ESD Activities in the Philippines

- **Phase II Climate Change Adaptation Program and Disaster Risk Reduction Initiative in the School System**

- ✓ Budget proposal amounts to Php18 million. DepEd is currently sourcing funds for the implementation of the project.
- ✓ Further prepared a proposal for a comprehensive project intended both for elementary and secondary schools.



Planned Climate Change ESD Activities in the Philippines

- **International Conference on Biodiversity and Climate Change,**

- ✓ On 17-19 November 2010 in Manila
- ✓ Organized by CHED and the DENR in line with the 2010 International Year of Biodiversity and the Climate Change Consciousness Week
- ✓ It will serve as a venue for the sharing of knowledge and information on the two-way interactions of biodiversity and climate change for identifying strategies and actions to conserve biodiversity focusing on the Asia Pacific Region.
- ✓ Please visit www.icbdcc.com



Planned Climate Change ESD Activities in the Philippines

- **2011 National Search for Sustainable and Eco-Friendly Schools**

- ✓ First launched in 2009
- ✓ Themed "Sustainable and Eco-Friendly Initiatives"
- ✓ Open to all elementary, high school and tertiary school levels, both public and private
- ✓ Aims to encourage schools to become more actively involved in environmental issues at a practical and local level, and to develop skills and understanding to initiate active responses and increase community awareness and involvement on environmental concerns.
- ✓ Organized by EMB-DENR, DepEd, CHED and Smart Communications.
- ✓ Deadline entries - 29 April 2011
- ✓ Please visit, www.sustainableschools.ph



**Maraming Salamat Po!
Thank You!**

Session 4

DISCUSSION SESSION: PRIORITIES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

Session Summary

Chairman: Mr. Mikko Cantell, UNESCO Bangkok Office

- ***Introduction of Day 2***
UNESCO Jakarta Office, Dr. Mee Young Choi
Dr. Mee Young Choi welcomed all the participants and gave a brief introduction to day-2. She then explained how the group discussions would be organised.
- ***Group Discussion and report on ESD priorities of the sub-regional level of South-East Asia***
All participants (See table 1 and 2 for the discussion result)

Table 1: Priorities in Education for Sustainable Development

	Brunei Darussalam	Indonesia	Malaysia	Philippines	Timor Leste
Priority 1	Food Security	Noble character development	Environmental Education	Improve Air Quality	Improve the Quality of the Schools Environment via CFS programme
Environmental Issues/ Challenges	<ul style="list-style-type: none"> Limited production due to limited agriculture activities. Manpower Knowledge Halal 	<ul style="list-style-type: none"> Less of awareness and responsibility Less understanding of ESD concept Lack of practical experience on ESD 	<ul style="list-style-type: none"> Deforestation Flash flood Global warming 	<ul style="list-style-type: none"> Air pollution is estimated to cost the country over 350 Billion PHP per year in direct health care costs. Target a downward trend in concentration of air pollutants. 	Majority of the Schools in Timor-Leste do not have any water, portable water, sanitation
ESD Needs and Approach	<ul style="list-style-type: none"> Self sufficiency of food supply particularly rice (as staple food) Economic contribution / diversification Assurance of quality of food 	<ul style="list-style-type: none"> Reorientation education in all levels Teacher training and nurturing Practical implementation 	<ul style="list-style-type: none"> Linkages with other government agencies Civics awareness Module for the implementation of ESD 	<ul style="list-style-type: none"> Curriculum and Materials Development; Teacher Training, Social Advocacy, Good Governance 	How to improve the quality of the schools through the Child Friendly School (CFS)
Priority 2	Environment	Poverty Alleviation	ESD Awareness to Head Teachers	Improve Water Quality	Nice and Friendly Environment Campaign
Environmental Issues/ Challenges	<ul style="list-style-type: none"> Climate change Solid Waste Management 	<ul style="list-style-type: none"> Less access to information and opportunity Lack of knowledge and life skills Lack of technical assistant 	<ul style="list-style-type: none"> Inculcating ESD values 	<ul style="list-style-type: none"> Water pollution extracts high costs to infrastructure, farm productivity and industry. Solid waste treatment burden local gov'ts. 	Keep Campaign through some innovative and creative ways through recycling systems.
ESD Needs and Approach	<ul style="list-style-type: none"> Supporting the global effort to reduce impact of global warming Plasticless society 	<ul style="list-style-type: none"> Community Empowerment 	<ul style="list-style-type: none"> Capacity building for teachers and head-teachers Linkages with Ministry of Higher Education 	<ul style="list-style-type: none"> Curriculum and Materials Development; Teacher Training, Social Advocacy, Good Governance 	Some UNESCO involvement in producing some brochures and documents in order to disseminate to all students in Timor Leste.

Priority 3	Health	Environmental Conservation	Non-formal education for the disadvantaged/minorities	Improve access to sanitation	Review our Curriculum
Environmental Issues/Challenges	<ul style="list-style-type: none"> • Pandemic Diseases • Obesity 	<ul style="list-style-type: none"> • Avoiding natural resource shortage and degradation • Over exploitation of natural resources 	<ul style="list-style-type: none"> • Social problems • Increase the number of illiterates • Poverty reduction 	<ul style="list-style-type: none"> • EPA 21 indicative target of 1000% of population with adequate sewage and waste disposal. 	Curriculum Updated in line with the ESD concepts.
ESD Needs and Approach	<ul style="list-style-type: none"> • Healthy society • Knowledge • Behavioural change 	<ul style="list-style-type: none"> • Reorientation education in all levels • Practical implementation 	<ul style="list-style-type: none"> • Linkages with other government and non-government agencies • Development of relevant curriculum • Teacher training • Education materials 	<ul style="list-style-type: none"> • Curriculum and Materials Development; • Teacher Training, • Social Advocacy, • Good Governance 	We can adopt the ESD program to be inserted into our curriculum either through 'Environment Study Subject or Educational Civic Subject.
Priority 4			Impact studies of ESD programmes	Conservation of Natural Resources	Establish our ESD Implementation Commission
Environmental Issues/Challenges			<ul style="list-style-type: none"> • To what extent ESD programmes has benefited to the development of human capital? • How to conduct impact or outcome studies 	<ul style="list-style-type: none"> • 	The existed UNESCO National Commission for the Education might reconsider establishing a commission in order to commence the work of ESD focusing on the Environment issue.
ESD Needs and Approach			<ul style="list-style-type: none"> • To what extent ESD programmes has benefited to the development of human capital? • How to conduct impact or outcome studies 	<ul style="list-style-type: none"> • Curriculum and Materials Development; • Teacher Training, • Social Advocacy, • Good Governance 	This commission might help the government to formulate its policy on ESD in the future.

Table 2: Climate Change Priorities

	Brunei Darussalam	Indonesia	Malaysia	Philippines	Timor Leste
Priority 1	Disaster Risk Reduction	Reducing Carbon Emissions	Tsunami - Flood	Disaster Risk Reduction Mitigation and Adaptation	The commission Establishment
Environmental Issues/ Challenges	<ul style="list-style-type: none"> • Landslides • Erosion • flooding 	<ul style="list-style-type: none"> • Reducing of climate change 	<ul style="list-style-type: none"> • Landslides • Erosion of beaches • Heavy thunderstorm 	<ul style="list-style-type: none"> • Catastrophic landslides • Flash floods • Droughts • Increasing frequency of natural disasters • Institute mitigation & adaptation measures 	By having this commission, we will be having some pilot programs in where we will have our own working group in order to begin our policy on the climate change in the near future.
ESD Needs and Approach	<ul style="list-style-type: none"> • Balancing ecosystem • Preventing land degradation • Early warning system 	<ul style="list-style-type: none"> • Plantation or re-vegetation • Energy efficiency • Green energy development 	<ul style="list-style-type: none"> • Natural disaster awareness programmes 	<ul style="list-style-type: none"> • Printing of modules, exemplars, etc • Teacher training • Monitoring and evaluation 	UNESCO can provide some preliminary information in order to obtain our own policy on the climate change with its activities and campaigns to be integrated into the ESD system.
Priority 2	Forest Conservation	Disaster Risk Reduction	Haze	Advocating for Renewable Energy Sources	
Environmental Issues/ Challenges	<ul style="list-style-type: none"> • Landslides • Erosion • Flooding • Destruction of biodiversity • Increase of land use 	<ul style="list-style-type: none"> • Reducing of and adapting to natural disaster risks 	<ul style="list-style-type: none"> • Natural disaster • Open burning Health safety 	<ul style="list-style-type: none"> • Need for improved access to access to reliable, affordable and environmentally friendly energy services and resources 	
ESD Needs and Approach	<ul style="list-style-type: none"> • Sustaining ecosystem /natural environment • Preserving the rich biodiversity • Creating healthy environment • Supply of freshwater (water catchment protection) 	<ul style="list-style-type: none"> • Education and training on mitigation management 		<ul style="list-style-type: none"> • Printing of modules, exemplars, etc • Teacher training • Monitoring and evaluation 	

Priority 3	Energy	Food and Water Security	Health Safety	Resolving the Water Crisis	
Environmental Issues/ Challenges	<ul style="list-style-type: none"> • High Consumption 	<ul style="list-style-type: none"> • Food and water security 	<ul style="list-style-type: none"> • H1N1 • Swine Flu • Aedes 	<ul style="list-style-type: none"> • Need for integrated water and natural resource management • Need for a full-scale program to provide adequate clean water. 	
ESD Needs and Approach	<ul style="list-style-type: none"> • Create behavioural change of all walks of life. • Improve quality of life. • Renewable energy resources 	<ul style="list-style-type: none"> • Food diversification • Biodiversity conservation • Land use management 	<ul style="list-style-type: none"> • Creating awareness of healthy living and quality of life 	<ul style="list-style-type: none"> • Printing of modules, exemplars, etc • Teacher training • Monitoring and evaluation 	

Session 5

DISCUSSION AND CONCLUSIVE SESSION

Session Summary

Chairman: Dr. Mee Young Choi, UNESCO Jakarta Office

- **Day 1 & Day 2 Wrap-Up**
UNESCO Jakarta Office, Dr. Mee Young Choi
- **UNESCO Jakarta Cluster Strengths and Support sought in ESD**
Presentation, UNESCO Bangkok Office, Mr. Mikko Cantell
- **Group Discussion on the new directions of Climate Change ESD National Strategies**
All participants
- **Group Discussion and report on the sub-regional level directions of South-East Asia**
All participants
- **Conclusive Remarks and follow up actions**
- **Closing Remarks**
UNESCO Jakarta Office, Mr. Anwar Alsaïd

Dr. Mee Young Choi wrapped up day 1 and day 2.

Mr. Mikko Cantell continued by doing his presentation on the “UNESCO Jakarta Cluster Strengths and Support sought in ESD”. He talked about the strengths areas of the 5 cluster countries of UNESCO Jakarta Office such as climate change mitigation, literacy and sustainable development, climate change and biodiversity policy, health and sustainable lifestyles through education. His presentation finished by showing the gaps of the 5 cluster countries of UNESCO Jakarta Office as for example, a lack of climate change and biodiversity policy guidelines or a teacher education guidance for sustainable development.

All participants were asked firstly to discuss into groups and write a report on the new directions of Climate Change ESD National Strategies and secondly on the sub-regional level directions of South-East Asia

Mr. Anwar Alsaïd officially closed the meeting and thanked all participants for their valuable contributions.

Table 3: Strengths and Support sought in ESD – and consideration of potential leading countries

Strengths and Support sought in ESD		Potential leading countries
Climate Change Mitigation	✓ Green Schools, certification	Indonesia
Higher Education – Community Exchanges	<ul style="list-style-type: none"> ✓ Student Community Service ✓ Community Empowerment ✓ Learning Programme 	Indonesia
Literacy and sustainable development	✓ Using distance learning and mobile technology	Timor L'Este
Climate Change and biodiversity policy		Timor L'Este
Action Research Guidelines to improve teaching and learning about sustainability		Malaysia
Healthy and Sustainable Lifestyles through Education	<ul style="list-style-type: none"> ✓ Interagency coordination ✓ Food security, sustainable consumption, transportation, safety, drugs, ethics, values transfer 	Brunei Darussalam
Support sought/gaps		
Climate Change and biodiversity policy guidelines		
Teacher Education guidance for Sustainable Development	✓ Policy, guidelines, training, minimum standards	

UNESCO Jakarta Cluster Strengths and Support sought in ESD

ESD Country Report Meeting 2010
UNESCO Jakarta Cluster
September 27-28, 2010
Jakarta, Indonesia

STRENGTH AREAS

- Climate Change Mitigation Lead: Indonesia
 - Green Schools, certification
 - Interested Member States:

- HE – Community Exchanges Lead: Indonesia
 - Student Community Service
 - Community Empowerment Learning Programme
 - Interested Member States:

- Literacy and sustainable development Lead: T L'Este
 - Using distance learning and mobile tech
 - Interested Member States:
- Climate Change and biodiversity policy Lead: T L'Este
 - Interested Member States:

- Action Research Guidelines to improve teaching and learning about sustainability
Lead: Malaysia
 - Interested : Member States
- Healthy and Sustainable Lifestyles through Education
 - Interagency coordination
 - Food security, sustainable consumption, transportation, safety, drugs, ethics, values transfer
 - Interested Member States:

Support sought/gaps

- Climate Change and biodiversity policy guidelines
 - Interested Member States
- Teacher Education guidance for Sustainable Development
 - Policy, guidelines, training, minimum standards
 - Interested Member States:

- Whole school approach
 - Best approaches
 - Interested Member States
- Coordination Support
 - Policy statement within ED
 - Policy statement within national development framework
 - Interested Member States

Appendix 1: List of Meeting Participants

	Name	Organization	Position	Official E-mail
UNESCO				
1	Prof. Dr. Hubert Gijzen	UNESCO Jakarta	Director and Representative	h.gijzen@unesco.org
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3	Dr. Mee Young Choi	UNESCO Jakarta	Programme Specialist in Education	my.choi@unesco.org
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21	Ms. Marie Antoinette N. Reyes	Philippines Natcom	Development Management Officer	unescophilippines@yahoo.com.ph
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Indonesian Ministries/Universities/NGO				
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31	Mr. Koen Setyawan	Indonesian Environmental Education Network	Secretary General	koensetyawan@yahoo.com
32	Ms. Darwina Widjajanti	Yayasan Pembangunan Berkelanjutan (YPB) - Foundation for Sustainable Development	Executive Director	www.ypb.or.id ; darwina@ypb.or.id ; debbie@lead.or.id
33	Ms. Hani Nusantari	Live & Learn Environmental Education	ESD Coordinator	hani.nusantari@livelearn.org
34	Ms. Rina Kusuma	Indonesia Biodiversity Foundation	Environment Education Coordinator	kehati@kehati.or.id
35	Ms. Maria Mumpuni	Benih Matahari Foundation	Director	bimaesw@indo.net.id
36	Ms. Aulia Esti Wijiasih	Communication for developing Environmental Awareness and Education	Educator	aulia_kpai@yahoo.com

Appendix 2: List of Working Groups¹

Working Group I

ESD Monitoring and Evaluation				
Country	Name	Position	Organization	Contact details
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¹ List of Working Groups: Some of the Working Groups and its members were appointed by the NatComs for UNESCO and ESD experts participated in the 1st Country Report Meeting on ESD 2010.

Working Group II

Climate Change ESD Pilot Study: linked with the key issue on Energy, Disaster Risk Reduction and Health				
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Indonesia	Prof. Dr. Retno Sunarminingsih Sudibyo M.Sc.	Senior Vice Rector of Education, Research & Community Center	Indonesian NatCom	wrppkm@ugm.ac.id; wrsp3m@ugm.ac.id
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Working Group III

Sub-Regional ESD Policy Development				
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