Project 2.1(a) IERD- Resource Text

Prep. Phase completed: (a) Concept rationalization and logistics; (including budgetary details and deadlines); (b) Identification of potential contributors; (c) Letters to contributors; (d) Some papers are beginning to come in, editing process begun.

Expected final edited chapters in by mid-February for type-setting and final editing process.

Project 2.1(b) IERD- Stories on ESD

Same as text 2.1(a). Editing process begun. Mid-Feb seen as final deadline for type-setting and final editing process. Cover designs, quotations for printing, launch details etc.

Challenges:
(a) Need to produce book reflective of region, including Micronesian, Melanesian and Polynesian perspectives and stories.
(b) Initial contributors agreeing and then being pulled out of project, requiring re-selection of contributors. Reliable contacts and contributors needed from Cook Islands, PNG, Vanuatu, Tuvalu, Niue.

Project 3 Pacific Arts and Culture

Plans to hold initial meeting/workshop in Suva to rollout Pacific notions of ESD to (a) share and disseminate ideas about ESD (b) determine ways of incorporating these ideas into existing courses at USP and (c) conduct needs-analysis.

Ongoing:
(1) Facilitate PG research into Pacific ICS and notions of ESD.
(2) Many Wi students begin to study cultural aspects of education. Currently at least 5 students working on MA M.Ed thesis on use of vernacular in education, educational policy relating to culture and education. (1 PG study looking at affirmative action for indigenous Fijians in Fiji context.)
(2) Cultural research tools and methodology (culturally appropriate methods): code-switching and use of vernacular in schools (as medium of instruction), perceptions of cultural literacy within formal education framework. Etc.
(3) Support reviews of current curriculum materials and development of new materials based on needs assessment.
(4) Publication of country-based curriculum materials.
(5) Outreach by Pacific-wide bod on key aspects of Pacific cultures and education for use at USP and the region.
(6) Workshops to evaluate activities.

Time frame: Y 1-5.

Component 2 Sustainability Education

1. New PG course on Climate Change Impact and Mitigation - developed as model for similar course developed by Malaysia (GE - USP course to be offered in 2008).
2. New PG course on Environmental Impact Assessment/Strategic Environmental Assessment - currently being developed with UoB to suit Pacific context.
3. New PG course on Integrated Waste Management - applied research course being developed with major stakeholders including French govt, which is launching initiative on solid waste management in PAC 2008.

Component 3 Community Empowerment

Youth Leadership Course on SD developed to be incorporated into CYP programme (Commonwealth Youth Programme housed at USP)

Handbook on establishing and managing an eco-tourism business to be completed 2008 (in progress).

Development of training manual for village environmental rangers (in progress).

Summary

All projects fall within the framework of what we do at USP in our respective sectors and are not separate and distinct to our normal practice. Sustainable livelihoods is core to what we do because we have been and continue to develop courses and programmes within the structure of USP that provide appropriate education and training capacity building for future Pacific leaders. These are based on notions of a sustainable Pacific region.
For more information see USP website: www.usp.ac.fj

To link to Faculty of Arts and law or Faculty of Islands and Oceans or the COE PACE-3D

Or School of education http://education.usp.ac.fj/ (general information on pacific educational resources and weblinks available here)

USP ACCU COE - Project Director: koshu_k@usp.ac.fj
(1) Teacher Ed: shanaa_a@usp.ac.fj
(2) Sustainability Ed: nolity_k@usp.ac.fj
(3) Community & Conserving Ed: netaf_m@usp.ac.fj

OR: koyalekauta@usp.ac.fj for further information
ursoesie@yahoo.com
CHAPTER IV
Specific Issues in ESD

1. Linking to Policy-Making
2. Sustainability of Projects
3. Monitoring and Evaluation
4. Effective Communications
5. Partnership and Networking
Policy-related Issues

- Raise visibility on ESD priority for policy making (whenever possible)
- Clarify strategic priorities for policy integration (among related fields – environment, health, poverty, culture)
- Demonstrate Governments' understanding that ESD is a fundamental priority
- Research on policy issues that support innovative ways of ESD implementations
- Need special impetus in ACCU ESD program follow-up

Some points to consider...

Ground setting – need a starting point
- Issues/problems clearly identified and impacts significant
- If possible, build up on existing policies and programs (EE programs/projects, etc.)
- Targeting those in the policy-making process who express interest, including media
- Provision of information and knowledge necessary for policy makers to understand the importance of ESD

Some points to consider... (con’t)

Follow-up – need to keep in touch and push for results (constantly provide information and discuss desired results)
- Issues/problems identified gain policy interest – written in concerned agencies’ vision/mission, included in programs and projects
- Programs are developed integrating ESD concept with adequate funding support, which is likely to be long term
- There exist communities of ESD practice within core/concerned agencies
Policy-related Issues

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- Issues/problems clearly identified and impacts significant
- If possible, build up on existing policies and programmes (EE programmes/projects, etc.)
- Target those in the policy-making process who express interest, including media
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- Programmes are developed integrating ESD concept with adequate funding support, which is likely to be long-term
- There exist communities of ESD practice within core/concerned agencies

Proposed Strategies:

In order to gain policy attention, it is recommended that both COEs and IPs should take into consideration the following strategies.

1. Raising visibility on ESD priority for policy making (whenever possible)
2. Clarifying strategic priorities for policy integration (among related fields – environment, health, poverty, culture)
3. Demonstrating Governments’ understanding that ESD is a fundamental priority
4. Encouraging and promoting research activities on specific policy issues that support ESD implementations (e.g., ESD foresights)
5. Need for special impetus in ACCU ESD programme follow-up

Discussion Points:

1. Identification of policy barriers and/or supporting factors faced during project implementation
2. Approaches toward addressing the issues to create more policy supporting environment
3. Strategies to establish a ground setting for supportive policy intervention in the future

A Summary of Group Discussion

- Conflicts of interest between national and local stakeholders that tend to close up the window of opportunity for ESD policy development
- There is a case when local communities have successfully received policy attention through constant and effective communications
- It is important to “speak in their language” in order to get the policy attention. Key words such as “sustainable development” and focusing on specific target groups are some strategies
- Research communities have played a crucial role in influencing policy making in China.
- Different levels of governments will need different strategies to approach. International communities are helpful to provide leverage for policy interest on ESD at the national level.
- Programme-based implementations have significant impact on the policy process through their results and recommendations, as well as the relevancy to existing policies and/or regulations, e.g., National Education Act.

**Conclusion**

The participants identified stakeholder groups and key areas to be considered and followed up:

- **Who**: Key target groups include local communities and local governments, research communities and academia, international community, teachers and students, and NGO networks.
- **When**: Policy intervention is important both at the project implementation period and for the sustainability of ESD efforts.
- **How**: There is a need to keep in touch with people involved in the policy-making process (informal way), and to seek a channel of communication into various groups of formal meeting at the policy level (i.e., local, regional, national committees).
Sustainability of Projects

Welcome

BANGLADESH LITERACY RESOURCE (BLRC)

Sustainability of Project

Relevance

• Project based on local needs, perception & conditions
• Locally relevant & culturally appropriate
• Effective community mobilization
• Integration of other programmes
• Scope of lifelong learning
• Institutionalization

Ownership

• Active participation of community people
• Bottom-up planning
• Identify & motivate potential stakeholders
• Empower local government authority
• Capacity development of relevant persons
• Participatory monitoring
• Promote linkage & networks

Funding

• Use local resources
• Participation of local stakeholders
• Linking GO/NGOs programmes
• Innovate income generating activities
• Collaboration to INGO/UN bodies

Thank you
Monitoring and Evaluation

Thousand of Ways of M&E for Thousands of Programmes

Let's create our own M&E

M&E for ESD: Multifaceted and Holistic Character

From Unsustainable Situation to Sustainable Situation
Find our own pillars of ESD!

For Creating Our Own M & E

1) **Purpose: M&E are for what?**
(Synthesized points from the workshop discussion)

**Knowing more and understanding better**
- assessing the progress
- providing feedback
- final results
- providing framework for sharing our experiences with others
- strengthening the programmes’ enhancement of objectives
- understanding what works and what does not
- as a tool to assess and identify the programme
- making sure that budget suffices as planned–and if not, to make concessions where possible

**For efficiency and effectiveness**
- making it better for project implementation and for beneficiaries
- as a tool to evaluate/judge the effectiveness and impact of our work
- ensuring the relevance of project/programme goals and targets, and its results after the implementation
- assessing the effectiveness of progress
- for better feedback towards the implementation of the programme
- ensuring effective participation of stakeholders
- achieving expected or planned goals
- determining the effectiveness of overall success of the project in terms of processes and outcomes

**Where are we? / Where are we heading?**
- knowing on-going results
- assessing the progress of the achievement
- information for further planning

**Who are we? A mirror image**
- identifying weakness for further improvement
• taking stock of progress of the programmes’ objectives as set down at the start
• assessing attitude change after or during the ESD activities
• providing useful feedback and objective evaluation which can help to improve or change our work
• making sure what was imagined and theorised is actually taking shape in practice
• seeing the status of the project

For solutions and finding out needs
• identifying the area that we will need to work more
• determining answers to a number of questions
• identifying solutions of targets of learners
• taking collective action to attain objectives if needed

Encouragement and Empowerment
• following up the proper implementation of activities to guide and encourage to achieve results towards Sustainable Development
• empowering people and community
• helping us to do our work in a more targeted, focused, balanced and holistic manner

Ghost of Evaluation!

Monitoring and Evaluation as Two-Edged Sword
Efficiency and/or Sufficiency?

2) Contents: What should be monitored and/or evaluated?
(Synthesized points from the workshop discussion)

• Is conceptualisation of ESD as the pillars adequately covered?
• Project goals and objectives
• Activities
• Obstacles
• Attitudes
• Methodologies and strategies
• Topics/issues in the sub-project programmes
• Issues and topics in materials (books, films, etc.)
• Issues and topics localised, contextualised and relevant
• Database
• Process of project
• Recommendation
• Transparency of ideas among the project team

• Quality of participation (not just quantity)
• Whole-hearted participation
• Intended product (Does design follow what was proposed?)
• Trial set of design shown to create impact
• Implementation according to the project
• Method of implementation
• Achievement status
• Objectives of the project
• Budget usage
• Cost effectiveness
• Sustainability
• General situation of the implementation (quality, relevance)
• Satisfaction of the programme/beneficiaries
- Budget spending and effectiveness
- Cost effectiveness
- Benefit impact, output and outcome
- Design and methodologies used
- Results of activities
- What is the added value brought about by ESD project?
- Happiness
- Did beneficiaries become happier through the project?
- Are the emphasised aspects of ESD successfully implemented?
- Do implementers have more hope for the future?
- Whether the local resources are used, whether the programme meets the beneficiaries' needs and requirement
- Whether they have used appropriate methods
- Community participation

- Resource mobilisation and allocation (budget, human resources)
- Efficiency of facilitators
- Impact of TV series (a qualitative evaluation)
- Analysis of ESD in the TV series
- Impact of communications; capacity of partners
- Is the message getting delivered in the way it is presented
- What are the possible requirements of the learners in the future
- Quantitative and qualitative impact of the project to the beneficiaries
- Challenges (existing and potential)
- Timeline

3) **Methodologies: How to implement**
- Indicators for ESD can be a tool for assessing not only what has been achieved but also what has been learnt;
- More qualitative indicators are needed for Education for Sustainable Development (ESD), compared to Education for All (EFA)
Effective Communication

Effective Communications: A Brief Glimpse

By Manori Wiresakera
TVE Asia Pacific

From STP workshop

Communication is an on-going engagement: not a one-off burst of material production and dissemination.

It’s a two-way street, where participation and feedback enrich and sustain the process.

Knowing what to say & which audience to address are both equally important.

From STP workshop

The new media have enhanced the ‘tool kit’ available for social activism and civil society groups to engage in communication. But they are no substitute for strategic thinking and implementation.

Mass media can help flag issues quickly, but it is sustained engagement at small group levels that help change attitudes and behaviour of individuals.

Developing A Communications Strategy

The Target Audience

- Who are you trying to communicate to?
- Why them? Why now?
- Define as specifically as possible
- One strategy does NOT fit all

Developing A Communications Strategy

The objective of your strategy

- What are you trying to achieve?
- Why do you want to communicate to this group?

Developing A Communications Strategy

Your Key message

- Defining ONE key message
- Some secondary messages if needed
Effective Communication

Developing A Communications Strategy

How will you communicate?

- What media (mass, new, social)
- What communications tools you will use
- How you will use them

Developing A Communications Strategy

The timeline

- Have a specific period, with specific activities to be done
- Delegate tasks, spread the burden

Developing A Communications Strategy

Your budget

- Define budget with breakdowns
- Ensure cost control
- Choose your communications tools carefully
- DO NOT be penny wise, pound foolish

Developing A Communications Strategy

The Results

- What are the specific outcome/s you want to see resulting from the implementation of this strategy?

Thank you!
### Terms, Types, Purposes
- Partnership - tends to be a more formal arrangement, perhaps a contract over a longer period of time
- Collaboration - tends to be less formal and refer to short term cooperation on specific projects
- Networks - tend to be less formal and centred on common interest such as sharing information and knowledge on particular issues

### Different types depending on
- purpose
- type of partner / network members
- degree of commitment and involvement
- level of need / interest of partners
- length of time

### Purposes
- Allies for advocacy, campaigns
- Mobilising resources
- Technical resource groups
- Gain knowledge, skills
- Project implementation
- Achieve a bigger goal

### Principles of Partnerships
- Two way
- Respect
- Resources
- Transparency
- Common / Agreed Goal / Objective for the duration of the partnership
- Clear goals / TORs
- Quality of Communication
- Leadership
- Clear allocation of tasks
- Commitment
- Clear Boundaries
- Personal Connection
- Responsibility to each other

### How can we support each other / collaborate?
- Internet connection
- Chat room?
- Face to face meetings
- Capacity building opportunities
ANNEXES

1. General Information of the Workshop
2. Workshop Programme
3. List of Participants
4. Pre-Workshop Expectations
5. Post-Workshop Evaluation Summary
6. Prospectus of the ACCU-UNESCO Asia-Pacific ESD Programme
General Information

1. Background

Confronted with the rapid changes in the environment and socio-economic challenges brought on by the globalisation of the economy, the international community has established a UN decade mandating each of us to reflect upon and take action for building a sustainable future. Emphasising the role of education, the ongoing United Nations Decade of Education for Sustainable Development (UNDES'D, 2005-2014) presents an unparalleled opportunity to sustain and ameliorate cherished livelihood in each corner of the world. Education is thought of as a powerful tool to advance the goals towards a sustainable future not only because it equips learners with a set of necessary skills and knowledge, but also because it empowers the hearts and minds of individuals who take pride in celebrating and harnessing their inherited wisdom.

At the threshold of the UNDES'D, a series of policy discussions have taken place in the Asia-Pacific region led by UNESCO to translate this global call into harmonised actions. Supported by the UNESCO/Japan Funds-in-Trust for the Promotion of Education for Sustainable Development, the ACCU-UNESCO Asia-Pacific ESD Programme was born out of this context in the hope that it would serve as a pioneering model that lives out the principles of Education for Sustainable Development by creating horizontal and vertical linkages. More specifically, the Programme’s overall vision is to support and nurture grassroots activities embodying the core essence of ESD, and to link such local efforts with global partnerships. In doing so, the Programme aims to reinforce the symbiotic relationship between innovative efforts on the ground and institutionalised supporting mechanism at the various levels, the interaction of which is much needed to gain momentum for our common future.

In line with the above-mentioned vision, two sub-programmes, of which you are part, have been designed carefully as follows: 1) Innovation Programme for ESD, initiating and carrying out grassroots and/or pioneering ESD activities, and 2) Centre of Excellence-COE-Programme for ESD, acting as a catalyst for ESD by providing support to grassroots activities through community empowerment and policy advocacy among other modalities.

Through open calls for applications in cooperation with UNESCO and the National Commissions for UNESCO, the Programme received keen interest from the Asia-Pacific region in the first half of 2006. The 2006 Selection Committee convened in Tokyo, Japan, identified prospective implementing partners of the two sub-programmes. In the fall of 2006, the Programme started in full swing with the formalisation of contracts with ten projects selected for the Innovation Programme and with five appointed COEs, welcoming each of you aboard on the quest for ESD.

As the fall of 2007 marks a full-year implementation of the Programme, the time is ripe for the partners of the ACCU-UNESCO Asia-Pacific ESD Programme to share accumulated experiences for reciprocal learning towards continued engagement in ESD in the communities concerned. Hence, the present capacity-building workshop will bring together the partners of the Programmes, and will be held in conjunction with the Fourth International Conference on Environmental Education-ICEE (Ahmedabad, India, 26-28 November 2007). It is hoped that the large-scale ICEE, preceding our own workshop, will help evaluate our collective efforts in ESD with a broader perspective for the implementing partners of the COE and Innovation Programme. For the COEs, it will be a second chance to gather together following the teambuilding workshop held in Bangkok in December 2006 at the embryonic stage of the Programme.
2. Organisers
Organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU) in cooperation with UNESCO, and Japanese National Commission for UNESCO

3. Overall Objective
To internalise ESD principles and translate them into your continued teaching and learning activities, as well as to share your accumulated experiences with workshop participants as a basis for reciprocal learning and collaboration

4. Specific Tasks during the Workshop
To achieve the above-mentioned objective, the IP/COE representatives will be invited to carry out the following tasks during the two inter-related workshop components:

**Part 1** Fourth International Conference on Environmental Education-ICEE
(26-28 November 2007)

Objectives
1. To gain a broader understanding of the history, concept, contexts and practices of Education for Sustainable Development (ESD) in relation to Environment Education
2. Based on the above understanding, to identify what makes the IP projects “Innovative” and what makes the COEs examples of Excellence in ESD
3. To learn from cross-cutting and/or issue-based sessions of the ICEE that can help to improve current IP/COE practices, and to identify how to apply or integrate these ideas in current practice
4. To promote the ACCU-UNESCO Asia-Pacific ESD Programme through group presentation and joint exhibition

**Part 2** Capacity-Building Workshop for the ACCU-UNESCO Asia-Pacific ESD Programme
(29 November-1 December 2007)

Objectives
1. To optimise the opportunity to get to know the different IP/COE partners
2. To report on progress to date as it relates to the identified project objectives and timelines
3. To explore issues related to the implementation of ESD projects as identified in the IP/COE interim reports, such as linkages with policy-makers, project sustainability, effective communication approaches, culture and ESD, and lifelong learning perspectives.
4. To keep abreast of the Guidelines for ESD Indicators and consider how the current experiences can benefit from and contribute to these processes
5. To identify possible collaborative projects amongst and within IP and COEs, and to propose plans for 2008
5. Time and Place

Part 1  Fourth International Conference on Environmental Education (ICEE)
Date:  26-28 November 2007 (3 days)
Place:  Centre for Environment Education (CEE)
        Nehru Foundation for Development
        Thaltej Tekra, Ahmedabad 380 054
        INDIA
        Phone: +91 79-26858002
Please visit the following ICEE website for more details: http://www.tbilisiplus30.org/

Part 2  Capacity-Building Workshop for the ACCU-UNESCO Asia-Pacific ESD Programme
Date:  29 November-1 December 2007 (3 days)
Place:  Hotel Klassic Gold, Ahmedabad, India (See also Section 11 on Accommodation)

6. Participants
• Representatives of the Innovation Programme for ESD from 10 projects
• Representatives of the COE Programme for ESD from 5 organisations
• International ESD experts/Selection Committee members of the Programme (2 persons)
• ACCU

7. Preparation required by IP/COE Participants prior to the Workshop
• Prepare a ten-minute presentation about your own ESD project
  Suggested guidelines for your presentation will be provided separately.
• Bring brochures/publications of your organisations relating to ESD for display and distribution
  ACCU will set up an exhibition stall to jointly display the works of the ACCU-UNESCO
  Asia-Pacific ESD Programme (Recommended copies for distribution to IP/COE: 25)
• Get familiarised with IP/COE sister projects as a basis for your workshop discussion
  Reference Web site: http://www.accu.or.jp/esd (open to the public)
  Project Management Web site (limited access): to be announced
• Review the “Asia-Pacific Guidelines for the Development of National ESD Indicators” to help
  conduct Monitoring and Evaluation exercise on your own project
### 8. Programme (tentative)

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<tr>
<th>Date</th>
<th>Morning</th>
<th>Afternoon</th>
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<tbody>
<tr>
<td>25 November (Sun)</td>
<td>Arrival of international participants in Ahmedabad</td>
<td>Note: You are welcome at your own expense to attend the Pre-Conference of the ICEE, which will take place on November 24-25.</td>
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<tr>
<td></td>
<td><strong>ICEE Conference</strong></td>
<td><strong>ICEE Conference</strong></td>
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<td>Participation in the Fourth International Conference on Environmental Education-ICEE (Ahmedabad, India)</td>
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<td>26 November (Mon) to</td>
<td>November 27 (Tue) 11:30-13:00 Parallel Plenary Session (to be confirmed)</td>
<td>November 27 (Tue) 11:30-13:00 Parallel Plenary Session (to be confirmed)</td>
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<td>28 November (Wed)</td>
<td>Group Presentation to be made by the implementing partners of the ACCU-UNESCO Asia-Pacific ESD Programme</td>
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<td>(details to be announced separately)</td>
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<td></td>
<td><strong>Note:</strong> IP/COE will be requested to participate jointly in core working group sessions, as well as to select issue-based working groups that might be of particular interest to you.</td>
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<td><strong>Workshop Day 1</strong></td>
<td><strong>Workshop Day 1</strong></td>
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<td>29 November (Thu)</td>
<td><strong>Morning (8:30 -12:00)</strong></td>
<td><strong>Afternoon (14:00-17:00)</strong></td>
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<td></td>
<td>• Opening &amp; Orientation of the Meeting</td>
<td>Debriefing of the First-Year Activities by IP/COE (continued)</td>
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<td>• Self-Introduction by Participants</td>
<td><strong>Note:</strong> Suggested guidelines for presentation will be provided separately</td>
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<tr>
<td></td>
<td>• Sharing of Experiences from ICEE</td>
<td><strong>Note:</strong> Suggested guidelines for presentation will be provided separately</td>
</tr>
<tr>
<td></td>
<td>• Debriefing of the First-Year Activities by COE &amp; IP</td>
<td><strong>Note:</strong> Suggested guidelines for presentation will be provided separately</td>
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<td><strong>Workshop Day 2</strong></td>
<td><strong>Workshop Day 2</strong></td>
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<td>30 November (Fri)</td>
<td>Discussion on various issues in the implementation of ESD Projects</td>
<td><strong>Workshop Day 2</strong></td>
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<td></td>
<td>(Proposed themes)</td>
<td><strong>Workshop Day 2</strong></td>
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<td></td>
<td>-Monitoring and Evaluation</td>
<td><strong>Workshop Day 2</strong></td>
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<td>-Linking with Policy-Makers</td>
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<td>-Sustainability of Projects</td>
<td><strong>Workshop Day 3</strong></td>
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<td>-Effective Communication</td>
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<td><strong>Workshop Day 3</strong></td>
<td><strong>Workshop Day 3</strong></td>
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<tr>
<td>1 December (Sat)</td>
<td>Partnerships/Networking between COEs and IPs</td>
<td>Discussion on Future Meetings and Publications</td>
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<td><strong>Workshop Day 3</strong></td>
<td>The Way Forward</td>
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<td><strong>Workshop Day 3</strong></td>
<td>Closing</td>
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<tr>
<td>2 December (Sun)</td>
<td>Departure of international participants</td>
<td><strong>Workshop Day 3</strong></td>
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9. Financial Arrangements

ACCU will provide each authorised participant (one representative per organisation) with a round-trip airline ticket (economy class) between the nearest international airport to his/her residence and Ahmedabad, India with the most reasonable routing, and a daily subsistence allowance (DSA).

If you wish to send a second person to the ICEE conference and the ensuing workshop, it would be most welcome, but it has to be at your own expense.

10. Working Language

The working language of the Workshop will be English.

11. Accommodation

**HOTEL KLASSIC GOLD**
42, Sardar Patel Nagar,
Behind Telephone Exchange,
Navrangpura, Ahmedabad. Gujarat State, India
Pin Code:380 006.
Phone:+91-79-26445508; 91-79-26565194 Facsimile +91-79-26569195
E-mail: info@klassicgold.com Web site: http://www.klassicgold.com/

12. Correspondence

All correspondence concerning the Workshop should be addressed to:

Mr. SATO Kunio
Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
No.6 Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 JAPAN
Phone: +81-3-3269-4559/4435
Facsimile: +81-3-3269-4510
E-mail: esd@accu.or.jp education@accu.or.jp
Web site:http://www'accu.or.jp/en/
## Workshop Programme/ IPO

### OPENING SESSION

<table>
<thead>
<tr>
<th>AM</th>
<th>PM</th>
<th>Agenda/ Topic</th>
<th>Inputs</th>
<th>Process</th>
<th>Expected Outputs</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| 0830-0930 | OPENING SESSION | 1. Opening Remarks by ACCU  
2. Introduction of Participants  
3. Workshop Orientation and Expectation Settings | 1. ACCU- 5 minutes  
2. Self-introduction (1min X 20)  
3. Presentation by ACCU/Facilitator for Expectation sharing (30 min) | - Pax known to each other  
- Objectives of WS shared  
- Pax expectations shared and understood | - PPT facility  
- Markers  
- Items for ice breaking if necessary |
| 0930-1045 | Session-1: Sharing of the ICEE | Highlights of ICEE and Key Questions to be posed by Facilitator  
Comments from the floor | Recap/Introduction by Facilitator  
Sharing of Learning from ICEE  
Commentary from the Facilitator | To extract and recap the core essence of ESD from various plenary/WG sessions of ICEE  
To situate the ACCU-UNESCO Asia-Pacific ESD Programme in a wider regional context | - Summary of the ICEE  
- Flipchart  
- Markers  
- Adhesive tapes |
| 1045-1100 | Tea Break | | | | |
| 1100-1200 | Session-2: Sharing of Experiences | Debriefing of the First-Year Activities by IP and COE | Session Orientation (ACCU)  
[Group 1]  
Presentation: Thailand, Viet Nam & Uzbekistan (10 min x 3)  
Q&A followed by discussion | To report on progress to date as it relates to the identified project objectives and timelines  
To deepen the understanding on universal/contextualized added values of ESD mindset from concrete projects | |
| 1200-1330 | Lunch Break | | | | |
| 1330-1545 | Session-2 (continued) | [Group 2]  
Presentation: Malaysia, Palau and Indonesia (10 min x 3)  
Q&A followed by discussion  
[Group 3]  
Presentation: Bhutan, Nepal, China and Mongolia (10 min x 4)  
Q&A followed by discussion | | - PPT facility |
<table>
<thead>
<tr>
<th>AM</th>
<th>PM</th>
<th>AGENDA/Topic</th>
<th>Inputs</th>
<th>Process</th>
<th>Expected Outputs</th>
<th>Resource Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830-0835</td>
<td>Recap of Day 1</td>
<td></td>
<td>Assigned participants</td>
<td></td>
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<tr>
<td>0835-1000</td>
<td>Session 3</td>
<td>Various Issues in the Implementation of ESD Projects</td>
<td></td>
<td>Presentation by TEI (COE)</td>
<td>Discussion/group work Facilitated by Ms. Ampai</td>
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<tr>
<td>1000-1015</td>
<td>Tea Break</td>
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<tr>
<td>1015-1200</td>
<td>Session 3B</td>
<td>Sustainability of the Project (relevance, ownership, funding)</td>
<td></td>
<td>Presentation by DAM (COE)</td>
<td>Discussion/group work Facilitated by Mr. Nafiz</td>
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<tr>
<td>1200-1330</td>
<td>Lunch</td>
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<tr>
<td>1330-1500</td>
<td>Session 3C</td>
<td>Other Issues</td>
<td>3 stations</td>
<td>Station 1: Culture</td>
<td>Station 2: Lifelong Learning Station 3: Other issues</td>
<td>Large workshop paper</td>
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<tr>
<td>1500-1515</td>
<td>Tea Break</td>
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<tr>
<td>1515-1700</td>
<td>Session 4</td>
<td>Monitoring and Evaluation</td>
<td>Presentation by ASPBAE (COE)</td>
<td>Discussion/group work Facilitated by Mr. Nagata</td>
<td>To better understand how to measure the progress of ESD projects</td>
<td>A Quick Guide to Developing National ESD Indicators</td>
</tr>
<tr>
<td>AM</td>
<td>PM</td>
<td>AGENDA/ Topic</td>
<td>Inputs</td>
<td>Process</td>
<td>Expected Outputs</td>
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<tr>
<td>0830</td>
<td>0835</td>
<td>RECAP of DAY 2</td>
<td>Assigned participants</td>
<td>Presentation by ACCU (Content Management System-CMS on ESD Web &amp; Report writing) Discussion/group work Facilitated by Manori</td>
<td>- Day 2 reviewed</td>
<td>- IP/COE Cover sheets</td>
</tr>
<tr>
<td>0835</td>
<td>1030</td>
<td>Session 5 Effective Communication</td>
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<tr>
<td>1030</td>
<td>1045</td>
<td>Tea Break</td>
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<tr>
<td>1045</td>
<td>1200</td>
<td>Session 6 Partnerships and Networking</td>
<td>Facilitated by ASPBAE - Bernie</td>
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<tr>
<td>1200</td>
<td>1340</td>
<td>Lunch</td>
<td>Preparation for Exchange Market</td>
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<tr>
<td>1400</td>
<td>1600</td>
<td>Session 7 Exchange Market</td>
<td>Exchange Market by IP, COE, Resource persons, ACCU Facilitated by ACCU</td>
<td>To assess the effectiveness of WS</td>
<td>20 Copies of Tales of Hope Workshop Assessment</td>
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<td></td>
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<td>CLOSING SESSION</td>
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</tbody>
</table>

Note: Some of the last-minute changes made during the workshop are not reflected in the above Programme
# List of Participants

## COE Programme for ESD

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Name/Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Asia South Pacific Bureau of Adult Education (ASPBAE)</td>
<td>Mr. Bernie Lovegrove Program Manager</td>
</tr>
<tr>
<td>2 Dhaka Ahsania Mission (DAM)</td>
<td>Mr. MD Naziruddin Khan Programme Officer</td>
</tr>
<tr>
<td>3 Thailand Environment Institute (TEI)</td>
<td>Ms. Ampai Harakunarak Senior Director</td>
</tr>
<tr>
<td>4 TVE Asia Pacific (TVEAP)</td>
<td>Ms. Manori Wijesekera Regional Programme Manager</td>
</tr>
<tr>
<td>5 The University of the South Pacific (USP)</td>
<td>Ms. Cresantia Frances Koya Lecturer in Education</td>
</tr>
</tbody>
</table>

## Innovation Programme for ESD

<table>
<thead>
<tr>
<th>Country</th>
<th>Organisation</th>
<th>Name/Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bhutan</td>
<td>Non-formal and Continuing Education Division, Department of Adult and Higher Education, Ministry of Education</td>
<td>Mr. Sonam Phuntsho District Education Officer</td>
</tr>
<tr>
<td>2 China</td>
<td>China Program Committee of Education for Sustainable Development (CPCESD)</td>
<td>Mr. Yao Chunsheng Assistant Researcher</td>
</tr>
<tr>
<td>3 Indonesia</td>
<td>Walhi West Java, Indonesian Forum for Environment (WALHI) Friends of the Earth Indonesia</td>
<td>Mr. Abdul Wahab Program Manager</td>
</tr>
<tr>
<td>4 Malaysia</td>
<td>Kadazandusun Language Foundation (KLF)</td>
<td>Ms. Trixie Kirajil Research Officer</td>
</tr>
<tr>
<td>5 Mongolia</td>
<td>National Centre for Non-Formal and Distance Education (NFDE), Ministry of Education, Culture and Science</td>
<td>Dr. Batchuluun Yembuu, Director</td>
</tr>
<tr>
<td>6 Mongolia</td>
<td>National Centre for Non-Formal and Distance Education (NFDE), Ministry of Education, Culture and Science</td>
<td>Ms. Gansukh Sukhaaatar (self-funded)</td>
</tr>
<tr>
<td>7 Nepal</td>
<td>National Resource Center for Non-Formal Education (NRC-NFE)</td>
<td>Ms. Shanti Shova Shakya Program Officer</td>
</tr>
<tr>
<td>8 Nepal</td>
<td>National Resource Center for Non-Formal Education (NRC-NFE)</td>
<td>Ms. Shila Bajracharya Program Officer (self-funded)</td>
</tr>
<tr>
<td>9 Palau</td>
<td>Emmaus High School Vocational Education Program</td>
<td>Mr. Ted Telchab Merep, Vocational Education Program Teacher</td>
</tr>
<tr>
<td>10 Thailand</td>
<td>Bureau of Educational Innovation Development, Office of the Basic Education Commission, Ministry of Education</td>
<td>Ms. Niramol Tojinda Senior Academic Officer</td>
</tr>
<tr>
<td>11 Thailand</td>
<td>Bureau of Educational Innovation Development, Office of the Basic Education Commission, Ministry of Education</td>
<td>Ms. Wongduan Suwansiri (self-funded)</td>
</tr>
<tr>
<td>12 Uzbekistan</td>
<td>Resource Centre on Special Education under the Republican Education Centre, Ministry of Public Education</td>
<td>Ms. Dilnoza Kurbanova Senior Expert, NatCom</td>
</tr>
<tr>
<td>13 Viet Nam</td>
<td>Center for Education of Exceptional Children (CEEC)-National Institute for Education Strategy and Curriculum (NIJaSc)</td>
<td>Ms. Nguyen Thu Hien Secretary of the ESD Project</td>
</tr>
</tbody>
</table>

## Facilitators and ACCU

<table>
<thead>
<tr>
<th>Organization</th>
<th>Name/Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 University of the Sacred Heart Tokyo</td>
<td>Dr. NAGATA Yoshiyuki Associate Professor of Education</td>
</tr>
<tr>
<td>2 Asia/Pacific Cultural Centre for UNESCO (ACCU)</td>
<td>Ms. SHIBAO Tomoko Director, Education Division</td>
</tr>
<tr>
<td>3 Asia/Pacific Cultural Centre for UNESCO (ACCU)</td>
<td>Mr. KONO Masanori Programme Specialist, Education Division</td>
</tr>
</tbody>
</table>
Pre-Workshop Expectations

Through a pre-workshop questionnaire, the following comments and suggestions were put forward by nominated participants, in hopes of identifying common issues to be discussed at the workshop.

Comments from the implementing partners of the Innovation Programme

➢ I would like to share/learn about the existing monitoring mechanism and information system on the project by the participating countries

➢ Since it is my first time handling such a UNESCO-assisted project and participating in the UNESCO-sponsored symposium, I look forward to learning about/studying the organisational structure of UNESCO and its mandate. It would be a great experience for me

➢ I propose to include:

* key thematic presentations on theory and good practices in ESD in the field of basic education;
* means and methods of carrying out ESD in rural primary and secondary education
* resources of ESD-related programmes of ACCU and UNESCO
* training programme for personal capacity-building;

➢ Through this capacity-building workshop I hope my organisation will have a better chance to learn about the comprehensive ESD concept and implementation. If it is possible we would ask for two persons to come to the workshop.

➢ We would like to see discussion topics that centre on how to form partnerships with like-minded organisations that are interested in achieving common goals. We would also like to talk about how to sustain programmes after the project timeline.

➢ Our suggestion is to let representatives from Ministries of Education/Environment participate in the upcoming ICEE or the capacity-building workshop to improve decision makers’ understanding of ESD. It will be helpful to publicise the significance of this project and to share experiences with other countries. Especially, an exhibition showing the experience matched to an individual country’s special features would be helpful.

➢ In a fast-changing society, needs of people in rural and urban areas and also among rich people as well as poor people would be quite different after a 3-5 year period. Based on such analysis, a new technique for analysing needs would be needed for capacity-building.

➢ The points that need to be discussed in the workshop are:

* How does growing population affect ESD?
* How the girls and women can protect and propagate human rights and increase participation in the social and political processes
* How to coordinate with different organisations and sectors which have similar types of programmes (how to get cooperation and how we might be able to offer advice in turn)
* How to develop materials for Education for Sustainable Development
* How to develop integrated multi-dimensional, holistic, value-radiant, multi-areas curriculum and how to implement them through a participatory multi-method system

➢ The upcoming capacity building-workshop will be very helpful as an eye-opener. Our school shop programme is a very small project more focused on local concerns. This will remedy our lack of awareness for greater global concerns for economics, environmental, and natural resources issues. Then the local interest will be able to be more inclusive of the greater global concerns.
ESD is new for many countries, it would help if we could have concrete examples to demonstrate or display the ESD project in any workshop related to ESD workshops/seminars.

We would like to exchange with experience and activities with our foreign colleagues on inclusive education in the upcoming workshop. We would also like to inform participants on our innovative experience on inclusive education in our country.

There should be some specific topics for participants to choose, prepare and discuss in the workshop. It means that participants could work in groups, discuss what they know well and have interest in.

The workshop could provide suggestions from participants such as team leaders of projects, experts, project staff or anyone else if available.

Comments from the Centres of Excellence (COEs)

I would imagine it beneficial to have the following components during the time together:

- A component where the COEs meet with ACCU representatives separately from the IPs
- Time for one-on-one meetings between ACCU and each COE
- A component where the COEs meet with the IP reps all together where we each hear about each other’s work.

- If we can get an update in advance on the IPs and their work we can consider again and indicate which IPs we think we might best be able to work with.
- Presumably there will be an element of interaction with the host organisation and possibly an optional field visit.
- A final all-in concluding / strategising session

It would be good to have a draft programme developed well in advance and sent around so that the parameters are clear, e.g. number of days, allocations of time... so that there is something against which to offer comments.

We should share ESD-related experiences of COE partners from the region

We should consider mainstreaming the best practices of COE projects to different organisations as well as government level in the region

We could exchange COE ESD materials for use as prototypes

The upcoming workshop should focus more on

- Discussions of up-to-date research results and implications of the COE for ESD, with shared lessons learned by each COE;
- Discussion and interpretation of a clear role and functions of COEs (or each COE, as functions may differ from one to the other), including their relationships to the IPs in their respective countries;
- Reflections on the most current thinking, discussions, and techniques of ESD around the globe
- Establishment of a mechanism to create a regional ESD network of experts (COE projects) and practitioners (IP projects).

We would especially like to see a focused, detailed discussion on monitoring and evaluation customised to communication projects which are, by definition, very difficult to evaluate using the conventional methods and criteria.

If possible, we would also like some training or orientation in participatory communication methods, customised for developing countries of Asia.
Post-Workshop Evaluation Summary

A Questionnaire was sent to each participant a few weeks after the workshop, and below is a compilation of comments gathered in hopes of assessing the effectiveness and impact of the meeting, and improving the conduct of similar events in the future.

Total number of respondents: 13

PART 1 International Conference on Environmental Education-ICCE(26-28 November 2007)

What did you learn most out of the ICCE?

- Every session was informative and useful. The plenary session was very useful for me to improve my knowledge and overall understanding on the current trends of ESD globally and the environmental situation around the world.
- I got a lot of knowledge about activities of international organisations in ESD. I gained experiences of other participants on how to reorient formal education towards ESD and in monitoring and evaluation issues during the UN Decade in ESD.
- I participated in Formal Education at ICCE, which many people from different countries attended. I have learned that ESD projects should be based on the principle of democracy and equity. I also realised that there are many resources around the world that I could use in our project for achieving its goals.
- The Working Group on Non-Formal Space for Learning was the best group I attended during ICCE. In this working group – participants conceptualised on non-formal education and could relate how to fit it in with environmental issues for learning. It was a great chance to promote NFE for ESD.
- The best working group that I attended was the working group on reorienting formal education toward ESD during which I listened to experts’ reports and joined in the discussion. The speeches given by the experts were instructive. At the same time, I shared some excellent practice about curriculum and teacher training on ESD in China and learned a lot from the group discussion about capacity-building.
- I found the sessions to be extremely theoretical and too academic to be of relevance or use to my work. The only useful knowledge I gained was in meeting people from different countries and sectors, with whom I had useful and interesting conversations. This inter-personal networking was the best outcome of ICCE for me.
- I attended plenary sessions on climate change and the working group session on Non-Formal Education Spaces for learning. They were very informative for me.
- ICCE was the first international conference that I have attended. It was such a great opportunity for me to learn more and understand better about how to communicate effectively.
Do you think the experience from the ICEE can be applied to your work back home?

- I will inform my colleagues and teachers of our project schools about the latest developments in the field of EE and ESD so that they can use the information to improve their practice.
- The experience and knowledge that I gained from the ICEE have helped me a lot since I was back in Vietnam. I shared those with people who are interested in EE, NFE, and Teacher Education and so on.
- I attended WG on Reorienting Formal education towards ESD and Monitoring and Evaluation during the UN Decade in ESD. My National ESD Focal Point is Uzbekistan, it was very useful for me for my future activities. Particularly, I shall use gained experience in DESD Coordination Council.

PART 2 Capacity-Building Workshop for the ACCU-UNESCO Asia-Pacific ESD Programme (29 November-1 December 2007)

IPs (Innovation Programme) comments:

- It was a very useful workshop. It will help us to continue effectively our projects in the future and to promote ESD in formal education.
- Based on the knowledge gained through the workshop I will do more research on cultural richness and traditional approaches to promote environmental conservation and ESD.
- An area that was lacking and went unfulfilled was – in what ways did ACCU want the COEs and IPs to cooperate?
- It was raised but not picked up by the organiser that a discussion on the meaning of “ESD” in relation to COE and IP ought to take place. Had this discussion taken place during the workshop, much benefit could have been reaped.
- I have not yet really learnt how to explain ESD, but I know how my project focusing on ESD is touching people’s lives and making a positive change.
- I have achieved my expectations from the workshop during which I introduced some excellent practice of ESD and learned some good experience from other IP and COE as well as ACCU, including formal and non-formal education. What’s more, I have built up the network among the participants of the workshop.
- The best thing that I learned from the workshop is the way to communicate. Three days before the workshop, we were strangers to each other; however on 29 Nov, we were colleagues, friends and partners as well. Now I understand well that the needs of knowing more and understanding better about real things that have been happening worldwide require us to communicate and cooperate effectively. There is nothing better than a close partnership in the near future for sustainable development.
- I have had the privilege to make friends from different countries and learned a lot from them, and shared a lot of joy and happiness.
COEs (Centres of Excellence)' comments

- It was extremely useful and interesting to meet all the IPs. Thank you for this opportunity.
- I got to know some new people, some of whom I can keep in contact with. I came away with a strong commitment to ensure our networks become more active in relation to ESD.
- I am very glad that I had the opportunity to participate in both the ICCE and the ACCU-capacity building sessions as it has re-invigorated my own interests and determination to bridge the gap between formal and informal education through both higher education, interaction with stakeholders, primary and secondary schools and with community projects and NGOs. I was again reminded that SD and ESD is everyone’s concern and our success can only be achieved through collaborative efforts. There was a lot of momentum at the end of the programme and I have made some useful contacts for future projects and continued conversation and collaboration.
- It was unfortunate that the COEs did not have an opportunity to meet separately as a group and to actively discuss any possible areas for collaboration among themselves.
- Most people talked about ways that COEs and IPs could collaborate but this did not really culminate in anything substantial. Perhaps a session where COEs discussed in a separate group from the IPs for this purpose, and then a whole group session, would have been beneficial for this purpose.
- I think it is difficult to pitch the level of knowledge of inputs for sessions with such a diverse group coming from such different experiences. This tends to mean that the content of sessions remains at a low level unless the group is divided up.

**How do you evaluate the following aspects of the workshop (PART 2)?**

Total number of respondents: 13

5 = excellent, 4 = good, 3 = okay, 2 = unsatisfactory, 1 = very unsatisfactory

<table>
<thead>
<tr>
<th>Evaluation Aspects</th>
<th>Level</th>
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<tr>
<td>Travel arrangement</td>
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<tr>
<td>Venue of the workshop (Hotel Klassic Gold)</td>
<td>9 4</td>
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<tr>
<td>Field visits* (i.e. Gandhi Memorial Museum)</td>
<td>7 3 1</td>
</tr>
<tr>
<td>Time management</td>
<td>2 5 4</td>
</tr>
<tr>
<td>Food arrangement at the hotel</td>
<td>2 7 4</td>
</tr>
<tr>
<td>Interaction among participants</td>
<td>7 5 1</td>
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Note: Two respondents did not part
2006-2007 ACCU-UNESCO Asia-Pacific
Innovation Programme for ESD

PROSPECTUS

1. BRIEF INTRODUCTION TO THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNDES, 2005-2014) - THE GOAL AND OBJECTIVES

Education for Sustainable Development (ESD) has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development. On these critical foundations, the establishment of the United Nations Decade of Education for Sustainable Development (UNDES) was proposed and endorsed at the World Summit for Sustainable Development (WSSD) in 2002, and in December of the same year, adopted by the UN General Assembly with UNESCO designated as the lead agency.

According to the UNDES International Implementation Scheme (UNESCO: 2005), it is noted that the overall goal of the Decade is:

"...to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This education effort will encourage change in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations."

(UNESCO: 2005, UNDES International Implementation Scheme)

In addition, the International Implementation Scheme describes the following sub-goals for the UNDES at the national level: (1) to provide an opportunity for refining and promoting the vision of and transition to sustainable development - through all forms of education, public awareness and training; and (2) to give enhanced profile to the important role of education and learning in sustainable development.

The objectives of the UNDES are to (1) facilitate networking, linkages, exchange and interaction among stakeholders in ESD; (2) foster an increased quality of teaching and learning in education for sustainable development; (3) help countries make progress towards, and attain, the Millennium Development Goals through ESD efforts; and (4) provide countries with new opportunities to incorporate ESD into educational reform efforts.

In particular, a key objective of the UNDES is to implement ESD activities and programmes at the community level. According to the Asia-Pacific Regional Strategy for ESD (UNESCO: 2005), it is essential to the success of ESD at the community level that coordination and networking be strengthened between different stakeholders such as women, men, youth, faith-based groups, cultural institutions, indigenous groups, schools, teachers and policy
makers. Further, it is stated that there are several core elements for success in engaging communities in ESD: (1) community participation in visioning, strategic planning and resourcing discussions; (2) institutional arrangements such as partnerships, consensus-building, conflict resolution, transparency and accountability; (3) cross-cutting elements such as capacity-building, gender sensitization and quality; and (4) research and documentation for influencing policy.

According to the Asia-Pacific Regional Strategy for ESD, government functions at each level include: (1) policy-making and framework setting; (2) promotion of public consultation and input; (3) national and international public campaigns; (4) restructuring of educational systems to enable the implementation and operationalization of ESD; and (5) initiation of demonstration/pilot projects in cooperation with relevant stakeholders.

In particular, regarding the role of UNESCO National Commissions, it is stated that the Commissions should strive to play a coordinating role with national government agencies, NGOs and other organizations, mobilize all relevant organizations in support of ESD, create a common vision for the Decade, and disseminate ideas and activities for the Decade.

2. BACKGROUND OF THE PROGRAMME

The Asia/Pacific Cultural Centre for UNESCO (ACCU) is a non-profit organisation which works, in line with the principles of UNESCO, for the promotion of mutual understanding and cultural cooperation among the peoples of the Asia-Pacific Region.

ACCU was established in 1971 in Tokyo, Japan, through joint efforts of both public and private sectors within the country. ACCU has since been implementing various Asia-Pacific regional cooperative programmes in the fields of culture, education and personnel exchange in close collaboration with UNESCO and its Member States. In retrospect, almost all the activities of ACCU since its foundation have been geared towards the realization of a sustainable future, through such areas as contribution to mutual understanding of different cultures and meeting the needs for materials and human development for education especially for the marginalized. In the field of educational cooperation, special focus has been placed on literacy, Non-Formal Education (NFE) and environmental education for the contribution to Education for All (EFA).

In the year of 2005, with the launch of the UNDESD, ACCU was entrusted by UNESCO to implement an ESD-related Programme in the Asia-Pacific Region entitled "ACCU-UNESCO Asia-Pacific ESD Programme under UNESCO/Japan Fund-in-Trust for the Promotion of Education for Sustainable Development" (hereinafter referred to as "ACCU-UNESCO ESD Programme").

The ACCU-UNESCO Asia-Pacific Innovation Programme for ESD is to be implemented, within the framework of the ACCU-UNESCO ESD Programme, jointly with the UNESCO Member States in the Region and in close co-operation with UNESCO Asia and Pacific Regional Bureau of Education in Bangkok, Thailand (UNESCO Bangkok), and with other UNESCO Field Offices.

The Programme will be built on the four major thrusts of ESD, underscored by the International Implementation Scheme: (1) improving access to quality basic education; (2) reorienting existing education programmes; (3) developing public understanding and awareness; and (4) providing training.

3. OVERALL OBJECTIVES OF THE PROGRAMME

The overall objective of the Programme is to initiate and support projects to serve as good
examples for the implementation and promotion of ESD in the Asia-Pacific Region. The Programme is to facilitate ESD teaching/learning opportunities of quality in all forms of education to be developed, with a special emphasis on the Non-Formal Education (NFE) approach, implemented and promoted in the UNESCO Member States of the Asia-Pacific Region.

It aims to accumulate and share the experiences of various countries working for the principles of sustainability, thus contributing to the achievement of the goals of UNDESD.

4. OBJECTIVES

The specific objectives of the Programme are to:

(1) Support, technically and financially, innovative projects to be implemented at the community level/sub-national level/national level in UNESCO Member States in the Asia-Pacific Region for the realization of principles of ESD; and

(2) Reinforce the concepts of ESD through the implementation of projects in different parts of the Asia-Pacific Region and share the experiences of various projects to further strengthen the regional efforts for ESD.

5. PROGRAMME AREAS

The Programme aims to support innovative projects, at community level, sub-national, or national level in the fields of:

- Non-Formal Education (NFE)
- Primary and Secondary Education
- Media

Special focus will be given to those who are marginalized: illiterate/semi-illiterate population, girls and women, out-of-school children, people with disabilities, and others with special needs.

6. NUMBER OF PROJECTS TO BE SELECTED

- In the field of Non-Formal Education (NFE) approximately 8 projects
- In the field of Primary and Secondary Education
- In the field of Media approximately 2-3 projects

7. ELIGIBLE COUNTRIES

The following 40 UNESCO Member States in the Asia-Pacific Region are invited to send application(s) for this Programme:

Afghanistan, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Kazakhstan, Kiribati, Kyrgyzstan, Lao PDR, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Uzbekistan, Vanuatu, Viet Nam.
8. ROLE OF NATIONAL COMMISSIONS IN EACH COUNTRY

National Commissions for UNESCO of the above mentioned countries are kindly requested to play the following roles to co-ordinate with ACCU and UNESCO for the implementation of this Programme:

(1) Announcing this Programme widely within the country,

(2) Taking responsibility in the final selection of projects for application(s) from the country, after due discussion and coordination with related organizations/institutions (refer to item 10 (4) below), governmental and non-governmental.

(3) Designating one Implementing Organization (IO) for each project to be applied, and requesting the Implementing Organization (IO) to prepare the Application Form and other necessary documents.

(4) Sending the Application Form(s) with relevant documents to ACCU before the closing date, with its recommendation letter.

(5) Cooperating with the Implementing Organizations (IO) to smoothly implement the project, when the application is selected by the Selection Committee for the implementation.

9. ROLE OF UNESCO FIELD OFFICES

UNESCO Field Offices (national, cluster, regional) are kindly requested to play such roles for the implementation of the Programme as announcing the Programme widely in the country/countries covered by the Office and assisting the relevant National Commission(s) for technical support to, and monitoring progress of, the selected project, when appropriate.

10. SELECTION OF CANDIDATE PROJECTS BY EACH COUNTRY

(1) In each country, the National Commission for UNESCO is requested to act as the contact point in the first instance and coordination body for the selection of candidate projects.

(2) The National Commission for UNESCO is invited to select up to two candidate projects from the country. UNESCO Offices can be involved in this process.

(3) In cases where there is more than one project selected by a National Commission for UNESCO for application, inclusion of one or more Non-Formal Education (NFE) project(s) is highly recommended.

(4) In selecting the project(s), it is highly encouraged that each National Commission for UNESCO will involve the existing institutions/organizations/network, governmental and non-governmental, in the related fields, such as (a) Government Department of NFE, (b) Literacy Resource Centres for Girls and Women (LRCs), (c) Community Learning Centres (CLCs) and their network, (d) UNESCO Associated School Network, (e) Asia-Pacific Network for International Education and Values Education (APNIEVE), (f) Council for Sustainable Development, (g) national co-ordinating committee for ESD, (h) the local UNESCO Offices (if any), etc.

(5) For each selected project, one Implementing Organization (IO) is to be designated. National Commission for UNESCO is not eligible to be an IO.
(6) Higher education institutions and academic research institutions are not eligible to be Implementing Organizations.

11. APPLICATION

(1) Each prospective Implementing Organization (IO) will prepare the Application Form (Annex to this paper), together with the following documents:

- activity calendar including timetable and benchmarks
- budget breakdown including funds received from ACCU and other funding sources if applicable
- annual reports, project reports, and other publications previously produced by the Implementing Organization.

(2) The National Commissions for UNESCO will send the application(s) to ACCU, together with recommendation letter by E-mail and hardcopy before Monday 8 May 2006.

12. SELECTION

Assessment and selection of the Projects will be made by a Selection Committee set up by the Steering Committee of the Programme. ACCU will not enter into communication regarding this.

13. EXPECTED THEMES AND FEATURES OF THE PROJECT

This Programme is to support "innovative projects" in each country which meet the objectives of the Programme. Therefore, innovation can be freely interpreted at the discretion of each country.

The project may be one already being implemented in the country or a totally new project to be designed for this Programme by a newly set-up consortium/network for the project, for example. The project may be a national campaign, but priority is given to those projects with specific beneficiaries. It is highly desirable that the project have a link with national policy for ESD and other international education initiatives: Education for All (EFA), United Nations Literacy Decade (UNLD) and/or the Millennium Development Goals (MDGs).

The project has to be designed taking the following factors into consideration:

- Social relevance
- Effectiveness
- Efficiency
- Optimum impact on the beneficiaries
- High degree of community involvement
- Social impacts
- Project's sustainability

(1) Possible Thematic areas:

ESD consists of three pillars; environmental perspective, socio-cultural perspective, and economic perspective unified by an underlying dimension of culture. A project which deals with one of the following as a main theme (especially those underlined) will be given higher priority in the selection process for the 2006-2007 Programme. As most of ESD projects will be cross-cutting, sub-themes can freely be identified and incorporated in the project.
Possible Themes and Priorities

- **Environmental Perspectives**: Natural Resources (water, energy, agriculture, biodiversity), Climate Change, Rural Development, Sustainable Urbanisation, Disaster Prevention and Mitigation
- **Economic Perspectives**: Poverty Reduction, Corporate Responsibility and Accountability, Market Economy.

(2) Features to be demonstrated in the Project:

As ESD is concerned with education of high quality, this Programme will prioritise Projects that demonstrate the following features:

**Features to be Demonstrated under the Project**

Education for Sustainable Development:

- is based on the principles and values that underline sustainable development;
- promotes life-long learning;
- is locally relevant and culturally appropriate;
- accommodates the evolving nature of the concept of sustainability;
- addresses content, taking into account context, global issues and local priorities;
- builds civil capacity for community-based decision making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- is interdisciplinary. No one discipline can claim ESD for its own, but all disciplines can contribute to ESD;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

*Based on the UNEDSD International Implementation Scheme, 2005*

14. **SCHEDULE**

| 23 February 2006 | - Launch of the Programme at the ACCU-UNESCO Joint Regional Programme for the Promotion of Education for Sustainable Development in Asia and the Pacific (Tokyo) |
| March 2006 | - Announcement of the Programme by ACCU and the invitation for application through letter to the National Commissions for UNESCO, circulars to the UNESCO Offices and ACCU partners in Asia-Pacific Region and announcement on the ACCU Web-site |
| 8 May 2006 | - Closing date for applications |
| June 2006 | - Selection Committee Meeting |
| | - Notification of results to National Commissions for UNESCO and UNESCO Field Offices, and I0s for successful applications |
15. **FINANCIAL ARRANGEMENTS**

Each Implementing Organization (IO) will be provided with financial assistance toward meeting the expenses for the implementation of the project. The amount of the funds is no more than 12,000 USD per project per project year for the duration of two years. The project should be completed by the end of December 2007. The financial support is to be provided as seed money and the project sustainability is in the hands of the Implementing Organization (IO) and its cooperating organizations/institutions, including the National Commission of UNESCO.

The following expenses for the project are to be covered with the fund supported by ACCU:

- Workshops/training sessions/meetings expenses
- Daily Subsistence allowance (DSA) of workshop/meeting participants, facilitators/lectures and resource persons
- Remuneration for lecturers and resource persons
- Printing/production cost
- Purchase of teaching/learning materials
- Rental costs
- Domestic travel cost to attend workshops/training sessions/meetings
- International travel cost for resource persons from outside of the country
- Administrative support costs

16. **CORRESPONDENCE**

All inquiries and correspondence concerning the Programme should be addressed to:

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[E-mail] education@accu.or.jp  
[Homepage] [http://www.accu.or.jp/en](http://www.accu.or.jp/en)  
For downloadable Prospectus and Application Form with relevant information.
2006-2010 ACCU-UNESCO Asia-Pacific COE Programme for ESD

PROSPECTUS

1. BRIEF INTRODUCTION TO THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNDESD, 2005-2014) - THE GOAL AND OBJECTIVES

Education for Sustainable Development (ESD) has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development. On these critical foundations the establishment of the United Nations Decade of Education for Sustainable Development (UNDESD) was proposed and endorsed at the World Summit for Sustainable Development (WSSD) in 2002, and in December of the same year, adopted by the UN General Assembly with UNESCO designated as the lead agency.

According to the UNDESD International Implementation Scheme (UNESCO, 2005), it is noted that the overall goal of the Decade is:

"...to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This education effort will encourage change in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations".

(UNESCO: 2005, UNDESD International Implementation Scheme)

Further, the objectives of the UNDESD are to (1) facilitate networking, linkages, exchange and interaction among stakeholders in ESD; (2) foster an increased quality of teaching and learning in education for sustainable development; (3) help countries make progress towards, and attain, the Millennium Development Goals (MDGs) through ESD efforts; and to (4) provide countries with new opportunities to incorporate ESD into education reform efforts.

2. BACKGROUND OF THE PROGRAMME

The Asia/Pacific Cultural Centre for UNESCO (ACCU) is a non-profit organisation which works, in line with the principles of UNESCO, for the promotion of mutual understanding and cultural cooperation among the peoples of the Asia-Pacific Region.

ACCU was established in 1971 in Tokyo, Japan, through joint efforts of both public and private sectors within the country. ACCU has since been implementing various Asia-Pacific Regional cooperative programmes in the fields of culture, education and personnel exchange in close collaboration with UNESCO and its Member States. In retrospect, almost all the
activities of ACCU since its foundation have been geared towards the realization of a sustainable future, through such areas as contribution to mutual understanding of different cultures, meeting the needs for materials development and capacity building for education, especially for the marginalized. In the field of educational cooperation, special focus has been placed on literacy, Non-Formal Education (NFE) and environmental education for the contribution to Education for All (EFA).

In the year of 2005, with the launch of the UNESD, ACCU was entrusted by UNESCO to implement an ESD-related Programme in Asia and the Pacific Region entitled "ACCU-UNESCO Asia-Pacific ESD Programme under UNESCO/Japan Fund-in-Trust for the Promotion of Education for Sustainable Development" (hereinafter referred to as "ACCU-UNESCO ESD Programme").

The ACCU-UNESCO COE Programme for ESD is to be implemented, within the framework of the ACCU-UNESCO ESD Programme in close co-operation with UNESCO Asia and Pacific Regional Bureau of Education in Bangkok, Thailand (UNESCO Bangkok).

For the purpose of this Programme, a COE (Centre of Excellence) is defined as an organization which works for the promotion of ESD.

The Programme will be built on the four major thrusts of ESD, underscored by the International Implementation Scheme: (1) improving access to quality basic education, (2) reorienting existing education programmes, (3) developing public understanding and awareness, and (4) providing training.

3. OVERALL OBJECTIVE

The overall objective of the Programme is to support existing institutions working in related fields of ESD, with a sound Non-Formal Education (NFE) approach, in order to foster and promote them as good examples for ESD in the Asia-Pacific Region.

Further, the Programme aims to accumulate and share the experiences of various institutions working for the principles of sustainability, thus contributing to the achievement of the goals of UNESD.

4. OBJECTIVES

The objectives of the Programme are to:

(1) contribute to orient/re-orient implementation mechanisms for the promotion of ESD through the Non-Formal Education (NFE) approach,

(2) contribute to the development of quality education through institutional capacity building, institutional arrangements and project implementation,

(3) contribute to strengthening institutional ESD networks at national, sub-regional and the Asia-Pacific Regional level, and

(4) accumulate, share and disseminate the experience of COE to further strengthen the Regional efforts for ESD.

5. PROGRAMME AREAS
The specific project(s) are to be implemented by each COE in close coordination/co-operation with ACCU.

It is expected that the COE, which may be governmental and non-governmental, at least executes a national level guiding role, and preferably in neighbouring countries (at sub-regional level) as well, in respective fields of expertise in thematic areas of ESD.

The COE will be encouraged to provide the Implementing Organizations of the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD with technical assistance, which is elaborated in the complementary Prospectus of the ACCU-UNESCO ESD Programme.

A special focus of the projects implemented by each COE is expected to be given to those who are marginalized: illiterate/semi-illiterate population, girls and women, out-of-school children, people with disabilities, and others with special needs, with Non-Formal Education (NFE) approach.

6. CRITERIA FOR CANDIDATE ORGANIZATIONS/INSTITUTIONS

Organisations/institutions, both governmental and non-governmental, that meet the following criteria will be considered as prospective COE. They must:

(1) have proven high effectiveness and social impact in terms of project implementation and management in ESD-related activities for a minimum of ten years,

(2) have experience and expertise in ESD-related activities, most preferably with Non-Formal Education (NFE) approach,

(3) have a functioning national and, preferably, sub-regional, Asia-Pacific Regional and international network to multiply the effects of being a COE under this Programme,

(4) have a willingness and capability, with appropriate institutional support system, to contribute to ESD, either as a whole or to one or more thematic areas of ESD by being a COE, and continue to do so after the project term expires,

(5) have sufficient English capability in communication, documentation and reporting,

and

(6) be physically located in one of the following countries:

Afghanistan, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Kazakhstan, Kiribati, Kyrgyzstan, Lao PDR, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Uzbekistan, Vanuatu and Viet Nam.

7. SELECTION OF COE

(1) ACCU will request relevant organizations/institutions and individuals, including National Commissions for UNESCO, UNESCO Offices, research institutions, experts, for information on candidate organizations/institutions (including self-recommendation). The information has to be provided to ACCU no later than Monday 8 May 2006.

(2) Pre-application forms will be sent to ACCU from those recommended organizations/
institutions.

(3) Based on assessment of ACCU and Selection Committee, a limited number of Candidate COE will be invited to make applications to ACCU with a COE project proposal.

(4) In addition to evaluations of the application and COE project proposals, mission-based interviews, discussions and research will be conducted by the Selection Committee Members, ACCU and UNESCO.

(5) Five COE will be selected by the Selection Committee based on the result of the above (4). The selection of COE will be made in due consideration of thematic area, working mechanism, and geographical balance of the five COE, with the endorsement of the Steering Committee.

(6) The selection process will be due in around September 2006 and the COE will start implementing the project.

8. FINANCIAL ARRANGEMENTS

ACCU shall provide each COE with financial assistance toward meeting the expenses for implementation of the project(s). The amount of the fund is no more than 32,000 USD per COE per project year for the duration of five years. The COE activities will be monitored and reviewed on a yearly basis for continuation of the COE activities.

The following expenses are to be covered with the fund provided by ACCU:

- Workshops/training sessions/meetings expenses
- Daily Subsistence allowance (DSA) of workshop/meeting participants, facilitators/lectures and resource persons
- Remuneration for lecturers and resource persons
- Printing/production cost
- Purchase of teaching/learning materials
- Rental costs
- Domestic travel cost to attend workshops/training sessions/meetings
- International travel cost for resource persons from outside of the country
- Administrative support costs

9. CORRESPONDENCE

All inquiries and correspondence concerning the Programme should be addressed to:

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