

# Asia-Pacific Institute for ESD

## NEWSLETTER

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### Welcome to register for the 5th Asia-Pacific Expert Meeting on ESD and 1st Asia-Pacific International Colloquium, Beijing 11-14 October 2017

#### 1. Background

In recent years, UNESCO and the entire United Nations family have attached great importance to the role of ESD in creating a more sustainable future and issued a series of programmatic ESD documents. The international community has adopted these documents and is putting them into practice. Many countries, including China, indicate that these ESD documents have universal guiding value. Yet, they will only be effective if they are in line with countries' specific circumstances and their development goals. National education policies and implementation measures should be locally relevant and culturally appropriate while integrating the international intent of ESD to create future generations that will live in a sustainable manner.

Supporting the optimal implementation of ESD in the context of Education 2030 requires closer cooperation and collaboration amongst countries.

Based on these needs, the Chinese National Working Committee for UNESCO on ESD (CNWCESD) will hold the 5th Asia-Pacific Expert Meeting on ESD and the First Asia-Pacific International Colloquium in October 11-14, 2017, in Luhe Middle School, Tongzhou District, Beijing.

#### 2. Sponsors/Organizers

Secretariat, Chinese National Commission for UNESCO  
UNESCO Bangkok Office, Beijing Office

Asia-Pacific Institute for ESD

Chinese National Working Committee for UNESCO on ESD

Research Center of ESD, Beijing Academy of Educational Science

Beijing Association of ESD

Education Commission in Tongzhou District, Beijing

#### 3. Theme

School development and learning innovation towards sustainable development

#### 4. Training modules

ESD concepts and development trends; ESD planning and institutional change; ESD competencies and monitoring and evaluation; learning for sustainability and case studies; development

and goals of sustainable schools.

#### 5. Colloquium format

International and Chinese presenters will closely work together deliver each module introduction and coach the following group work.

#### 6. Target group

The colloquium is tailored for ESD practitioners, principals of ESD experimental schools, outstanding ESD teachers of primary and secondary schools, and other experts in the field.

#### 7. The participants should meet the following requirements

- Engaged in ESD teaching practice for a minimum of 2 years or other relevant ESD experience,
- Familiarity with relevant policy documents and recommendation by UNESCO/UN.

#### 8. Certificate

Excellent trainees will be issued the Certificate.

#### 9. Registration and Payment

The colloquium is limited to 60 participants.

Registration deadline: September 30, 2017.

Please apply to the course director Dr. Shi Gendong (Email: shigendong@sina.com) by submitting a motivational letter and your professional profile.

#### 10. Colloquium fees

USD 600.-

The fees include the costs of teaching and working material, the school visit and catering during the colloquium. Travel and accommodation is paid individually by participants. Nearby hotels will be recommended.

Enjoy exclusive price if recommended by the APIESD experts.

#### 11. Contact

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The Secretariat of Chinese National Working Committee for UNESCO on ESD

The Asia-Pacific Institute for ESD

## Training and Activities on ESD in regions

### Chancheng (Guangdong Province) : The training at National ESD Demonstration District

Liu Liping

During April 26-27, 2017, a group with 28 persons set by Chinese National Working Committee for UNESCO Project on ESD (CNWCESD), took two days in learning and exchanging activities at Chancheng District, Foshan, Guangdong province. On the morning of the first day, they watched 5 lessons at sustainable learning classrooms at Dongpo Primary School, Foshan City, then reviewed ESD documents and results, and visited the campus with ESD characteristics such as 24 solar terms' display, greenery Baicao garden and so on. In the afternoon, the demonstration and training session of Chancheng National ESD Demonstration District were held. First of all, Zhou Shaoping, Principal of the school, introduced their ways and results of implementing ESD in running the school, the education and training, the curriculum and teaching, and the special education activities for more than three years. Subsequently, the school ESD team, including 5 key teachers and three groups of students, shared their stories of taking part in sustainable teaching and learning in various ways.



On April 27, the expert team went to Foshan No.3 Middle School to listen to 5 ESD classes at the open classroom characterized by sustainable teaching and learning. Then, two students' innovation and practice groups, focusing on the survey and design of Wetland Park in Foshan and low carbon environmental protection, introduced their work in solving practical social problems and research results; finally, Xie Xiangang, the principal, delivered a speech to introduce how they implemented ESD concepts in the school.

Subsequently, Tao Zhifeng, Deputy Director of District Education Bureau, hosted a training meeting for about 300 people; and Sun Jinguo, Director, delivered a special report with the title "Keeping up ESD ideas and enhancing the modernization of the education in Chancheng District". Director Han Min made a speech to address that ESD is the inevitable demands of the development of society in the future, the development of education itself, and the deepening of education reform and promoting of quality education; he also introduced the 2030 goals of national education modernization. Finally, Director Shi Gendong, on behalf of CNWCESD, gave a speech entitled "From learning to survive to learning to make sustainable development", focusing on the information of current international ESD, the interpretation of sustainable attainment, and the proposal for boosting up Chancheng's education.

This event is this year's first ESD training and inter-provincial exchange organized by CNWCESD, and it will result in a "revolving door" for a number of schools to carry out ESD to a new level.

### Developing a Cooperation Platform on ESD in Community

Hao Jixia

On the morning of April 13, 2017, four members of Beijing Association of Education for Sustainable Development, invited by Nanyuan Subdistrict Office, Fengtai District, Beijing, came to investigate the project of education for sustainable development.



Li Zhong, Director of Nanyuan Subdistrict Office, and Zhao Feng, Secretary of Working Committee introduced the characteristic of Nanyuan Subdistrict Office, and profoundly expressed their eagerness to develop cooperation on ESD project. Dr. Shi Gendong introduced the current situation of ESD and CNWCESD, gave a brief interpretation about SDGs, especially Target 4.7. He also introduced the idea of green development and the plan on ESD in the 13th Five-Year Plan, and the requirement of waste reduction and recycling to build sustainable community in the document issued by Central Environmental Inspection Group. Later, Dr. Shi and colleagues visited Yangguangxingyuan community.



During the visit, Dr. Shi and Mr. Li talked about the future cooperation on developing demonstration sustainable community and Beijing life museum of sustainable development.

## World News: Winners of GEM Report's youth photo competition

Three winners of the youth photo competition GEM Report launched a month ago around the themes of Target 4.7 in the new global education goal are listed in order below.



**Domyson Dulay Abuan**  
**Lens of Sustainable Education**

The photo is taken of a Grade 6 student from an Elementary School in Laguna, Philippines, who has made recycled materials to make a make-shift camera. The photographer, Domyson Dulay Abuan explains that the students are learning ICT skills, which are “relevant to present and future times. Their access to ICT tools and its uses will serve as their portal towards globalization. It is also the window that would show them the relevant issues faced by their community and the world. This will enable them to formulate solutions and bring in positive change, not just for themselves but for future generations as well.”



**Ysabel Victoriano**  
**My first bike ride**

The photo shows a wooden scooter from Banaue, Ifugao in the Philippines. “Years ago the bike was used to deliver crops from the mountain, but today it is used as a form of enjoyment that children share with their parents – passing on a culture from one generation to the next”. This photo reflects the education for sustainable development focus of Target 4.7, harking back to some of the key findings in the 2016 GEM Report about the importance of respecting local cultures in education. It emphasizes the importance of not destroying traditional knowledge systems, which hold vast amounts of information about our natural environment.



**Rahul Saha**  
**Solar Power**

Nicely framed, the photo shows a child enjoying speaking over a cell phone at a brick field in a remote village of Birbhum in West Bengal, India. The cell phone is charged through a newly distributed solar panel as there is no conventional electricity in the community. This photo reflects the importance of education for sustainable lifestyles, and also shows two people of different ages together, representing the importance of non-formal education and lifelong learning in bringing about real change.

**Link to World Education Blog by GEM Report:**

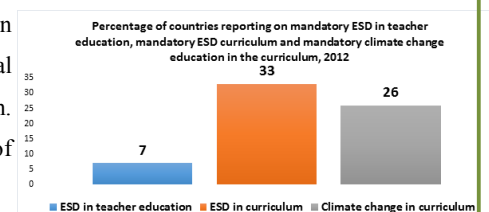
<https://gemreportunesco.wordpress.com/2017/05/10/and-the-winners-of-our-youth-photo-competition-are/>

## World News: Gap in teacher-capacity to deliver an ESD-integrated curriculum

UNESCO commissioned an analysis of the country reports to the fourth and fifth consultations on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) in light of Target 4.7 of the Sustainable Development Goal on Education. The analysis included 57 reports from 2012. These series of key findings are presented ahead of the forthcoming data from 2016.

Data from 2012 reveals that in 33% of reporting countries the delivery of ESD-related concepts as part of the curriculum was mandatory. The percentage of the countries with mandatory climate change education or environmental education in the curriculum was 26% in 2012. Meanwhile, when reporting on the inclusion of ESD in teacher education, only 7% of countries reported it as mandatory.

This suggests there is a significant gap in the capacities of teachers to deliver an ESD-integrated curriculum. More than 51% of countries reported ESD as part of their national curriculum in 2012 and a growing number of countries have mandatory ESD-related curriculum. Adequate in-service and pre-service teacher training should be provided to support the delivery of this curriculum and to ensure the quality of education for sustainable development.



**Link to UNESCO:** <http://en.unesco.org/news/unesco-analysis-indicates-there-gap-teacher-capacity-deliver-esd-integrated-curriculum>

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