Regional Seminar on Education for Sustainable Development (ESD) in Action in Asia-Pacific under the Mobile Training Team (MTT) project

Bangladesh National Commission for UNESCO
Ministry of Education
Bangladesh
What is ESD?

- Education for Sustainable Development (ESD) aims to achieve well-being in line with sustainable development by empowering people through education to assume responsibility for creating a sustainable future. It seeks to engage people from all walks of life, in both economically developing and developed countries, in charge for a better world.

- Esd goes beyond teaching about the knowledge and skills associated with understanding the environment, society and economics.

- It aims to foster respect and understanding for the values and perspectives necessary for nurturing sustainable livelihoods, as well as build human capacity to be able to act upon these understandings.
Vision of ESD

- Development of Human resources
- To protect animal and plant species
- To reserve natural resources
- To fight against poverty
- Gender equality
- Human rights
- Education for all
- Health
- Human security
- Intercultural dialogue etc.
UN Decade of ESD (2005-2014)

In December 2002 the United Nations general Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005-2014, and designated UNESCO to lead the Decade. DESD aims to integrate the principles of sustainable development into all areas of learning. Chapter 36 of agenda 21 acknowledges the four major thrusts of education on which ESD activities will be focused during the Decade, such as:
• Improving access to quality basic education.
• Reorienting existing education programs.
• Developing public understanding and awareness.
• Providing training guided by fundamental principles and values for sustainable development outlined in the Earth Chapter.
Priority areas of ESD in Bangladesh

- Disaster risk reduction
- Climate change
- Human resource development
- Poverty eradication
- Natural resource management and bio-diversity conservation
- Sustainable land and water management
- Improved and cleaner urban environment management
- Sustainable Development and environmental governance
Progress of ESD in Bangladesh
National Steering Committee for ESD

- Hon’ble Minister, Ministry of Education - Chairman
- Secretary, Ministry of Primary and Mass Education - Member
- Secretary, Ministry of Environment and Forests - Member
- Secretary, Ministry of Science and Information and Communication - Member
- Secretary, Ministry of Cultural Affairs - Member
- Secretary, Ministry of Information - Member
- Joint Secretary (College), Ministry of Education - National Coordinator and member secretary of ESD in Bangladesh.
Activities of Steering Committee

The National Steering Committee has been formed with a view to adopting ESD matters in different levels of national education management, planning, development and recommending the necessary suggestions to the government after regular monitoring and evaluation.
Curriculum for Sustainable Development in Bangladesh in Higher Education

- 4-year B.Sc Honours and Masters in Environment and Development Economics, Development Geography, Environmental Education have been introduced in various public and private universities in Bangladesh.
- Various public universities has been offering Disaster Management & Sustainable Development and Livelihoods courses at the Masters level.
- Recently some universities is being offering Human Rights Education as part of its L.L.B and L.L.M program to make the students and teachers familiar with the various issues relating to human rights.
ESD through Community learning centers

Different Stakeholders and NGOs of Bangladesh like Dhaka Ahasania Mission, BRAC, CODEC, FIVDB, RDRS, VERC, BRAC University-Institute of Education and Development (BU-IED), Asroi, Baste Shekha etc. are working to develop ESD materials through community learning centres (CLCs).
Status of ESD at Primary Level  
(Formal and Non-formal)

- Essays/stories of various indigenous communities are present in the textbooks at primary level.
- Essays on forests, bio-diversities, ecosystem are also included in the curricula of primary education.
- Issues of Human Rights such as Basic Education, Peaceful coexistence in the form of stories are included.
- Primary Health care has also been incorporated.
## Disaster Management in Primary School Text Books (Class 1 to 5)

<table>
<thead>
<tr>
<th>Components</th>
<th>Reflections available in Text Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Terrible rain, Flood, Cyclone, Tornado, Tsunami, Sidr and impact of these disasters on human life and economy.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Skills development to challenge these disaster is unavailable in primary books.</td>
</tr>
<tr>
<td><strong>Perspectives</strong></td>
<td>Through some poems students may know natural situation during terrible rain and cyclone and horrible devastation and loss that come enough these disasters.</td>
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<tr>
<td><strong>Issues</strong></td>
<td>Environmental Pollution, Human and Material loss.</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>Human values and understanding are grown among students.</td>
</tr>
</tbody>
</table>
The following Matrix show the elements that are present in Secondary curriculum and textbooks

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Basic human rights</td>
<td>Subject: Social Science,</td>
</tr>
<tr>
<td></td>
<td>• Education For All</td>
<td>Home economics</td>
</tr>
<tr>
<td></td>
<td>• Role and responsibility of the society</td>
<td>Bangla</td>
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<tr>
<td></td>
<td>• Love and empathy to others</td>
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<tr>
<td></td>
<td>• Child rights and dignity according to UN charters</td>
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<td></td>
<td>• Social awareness</td>
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</tr>
<tr>
<td></td>
<td>• Respect to law</td>
<td>Vol-2 (344-345:348-349)</td>
</tr>
<tr>
<td></td>
<td>• Universal brotherhood</td>
<td>Subject: Social Science</td>
</tr>
<tr>
<td></td>
<td>• Religious and social values</td>
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<tr>
<td></td>
<td>• United Nations and various Regional Co-operative Agencies.</td>
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</tr>
<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td></td>
<td>• Effect and remedies from drug addiction</td>
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<td></td>
<td>• Life expectancy</td>
<td></td>
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<tr>
<td></td>
<td>• Discussion about HIV-AIDS</td>
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<tr>
<td>Good Governance</td>
<td>• Elements and function of the state</td>
<td>Curriculum and syllabus (1995-1996) Vol-2(300-301:345) Subject: Social Science</td>
</tr>
<tr>
<td></td>
<td>• Essential qualities of good citizen</td>
<td></td>
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<tr>
<td></td>
<td>• Rights and responsibilities</td>
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<tr>
<td></td>
<td>• Democracy</td>
<td></td>
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<td></td>
<td>• Election</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective participation of Government and citizen</td>
<td></td>
</tr>
<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Cultural</td>
<td>SD is possible through the nourishment and preservation of one’s culture. These topics include:</td>
<td>Curriculum and Syllabus (1995-1996) Vol-1(89-95) Vol-2(85-91) Subject: Social Science Bangla</td>
</tr>
<tr>
<td></td>
<td>• Patriotism</td>
<td></td>
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<td></td>
<td>• Peace and tolerance</td>
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<tr>
<td></td>
<td>• Protection of tradition and cultural heritage</td>
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<tr>
<td></td>
<td>• History and Heritage</td>
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<tr>
<td></td>
<td>• Renewable energy (fossil-fuel, solar energy, biogas)</td>
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<tr>
<td></td>
<td>• Necessity for preserving natural resource</td>
<td></td>
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<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td><strong>Climate Change</strong></td>
<td>• Green House Effect</td>
<td>Curriculum and Syllabus (1995-1996)</td>
</tr>
<tr>
<td></td>
<td>• Costal region and small island</td>
<td>Vol-1(416:431)</td>
</tr>
<tr>
<td></td>
<td>• Aforestation</td>
<td>Vol-2 (335:335: 411:417:421)</td>
</tr>
<tr>
<td><strong>Rural Development</strong></td>
<td>• Fish cultivation</td>
<td>Subject: General Science</td>
</tr>
<tr>
<td></td>
<td>• Plantation of fruit and vegetables</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td></td>
<td>• Animal husbandry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of fertilizers</td>
<td></td>
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<tr>
<td></td>
<td>• Pesticides</td>
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<tr>
<td></td>
<td>• Soil loss and erosion</td>
<td></td>
</tr>
<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>---------------------------------</td>
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<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sustainable Urbanization</strong></td>
<td>• Industrialization</td>
<td>Curriculum and Syllabus (1995-1996)</td>
</tr>
<tr>
<td></td>
<td>• Impact of excess population</td>
<td>Vol-1(384:395:335)</td>
</tr>
<tr>
<td></td>
<td>• Planed and unplanned urbanization</td>
<td>Vol-2 (294:340:411:489)</td>
</tr>
<tr>
<td></td>
<td>• Different pollution-air, water, sound</td>
<td>Subject:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td><strong>Disaster Prevention and Mitigation</strong></td>
<td></td>
<td>CURRICULUM AND SYLLABUS (1995-1996)</td>
</tr>
<tr>
<td></td>
<td>• Population density</td>
<td>VOL-1(334)</td>
</tr>
<tr>
<td></td>
<td>• Disaster management</td>
<td>VOL-2 (292)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject:</td>
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<tr>
<td></td>
<td></td>
<td>Social Science</td>
</tr>
<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Economic</td>
<td><strong>Poverty Reduction</strong></td>
<td>Curriculum and Syllabus (1995-1996)</td>
</tr>
<tr>
<td></td>
<td>• Poverty alleviation</td>
<td>Vol-1 (379)</td>
</tr>
<tr>
<td></td>
<td>Circle (vicious) of poverty</td>
<td>Vol-2 (294)</td>
</tr>
<tr>
<td></td>
<td>• Problems due to over population-</td>
<td>Subject: Social science</td>
</tr>
<tr>
<td></td>
<td>unemployment, food problem, drug</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>addiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Corporate Responsibility and</td>
<td><strong>Curriculum and syllabus (1995-1996)</strong></td>
</tr>
<tr>
<td></td>
<td>Accountability**</td>
<td>Vol-1 (379-398)</td>
</tr>
<tr>
<td></td>
<td>• Social and environmental</td>
<td>Vol-2 (294:335)</td>
</tr>
<tr>
<td></td>
<td>responsibility</td>
<td>Subject: General Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science</td>
</tr>
<tr>
<td>Aspects</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Market Economy** | • Drawbacks of the economy and poor production  
|                   | • Self employment for economic development | **Curriculum and Syllabus** (1995-1996)  
|                   |                                            | **Vol-2 (487:497)**  
|                   |                                            | **Subject:**  
|                   |                                            | **Economics**  
|                   |                                            | **Business Entrepreneurship**                      |

From the above Matrix, it is clear that the topics discussed in textbooks and curriculum document will help the learners understand sustainable development of the students vis-à-vis the nation. As education is a continuous process, to adapt the students for sustainable development, curriculum should be revised time to time and emphasis should be given on work-oriented education.
B. Ed (Honors) Curriculum in IER: Content Analysis

<table>
<thead>
<tr>
<th>Broad area</th>
<th>ESD concepts</th>
<th>What is available in B.Ed (Honors) curriculum of IER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Human rights</td>
<td>Legal rights, economic right, Citizenry rights and duties. Components of Basic education in relation of declaration of Human rights and child Rights.</td>
</tr>
<tr>
<td></td>
<td>Peace and Human security</td>
<td>Violence against women, Violence Trafficking (Women and Children)</td>
</tr>
<tr>
<td></td>
<td>Gender equity</td>
<td>Gender discrimination, roles of NGOs in women development, gender in politics, gender, ethnicity, religious and education, role of Women’s Education in HRD, Gender role, gender division of labor, gender needs (both parasitical and strategic), gender position in different solicits, equality, awareness, empowerment and gender development.</td>
</tr>
<tr>
<td>Broad area</td>
<td>ESD concepts</td>
<td>What is available in B. Ed (Honors) curriculum of IER?</td>
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</tr>
<tr>
<td>Health</td>
<td></td>
<td>Health and family life education, Decrease infant and material mortality, Longevity, Public health awareness, Heath and nutrition Education, Health Policy</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td></td>
<td>AIDS awareness</td>
</tr>
<tr>
<td>Good governance</td>
<td></td>
<td>Political institution, concept of national development, administration and management of educational institutions</td>
</tr>
<tr>
<td>Population education</td>
<td></td>
<td>Constitutional Provisions the World Declaration on education fro all and the frame work for action to meet basic learning needs Millennium Development Goals and other documents; role of basic education in national development, population education, social basis of education.</td>
</tr>
<tr>
<td>Broad area</td>
<td>ESD concepts</td>
<td>What is available in B.Ed (Honors) curriculum of IER?</td>
</tr>
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</tr>
<tr>
<td>Cultural</td>
<td>Cultural Diversity</td>
<td>Racial attitude, transmission of cultural heritage, awareness and consciousness about rights, responsibilities, social obligations, humanitarian attitudes, values, ideals, empowerment of the individual and the community.</td>
</tr>
<tr>
<td>Environmental perspective</td>
<td>Natural resources</td>
<td>Natural resources, water management, renewal of energy, Mineral resources.</td>
</tr>
<tr>
<td></td>
<td>Climate change</td>
<td>Major Environmental laws and issues, policies for sustainable environment. Concept of environmental sustainability, Situation analysis: forest coverage and conservation, bio-diversity, natural parts and wild life sanctuaries availability of potable water, toilet and sanitary facilities.</td>
</tr>
<tr>
<td>Broad area</td>
<td>ESD concepts</td>
<td>What is available in B.Ed (Honors) curriculum of IER?</td>
</tr>
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</tr>
<tr>
<td>Rural development</td>
<td>Development process in Bangladesh, rural development economics</td>
<td></td>
</tr>
<tr>
<td>Sustainable urbanization</td>
<td>Unplanned urbanization</td>
<td></td>
</tr>
<tr>
<td>Disaster prevention</td>
<td>Declarations and recommendations from different conferences UNEP, IUCN other key terms in EE.</td>
<td></td>
</tr>
<tr>
<td>Economic perspective</td>
<td>Poverty reductions</td>
<td>Illiteracy, poverty, poverty reeducation strategies</td>
</tr>
</tbody>
</table>
Recommendations

- Coordination is needed among the different ministries as well as other providers initiatives.
- Ministry of Education should lead in coordinating the ESD programmes offered by different ministries, organizations and other providers.
- Contextualization of ESD definition.
- Consultation meeting with bigger group with representation from different ministries, NGOs, Civil society etc.
- Form working group and issue based core groups to facilitate ESD concept.
- Regular meeting should be organized for core groups.
- Prepare a framework on ESD which will tell about the awareness and other relevant activities.
- Mapping on ESD activities.
- Community participation should be ensured.
- Exchange visit may be organized for identifying good models on ESD and piloting the good models.
- Facilitating ESD through National networks and programmes
- Aligning ESD objectives with national and global priorities
- Promoting and improving quality basic education
- Teacher education
Conclusion

Concept of SD must be incorporated in all aspects of education system including revision of curricula, designing the contents of teachers’ training courses, development of educational equipments & materials, and building the infrastructure.
Thank you for your kind attention
Our Limitations to implement ESD

- A large number of population
- Lack of quality education
- Low income