Regional Seminar on Education for Sustainable development (ESD) in Action in Asia-Pacific Region under the mobile Training Team (MTT) Project, 12-14 July 2010, Bangkok, Thailand

Country Report: Nepal

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ESD

Bangkok to Bangkok

What we did?
• One day ESD dissemination programme for personnel working with the planning section at different ministries under GoN.

• Two days dissemination/interaction programme on Education for Sustainable Development and our way forward

• Half day Sharing programme with high level policy personnel

• Mobilization of ASPNet schools, UNESCO Clubs & community based organizations for ESD under Nepal NatCom Participation programme

• ESD in School Sector Reform Programme (SESP)

• A study of Secondary Level Social Studies Curricula: ESD perspectives

• Developed TOR for ESD Focal Point for monitoring and reporting ESD policy and programme.

In progress

• Constitution of National ESD Forum to facilitate ESD initiations is in final stage.

• ESD Focal Point at all the ministries from among the officials working in the planning section.
Context

- Paradigm shift: National & Global
- Increasing concern on environment issues,
- Globalization,
- Peace and stability,
- Campaign for sustainable world
• United nations decade for education for sustainable development: 2005-2014
• UNESCO UN Leading agency for DESD
• Launched Education for Sustainable Development (ESD) Campaign
ESD Challenges Opportunities Problems
Concerns of ESD

Problems

• Climate change
• Social injustice and fragmentation,
• Economic instability,
• Environment degradation,
• Health hazards,
• Conflicts and crisis and
• …………………..
Challenges

• Heterogeneous socio-economic settings,
• Socio-economic differences,
• Variation in the distribution of natural resources,
• Increasing gap between developed and developing society and nations,
• Cultural diversification,

• ....................................

• .................................,
ESD interventions:

• Policy,
• Partnership,
• Capacity building,
  – Curriculum,
  – Teacher development,
  – Media mobilization,
Actors of ESD

- Teachers
- Students
- Policy maker/planners,
- Business houses/Industrialists/Entrepreneurs,
- Parents
- Senior Citizens
- Community
Why this?
CRY HAVOC AND LET SLIP THE LINE OF DRY POTS IN MY DRY VALLEY

Water pitchers lined up for a refill at a drinking water tap in Sainbu in Lalitpur on Sunday. People start lining up their pots since two in the morning here.

POST PHOTO: LAXMI PRASAD NGAKHUSI
Problems

- Psychological
- Environmental
- Ethical
- Socio-cultural
- Developmental
- Economic
- Psychological
ESD

Local/Global Issues → Learning for Change (ESD) → Sustainable Just Society
Two days long programme
16-17 November 2009

• Why sustainable development?
  Gopi Nath Mainali, NPC, Nepal.

• Education for Sustainable Development: we can do it.
  Raju Babu Pudasaini, Nepal NatiCoM

• Education for Sustainable Development & UNDESD
  Tap Raj Pant, UNESCO Kathmandu

• School level Curricula and Education for Sustainable Development
  Dr. Ananda Poudel, CDC.

• ESD and Teacher Development Programme
  Mr. Mitra Nath Gartaula, NCED

The programmes were participative: presentations, interaction, group works on framework for National ESD Forum/committee, ESD Desk in Central Level institutions under GoN.

Sharing of the findings and recommendations of these programme was done with the high level policy personnel from different ministries and National Planning Commission.
Education for Sustainable Development aims to promote a balance among the pillars by empowering people through education (formal, non-formal, and informal) in both economically developing and developed countries.
Suggested TOR for NESDF

• Share ESD practices,
• Evaluate ESD initiations,
• Provide feedback to GoN for ESD interventions,
• Ensure intra ministerial coordination and cooperation for ESD,

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Nepal NatCom will be the secretariat of the Forum. NatCom will organize Forum meeting in every four months.
Suggested TOR for ESD Focal Point

• Advocacy for integration of SD provisions in inter ministerial policy/programmes,
• Monitoring of the inter-ministerial ESD interventions,
• Sharing of the achievements with intra ministries and Nepal NatCom.
• Reporting

• ........................................
Suggested TOR for Nepal NatCom

• Documentation of achievement,
• Sharing,
• Secretariat of NESDF,
• Reporting to UNESCO,
• Annual Report developing,
• Dissemination of best practices,
• Mobilization of ASPNet Schools and UNESCO Clubs for ESD
• Explore for capacity enhancing opportunity on ESD and reporting to NESDF,
Lessons from the programmes

• Sustainable development could be mainstreamed in all aspects through education.
• Education should be reoriented to Education for Sustainable Development (ESD).
• All policies/programmes should infuse ESD.
• Curricula and teacher development programmes should integrate ESD issues and approaches.

• Teacher development - vital
Nepal NatCom has completed a study of Secondary Level Social Studies Curricula: ESD perspectives -final report is in progress

Objectives of the study

• To analyze the existing Social Study Curricula and identify the ESD contents and pedagogical measures at the Secondary Level.

• To explore the ESD related needs/expectations of teacher and students,

• To find out gap between the curricula and the stakeholders' perceptions

• To prepare a comprehensive report and recommend suggestive measures so as to fulfill the ESD gap.
Methodologies

• qualitative research.
• explorative and interpretive approaches with ensured participation from the stakeholders.
• Survey method was also adopted in analyzing the curricula and text books.
• Interpretations considering both the concept as well as the context.
Activities accomplished

• Literature review,
• Focal group discussions with the teachers, students and the educational experts
• Tools development
• Testing of tools,
• Field work: Data/information collection, conduction of FGD interview etc.
• Compilation and tabulation of the data/information,
• Analysis of information/data,
• Preparation of a draft report,
• Sharing of draft reports with stakeholders and feedback collection,
• Finalization of report, and
• Dissemination and submission of the report
Summary of the findings

- Linkage between curriculum and training
  - Weak linkages,
  - Domination of theoretical aspects,
  - Domination of ritual approaches,
  - Less synergy in training and teaching learning
ESD in Curriculum

- **Selection of topics**: Most of the topics can be dealt with ESD perspective.
- **Contents**: Most of the contents can be dealt with ESD perspectives
- **Use of ESD oriented words, sentences, exercises, activities etc**: not sufficient but teacher should be efficient enough to promote ESD through activities and exercises.
- **ESD can be practiced through present curriculum and text books as there are spaces for the promotion of ESD.**
ESD oriented key words: Some Examples

- Nature, natural resource base, forest, river, sea, soil, air, water, oil, gas, ……
- Natural disaster (earthquake, flood, drought, landslide etc), climate change, global warming etc.
- Pollution, garbage, solid waste, fire, sanitation, traffic, industries, infrastructure, fertilizer, pesticides, development, ……
- Society, economy, culture…………
- ………………………………………
Some examples of ESD oriented expressions

• We must preserve the base of natural resources.
• Industrial byproducts must be treated before leaving to environment,
• We have to plant trees and preserve forest,
• We have to maintain river clean,
• We must keep our environment clean,
• Development activities must be environment friendly,
• .........................................................
Some examples of ESD oriented exercises

• Write a letter to your pen friend describing the importance of sanitation.

• Write a paragraph describing a temple located in your area.

• Write an essay on traffic problem in your town.

• Describe your village.

• Write a story on ..................................

• ..........................................................
• Long answer questions:
  – What are causes behind landslide?
  – How can we preserve water sources?
  – Why do we need to wash our hands before eating things?
  – Why do we need to live together?
  – Who is responsible ………………….? 
  – Where is ………………….? 
  – What are the characteristics of ………………….? 
  – What are the healthy behaviors?

• Short answer questions
• Project works,
• Extra-curricular activities
  – Role play,
  – Study visit,
  – Report writing,
  – Project planning/assessment
  – Picnic,
  – Rehabilitation campaign,
  – Rescue operation,
  – Reflective writing,
For the promotion of ESD teacher should be empowered for the following roles:

- Facilitator,
- Advocator,
- Model,
- Disseminator,
- Transformer,
- Coordinator,
- Evaluator etc.
Teacher trainings for ESD

• Planning
  – Sit together: Curriculum developer, trainers and teachers
  – Focus: activity oriented and participative approaches,
  – Encourage: role model
  – Provision for recognition for performance

• Implementation
  – Promote teacher as trainer,
  – Trainer as facilitator,
  – Encourage/mobilize trainee for practical approaches,
  – Promote learning by doing approach,
    • Role play,
    • ……………………………,
  – Encourage game like activities
    • Word/sentences game
  – Example full dissemination,
  – On the job training,
  – …………………………………
Lesson learnt

What ESD?

• Knowledge $\perp$ Skills $\perp$ Attitude = Education
• $(\text{Knowledge } \perp \text{ Skills } \perp \text{ attitude}) \perp \text{ rational (behavior } \perp \text{ actions)} = \text{ ESD}$
• ESD = Education for life
• Education that reflects in behavior and action is ESD.
• Environment friendly and healthy behavior is the result of ESD.
• ESD = Rational Behavior $\perp$ Action
Contd..

• Why ESD?
  – ESD deals with I, you, we and surroundings
  – ESD is for Love, Life and Continuity
  – ESD for safe, secure and harmonious world order, and
  – Institutionalizing the peace, progress and prosperity

(ESD for solving the problems and overcoming our challenges)
How ESD?

• Teacher development,
• Integrated & Holistic Approach:
• Synergy in policy and programmes,
• Collaborative efforts of all sectors and actors of a society,
• Formal, informal and non-formal Curricula,
• Hidden Curricula,
• Collaborative efforts,
Way forward

- Networking,
- Capacity enhancement,
- Infusion of innovation
- Collaborative efforts and
- Advocacy/dissemination,

So we have planed for

- **Training Workshop on Education for Sustainable Development (2010-2011)**- under UNESCO PP 2010-2011
- **Strengthening and mobilization of ASPNet Schools UNESCO Clubs & community based organizations**-under UNESCO PP 2010-2011
- **Development of ESD monitoring indicators**- with financial support from UNESCO KTM (to be finalized)
My faith

• Small is beautiful for starting,
• Some one has to initiate, Why not me?
• I can make change for betterment,
• My single effort can be model/examples for thousands,
Last but not the least

- Think Globally act Locally,
- Do not bother with the things that we do not have
- Use the things that we have and work for the things that we need

It is time to work not to worry.
Let's join hands from now for ESD.

Present & future is demanding for our initiation and innovation through ESD.
Thank You Very Much