This study on LTLT was conducted from mid 2012 until late 2013, aims to answer a critical question:

“Is it possible to devise a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values?”
Learning to Live Together: Education Policies and Realities in the Asia-Pacific

10 diverse experiences

- Afghanistan
- Australia
- Indonesia
- Malaysia
- Nepal
- The Philippines
- Republic of Korea
- Sri Lanka
- Thailand

Social & Economic context
  - Policy
  - Curriculum
  - Teachers
  - Assessment
Regarding assessment...

- There has been a focus on the so called ‘hard skills’. Most national and international assessments seem to have neglected the evaluation of these skills/competencies. This is compounded by the prevalence of traditional tests/exams remain the main mode of assessment.

- However there has been a shift recognizing that the social and emotional domains can be part of national and international assessments.

- School- and/or classroom-based assessment has good potential to incorporate assessment of these skills/competencies. However there are many challenges including in regard to validity/reliability, monitoring and recording of outcomes. The ability to apply knowledge is crucial.
The case of Australia

*National Assessment Programme (Australia)*. This is the national student assessment in Australia. It includes an annual assessment of students in years 3, 5, 7, and 9 in literacy and numeracy (NAPLAN), as well as sample assessments in a number of areas including civics and citizenship (for a sample of year 6 and year 10 students). This particular assessment area is conducted on a rolling three-year basis, and the last assessment was in 2013. There are questions on a range of topics including Australian identity and culture, the rights and responsibilities of Australian people and the impact of local/regional/global influences on Australia. Students also complete a survey about their participation in school and community activities, their attitudes towards diversity and their trust in civic institutions.

http://www.nap.edu.au/ (an actual example of questionnaire, guidelines for marking, explanation of proficiency levels, etc. can be found at http://www.nap.edu.au/verve/_resources/NAP-CC_Y6_School_Assessment_2010_280911.pdf)
The case of South Korea

*National Assessment of Educational Achievement (Republic of Korea)*. The NAEA is an assessment conducted annually amongst all students in grades 6, 9 and 11. Social studies is one of the assessment areas, and several sub-themes and questions in regard to GCE-related competencies are included (e.g. analyzing the reasons for discrimination and social inequality, understanding diverse views on culture and explaining appropriate attitude to cultural understanding, human rights protection, etc.)
Education for Sustainable Development (ESD)

- Joint research initiative (UNESCO, UNU, IGES) to develop indicators of ESD in order to conduct monitoring and evaluation of its implementation in the Asia-Pacific Region.

- There are plans to expand this initiative and bring on additional partners.
<table>
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<tr>
<th>Target Actors &amp; Audience</th>
<th>Sectors</th>
<th>Status Indicators (Input Capacities)</th>
<th>Facilitative Indicators (Throughput Capacities)</th>
<th>Effect Indicators (Output Capacities)</th>
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</thead>
</table>
| IMPLEMENTATION STRUCTURE | International Framework & Support | - Does the national ESD framework or policy conform to the International framework (DESDEI)?  
- Does the country participate in regional (e.g. ASEAN, NEA, etc.) ESD action plans?  
- What are the levels of support you receive from international sources?  
  o Resources (financial and materials)  
  o Expertise | - Are aspects of multi-lateral international agreements integrated into ESD curriculum and programmes?  
  o Is learning provided on the targets and agreements countries are trying to achieve?  
  o For programmes, are there activities guided by international standards highlighting good practices?  
- Are there mechanisms for sharing and showcasing good practices?  
- Does your country participate in international SD and ESD policy consultations/processes? | - What progress has been made in terms of the steps/stages of DESDEI? (could be linked to other proxy indicators)?  
- Does the M&E framework address attitudinal and behavioural change? (International and Regional M&E) |
| Target: Institution Setters & Actors of Influence | National Framework & Curriculum | - Are there existing ESD mandates and policies?  
  o What is their sectoral coverage?  
- Is ESD included in the national SD plan?  
  o Does national plan call for educational response?  
  o Does national development plan incorporate SD/ESD principles?  
- Are there clear allocations of resources (financial, human, etc.) for SD/ESD?  
  o Are the roles of implementing authorities clearly defined? | - Are there cooperation mechanisms for inter-ministerial coordination of ESD?  
- Are there clear guidelines that outline the priorities and vision for ESD?  
- Is there public and local government participation in ESD national agenda setting?  
- Is ESD literacy one of the key competencies in human resource development? | - Is ESD implementation leading to wider educational reform?  
- Does the curriculum allow for inclusion of local context?  
- Does M&E address attitudinal and behavioural change? (national or sub-national M&E)  
- Does the country have a National ESD Action Plan? |
| PROCESS AND PRACTICE OF ESD IMPLEMENTATION | Formal Education | - Does ESD curriculum exist for all levels?  
  o (Y/N, which levels)?  
- Are there partnerships/collaboration with local community?  
  o How many/what kinds? | - Is research being undertaken on ESD in formal education?  
  o Y/N, how many?  
- Is there compulsory community service on the ESD themes?  
- Availability of teaching/learning materials at all levels?  
  o Which themes are covered?  
  o Existence of forums for teacher networking on ESD?  
  o Amount and type? | - Are ESD themes included in evaluation and assessment?  
  o Which themes, skills, and processes?  
- Or Knowledge, Skills and Values  
- Are the reward/recognition systems for educators and for learners (e.g. Green Schools/Eco-Schools, etc) |
| Target: Implementers and Practitioners | Teacher Training | - Is there in-service teacher training on ESD  
  o What kind/what scale?  
- Is there a specific curriculum for pre-service teachers on ESD?  
  o What themes are covered? | - Are there teacher training materials/modules with ESD content?  
  o Which themes are covered?  
  o Are they widely available?  
- Are there ESD resource centres for teachers? | - Are there ESD themes included in evaluation and assessment?  
  o Which themes, skills, and processes?  
- Or Knowledge, Skills and Values |