DESD Update:
Progress in Asia & the Pacific

UNESCO Bangkok
DESD Newsletter
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Greetings from UNESCO Bangkok,

Welcome to the latest edition of the ESD newsletter from UNESCO Bangkok.

In the second half of the DESD, UNESCO’s overall goal is to support Member States and other stakeholders in addressing global sustainable development challenges through ESD and addressing the challenges of learning for beginning about a more sustainable world. We are thus continuously on the lookout for innovative approaches to ESD and assisting in the development of structures, systems and tools to weave sustainable development related capacities into the very fabric of education systems.

Please do share with us any updates, good practices, lessons learned, as we hope you will find this newsletter a useful platform for sharing ideas and towards building collaboration between partners in the region and globally.

As always, we welcome present and potential ESD partners to submit brief information on their ESD projects and activities for potential inclusion in future updates. Please see the final page for submission details.

Many thanks for your continued support.

Education for Sustainable Development Unit
UNESCO Bangkok

*Please note that the ESD Unit’s email address has been changed to: esd.bgk@unesco.org.

Moving from ESD talk to action:

The first half of the Decade has seen a strong response and commitment to DESD across the Asia-Pacific region. For the first time we are starting to see real reform at curriculum and teacher training levels to illustrate that education sector change through ESD is possible. Rather than focusing on the broader target of teaching about sustainability, a strong thematic entry point can often be shown as the best route to engage change in Ministries of Education. UNESCO has been working with colleagues and partners within Humanitarian reform and education cluster response in areas such as Disaster Risk Reduction and Education in Emergencies.

In Myanmar, UNESCO in close collaboration with the Ministry of Education has initiated training for 2,130 school principals and teachers on disaster risk reduction in education in eight priority townships in Cyclone Nargis affected areas. These school principals and teachers will act as focal persons for implementing disaster preparedness activities and plans for their respective schools with support and guidance from 72 Master Trainers from the Department of Educational Training and Planning. In addition, supplementary Information, Education and Communication (IEC) material have also been developed, including an activity book in disaster preparedness, which is being implemented at the classroom level. Approximately 400,000 students from eight townships will benefit from IEC disaster preparedness materials.

Derek Elias
ESD Coordinator and PCPD Focal Point
Asia-Pacific
In this issue...

3
in focus: *Green Growth*
Green Growth Capacity Development

4-5
*MERP Updates: Recent workshops and new publications*
Myanmar Education Recovery Programme

6-8
Recent Events

9
*Case Study: Thailand*
ESD in Action

10
*SEAMEO-RECSAM*
Recent Publications

11
*At the Grassroots Level*
Community Photography

12
*Regional News*
ESD in Brunei

13
*Regional News*
DPRK Study visits

14
*Youth Focus*
Educating and Empowering Teens

15
Upcoming Events

16
Announcements
The Environment and Development Division from ESCAP led a number of training of trainers workshops in 2009. Among them was the ESCAP/ILO training course, which trained staff from several UN agencies from the region and introduced the fundamental principles of Green Jobs and Green Growth in the Asia-Pacific. It focused on identifying opportunities for green jobs and green growth in the context of the recent economic and social crisis, reviewing in particular the social and labour dimensions of existing climate mitigation and adaptation policies and programmes. The training was delivered by specialists from a wide array of organizations, including ESCAP, ILO, UNEP, UNDP, UNIDO, and the World Bank. It embodies the effort of UN agencies to combine efforts and work programmes under the system wide coherence initiative “Delivering as One”.

Other trainings from the Environment and Development Division include training packages under the ESCAP (Water Resources Section)/CapNet/UNDP/AguaJaring initiatives. The first two trainings were conducted in 2009, and another two will take place in the first half of 2010.

The first workshop took place in Kuala Lumpur in July 2009. Its objectives were to provide hands-on training on data management tools for hydrologic observations and to identify researchers in partner countries to form a core interest group focused on building and standardizing a shared hydrologic data infrastructure in Southeast Asia. This training was designed by the University of California San Diego with inputs from ESCAP, University of Malaya Kuala Lumpur and National Hydraulics and Research Institute of Malaysia. The second training took place in Bangkok in July 2009, and focused on issues and challenges for Integrated Water Resources Management (IWRM). Particular issues included sustainable management of water resources and control of water quality. The purpose of the training programme was to improve efficiency and effectiveness in the application of IWRM for sustainable management and development of water resources, leading to water security. The training was particularly targeted at the staff of river basin organizations (RBOs) and trainers within the region. A total of 27 participants including government officials, RBO managers, and trainers attended this training with the aim of increasing their ability to assist capacity development in their respective agencies.

The two training of trainers (TOT) workshops of 2010 were held in Yangon and Hanoi in March this year. The Yangon workshop will be similar to the Bangkok July 2009 workshop, whereas the Hanoi workshop will focus more on conflict resolution and negotiation skills.
Myanmar Education Recovery Programme

UNESCO begins training over 2,000 school principals in Disaster Risk Reduction in Education in Myanmar

UNESCO Myanmar Education Recovery Programme (MERP) in close collaboration with the Ministry of Education, Myanmar, has initiated training for 2,130 school principals and teachers on disaster risk reduction in education in eight priority townships in Cyclone Nargis affected areas, in the Ayeyarwady and Yangon Divisions. These school principals and teachers will act as focal persons for implementing disaster preparedness activities and plans for their respective schools.

MERP is part of the UN response to Cyclone Nargis, one of the most devastating natural disasters to hit the Asia-Pacific region in which 3,761 schools were damaged in the Ayeyarwady and Yangon regions, leaving 360,000 children in affected areas without safe places to learn.

In close consultation with the Ministry of Education of the Union of Myanmar, UNESCO developed a comprehensive training package in Disaster Risk Reduction in Education for township education officers, school principals, teachers and students. The content of the training material (now available here on the UNESCO Bangkok website), which has been produced both in English and Myanmar, is based on the approach of the Hyogo Framework for Action as seen through an Education lens, to ensure that the educational responses to disasters include activities and systems that can help reduce risk and mitigate and prevent the impacts of future disasters.

Continued on next page….

The Myanmar Education Recovery Programme

MERP aims to enhance the resilience of the education sector in Myanmar, by addressing both Disaster Risk Reduction and Emergency Preparedness as an integral part of education, particularly during emergency recovery, to ensure a safe future through a community based, participatory and multi-sector approach.
Myanmar Education Recovery Programme

In addition to the conventional training materials, Information, Education and Communication (IEC) materials have also been developed, including an activity book on disaster preparedness which is being used in classrooms. Approximately, 400,000 students from eight townships will benefit from IEC disaster preparedness materials.

UNESCO has trained 72 Master Trainers from the Department of Educational Training and Planning and the Departments of Basic Education 1 and 3 in DRR in Education package to train local school principals and teachers. In the next training phase from April to May, in-service Teachers Training Institution in Delta townships will be covered.

UNESCO MERP is the first programme to be directly implemented by UNESCO in Myanmar in many years. In November 2008, UNESCO signed a regional partnership agreement with Plan International Inc (Asia Regional Office), one of the largest NGOs supporting Education for All and emergency education, which provided USD 600,000 for MERP.

The new Disaster Risk Reduction in Education series consists of the following:

Module 1: Introduction to DRR in Education
Module 2: Localizing DRR in Education
Module 3: Identifying, Assessing & Monitoring Disaster Risks in the Education Sector
Module 4: Building a Culture of Safety through DRR Education
Module 5: Reducing the Underlying Risk Factors in the Education Sector
Module 6: Preparing for Effective Emergency Response & Recovery in Education
Module 7: Implementing Community Based Disaster Education

Activity Book Glossary

UNESCO gratefully acknowledges the support of Plan International Inc (Asia Regional Office) for MERP.
Asia-Pacific Leadership Programme on ESD

The 2009 Asia-Pacific Leadership Programme on Environment for Sustainable Development was co-organized by UNEP Regional Office for Asia and the Pacific (ROAP) and Tongji University through the UNEP-Tongji Institute of Environment for Sustainable Development (IESD). This is the sixth offering of the Leadership Programme, and UNEP’s flagship contribution to the UN Decade of Education for Sustainable Development in the Asia-Pacific. It was held in conjunction with a Sustainable Development Forum, organized jointly by Bayer, Tongji University and UNEP in Shanghai focusing on Climate Change. There were 25 participants representing the sub-regions of Central Asia, South Asia, Southeast Asia, South Pacific and Northeast Asia as well as international and regional organizations. Resource persons were from Tongji University, University of Wollongong, Australia, Institute for Global Environmental Strategies, Asian Institute of Technology, the United Nations University-Institute of Advanced Studies, Nanyang Technological University, University of New South Wales, Yale University, and Bayer AG. The training programme was arranged around the three dimensions, namely, human, environment, and sustainable development. An interactive Pyramid Exercise was conducted to synthesize the knowledge gained and skills learned from the various modules. A day long field trip in Shanghai and Tai Chi exercises were also well organized and enjoyed by participants. Prof. Fengting Li of UNEP-Tongji IESD and Mr. Mahesh Pradhan of UNEP jointly delivered congratulatory addresses and awarded the certificates to all participants at the closing ceremony.

More information at:
http://enviroscope.iges.or.jp/modules/envirolib/view.php?docid=2660

Regional Workshop on ASEAN+3 Policy Dialogues on ESD

Mee Young Choi and Robert J. Didham

Co-organised by: Institute for Global Environmental Strategies; UNESCO and United Nations Environment Programme
UNESCO Building, Bangkok, Thailand, 3-4 December 2009

The Regional Workshop on ASEAN+3 Policy Dialogues on Education for Sustainable Development brought together government officers, experts, and practitioners in ESD for a series of productive dialogues on the current status of ESD throughout East Asia and on specific means for improving its implementation and efficacy. During the policy dialogues, participants debated on ways to better conceptualise “education for sustainable development”, means to advance ESD both in policy and implementation, mechanisms for strengthening educational practices in non-formal sectors through ESD, and possibilities for linking ESD with community capacity building and sustainable livelihood approaches.

The full proceedings for the workshop are available at:
http://enviroscope.iges.or.jp/modules/envirolib/view.php?docid=2660
Recent Events

Initiating Disaster Awareness and Preparedness Training for College of Education Teachers in Myanmar

The UNESCO Myanmar Education Recovery Programme (MERP), in collaboration with the Ministry of Education Myanmar, organised three training workshops on Disaster Risk Reduction (DRR) in Education for Colleges of Education and practising schools around the country, from 22nd-24th May 2010 at Yankin Education College in Yangon Division. A total of 100 tutors, assistant lecturers, teachers and principals participated in these workshops. Deputy Director Generals and officials from the Department of Educational Planning and Training (DEPT) and the Departments of Basic Education (DBEs) 1 and 3 attended the opening session.

The workshops were conducted to raise disaster awareness and preparedness of the college of education teaching staffs, who had never been trained in disaster risk reduction. The workshops were conducted by the master trainers from DEPT and DBEs 1 and 3.

In his opening speech, Mr. Tun Hla, the Deputy-Director General of DEPT made reference to the impact of Cyclone Nargis and said that, “Due to the lack of knowledge in protecting oneself and having never experienced a natural disaster of this scale, there were huge losses in shelter and property. This resulted in collaboration with UNESCO to conduct trainings on disaster preparedness.” The workshop also comprised a presentation on HIV/AIDS and DRR by Dr. Soe Naing from UNAIDS.

Daw Thi Thi Htoo, Superintendent of DBE1 said encouragingly that “they would share the knowledge gained from the workshop with colleagues and students when they get back to their colleges, using the presentations, training modules, activity books and posters distributed by UNESCO”.

On the second day, Ms. Khin Thin Phyua, the Assistant Director of DEPT, reiterated that, “Our aim is not only to raise awareness in disaster risk reduction but also to contribute to the community which will benefit in the future.” The three-day workshop sessions had presentations on DRR modules followed by group activities at the end of each module. The workshops provided an opportunity for the participants to learn from the training materials provided by UNESCO MERP.

By the end of the workshops, the participants expressed their appreciation for the training. One of the principals from the Delta said, “We are now more aware of the importance of disaster preparedness.” Ms. Khin Khin Win, a participant from Ayeyarwady Division, expressed her appreciation of the tools and techniques for risk assessment and actions towards disaster risk reduction.

For more information please contact Sardar Umar Alam at su.alam@unesco.org.
**Recent Events**

**Strengthening the Role of Media Personnel in Tonga**

From the 24-27th of March 2010, the Tonga National Commission for UNESCO arranged a Sub-Regional Training for Media Personnel to Promote International Goals and Commitments at the Country Level, with particular emphasis on MDGs, EFA and ESD in Nuku’alofa, Tonga. Mikko Cantell, Associate Expert of the ESD Unit at UNESCO Bangkok and Communications and Information Programme Specialist Paul Hector from the Apia Office, were co-facilitators of this 4 day workshop.

The first three days of the workshop were targeted at education officers and media professionals and consisted of a series of discussions and activities ranging from the role of media in society and the importance of transparent communication and good governance, to discussions on internationally agreed upon goals and educational programmes such as ESD, EFA and the MDGs.

The final day of the workshop comprised of a workshop for Tongan journalism students, where, as a gesture of goodwill and show of commitment, many of the participants from the previous days volunteered to participate as resource persons.

**International Expert Meeting on Mainstreaming Disaster Risk Reduction and Climate Change in the context of ESD.**

The International Expert Meeting on Mainstreaming Disaster Risk Reduction and Climate Change in the context of Education for Sustainable Development: Sharing Lessons Learned and Good Practices was organized by UNESCO Bangkok’s ESD unit from 17-19 February 2010, in Bangkok, Thailand. Over 50 high ranking officers and decision-makers from seven countries, UN agencies and International NGOs in the Asia Pacific attended this meeting.

The workshop was held with the objective to identify and recognize the key components in isolating tangible linkages between Disaster Risk Reduction (DRR) and Climate Change, as well as to provide avenues for officials from various Ministries of Education to examine their existing curricula and policies for potential gaps in these areas. Participating countries included Bangladesh, Brunei, Cambodia, Myanmar, Nepal, Sri Lanka and Thailand.

Through this three-day meeting, participants shared expertise and exchanged views on methodologies with which to approach climate change and disaster risk reduction for adaptation in practice within the larger Education for Sustainable Development (ESD) framework.

This meeting was a preliminary investigation on what UNESCO can do as an intergovernmental organisation responsible to assist Ministers of Education in terms of preparing their officers and curriculum in order to able to appropriately respond to problems in the face of increasing impact and vulnerability.

Experts working on education for sustainable development, climate change and disaster risk reduction were invited to present in the meeting, along with representatives from UNESCO as well as ESD partners in the region including UNEP, UN/ISDR, Plan International, UNICEF, Save the Children and UNU-IAS. This meeting was made possible by financial contributions from UNICEF Asia-Pacific Shared Services Centre and UNESCO’s Disaster Reduction and Renewable Energy Section at our Paris Headquarters. UNESCO also received support from international experts from other UN agencies and International organizations working on climate change and disaster risk reduction through their active participation and expert contributions (e.g. UNEP, UNESCO, UN-HABITAT, WHO, ADPC and World Bank).
ESD in action

The experience of Roong Aroon School, Bangkok.

Staff from the ESD Unit were invited to the Roong Aroon School in January to attend a seminar and tour of the school’s facilities, alongside representatives from Thammasat University and the Japan Foundation. This event allowed Roong Aroon School to share with its guests the ethos and practices which have made the school a model for sustainability-focused teaching and learning.

The school has successfully built a teaching and learning framework which recognizes and incorporates the diverse strands of the sustainability equation (economic, social, and environmental) in a curriculum aimed at develop competencies critical to sustainable living. Content-based subjects are structured to develop technical, cognitive, and social skills in addition to conveying disciplined, factual information. Science students, for example, explore the symbiosis which exists between people and the natural environment, rather than simply understanding how the natural environment functions and can be utilized for human benefit. Exercises such as the classification and sorting of recyclable materials and the tending of organic rice fields fertilized with the school’s organic waste allow for the development of values and skills which supplement the knowledge classroom-based learning provides.

A notable feature of Roong Arun’s success is its ability to provide a single, clearly articulated vision for its teachers and learners which facilitates the successful integration of the inter-related components of SD and produces innovative teaching and learning strategies. The school’s success in doing so is aided by its educational philosophy’s basis in Buddhist ethical principles, which emphasize harmony and reciprocity as guidelines for action in relation to external environments. These principles provide depth to an educational vision emphasizing the acquisition and development of morally responsible actions and attitudes in relation to one’s social, ecological, and spiritual environments.

The successful partnership of ESD with Thailand’s rich cultural heritage is a valuable reminder of the importance of local culture to the achievement of successful development outcomes. Although the values of sustainability are universal in principle, it is through culturally appropriate actions that these aims will be achieved. Aligning international development targets with local values, traditions, and knowledge contextualizes international development targets and deepens linkages between agencies, stakeholders, and project objectives. Localization is especially critical consideration in the context of ESD, a concept whose interpretation and application necessarily varies according to local circumstance.

The site visit and seminar left a positive impression on participants from the ESD Unit, with Roong Aroon’s innovative strategies reaffirming belief in the instrumental role education will, and must play as an agent of change, and of the importance of ESD in helping shape the purpose, content and quality of education. Education is fundamentally concerned with preparing the youth of today to be the citizens and leaders of tomorrow; it will be through their actions and choices that a sustainable future is possible. Success stories such as Roong Arun’s serve as timely encouragement of the contribution education, and ESD, can make in achieving a sustainable future.

Although the values of sustainability are universal in principle, it is through culturally appropriate actions that these aims will be achieved.

Leon Gaskin is currently an Intern at the Education for Sustainable Development Unit at UNESCO Bangkok.

l.gaskin@unesco.org
One of the hands-on activities to convey the message of ‘sustainability’ is to use the so-called ‘sustainability game’. The concept of sustainability is to be constructed into one’s cognitive framework through experiential learning. This game was introduce to 17 participants from 11 Colombo Plan countries comprising Afghanistan, Bhutan, Brunei, Fiji, Iran, Maldives, Myanmar, Nepal, Philippines, Sri Lanka, and Thailand. The participants were attending a four-week science teaching capacity building course entitled ‘Professional Development Programme for Secondary Science Education’ on 29 July to 18 August 2009 in SEAMEO RECSAM, Penang, Malaysia.

Prior to introducing the game, the participants were asked to assess their own understanding of ‘sustainable development’ by ascertaining the type of development that can provide continual benefits for the present and future generations of humanity. From a list of six items, i.e. socially desirable, globally equitable, economically viable, democratically popular, technologically sound and ecologically sustainable, the participants were asked to choose the three main pillars that can support sustainable development. Surprisingly, none of the participants was able to pick socio-economic and environmental development as the main thrust in achieving sustainability. This showed that many science teachers have only vague ideas about sustainable development, although the term frequently appeared in media reports and textbooks. Hence, this sustainability game was used to bridge the gap in comprehending and appreciating the noble meaning of sustainable development.

The participants were divided into four groups and each was given a scenario related to appropriate socio-economic and environmental issues. Each was given some white and variegated marbles, and a black plastic bag. The white marbles represented natural resources or raw materials, and the variegated marbles represented waste products or pollutants. The game was played according to the module described in the ESD toolkit by Rosalyn McKeown (version 2): www.esdtoolkit.org/concept.intro/drain2.htm.

The four scenarios that the participants were asked to discuss are: a farm land, coastal fishing, a pristine tropical rainforest, and an industry. As expected after completed the first session of the game, the participants realized that for sustainable use of the natural resources and raw materials (white marbles), they had to cooperate and work together in using less resources (number of white marbles) in order that the natural materials can last for longer period, i.e. to last for more rounds of play, or the game could carry on endlessly!

In the discussion that ensued, participants were asked to considered in terms of socio-economic and environmental benefits if the natural resources were used sustainably as opposed to overconsumption. Hence, when a plot of farmland is cultivated and managed properly, that is to say without using excessive fertilizer, herbicide, and pesticide, then the land could produce enough food or materials to support the population and maintain their lifestyle as well as sustaining their wellbeing without compromising the environment. Otherwise, pollution would eventually destroy the farmland, damage the environment and ruin people’s livelihood.
At the Grassroots Level
Community Photography for Development in action with At First Sight

Initiated by Linda Germanis, United Nations Volunteer (UNV) at UNESCO Bangkok, the At First Sight project aims to encourage Saphan Phut community residents in Bangkok, Thailand, to use photography to record their daily experiences and challenges, and to inspire more people to get involved in volunteering at the grassroots level.

Ms. Germanis’ dedication to the community was recently recognised by Thai authorities who named her an “outstanding volunteer for her valuable contribution to Thai society”.

Through a participatory approach combining the experience in the education field of the volunteers from UNESCO, equipment donated by Samsung, and the knowledge of the culture and people of Saphan Phut, a slum community in Bangkok, held by the volunteers from ATD (both the International Movement ATD Fourth World Thailand and the Friends of ATD Foundation), the At First Sight Community Photography for Development project started.

The aim of the project is to work on the Community Identity concept targeting the youth of Saphan Phut, while trying to apply a whole community approach through collateral initiatives such as collective photography sessions and symposium community lunches to share commentaries and pictures taken during previous sessions.

The formal output of the project is a Photo Booklet containing pictures and commentaries taken and given by the youth of Saphan Phut about their identity, values and challenges. A mid-term goal is represented by the opportunity given to the young photographers to participate as a team in different photo contests on social and development issues at a national, regional and international level.

Three pictures taken by Natthanon Chaengsuk on behalf of the At First Sight team were selected for the ICVolunteer Photo Contest “Diverse Perspectives on the Environment Citizenship and Volunteering” and exhibited in Geneva last October 2009.

The booklet containing pictures and commentaries taken by the young residents of Saphan Phut is available both in hard and interactive soft copies.

The story of the project from its inspiration to the activities, its partners and methodology. The second section, Art At fIrSt sIght, was compiled in the style of a ‘coffee table’ book presenting two series of photos that aim to show, as a symbolic dichotomy, how everything we are looking at can open a dialogue, whether within ourselves or with others.

In the first series titled “A Selection From The International Community”, volunteers from UNESCO Bangkok were asked to collect pictures from the web that represent their feelings about Bangkok and to comment on their choices. This selection of pictures has been used as an example of the At First Sight dialogue methodology for the expected involvements of the children.

The second series is composed of photos portraying lives in the Saphan Phut Community, captured and commented on by its young dwellers.

Thanks to a prize won in a UNV competition, 2500 USD will be dedicated to develop environmental protection activities in the second phase of the At First Sight project.

For further information contact:
Linda Germanis
lindagermanis@gmail.com
Or visit:
http://atfirstsight.ning.com/

environmental protection priorities of the Saphan Phut community will be identified. Two discussion groups will be organized to discuss how the community could volunteer for its own environment. One discussion group will comprise representatives of the community. The second will target the youth of the community, previously involved in the At First Sight project.

Both groups will be required to identify tangible improvements needed in the community. Furthermore, the teenagers will be asked to think about the most effective way to be a reporter of environment related activities that will be developed.
The Ministry of Education of Brunei Darussalam, in collaboration with UNESCO Bangkok, organized a workshop on Education for Sustainable Development (ESD) Co-ordination and Capacity Building, with Government and municipal level officials, as well as representatives from the private sector. The workshop was held from 19-22 April, 2010. Mikko Cantell, Associate Expert from the Education for Sustainable Unit at UNESCO Bangkok facilitated the workshop, providing guidance and technical expertise on ESD in the Asia-Pacific region.

In his keynote speech, Mikko spoke of sustainable development as “an undertaking that bridges generations”, commenting on how the significance of this concept can only be realized if we understand the importance of the consequences of our actions and are continuously thinking of what the future will hold for our future generations.

“Traditional education systems have relied on the fact that more education leads to more development. This has been true in many cases, but more attention needs to be given to the content of education and the nature of development. Even those of us who are very highly educated, intelligent and meaningfully employed, may still be acting in ways which are harmful to others and often to ourselves.”

The workshop opened with discussions on sustainable development in the Brunei context, and the challenges faced by the nation. When asked to isolate sustainable development priorities, that is, areas which are currently challenging the nation’s path towards a more sustainable future, participants referred to the national strategy laid out in the Vision 2035 document which emphasizes three key areas for development excellence in education, a sustainable economy and high quality of life. From this starting point, participants discussed issues such as diversification of the economic base of the country, food security, health, inclusive education and preservation of positive traditions and values.

Upon discussion on the formulation of national ESD policies and ESD implementation, strong emphasis was made by the participants on establishing linkages between governmental departments, so as to promote collaboration and communication and encourage holistic approaches to national challenges, a fundamental characteristic of ESD.

By the end of the workshop, participants from various government departments including various departments and units of the Ministry of Education, Ministry of Religious Affairs, Centre of Health Promotion as well as Ministries of Higher Education, Culture Youth and Sports and the Prime Minister’s Office) and private companies such as the Brunei Shell Petroleum Company, developed tentative action plans for the implementation of ESD-related activities. Action plans suggested priority areas for each department/agency, and what action and time frame would be required to reach identified outcomes and objectives.

The workshop concluded with immediate and medium-term recommendations made by the participants, including resolutions to establish a central coordinating body for ESD within the Government structures, to “plan, design and conduct ESD programmes to add value to education”, and to organize a National Conference on Sustainable Development in the near future.
**Regional News**

**DPRK Study visits**


The DPRK (Democratic People’s Republic of Korea) Government is eager to learn from international trends, best practices and lessons, and adopt international frameworks and standards to modernize their education system. In this regard, UNESCO Beijing Office has been supporting the Government. ESD is a novel concept in DPRK. For the first time, the international key publications on ESD were introduced to DPRK and translated into Korean. The first National Workshop on Disaster Risk Reduction (DRR) and ESD was held in Pyongyang on 20-24 April 2009. As a follow-up, on 21-25 Oct 2009, a study visit to Beijing was organized for a DPRK delegation consisting of 2 officials from the DPRK Ministry of Education, 1 researcher from the Academy of Educational Science and 4 headmasters of ESD pilot schools. During the visit, the delegation attended the Fourth Beijing International Forum on ESD, visited ESD schools in Beijing, had discussions and exchanged ideas on how to promote ESD and prepare for the final wrap-up of the DESD in 2014. Their participation in the international forum allowed them to interact with other countries in this region. With exposure to the best practices of ESD, the delegation increased their knowledge on how to integrate ESD into education policy planning, teacher education, school curriculum and practice. The study visit also became an orientation for the delegation on how to implement ESD in pilot schools in DPRK.

**UNESCO Bangkok 10 Mar 2010**

On March 10th 2010, Mr. Kyu Sam Han (Director, Department of Foreign Affairs, Ministry of Education) and officials from DPRK held a meeting with UNESCO Bangkok Director Gwang-Jo Kim and representatives from the ESD Unit. The visit of the DPRK delegation to UNESCO was part of a broader study trip to China, Thailand and India aimed at observing intergovernmental work in support of the Decade of Education for Sustainable Development (DESD) in the Asia-Pacific region, with a particular focus on initiatives in the field of environmental education and awareness-raising.

At the meeting, the DPRK delegates expressed support for the importance of ESD, drawing attention to the pressures on the DPRK’s own limited land resources and the adverse impacts from recent natural disasters to highlight areas for capacity strengthening which ESD could contribute to. The delegates shared current DPRK efforts to minimize the impact of natural disasters in the future, chiefly the environmental education project currently being piloted at Kim Il-Sung University, a project the DPRK hopes to further develop and expand to other universities. The ESD Unit in turn shared its Regional Strategy for the current biennium, highlighting its own focus on Disaster Risk Reduction (DRR) and Climate Change adaptation (CCA) and current initiatives in this field, such as the Myanmar Education Recovery Programme (MERP).

Mr. Han and his officials were very supportive of ESD, and invited UNESCO to visit Kim Il-Sung University to observe firsthand the environmental education project being piloted there. Overall, both the representatives from the ESD Unit and the delegates from the DPRK expressed hope that this meeting laid a foundation for further cooperation and exchange in the future.
UNESCO Bangkok and the National Science Museum of Thailand (NSM) are developing a major exhibition on Healthy Sexuality targeting a primary audience of adolescents, aged 13-19. In collaboration with the ThaiHealth Promotion Foundation, Women’s Health Advocacy Foundation (WHAF), UNAIDS, UNIFEM and Plan, and in cooperation with the Ministry of Education and the Ministry of Public Health, the exhibition is scheduled to open in April 2010.

The bilingual exhibition will offer a comprehensive introduction to aspects of love and sex, from sex in nature, to romance and the science of human sexual attraction, to relationships and the need for good communication, to puberty, sexuality, gender diversities, conception and contraception, and STI (sexually transmitted infection) and HIV prevention. It will also broach the once taboo topics of sexual violence and sexual power relations.

As NSM attracts more than 1.2 million visitors a year, most of whom are students coming in school groups, the exhibition thus is a supplement to the school curriculum where comprehensive sexuality education is still often inadequate.

The 850 square meters of the exhibit will be unified by wall drawings and cut-outs of teen “manga” (Japanese-style cartoons) characters that will echo, or underscore elements of the exhibit. The use of manga in this way is not only a tip towards making the exhibit youth-friendly, but also allow us to explore some of the more difficult topics such as forced or coerced sex, whether it is ever okay to hit, and the need for mutual and self-respect. All video scripts, as well as the manga dialogues, have been written and/or vetted by Thai teens (in the colloquialisms used by Thai teens).

Upon leaving the exhibit, every visitor will be given a manga booklet that replicates elements and themes of the exhibit. These booklets contain lists of internet resources and telephone numbers for local Hotlines.

Teachers coming with their classes will be given a set of simple lesson plans so that they can follow up once back in their classrooms. Information and support will also be provided to teachers to help them answer and anticipate questions and reactions that their students may have immediately following their visit.

Once the major exhibit is mounted and opened at the National Science Museum of Thailand, three scaled-down versions will be created and sent to the 12 science centers dispersed throughout the country. Later, the Caravan for Healthy Choices will be equipped to deliver a “road show” to more rural settings across Thailand. Finally, monitoring and evaluation will be conducted through all stages of the exhibition to determine if we have been successful in reaching Thai adolescents in a manner which appeals to their mindset and understanding of these issues.
Upcoming Events

Campus Media Workshop
Philippines, 27-28 May 2010

UNESCO National Commission of the Philippines (UNESCO NatCom) and Associated Schools Project Network (ASPnet) Philippines is organizing Campus Media Workshop in Pasay City, Philippines.

A total of 80 secondary school paper advisers nationwide are expected to participate in lecture-discussions, small group workshops and plenary critiquing during the 2-day workshop.

Experts from the print media and Member-Commissioners of the UNESCO National Commission of the Philippines will share their expertise as resource persons and as evaluators of the workshop outputs of the participants.

At the Workshop, Mikko Cantell will present the topic “Campus Media’s Contribution to Quality Education for Sustainable Development (ESD)“.

At the end of the workshop, the participants are expected to be able to understand the relevance and importance of campus media coverage of UNESCO programmes and activities and raise their consciousness on global issues of eradicating poverty and attaining the Millennium Development Goals.

INEE Regional Tool Launch
Bangkok, July 12-16

INEE is launching a series of tools which will be building on the INEE lessons learned over the past eight years of facilitating regional inter-agency knowledge sharing and capacity building events. The INEE tools to be launched will include:

- Revised Minimum Standards Handbook
- Guidance Notes and Resource Pack on Teaching and Learning
- Information Pack on External Education Financing in Low Income and Fragile Countries
- Gender Pocket Guide

UNESCO Bangkok is facilitating a launch event to be held between 12-16 July in the UNESCO Bangkok office, inviting members of INEE Working Groups, Advisory Groups and Task Teams who have assisted in progressing the development of these tools.

For further information, please contact Kamonrat at k.chayamarit@unesco.org.
Gender Issues in Counseling and Guidance in Post-Primary Education

This publication is part of the gender advocacy brief series. It is basically aimed at sensitizing the policy makers for incorporating various gender issues into their policies. Apart from this the advocacy brief is also for general advocacy about the specific theme in gender in education.

This brief suggests specific ways by which counseling and guidance can be practiced, the optimal settings where counseling and guidance can work in the education context, and how successful such programmes are in ensuring gender equity and equality.

The theme of this advocacy brief has been identified based on the request from the gender focal points who are generally from the ministries of education in various member countries in the Asia-Pacific region. At present there are 13 GENIA member countries in the Asia-Pacific region.

The impact of this publication will be raising awareness on the issues of gender in education in general and specifically in the context of counseling and guidance in post primary education.

GENIA Toolkit on “Promoting Gender Equality in Education.”

This is the fourth revised and updated version of the toolkit which has benefitted from the review and comments received from the Gender Focal Points belonging to the Gender in Education Network in Asia-Pacific (GENIA), Gender Experts across the Asia-Pacific Region, UNGEI (United Nations Girls’ Education Initiative) Partners and APPEAL Unit gender team, who gathered in September 2009 for a technical workshop to finalize and test the materials.

This toolkit was originally designed in 2003 when the Gender in Education Network in Asia-Pacific (GENIA) was set up. Fewer documents were designed at that time, and until the 2006 version, documents were mainly intended to be used by the GENIA members, who are representatives (Gender Focal Points) from Ministries of Education in the region. GENIA members have been using these tools to sensitize and train their national counterparts primarily the Ministries of Education. For this version of the toolkit, the scope of the target audience has been broadened and the content adapted accordingly, in order to meet the needs of all people who are interested in gender mainstreaming and could potentially use it.

The new toolkit can be accessed here.

For further information on either of these publications:

Contact

Gender.bgk@unesco.org

Or visit:

http://www.unescobkk.org/no_cache/education/appeal/
We want to learn from you...

Welcoming DESD Updates

UNESCO Bangkok invites all partners in education to share their examples of ESD in action, including information about programmes, activities or resources, to include in future DESD updates or on the UNESCO Bangkok website.

Kindly submit examples based on the following criteria to esd.bgk@unesco.org by August 1st, 2010.

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<th>Submission criteria</th>
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<td>Programmes and Activities</td>
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<td>- Name of Programme/Activity</td>
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<td>- Date(s) of implementation</td>
<td>- Publisher (for publications)</td>
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<td>- Brief description (maximum 150 words)</td>
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ESD Unit Database

The Education for Sustainable Development Unit at UNESCO Bangkok is continually updating its ESD contact database. As a current partner in ESD, we would be pleased if you could update your contact information through the link below: http://creator.zoho.com/mcantell/esd-contact-database/form/23/ or email us your updated contact information at: esd.bgk@unesco.org.

As always, we will continue to use your contact information for internal purposes only, such as sharing information on recent ESD-related activities and upcoming events in the Asia-Pacific through our quarterly newsletter.

With thanks,
The UNESCO Bangkok ESD Unit