EIU/ESD from the perspective of teacher education
Reflection on Teachers Education of APCEIU and its lessons

UNESCO Expert Meeting on Education for sustainable Development (ESD):
Reorienting Education to Address Sustainability
(Supported by Japanese Funds in Trust)
1–3 May 2006, Thailand

By Dr. Sookhee KWAK

(Asia–Pacific Centre of Education for International Understanding)
Outline

I. APCEIU Missions

II. Main Areas of Work:
1. What we have done: Teacher Education
2. What we have learned: Lessons

III. Looking to the Future:
I. APCEIU Mission

Keeping with UNESCO principles and declarations on education, APCEIU seeks to:

1. PROMOTE EIU which strengthens participatory democracy, protection of human rights, social and economic justice, inter-cultural respect, ecological sustainability, and nonviolent and just reconciliation of conflicts.

2. COLLABORATE with educators and institutions to expand, strengthen, and institutionalize EIU in schools and civil society.

3. SERVE as a centre of excellence in the Asia-Pacific region for training, research and development of EIU.

4. SHARE ideas and lessons for implementing and enhancing EIU with educators, policy-makers, institutions, and communities, through networking and partnerships.
Mandate of APCEIU
(Article 2 of AGREEMENT)

- Strengthen national and regional capacities in education for international understanding;
- Encourage and facilitate collaborative links between Asia-Pacific initiatives and other regional, international and global efforts in education;
- Implement research and development of the philosophy, teaching methods and curriculum of education for international understanding;
- Organize training workshops and seminars;
- Produce and disseminate teaching materials and other publications.
II. Main Areas of Work

- Teacher Training Workshops on EIU
- Research and Development of EIU: Curriculum & Teaching/Learning Materials
- Publication and Information Service on EIU
- Cooperation and Networking
Asia Pacific Teacher Training
A Priority Program of APCEIU

Five Teacher Training Workshops (TTW) on EIU in 2001-2005.
Teacher/educator/school administrators from 39 Asia-Pacific member countries have participated.

- 1\textsuperscript{st} TTW, July 10-13, 2001, in Ichon, Korea in collaboration with UNESCO-APNIEVE, 34 participants, 15 countries

- 2\textsuperscript{nd} TTW, July 16-20, 2002, in Suva, Fiji, in cooperation with UNESCO Apia Office & Fiji UNESCO NC, 40 teachers and educators, 10 Pacific counties

- 3\textsuperscript{rd} TTW, July 7-August 2, 2003, in Ichon, Korea, 30 participants, 14 countries. A teaching manual/resource book was field tested

- 4\textsuperscript{th} TTW, June 21-July 11, 2004, in Ichon, Korea, 35 participants, 20 Asia Pacific countries

- 5\textsuperscript{th} TOT, Theme: 20-29, September 2005, in Chiangmai, Thailand, 35 Participants from 12 Countries. UNESCO Bangkok office
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Linkage with UNESCO Institutions/ Subsidy during 2001–2005

2001. 7.10-13 Ichon, Korea 34 persons (15 countries) Vietnam 1, Australia 3, Canada 1, Hongkong 1, Indonesia 2, Malaysia 2, Oman 1, Kyjahistan 1, Thailand 2, Sri Lanka 1, Japan 2, Korea 8, Philippines 7, Bhutan 1, Laos 1

2002. 7.16-20, Suva, Fiji 40 persons (10 countries) Fiji 20, Cooks Island 3, PNG 2, Samoa 3, Solomon Island 2, Tokelau 1, Tonga 3, Tobalau 1, Vanuatu 2, New Zealand 3.

2003. 7.7-8.2 (4 weeks) Ichon, Korea 30 persons (14 countries) Laos 1, Malaysia 2, Mongolia 1, Bangladesh 2, Bhutan 2, Uzbekistan 2, Iran 3, Indonesia 1, China 2, Thailand 1, PNG 1, Philippines 3, Australia 1, Korea 811 persons (9 countries) Bhutan 100% x 1p, Indonesia 100% x 1p, China 100% x 1p, Laos 100% x 1p, PNG 100% x 1p, Uzbekistan 50% x 2p, Mongolia 50% x 1p, Bangladesh 50% x 2p, Iran $1,000

2004. 6.21-7.11 (3 weeks), Ichon, Korea 34 Persons (20 countries) China 1, Cambodia 2, Timor leste 1, India, Indonesia 1, Iran 3, Korea 4, Mongolia 1, Nepal 2, New Zealand 2, Pakistan 2, Palau 1, Sri Lanka 2, Tonga 1, Thailand 2, Turkey 2, Uzbekistan 2, Australia 2. 12 Persons (8 countries) Cambodia 100% x 2, Timor leste 100% x 1p, India 50% x 1p, Mongolia 50% x 1p, Pakistan 50% x 2p, Sri Lanka 50% x 2p, Tonga 100% x 1p, Uzbekistan 50% x 2 P, Post-conflict countries 100%, the least developed countries 50%

2005. 9-20-29 (10 days) Chiangmai, Thailand 35 persons (11 countries) Australia 2, Bhutan (100% x 1P), Cambodia 2+100 x 1p, China 1, Iran 1 (100% x 1P), Korea 1, Malaysia 2, Pakistan 1, Sri Lanka 2, Thailand 4, Vietnam 1
Sub-regional Workshop

- 2003 March 23-28, in Beijing, China, in cooperation with China UNESCO NC & UNESCO Beijing Office. 32 participants, North East Asian countries. Focus on Sustainable Development in North East Asia

- 2004 November 1-7 in Sri Lanka & November 8-9, 2004 in India, Sri Lanka, India and Maldives, with Ministry of Education in Sri Lanka, GTZ, and Mysore University in India

- 2005 December 15-17 in India, Sri Lanka, India, Pakistan, Bhutan and Maldives, Afghanistan, with Ministry of Education in Sri Lanka, GTZ, and CIIL in India
Development of Educational Materials on EIU/ESD

- **Development of Teachers’ Resource Book on EIU**
  - Objective: to introduce EIU concepts and teaching modules
  - Target: teachers for their use in classrooms
  - Subsections: “Dismantling the Culture of War”,
    - “Living with Justice and Compassion”,
    - “Living in Harmony with the Earth”,
    - “Promoting Human Rights and Responsibilities”,
    - “Nurturing Intercultural Understanding and Solidarity”,
    - “Cultivating Inner Peace”

- **Promoting Partnerships for Educational Development in the Asia-Pacific Region: UNESCO-APCEIU Fellowship Programme**
  - Researching and developing educational/reading materials for children and youth in the Asia-Pacific Region in their mother languages, a one-month residential programme in Icheon Centre of APCEIU, Korea from 1-30 August 2005.
  - The Sky, the Cloud and the Earth (Mr. Suresha),
  - My Earth My Life (Ms. Sulistyowati),
  - Bam Earthquake (Mr. Razavikhosravaninejad),
  - We Can Try (Ms. Fine)
  - Tolerance Wordbook (Mr. Djuraev). in the fellows’ mother languages: Kannada (Indian), Indonesian, Persian, Tongan and Uzbek.
In 2006: More focus to be placed on (post) Conflict and Less Developed areas.

1. Education for International Understanding towards a Culture of Peace.
   - Dates: June 10-20, 2006 (tentative) in Teheran, Iran
   - Participants: teachers, teacher educators and experts
   - Partner Organizations: Ministry of Education in Iran; Iranian National Commission for UNESCO; Other related educational institutions; National Commissions for UNESCO in Afghanistan, Turkistan and Pakistan.

2. Development of EIU Materials
   - Venue: Vietnam and Cambodia
   - Participants: EIU experts, teacher educators, teachers, developers and other researchers related to EIU and EIU curriculum development, etc.
   - Collaborating Organizations: UNESCO Hanoi Office; Curriculum development institutes and training institutes; Civil society organizations related to EIU; Other UNESCO Field offices.
Experts Consultation in 2006

- **Objectives:**
  - to provide EIU related experts with opportunities
  - to revisit EIU and ESD in the region,
  - to share their experiences in terms of educational policy, curriculum development, educational programme and reading materials related to EIU, and
  - to enhance their networking at the institutional level. It is expected that strategies to integrate their specialization and fields of expertise into EIU and ESD in their countries and in sub-regions will be made so that EIU and ESD can be systematically and continuously promoted with special regards for local contexts throughout the region.

- **Dates:** August 22–25, 2006
- **Venue:** Penang, Malaysia
- **Participants:** EIU experts, teacher educators, teachers, curriculum developers and other EIU related researchers
- **Main Contents:**
  - Revisit the conceptualization of EIU/ESD and the linkage between EIU and ESD:
  - Situational analysis and assessment of EIU/ESD in the region:
  - Development of strategies to promote EIU/ESD in the region.

- **Collaborating Organizations:**
  - UNESCO Bangkok Office:
  - Curriculum development institutes and training institutes:
  - Civil society organizations related to EIU/ESD:
  - Other UNESCO Field offices.
Asia–Pacific EIU Policy Meeting in 2006

1 Situational Analysis

- Dates: March – October, 2006
- National coordinators: Persons in charge of EIU at UNESCO National Commissions or government officials or EIU experts of 7 Member States in Central Asia.
- Data collection: Mail surveys & Key informant interviews
- Main Contents:
  - Collecting basic information on the current situation of EIU in the countries;
  - Comparative analysis on EIU to set the agenda for implementing EIU in accordance with existing developmental levels of EIU in different parts of the region;
  - Finding an effective policy for enhancing EIU.

2. Sub–regional EIU Policy Meetings (Central Asia / North East Asia)

- Dates: September, 2006/ November 2006
- Venue: Tashkent, Uzbekistan/ Beijing China
- Participants: EIU experts in each sub–region, EIU policy makers, teacher trainers, UNESCO Regional Offices, Cluster Offices, and National Commissions for UNESCO.
- Main Contents:
  - Sharing the current situation of EIU at the local and sub–regional levels;
  - Setting the agenda for implementing EIU in accordance with existing developmental levels of EIU in different parts of the region;
  - Building policies for balanced development of EIU in the Asia–Pacific region.
II. Lessons

1. Conceptual Framework of EIU/ESD

- replacing structures of militarization with structures of peace
- living with compassion and justice (sharing resources, promoting equity)
- promoting human rights and responsibilities
- practicing intercultural respect, reconciliation and solidarity; cultural respect
- living in harmony with the earth; sustainable development
The purpose of the workshop is for the participants as educators to get sustainability integrated into education. One of the things that can be done is to see the solution. For example if the question is asked, ‘What are some of the things we would have, if we had sustainability?’ Then the answers would probably be there would be enough food, education, security, safety, peace, equity, clean water, friendly and cooperative atmosphere, no severe climate change, no pollution, no poor people, less natural disasters, and less consumption. There would be for example, partnership, respect for each other, and thinking into a brighter future.

The question to ask here is how to teach people about ESD and EIU? Do they have the same vision? How to involve others in education for sustainable development (ESD), sustainable futures and the decade of education for sustainable development (DESD) is part of the challenge. ESD is not about sustainable development but for SD. It is understood that we do not have all the answers, but we can look at the social/cultural/environmental and the economic aspect of the problem. How can the movement from ‘pollution’ to ‘non-pollution’ be facilitated?

How is change brought about? Learning as sustainability is about everyday actions with our children, reflecting on what we are doing. It’s about creating a learning community, and promoting change in ourselves. Two things have to be kept in mind: learning to change and attitude to change. The attitude to change is a process by which to mentor the process of change.
The topic of transformation is very important. Models of transformation need to be explored. We need to analyze and evaluate the need for change. We need to participate and reflect on our own participation. Changes can be long, dramatic, and within ourselves, whilst at the same time it is important to not forget about our own heritages. This is where the tension arises between the traditional and the modern. We need to see how to integrate positive change into our daily lives. The starting point would have to be from facts in our countries. There is a need to identify the link between our activities and our values, and start from our own realities.
## Learning Outcomes Matrix—Children

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<td>Culture</td>
<td>Appropriate Greetings, Drivers – Culture</td>
<td>Sawasdee (Good Morning) Experience</td>
<td>acceptance appreciation, respect/sensitivity</td>
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<td>Respect</td>
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<tr>
<td>Peace</td>
<td>How to live together, aware of conflict/violence</td>
<td>Stop fighting, problem solving, negotiation, compromise</td>
<td>Forgiving, Apologizing, sharing/giving</td>
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<tr>
<td>Equity</td>
<td>We are unique/different in, socio- economic background, ability</td>
<td>After the others, fund rising, respect to all people, skills to put yourself into other’s shoes</td>
<td>Be accepted Caring/Sensitivity, be generous, sharing/giving</td>
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<td>Human Rights</td>
<td>Basic Knowledge on the Rights of the Child</td>
<td>Respect their rights to speak up</td>
<td>Not selfish, protect others</td>
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<tr>
<td>Sustainable Development</td>
<td>Over Consumption, Pollution, waste, knowing others share planet, Future thinking</td>
<td>Planting, look for animals, less waste etc, recycling</td>
<td>Caring, stewardship</td>
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<td>Themes</td>
<td>Knowledge &amp; Understanding</td>
<td>Thinking Process</td>
<td>Skills</td>
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<tr>
<td>Cultural Respect</td>
<td>Diversities and differences, our own culture Factual not biased/ prejudice Impartial Own culture Others Reasons for beliefs and values</td>
<td>Compare &amp; Contrast think critically on one's own society Critical</td>
<td>Sharing your culture listening to others, communicating Group discussion skills Ability to motivate Ability to vary presentation i.e. active-passive</td>
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<td>Peace</td>
<td>To be able to interpret Peace. To explain the necessity for peace. To know the different understanding of peace Awareness of the consequences of war Teaching the role of media teachers need to be aware of media issues</td>
<td>Compare and contrast Peace and War Conflict situations</td>
<td>living together, solving problems, peacefully, Speaking and presentation Skills</td>
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<tr>
<td>Equity</td>
<td>To know they have to give equal opportunities to students Awareness of the definition of equity and equality Being aware of different social status in the society Being aware of ethnic groups (gender) in own countries To know people who can really help connection/authorities Solidarity, factors threatening peace Different matters to develop peace More than ‘absence of war’</td>
<td>Critical Positive</td>
<td>analyzing and finding solutions. analyzing the students’ backgrounds to know how to provide equity in the classroom. Analysis on Problems</td>
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<td>Awareness of UDHR, CRC, Constitution of the country, Remedy</td>
<td>Critical Thinking, Reasoning</td>
<td>Reasoning, Justify, Identify, Bringing rights into daily life, problem solving</td>
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<td>Sustainab Develop</td>
<td>Resources are Limited, Impact of development, Social, economic, political aspects, interrelated, futuristic Eco system political, economics, social, natural, cultural</td>
<td>reasoning, evaluation, critical thinking</td>
<td>Analyses, evaluate, Justify, seeing a whole picture Analysis Introduce</td>
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3. Methodology

- Knowledgeable about Methodologies
- Is aware of the trainees’ background and their respective abilities
- Varies pedagogy to suit trainees and different learning styles
- Uses interesting methodologies
- Uses a participatory learning process
- Involves all participants
- Models good principles and provides clear examples of sustainability e.g. doesn’t waste paper

- Knowledgeable about Contents of Training
- Provides relevant information
- Has clear and effective materials
- Has good content knowledge and core competence
Supportive of Learners

- Creates a positive learning atmosphere
- Encourages positive thinking
- Provides learners with positive responses
- Is encouraging
- Appreciates learners’ attempts
- *“I don’t care what you know until I know that you care.”*

Some of the Professional Groupings that can be audiences for Training Programmes are:

- School Teachers
- Curriculum Developers or Advisors
- Administrators/Policy Makers/ Advisors
- Teacher Trainers
- NGOs/Community
Learning Process

- We have to start changes within ourselves, we can also use learning styles and methodologies to effect further change in education. The APNIEVE model of knowing, understanding, valuing, and acting is a useful teaching tool.
- The way different people (males, females, adults, and children) learn is different. Indigenous people also have a different way of learning, mostly through kinesthetic ways.
- Learning for change happens best when there is a safe and conducive learning environment supported by different and creative teaching methods. It is useful to ponder on the way you yourself learn and connect your own issues to the world. We all have different styles but our styles may not be the way learners learn, so all different styles have to be covered in learning activities.
- The teachers’ own experiences can be used to encourage change with students. Some teachers use first-hand experience, some use assessments by students and teachers, and other teachers place the learning responsibility on the students. Students need to understand, and care about what teachers are saying to them and then they have a reason to change. Youth learning more about their culture can be done by getting information and wisdom from local people.
Whole school approach

- Supporting change

If a need for change is identified in the whole school or whole school community, there is a need to agree on the necessary values to support the change. Many more places are now having whole-school approaches. Using their expertise, need to work to change attitudes and values in a whole school community so that everyone can live more sustainably.

In today’s world, there is a need to love and show compassion to all people and life to be able to live together. Spirituality is important and is the same. We can live sustainably and in peace if we combine the development of heart with information and take action based on it. This way we can bring about change.

We cannot say to others do something and then practise something else ourselves. People need to identify the need to change. They need to know what they will get and how they will benefit from it.

Awareness raising of the need for change is the first thing to be done. Life is not sustainable as it is, so there is need for change. We need to see how change will affect our lives. We need to explore the ways of making better change, and consider the people’s feedback from the change.
4. Management: Planning

- What is the purpose of the training?
- What concepts/ideas/knowledge/feelings/actions should teacher/trainers experience?
- What process will be used for the training?
- How will the training be delivered?
- Who is the intended audience?
- How many people will be involved?
- What length will the training be?
- Where will the training be held?
- What facilities will be needed?
- How much can be spent on this training?
- Who can help with the training?
- What resources and materials will be needed?
- Who will support the training?
- What needs and expectations does the target group have?
- What expectations do authorities/governments have?
- How can the training be evaluated?
- How can the starting session be really motivating?
- What is the best way to provide people with good orientation?
- Whether to deliver training sessions in teams or individually?
- Whether the process can be transformative or transmissive?
Principles

- Training Sessions usually take the form of:
  - Introduction
  - Presentation
  - Practice
  - Evaluation
  - Conclusion.
- Training sessions should also be based on sound learning principles e.g.:
  - Participatory
  - Known to unknown
  - Engaging the whole person
  - Active and experiential
  - Relevant and meaningful
  - Using questioning and inquiry
  - Empowering the learner to action
  - Directed towards specific outcomes
  - Transforming of values
  - Showing sensitivity
  - Inclusive and democratic.
Effective Management skills

- Starts with an “ice-breaker” to introduce participants to each other
- Clarifies expectations
- Sets the norms of the group (i.e. agreed operational procedures)
- Organized
- Manages time well, both personal and length of sessions.
- Stays on time, and keeps to time
- Has time limits, time frames for each activity
- Does what they will say they will do
- Provides a way of evaluating the effectiveness of the training.
Evaluation

- **What can be considered?**
  - Methodology – having diversity
  - Input on linkage of peace and EIU/ESD
  - Process of organizing a workshop
  - Input on the concept of EIU/ESD
  - Addressing similarities of the existing problems in the world
  - Sharing examples
  - Need to train about attitudes
  - Stick to the time frame
  - More explanation needed on the whole school approach, what it is and how to apply it in our own contexts
  - The facilitators should have been more involved in the group work, at least to ‘get the ball rolling’
  - More clarification on some of the instructions
  - Resource persons could have provided the relevant materials beforehand
  - Need more spirituality in the workshop
  - Need some more time to know each other
4. Role of Teachers

- **Role of Teachers**
  - Be aware of the situation and serve local needs
  - Teach according to local needs
  - Be equitable in treating students so that children can see a positive role model
  - Act as a facilitator to bring out discussions on all of the perspectives on the conflict
  - Respect all students’ beliefs and opinions
  - Develop and implement a local and a central curriculum
  - Increase students’ understanding of the ‘real’ world
  - Provide support to other represented groups
  - Engage in equity actions
  - Provide books and an inclusive curriculum for classroom learning
  - Encourage the education for girls so they get in to school and stay
  - Continue own learning
Expectation

- **Personal Traits**
  - Works from the heart
  - Is enthusiastic and energetic
  - Has a positive personality
  - Is adaptable/flexible
  - Is sensitive to trainees needs, (situational/needs analysis)

- **Good Communication skills**
  - Is a clear speaker
  - Is a good listener and builds on what the trainees’ say
  - Plans well in advance: has lesson plans
  - Provide clear and meaningful instructions
  - Steer the discussions to the themes (synthesis)
  - Link back to the objectives
  - Be good at summarizing the point and issues
  - Ask the right question at the right time
The status of teachers

- Teachers have a low status in a society
- Low salaries
- Less opportunities of being promoted
- A life-long job within four walls (hard to get out and make changes)
- Low involvement in the bigger society
- Low expectations of their role
- An inability to set a good image in the society
- Not enough qualifications.
- **Potential solutions:**
  - Teach a curriculum of respect, acceptance, harmony, tolerance, and equity
  - Develop quota systems *(for student numbers)*
  - Have set holidays agreed to.
What support needed?

- Need more input on the learning strategies, resources and monitoring
- Need more input on the integration of the concepts to our own contexts
- More information regarding the rights issues
- How to involve students
- Need more on linking and integration.
- More information on identifying the solutions.
5. Localization

- **Localization and Contextualization of EIU/ESD: Regional Diversity;**
  Identity by its diversity of culture, language, religion and socio-economic system, there is a growing need to identify effective ways to further promote EIU, various collaborative initiatives have been taken at local school, national, regional and international levels.

- **Sustainability will look different in different countries.** In future, we could ask participants to bring issues from your own countries and to discuss them, whether the issues are about ESD, change or critical thinking. ESD is about transformation. Transformation is change. Critical thinking is about reflecting about where we are now, and what we can do better.
Intercultural Understanding Education in the Asia-Pacific region
Challenges

- Readdress sustainability to the existing subject or faculty/ initiatives
- Mainstreaming
- Multiply Impact of any initiatives
- Synergy
  - Cross linkages within UNESCO
  - Institutional partnerships
Tasks for Teacher Education

- Conceptual framework of EIU/ESD in the region: Widening and deepening EIU/ESD
- Promote Inter-continental dialogue on EIU/ESD
- Integrated efforts for Research on EIU/ESD, Development of Education Materials, Teacher Training
- Linkage UNESCO’s Strategy Plan on Education especially ESD with EIU
- Setting up EIU Teacher Training Methodology that reflects local conditions of sub-regions
- Promote Inter-sectoral, Inter-subject collaboration on EIU/ESD to find reference of EIU/ESD with other existing discipline beside Education and to enlarge perspectives of EIU towards whole society
- Develop Tool Kit (Concept, Educational Approach, Model Module)
- Provide practical Education Materials to Teachers and non-formal sector educators
- Strengthen partnership and network among different institutions related to teacher education institutions, educational faculties, teacher colleges etc
Recommendations

1. Need to providing guidebook on ESD and EIU
2. Provide the tools for supporting people through the change process in own setting
3. Produce a ‘training manual’
4. Need to transfer information on EIU/ESD to other media such CD or memory sticks/card.
5. Set up a network with exiting subjects areas, faculty, Institutions in the region, sub-region and own countries.
6. Need to share best practice/ cases / sample practical activities / lesson plans /experience with other countries on EIU/ESD.
7. Support to follow up the teachers or trainers’ initiative
8. life long training / more trainings
9. Need to work together with community /society/ adults/ students
10. Encourage teachers to listen /learn and challenge own assumptions and paradigms.
Reference

- APCEIU, Annual Activity Report 2005
Thank you

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