1. Question: What is the difference between environmental education and education for sustainable development?

1.C.2 Implementing Environmental Education for Sustainable Development (6 Dec, 11.30-1.00)
Phanitda Chenrachasith and Hongtu Chen, Naresuan University, Thailand

Preserving natural resources and minimizing environmental damage is the agenda of both Education for Sustainable Development (ESD) and traditional “environmental education” (EE). However, the sustainability movement has stepped beyond the traditional environmental education framework in at least three directions. First, this approach urges the whole society: industry, community, and government to take responsibility for the long-term consequences of their behaviour. Second, the ESD approach emphasizes on the importance of strategic processes in guiding social transformation. Thirdly, it suggests that education is a critical strategic process for preparing a society to develop sustainably. In planning a new environmental education programme, three consecutive projects were conducted at Naresuan University, including: a survey on community readiness measured by local stakeholders’ perspectives of the needs for EE; an analysis of current educational programmes in universities in Asia in terms of their applicability to achieving SD; and a review of a recently developed college-level environmental education programme designed to address the sustainability agenda. Reflection on the results of these analyses has led to a recommendation of several basic principles for future efforts to pursue SD through environmental education.

2. Question: Given that many development projects receive external funding, how can we ensure that meaningful project can be sustained after the funding is terminated?

1.D.1. What do we seek when we seek sustainability of projects? (6 Dec, 11.30-1.00)
David W. Chapman, University of Minnesota
Ann E. Austin, Michigan State University

One of the most perplexing concerns confronting development specialists working in the education sector is the sustainability of externally sponsored project activities and outcomes, once external funding ends. Too often, when international assistance ends, the activities initiated on the ground also die with little left to show for the effort. A key challenge in assessing sustainability of projects is the diversity of views about what should be sustained. This paper examines four perspectives on sustainability and draws on the authors’ field work in Viet Nam, Uganda, Oman and South Africa to illustrate how ones’ view of sustainability can influence project design. The four models are: Economic more; Socio-Political models; Ecological models; and Innovation-Diffusion models.

3. Question: How do we teach and change values to ensure sustainable development?

1.E.1. Living our Values in Education; Principle and Practice (6 Dec, 11.30-1.00)
Christopher Drake, Association for Living Values Education International, People’s Republic of China

At the heart of sustainable development lies the question of how we relate to our world and humanity, the environment we live in and people around us, our present and future. At the heart of these relationships lie the values that we live by, the choices we make and the attitudes that we express in our daily life and actions. The road to achieving sustainable development is one of
many lanes but the foundation of all of the steps we must take is the values that determine how, as individuals and global citizens, we interact with each other and nature. Education must be at the forefront of our multi-faceted work for a sustainable future and it must have human values at its heart and the resulting expression of them as its aim. This paper presents the UNESCO-supported Living Values Education approach and describes how its award-winning materials have been used in teacher-training programmes and classrooms in about 80 countries. It sees values education not as another subject to be imparted to students but rather as a philosophy of education that emphasises the importance of a teaching and learning environment characterized by human values while also offering experiential, empowering and contextually relevant content.

4. Question: What role does ESD plays in a world of religious conflicts and confrontations?

1.E.3 Making Dialogue among Different Religions: An Analysis of Values Education under the Integrated Learning Subject in the Philippines (6 Dec, 11.30-1.00)
Hirofumi Nagahama, Graduate School of Human-Environment Studies, Kyushu University, Japan

“Values education” in the Philippines stems from the “People Power Revolution” of 1986, and was implemented in schools as a new integrated learning subject, “Makabayan” (Love for the country), in 2002. It consists of subjects such as social studies, technology and home economics, gymnastics, music and fine arts, and values education, which are taught in Filipino. It is expected that the integration of values education with teaching on other subjects will stimulate students’ holistic development. This paper describes how this kind of values education, “Makabayan”, affects minority groups with different religious and ethnic backgrounds. The paper also discusses the possibility of using values education to encourage dialogue between religious groups.

5. Question: Do we need strong leaders for ESD to be successful? If yes, who are they?

3.C.3 Achieving the Goals of the UN Decade for Sustainable Development: Educational Leadership for Sustainable Futures (7 Dec, 8.30-10.30)
G.J. Cairnduff and W. Chaiyabang

Educators face major challenges in trying to sustain educational improvement over time, and in spreading improvements beyond individual schools, throughout whole systems and communities. To succeed in a changing and complex world, school communities need to grow, develop, deal with and take charge of change so they can create a future of their own choosing and prepare students to play their own roles as effective agents of change. Leadership of schools cannot just be left to individuals. Research has shown that in order to ensure deep, broad, and long lasting reforms of the type required to achieve the vision expressed by the UN Decade for Sustainable Development, sustainable leadership of schools must be a priority. This paper will argue that there is an inextricable link between the sustainability of leadership in educational institutions and the success of sustainable development in the communities served by those institutions. The concept of leadership sustainability and its importance in the educational setting, particularly in relation to sustainable development, will be discussed and illustrated with a case of study of a small school in eastern Thailand.
6. Question: What role do the media play in the Decade of ESD?

3.E.2. Media Literacy for Sustainable Development: The Challenge for Thailand (7 Dec, 8.30-10.30)
John Langer, Victoria University, Australia

In Roger Silverstone’s book titled, “Why Study the Media?”, Silverstone addresses his own question by saying … “our media are ubiquitous … We have come to depend on media … for pleasures and information, for comfort and security, for some sense of the continuities of experience and from time to time also for the intensities of experience”. Thais now swim in an ocean of media, and contemporary experience in Thailand is inextricably connected to media culture. This culture however is rarely value-neutral and without consequence. Increasingly, in the Thai context, media presence and media representation have been locked in step with life styles, outlooks and aspirations, the “intensities” of which are derived from an ideology of consumerism, the growth of individualization and the emergence of what Guy Dubord calls “the society of the spectacle”. This paper will argue that in order for an agenda of sustainable development to be framed, connections between media culture and contemporary experience need to be explored and unpacked in educational programmes developed specifically to promote media literacy. Some approaches to media literacy will be presented, and it will be suggested that, historically and socially, Thailand may be entering an era of development and self-reflection from which such an agenda can emerge.

4.E.4 The Implementation of Media Education in Hong Kong’s Secondary Curriculum: Reasons, Means and Impact (7 Dec, 1.00-2.30)
C.K. Cheung, University of Hong Kong, China

The strength of the influence of today's media is well documented. In 1995 Kellner stated that a “media culture has emerged in which images, sounds, and spectacles help produce the fabric of everyday life, dominating leisure time, shaping political views and social behaviour”. A decade later, there are more types of information and entertainment, many more interactive modes for consuming mass media's message, and a more interconnected global village than ever before. Studies show that many students spend much of their time watching, listening, and interacting with media. The situation is similar in Hong Kong. In view of this, the call for the inclusion of media education in the school curriculum is opportune. Such curricula have been adopted successfully in countries such as Canada, Australia and the United Kingdom. With the proposal of curriculum reforms in year 2000, which emphasized “key learning areas” instead of traditional subjects, new curricular spaces are opening up for media education. A 2004 study noted that many schools claimed to have already adopted media education in lessons. It is worth studying the reasons why these schools have decided to do so, how they have implemented media education, and the impact that media education has on students, especially in terms of the nine generic skills emphasized in the recent curriculum reform.

7. Question: How can you measure the impact of ESD?

4.A.1 Education for Sustainable Development, the Challenge to Come: What Does ‘Good’ Look Like? (7 Dec, 1.00-2.30)
Andy Johnston, Forum for the Future, United Kingdom

A debate on education for sustainable development has begun and the challenge is to be clearer about what “good” looks like in terms of the outcome or general direction. Indicators can have
three main functions: to measure progress, to communicate and to reward effort. This paper studies indicator sets used by higher education, such as GRI, EFQM, BITC and HEPSRT, and assesses their ability to drive organizational change and curriculum innovation. This paper argues that while uniform indicator sets are useful, only those generated within the organization are capable of producing real change. This paper reminds that indicators need to be robust and SMART, and recommends that indicators be internally generated, be easy to communicate and reward creativity, so as to give real confidence and point the way to sustainable development. The paper concludes that sustainable development in higher education is an organizational change challenge and that while indicators are an essential part of any change strategy, they are not a substitute for a strategy.

8. Some ESD examples in Thailand

4.B.1. Keeping It Cool! Learning about Climate Change in Thai Schools (7 Dec, 1.00-2.30)  
Alasdair Lord, Richard Dawson and Penrapee Ram-Indra, British Council Thailand

“Keeping it Cool: A Teachers Guide to Climate Change” is part of British Council Thailand’s commitment to Education for Sustainable Development, with the focus on enabling young people to make better decisions about climate change. It is co-produced by the Field Studies Council (UK) and the National Science Museum, and aims to give Thai science teachers user-friendly and practical resources for use in empowering students to both learn about and take action on climate change. It differs from similar packs in that, whilst still examining individual choices, it also examines change at the systemic level and how significant changes often require a change of thinking. This reflects a refocusing of thinking from the individual to the system. The pack consists of the Teacher’s handbook on climate change and a series of five posters on climate change. The “Activities and Resources” section of the handbook cover a wide range of activities, including surveys, role plays, experiments and creating posters or displays. This broad range of activities allows for varying timeframes and also acknowledges different learning styles.

7.C.1 School and Community Farmland Biodiversity Conservation (8 Dec, 1.00-2.30)  
Marut Jatiket and Kevin Kamp, Thai Education Foundation, Thailand

Over sixty percent of Thailand’s population is engaged in livelihoods relating to farming, and market-oriented production, including for export, is a major emphasis in the agriculture sector. At the same time, the livelihood security of farmers is heavily dependent upon a diverse number of naturally-occurring (non-farmed) species of animals and plants on their farmlands. Thai farming communities utilize these resources for food, sources of income, household and farm materials, medicine, social and cultural activities, natural crop protection and for creating a pleasant living environment. Unfortunately, degradation of farmland biodiversity is occurring at an alarming rate because of unsustainable local land use and cultivation practices, such as heavy use of toxic chemicals, over-exploitation of some species, destructive harvesting practices, burning, and overuse of water resources. While farmers understand the value of these resources and recognize that biodiversity of the farmlands is decreasing, there is an absence of local community-wide initiatives and local leadership needed to reverse this trend. The Thai Education Foundation has been implementing a project in cooperation with some 50 schools in four provinces of Thailand to create community awareness on the importance of the farmland bio-diversities and to conserve species that are important to farmers’ livelihoods. This project has received much interest and support from communities, governments and international agencies. This paper describes the project and its outcomes.