



United Nations
Educational, Scientific and
Cultural Organization



South-East Asia ESD Coordination and Capacity Building Workshop

*09-12 September 2008
A. Venue Hotel Suites, Makati City, Philippines*

FINAL REPORT



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The *South-East Asia ESD Coordination and Capacity Building Workshop* is part of an Asia-Pacific regional effort to assist UNESCO Member States in the Jakarta Cluster in building additional capacity for ESD leadership, programme coordination and monitoring for ESD in response to: 1) the DESD resolution adopted at the 34th General Conference, 2) the immediate challenges in implementing ESD at the national level, 3) the December 2008 Tokyo, Japan preparations for the Mid-Decade *World Conference on ESD*, and 4) the Mid-Decade World Conference in Germany in March/April 2009 and beyond. Specifically, the workshop had the following objectives:

- To build capacity for ESD leadership and coordination among UNESCO Member States in the Jakarta Cluster an effort to strengthen political will for ESD at the national level and link and establish support for new and ongoing ESD-related initiatives;
- To establish conceptual and practical linkages between ESD, EFA, the MDGs, national poverty reduction strategies and UNDAFs (access to quality education and services);
- To reflect on national sustainable development priorities as a basis for sub-regional and national coordination for ESD;
- To promote ESD coordination at national and subregional level, including the coordination of ESD resources and activities, actors and their scale and scope of involvement in ESD and partnership building, the role of focal points and identification of challenges and needs; and
- To assist in the ongoing effort to develop national ESD monitoring systems for measuring ESD progress and achievements at the national level throughout the Decade and beyond.

Co-organized by UNESCO Jakarta and Bangkok, in collaboration with the UNESCO National Commission of the Philippines, and sponsored by the Japanese Funds in Trust, the workshop was participated by thirteen (13) ESD focal points from the senior policy level in Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor Leste (*Annex A shows the complete list of participants*).



I. Opening

Amb. Preciosa Soliven, Secretary-General of the UNESCO National Commission of the Philippines opened the workshop, welcoming all the participants and resource persons. Mr. Derek Elias, Chief of ESD and Education Programme Specialist for TVET of UNESCO Bangkok, provided an overview of the workshop and the Asia Pacific ESD strategy, accomplishments, directions and challenges. Mr. Elias likewise shared the lessons learned brought up in the Central Asian Cluster ESD Workshop as well as the mid-decade vision on ESD Coordination in the region. (*Annex B*)

Mr. Elias further introduced the ESD Astrolabe (*Annex C*) as an instrument to provide direction for ESD coordination at the national and subregional level; map ongoing ESD-related programmes, resources, key actors and their scale and scope of involvement; link key actors moving ESD forward at the national level; identify education needs and priorities in line with sustainable development at the national level; and guide and coordinate national ESD monitoring and assessment, including the development and identification of indicators and mechanisms for data collection and reporting.

II. Session 1: Where are we?

Following the opening session, country reports were presented by the representatives of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor Leste. (*Annex D*)

H.E. Joao Cancio Freitas, Minister of Education and Culture of Timor Leste presented the priorities, developments and challenges in the education sector of the country. Guided by the government's motto "Building our Nation through Quality Education," he emphasized Timor Leste's commitment to developing human resources through the establishment of polytechnic schools, provision of overseas tertiary education scholarships, higher education accreditation process, implementation of adult literacy courses through Community Learning Centres, introduction of a National Education Policy and intensive teacher training courses. Minister Freitas further shared as an ESD example the adult literacy courses which give confidence to their people in starting small businesses, thus, alleviating poverty in the country.



Mr. Yusrein Hady bin Abd Ghani, Environment Officer of the Ministry of Development of Brunei Darussalam, identified the most urgent national sustainable development priorities which are as follows: natural heritage and resources; sustainable urbanization (solid waste reduction); and, environmental responsibility and accountability. He pointed out the creation of a national working group, organization of an Environment Day, the involvement of the private sector, eco-clubs, youth camps and a Green Supermarket as examples of ESD in Brunei. On one hand, intensive collaboration with the formal as well as non-formal sectors, training and capacity-building, funding for evaluation and accountability were some of the lessons learned cited by Mr. Ghani.

Dr. Agung Purwadi, Director of the Centre for Educational Policy Research and Innovation of the Ministry of National Education of Indonesia, discussed the three (3) thematic priorities on socio-cultural, environmental and economic perspectives. On socio-cultural issues, Dr. Purwadi presented the priorities on health, cultural diversity and good governance. Natural resources, climate change and disaster preparedness were highlighted on the environmental perspective. With regards to economy, he explained that poverty eradication, food security and market economy readiness were the priorities. Dr. Purwadi further conveyed as an ESD example the illiteracy eradication strategy of the country by focusing on the highest illiteracy areas (nine of its provinces) through networking and partnership among the local government, social organizations and universities.



Dr. Na'imah Ishak, Principal Assistant Director of the Ministry of Education of Malaysia, presented the "Education Development Master Plan (2006-2010) – Key to Sustainable Development: The Malaysian Experience." She explained that the two main approaches of the master plan are: promoting excellence of educational institutions by establishing education clusters; and equity and equality in education by strengthening the national school, bridging the

education gap and enhancing the teaching profession. Dr. Ishak further elaborated on the following thrusts of the master plan: nation building; developing human capital; strengthening national schools; bridging the education gap; enhancing the teaching profession; and accelerating excellence of educational institutions.

Dr. Vilma Labrador, Undersecretary for the Department of Education of the Philippines, briefly discussed the outcomes of the Consultative Workshop on EFA Towards Sustainable Development with the National Education For All (NEC) Committee. She then presented the three most urgent national sustainable development priorities: quality education with emphasis on early childhood education, poverty reduction with emphasis on employment generation, and strengthening the peace process. Dr. Labrador further presented the twin project of the Pagsasarili Preschools and Mothercraft Training and Literacy Course for Village Mothers as an ESD example wherein the "new child" and the "new teacher" acquires love for work, order, obedience and independence via work in a "Prepared Environment." She likewise cited that the restructuring of the traditional education system to the ESD system is the most significant challenge the country faces in moving ESD forward at the national level wherein the missing factor within the conventional education is the "prepared environment" of work with hands-on materials for three to six years old children.

Mr. Joel Bacha, ESD Project Officer of UNESCO Bangkok delivered a presentation on "Sustainable development priorities as a basis for national ESD coordination, monitoring and evaluation" (*Annex E*). He clarified that ESD priorities are the range of sustainable development issues that countries focus on in terms of government policy and donor funding, amongst others. These priorities are based on themes and vary from country to country. Mr. Bacha highlighted that learning for change aimed at empowering individuals and communities to make informed decisions that address

sustainable development priorities is anchored on four ESD thrusts: access to quality basic education; reorienting education curricula; training; and raising public awareness.



III. Session 2: What is ESD for the Jakarta Cluster?

After a reflection and discussion on ESD knowledge, skills, values and learning characteristics (*Annex F*), participants were grouped into three in terms of SD priorities on quality literacy, health focusing on HIV/AIDS, and climate change. Refer to *Annex G* for a summary of Exercise 1.

Each country then came up with its respective national priorities, identifying characteristics of a sustainable society, SD issues and priorities and desired outcomes in the second exercise (*Annex H*). Overlapping priorities are identified as follows: energy waste (over consumption of fossil fuels etc.); food security (sustainable agriculture etc.); health; literacy; and unemployment (*Annex I*).

IV. Session 3: Linking ESD to Policies, Strategies and Activities

Exercise 3 allowed country representatives to identify and link national policies, strategies and ongoing initiatives to ESD priorities using the four pillars on environment, society, economy and culture as a guide (*Annex J*).

V. Session 4: Mapping and identifying the gaps

Representatives of countries in the Southeast Asia region further pinpointed the key and supporting actors, including their scale of involvement, as well as gaps in fully addressing their identified SD priorities in Exercise 4 (*Annex K*).



VI. Session 5: Developing a National ESD Monitoring System

Mr. Bacha presented the topic on National ESD Monitoring System Development (*Annex L*). Bearing in mind the UN DESD International Implementation Scheme, he stressed the importance of developing suitable and relevant indicators at the local and national levels as a key aspect of monitoring and evaluation. He shared with the

participants highlight information from three key publications: the Asia-Pacific Guidelines for the Development of National ESD Indicators; A Quick Guide to Developing National ESD Indicators; and Country Updates Progress Reports 1-4 April 2007- April 2008. Core trends, lessons learned and challenges in the development of national ESD monitoring systems were conveyed.



Participants were then divided into small groups and responded to the questions posed in developing a national ESD monitoring system (*Annex M*).

VII. Session 6: Working Plans for ESD

National delegations then proceeded to drafting their respective working plans identifying key stakeholders, partners and target groups as well as main activities to be conducted to move ESD forward at the national level. (*Annex N*). Specific timeframes, detailed activities, responsible agencies, partners and expected outcomes were further mapped out by each country in *Annex O*.



VIII. Enhancing the Astrolabe

Participants were likewise invited to give comments and review the Astrolabe for further improvement. Some comments are as follows:

1. Exercise 1 – should it be made more complex or simplified; identify separately current vis a vis required KSA's;
2. Exercise 2 – remove “national” and “sub-regional” row headings;



3. Exercise 3 – inclusion on column of major partners eg. NGOs
4. Exercise 4 – basic quality education has to be defined
5. Exercise 5 – specify who is doing what

IX. Session 7: The Way Forward

Mr. Elias concluded by emphasizing that ESD should be owned at the national level and encouraged participants to establish linkages with other initiatives on ESD. He pinpointed the need to extensively promote ESD underscoring that resourcing should not just be left to the government.

Participants from Indonesia, Timor Leste and Brunei expressed their appreciation for having attended the workshop and requested for further capacity-building opportunities in their respective countries to deepen the other agencies' understanding of ESD. Malaysia acknowledged that they have yet to actively participate in the reporting process since they have yet to set up linkages so that it is not just the Ministry of Education that is involved in the process. The Philippines expressed their gratitude for having learned from the experiences of other countries in the region and conveyed that huge challenges and tasks are ahead bearing in mind that the goals of ESD is beyond EFA.

Mr. Bacha encouraged the participants to utilize fully the CD-ROM on ESD provided to each one of them as it contains valuable resource materials for promoting education for sustainable development in their respective countries.

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