

# Community-ESD Programmes in Southeast Asian Countries: National Policies and Challenges

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## UNESCO's Role as Lead Coordinator for UN DESD<sup>1</sup>:

- Catalyze new partnerships
- Forum for DESD stakeholders
- Encourage development of research agenda
- Encourage monitoring and evaluation
- Share good practices in ESD

## UNESCO ESD Strategies at Global Level:



- Vision building and advocacy
- Partnership and networking
- Capacity building and training
- Research, development and innovation
- Monitoring and evaluation

## UNESCO ESD Strategies at Regional Level (Asia and Pacific)....

- Capacity building of Member States
- Platform for sharing information and resources
- Fora for dialogue between stakeholders
- Development of communication strategy
- Coordination of DESD activities in the region

## UNESCO ESD Strategies in Five Cluster Countries:

- Integrate ESD into ongoing programmes & activities
- Influence education reform
- Encourage funding to support ESD
- Integrate ESD into ongoing UN initiatives (such as MDGs, EFA and UNLD)
- Distribute information, opportunities & resources



United Nations Educational,  
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## UNESCO Office in Jakarta

### Themes

- Education
- Natural Sciences
- Social & Human Sciences
- Culture
- Communication & Information

### Worldwide

- Asia and the Pacific

### Cluster Countries:

- Brunei Darussalam
- Indonesia

The UNESCO Office in Jakarta works as a laboratory of ideas and a standard-setter, disseminates and shares information and knowledge, and promotes international partnerships, in the fields of education, science, culture and communication in the Asia and Pacific region.

The Office works to reflect on the role of UNESCO as a catalyst for change by empowering people's capacities.





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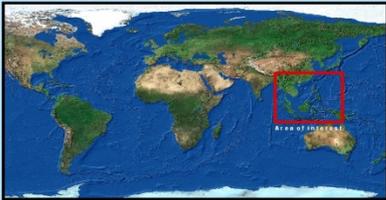
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TIMOR LESTE

PAPUA  
NEW GUINEA

AUSTRALIA



## National Vision 2035, “Wawasan 2035”

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- To ensure sustainable development at a national level;
- To embrace MDGs, UN-DESD, and other IADGs;
- ESD focus areas: energy, environment and health;
- ESD main target groups: students to raise environmental awareness and change attitudes of young minds through the school system .

## National Good Practices in ESD

### **Energy: “School Energy Club – linked with local communities”**

- To educate energy club members on energy conservation at school level and at home
- To raise awareness on the importance of energy conservation for sustainable development
- To develop and carry out research on alternative energy other than oil and gas.
- As examples of activities involving members of energy club or other students in their respective schools.
- Through Energy camp, Earth Hour campaign, Energy exhibitions, and research study on the power consumption of inverter air-conditioner.

## National Challenges in Community-ESD

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- Lack of understanding by individuals and communities of “sustainable development” or “sustainable society”
- Lack of, and need for, holistic community-ESD approach
- Need to strengthen national management of human resources, finance, and stakeholders’ cooperation within a national blueprint
- Need to provide a platform supporting stakeholders supporting community-ESD projects within an advanced system

# Indonesia

## National Policies and Strategies Supporting SD in Indonesia

1997

Act No. 23  
on  
Environmental  
Management

2000

Educational  
reforms  
began to take  
effect

ESD  
integration  
is seen in the  
curriculum  
developed  
at  
all levels

2005

Launch of the  
UNDESD in  
Indonesia

The  
government of  
Indonesia  
through the  
collaboration  
of Ministry of  
National  
Education and  
Ministry of  
Environment  
integrate ESD  
concepts into  
the curriculum  
or subject  
matters

2007

Mandate  
of Law  
Number 17

2009

UNESCO  
NatCom  
of  
Indonesia  
and  
the MoE  
appointed  
the National  
Coordinator  
for ESD  
Implementatio  
n (NCESDI)

2013

Integrate  
ESD  
concepts into  
the 2013  
new-  
curriculum  
and prepare  
the National  
Long Term  
Development  
Plan  
(RPJPN)

## Policies and Strategies Supporting ESD

ESD as NOT a subject

but

Aspects of sustainable development are integrated in the curriculum

ESD focus on areas

On

The integration process of ESD in the education system is centered on justice, democratization, gender and disaster mitigation, and is built on earlier initiatives of 'Green Schools' – linked with local communities for empowerment

2013 New-Curriculum

By

ESD-oriented curriculum is prepared as a hidden curriculum by transforming the 3 ESD dimensions (economic, social and environmental) into the activities of education management

## National Good Practices

- Adiwiyata-Green Schools and UNESCO ASPnet at the primary and secondary education linked with local communities' empowerment
- Student Community Services–Community Empowerment Learning (SCS-CEL)
- Through Network for the Promotion of Sustainability in Postgraduate Education and Research (ProSPER.Net) at higher education
- Civil Society Organizations and Community Learning Centres

## National Challenges in Community- ESD

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- Need more active government engagements in non-formal and informal education at community levels
- Need more active integration of school ESD into Community ESD empowerment
- Insufficient government funding for non-formal and informal ESD-awareness raising
- Lack of ESD materials in non-formal and informal education

## Malaysia

- **Sustainable development** in Malaysia is integrated across all sectors and holistic in its approach
- **Community based human development on ESD** in the context of Malaysia involves participation from all sectors that could contribute to meaningful inclusive sustainable development
- **Schools are the best platform** to nurture principles of sustainable development

## National Policies and Strategies supporting SD

1974: Environmental Quality Act

1996 - 2000: 7<sup>th</sup> Malaysia Plan

2002: National Policy on Environment

2001 – 2010: Malaysia National Vision Policy

2005 : National Physical Plan

2009: National Green Technology Policy & National Climate Change Policy

2001 - 2010: 8<sup>th</sup> & 9<sup>th</sup> Malaysia Plans

2011 – 2015: 10<sup>th</sup> Malaysia Plan which also houses Malaysia Government Transformation Plan & New Economic Model

**2013 – 2025: Malaysia Education Blueprint**

## Policies and Strategies Supporting ESD

ESD in Malaysia is not taught as a subject



Aspects of sustainable development are integrated in the curriculum from preschool to secondary school

Malaysia Education Blueprint 2013-2025



A comprehensive plan built on five aspiration – access, quality, equity, unity and efficiency which are elements of inclusive and sustainable development

Teacher Education Programme



Principles of ESD integrated in teacher education curriculum

# National Good Practices in Community-ESD, Malaysia

Tsunami tragedy in 2004 – showed poor community's capability in disaster management as a result of poor disaster preparedness

School Emergency Preparedness and Response Programme and the Smart Support Team (SST) formerly developed in 2008 - a collaboration between MoE, UNICEF and MERCY Malaysia

Programmes aim to:

- equip teachers and school children on emergency preparedness mechanisms
- meet educational and psychological needs of children during natural disasters

Distribution of practical resource manuals .To date over 1,700 teacher volunteers for SST. School Emergency Preparedness and Response Programme recognised by UNICEF as one of the best practices that advocates DRR.

Green School Campaign is to encourage communities to adopt sustainable living practices and reduce carbon emission level

Programme is a collaboration between Association of Independent Power Producers and Ministry of Energy, Green Technology and Water and MoE to equip selected schools with 5kWp photovoltaic system

Programme aims to:

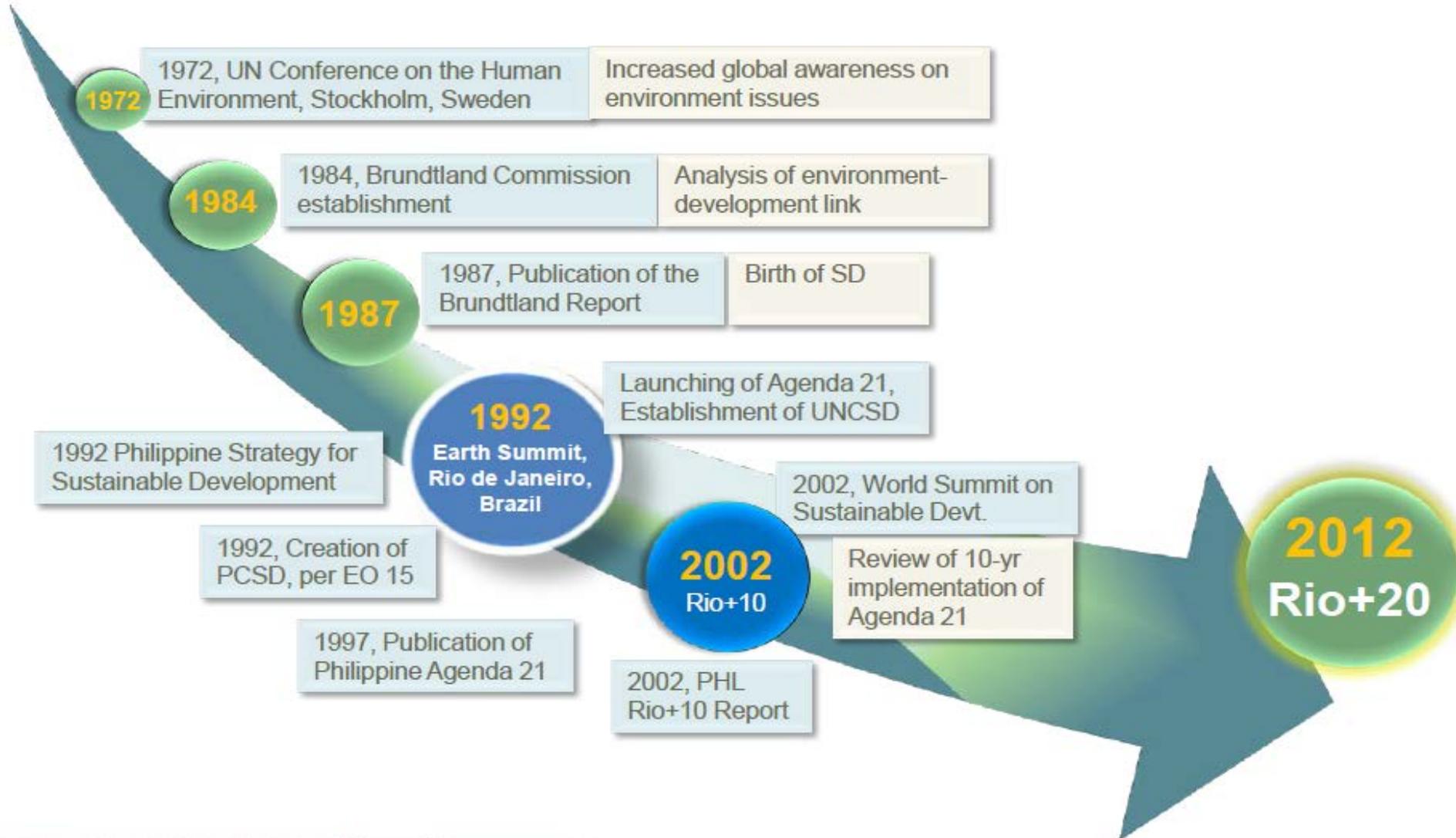
- empower national schools in Malaysia with sustainable technologies
- Enable schools to learn and gain exposure on renewable energy in the context of climate change and finite energy

# National Challenges in Community-ESD, Malaysia

- Difficulties in definition of sustainable development to pin down to local communities.
- Difficulties in implementation due to a heavily examination-oriented education at a national level
- Urgent needs of expansion and enhancement of Green TVET to support steady growth of young population who will enter in the major labour market in the near future (e.g. 43% of Malaysia's population is under 25 years age )
- Difficulties in developing a comprehensive framework and SD indicators
- Difficulties in holistic evaluation and quality education in non-cognitive domains
- Needs of coordination of policies and strategies enabling communities on board for financial and resource provisions



# Policy and Strategies supporting SD in the Philippines



## National Lessons Learned for Community-ESD

- Empowerment of the local government Units and the local communities as one of successful factors in implementation.
- Need for integration of Climate Change Adaptation into existing Disaster Risk Reduction Management institutions and programmes.
- Need to heed urgent calls for rehabilitation in the context of development strategy.
- Need for participatory decision-making (bottom-up approach)
- Need for institutionalization of CCA and DRR programme and structures.

# Good Practices on DRR

## *Albay in action on climate change (A2C2)*

- Institutionalizing Disaster Risk Reduction programs and functions (APSEMO)
- Risk and Resource Mapping
- Hazard Awareness through Community-Based trainings & seminars
- Comprehensive Land Use Plan
- Integration of CCA and DRR into school curricula
- M & E
- Enhancing community awareness
- Public-Private Initiatives in DRR



## Challenges for a Better Future in the PHP

- Need of regular and sustainable resource allocation;
- Calls for provision of sustainable livelihood programs;
- Lack of awareness and appreciation of the local community;
- Calls for effective mainstreaming CCA and DRR to regional, provincial, and municipal policies and programs;
- Need of coordination & harmonization of programs and policies on DRR and CCA to avoid replication & repetition of work;
- Need of institutionalized involvement of relevant stakeholders



- No specific national policy and strategy directly supporting ESD or Community-ESD, however;
- There are some filed efforts linked with local knowledge and wisdom within a framework of the CapEFA (Capacity development for Education for All).

- For instance, Traditional Cotton Textile Production leading by CLCs (Community Learning Centres) such as in Liquica, Viqueque and Lospalos.
- Case study indicated the CLCs project enhanced knowledge of community members and youth in the vicinity of the 3 CLCs on environmental awareness and on the traditional knowledge *tais* textile production.



# Status Policies and Strategies

## Supporting Community-ESD in the Five Cluster Countries

- Mostly supported by indirect and inter-sectorial policies, strategies, and visions for Sustainable Development at a national level
- Heavily linked with formal education system integrated into national curriculum which also cause difficulties in implementation in actual fields.
- Urgent national community calls for ESD linked with Disaster Risk Reduction and Climate Change Education especially in Indonesia and the Philippines in reflection of recent national disasters from earth quake and typhoon.
- Rich good practice evidences across the countries whilst insufficient national policy & Strategy, and financial supports.
- A wide-range of defining Community-ESD from different understandings from different local and national contexts.

# Challenges Community-ESD in the Five Cluster Countries

- Development of understanding of Community-ESD based on different local and national contexts.
- Sharing knowledge and skills of good practices due to language limitations across countries, sub-regions and regions.
- Strengthening inter-sectoral/ministrial/governmental/sub-regional/regional policies, strategies, and visions for Sustainable Development in consideration of environmental issues which do not have limited geographical boundaries.
- Promotion of community-ESD programmes through in-/non-formal education system for field empowerment in cooperation school-ESD programmes
- Empowerment of communities to address Disaster Risk Reduction and Climate Change
- Building Community-ESD Clearing House based on analysis of practical evidences via research and M & E for sharing information and knowledge & skills.

## UNESCO Global Action Programme on ESD

- ▶ The Global Action Programme (GAP) on ESD is expected to be launched at the World Conference on ESD in Aichi-Nagoya, Japan (10-12 November 2014).
  - ▶ The GAP will generate and scale-up ESD action.
  - ▶ It is intended as a concrete contribution to the post-2015 agenda.
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## Expected Five Priority Action Areas of the GAP

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- ▶ Advancing policy
  - ▶ Transforming learning and training environments (whole-organization approaches);
  - ▶ Building capacity of educators and trainers;
  - ▶ Empowering and mobilizing youth;
  - ▶ Accelerating sustainable solutions at local level (local communities).
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# Thank you for your attention



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