



Report on the Project “Teacher Education for ESD in the Asia-Pacific Region”

Outputs of the Asia-Pacific Regional Meeting on Teacher Education for ESD: Towards Achieving the Sustainable Development Goals through Education

27-29 November 2018, Okayama, Japan

Co-organized by Okayama University, UNESCO Bangkok, INTEI (UNESCO Chair at York University), Okayama City, RCE Okayama and Asia-Pacific Cultural Centre for UNESCO (ACCU)

Supported by ESD Resource Centre of Japan

31 March 2019

Preface

The report on the project “*Teacher Education for ESD in Asia-Pacific Region*” presents the outputs of the Asia-Pacific Regional Meeting of Teacher Education for ESD: Towards Achieving the Sustainable Development Goals through Education” held in Okayama, Japan on 27–29 November 2018. The meeting was jointly organized by Okayama University and UNESCO Bangkok, in cooperation with INTEI (UNESCO Chair at York University, Canada), Okayama City, RCE Okayama and Asia-Pacific Cultural Centre for UNESCO (ACCU) and supported by ESD Resource Centre of Japan. The meeting is part of a research project entitled “Development of Asia-Pacific Frameworks for Teacher Education Programme on ESD: Towards Achieving Target 4.7 of the SDGs”, supported by the Japanese National Commission for UNESCO.

The meeting’s participants were individuals from the senior management level of teacher education institutions that have implemented or are interested in Education for Sustainable Development (ESD), such as the deans and vice-deans of faculties of education and directors of ESD centres or institutes of countries in the Asia-Pacific region, such as Bhutan, Cambodia, China, Indonesia, Fiji, Japan, Kazakhstan, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Philippines, Republic of Korea and Thailand. Further, resource persons were invited from Canada, Colombia, Japan, Malaysia, the United Kingdom and UNESCO Bangkok. The participants intensively discussed different frameworks for programmes on ESD for teacher education and provided the following outputs: 1) A refined version of the ESD teacher competency framework and detailed discussion on each of the framework’s components, 2) blueprints of ESD teacher education programmes at four different levels formulated by the participants, and 3) examples of ESD action plans for implementation in the institutions represented by the participants.

Following the Global Action Programme on ESD (2015–2019), UNESCO is currently proposing a new international framework, tentatively entitled *Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)*. We hope that the ESD teacher competency framework discussed at this meeting will help stimulate and accelerate the further development and implementation of ESD in the Asia-Pacific region towards 2030 and beyond through our continuing regional cooperation and partnerships.

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Acknowledgement

We are deeply grateful for the valuable contributions made by the participants who came from 16 countries in the Asia-Pacific region. We also thank the excellent technical support provided by Ushio Miura (UNESCO Bangkok), Kichi Oyasu (ACCU), Charles Hopkins (UNESCO Chair at York University) and other resource persons as well as generous cooperation offered by the faculty members of the UNESCO Chair at Okayama University. Lastly we would like to express our sincere gratitude to the Japanese National Commission for UNESCO and the RCE Okayama for their financial support to realize the meeting and this report.

Introduction

Education for Sustainable Development (ESD) is recognized as a key element of quality education and a crucial enabler for sustainable development as well as for achieving the Sustainable Development Goals (SDGs). Recognizing the central role that education plays for sustainable development, the SDGs demand that by 2030, “all learners acquire knowledge and skills needed to promote sustainable development...” (SDG 4 Target 7) and that “people everywhere have the relevant information and awareness for sustainable development” (SDG 12 Target 8).

Teachers are powerful agents of change, thus can be an effective lever to reorient society towards sustainable development through education. The Global Action Programme (GAP) on Education for Sustainable Development (ESD) made the capacity-building of teachers and educators in ESD integration one of the priority areas that international community should focus its action on.

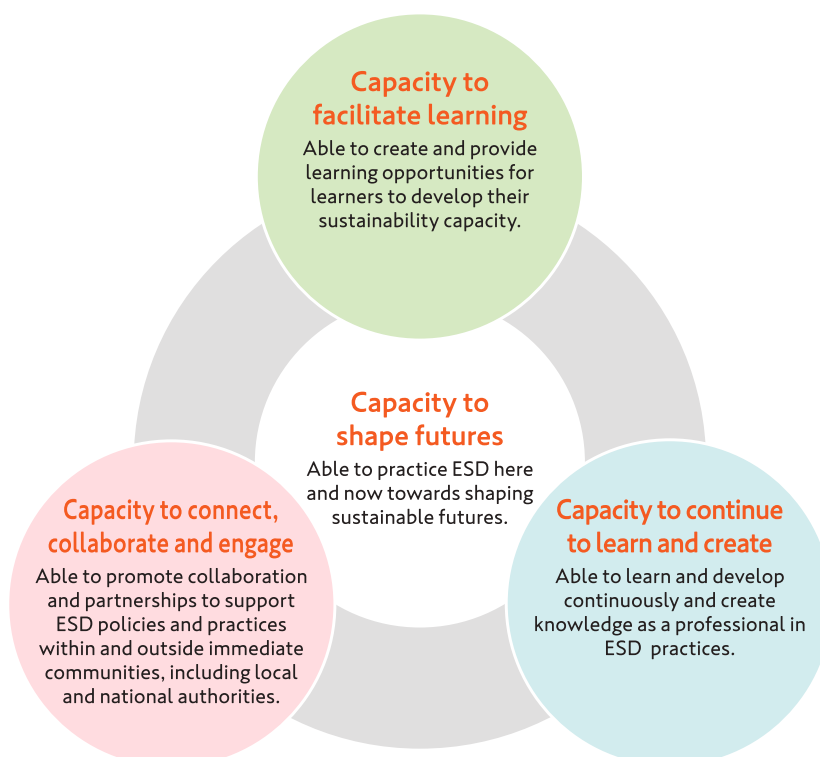
In this context and in order to further promote international collaboration for advancing teacher education on ESD in the Asia-Pacific region, the Asia-Pacific Regional Meeting of Teacher Education for ESD: Towards Achieving the Sustainable Development Goals through Education” was organized on 27-29 November 2018 in Okayama, Japan. The first objective of the meeting was to develop an ESD teacher competency framework through the exchange of experiences in integrating ESD in teacher education among the participating teacher education institutions. The second objective was to discuss and design possible blueprints of ESD teacher education programmes that respond to the framework at BA and MA levels. The third objective was for the participants to plan actions to implement and strengthen such ESD teacher education programmes in their respective institutions.

Presented in the following are the outputs of the meeting as follows.

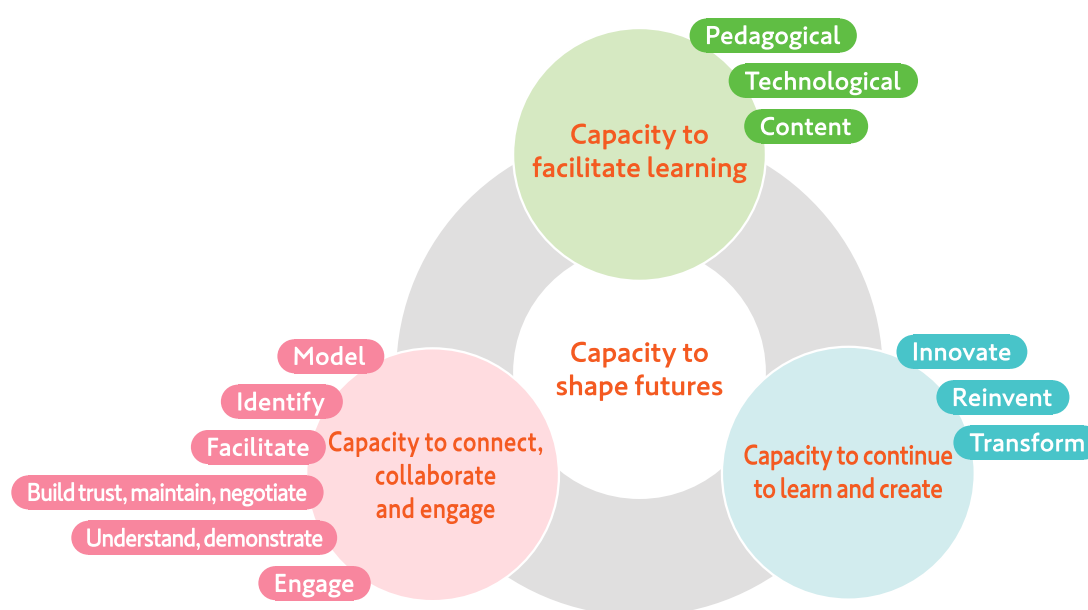
- 1) A draft Asia-Pacific ESD teacher competency framework, and proposed competencies for the various domains or subdomains.
- 2) Blueprints of four types of ESD teacher education programmes that respond to the above framework at BA and MA levels.
- 3) Examples of ESD action plans for the participants’ respective institutions to implement and strengthen such ESD teacher education programmes as discussed above.

Output 1. Draft Asia-Pacific ESD teacher competency framework

Based on the comparative analysis of the participating institutions’ experiences in ESD as well as the review and analysis of the field visit to a public elementary school in Okayama City, the participants arrived at the three main domains of competencies needed by an ESD teacher as below.



Then, the participants broke into groups to articulate the subdomains and competencies that may constitute each domain. The following diagram presents the subdomains of competencies that the participants arrived at.

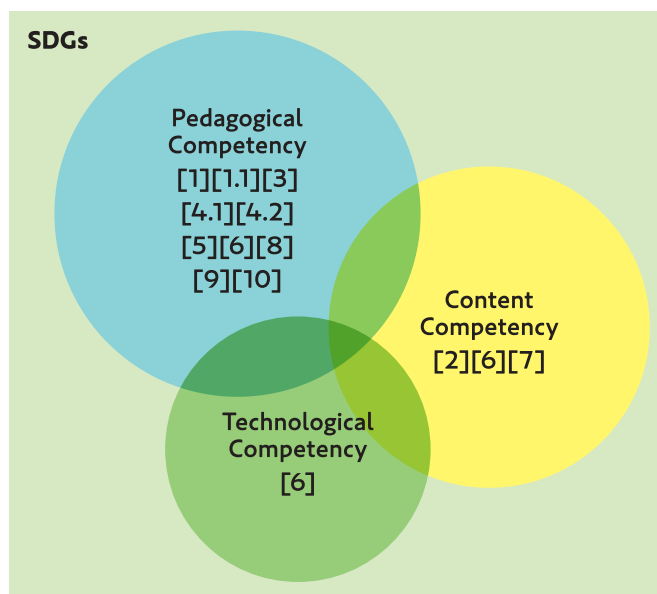


The diagrams 1 a) to 1 c) were drawn up by the participants through the group work and present the more detailed competencies that could constitute the various domains and the subdomains.

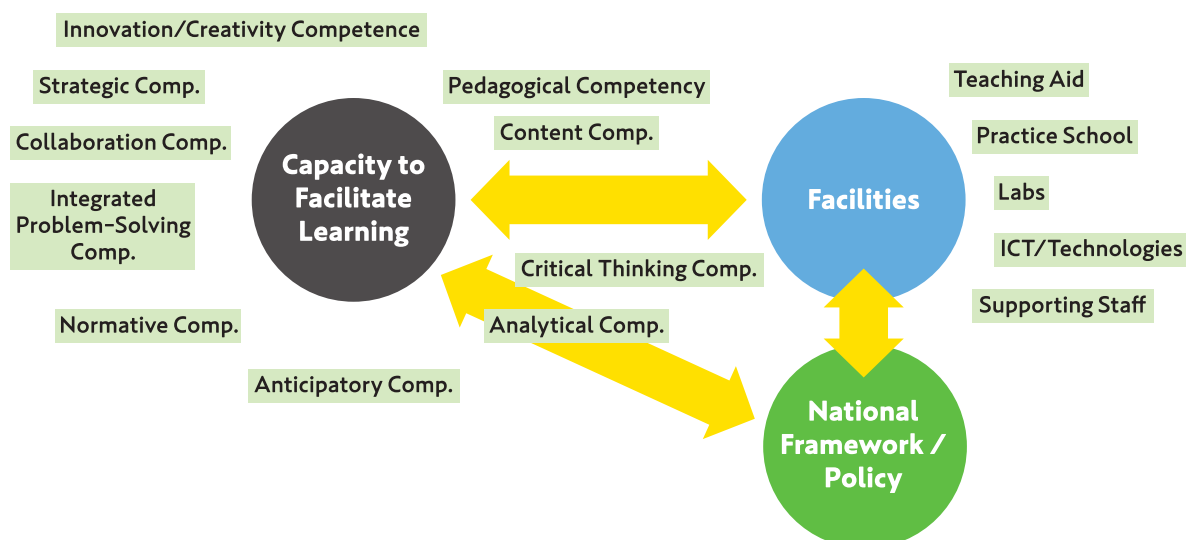
1 a) Capacity to facilitate learning

Competencies

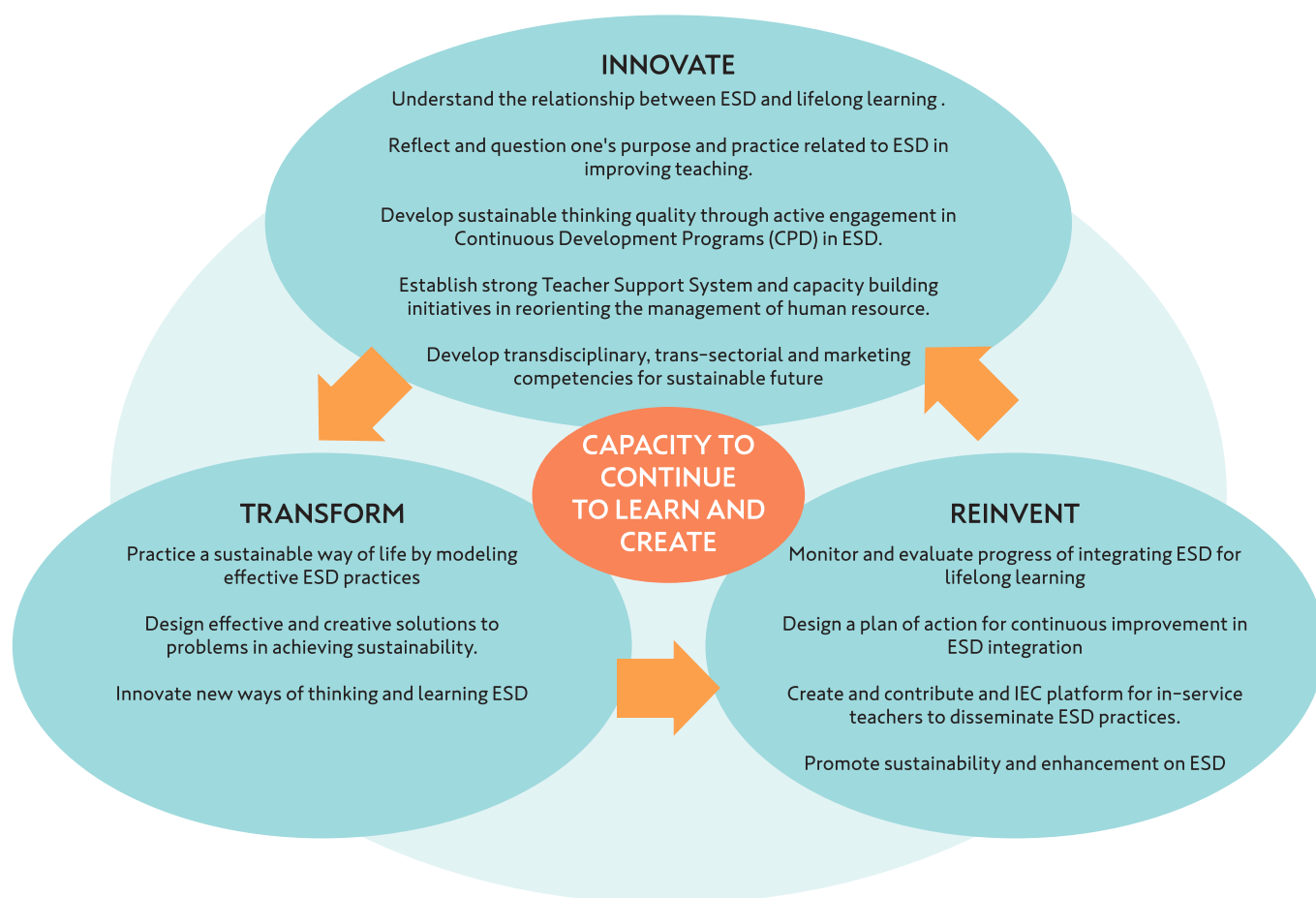
1. To know repertoire of ESD Pedagogies (Teaching and learning approach competency)
- 1.1 To have tolerances about uncertainty (System thinking competency)
2. To set the goal for purpose learning toward sustainability (Anticipatory competency)
3. To plan any action plan or activities to solve issues (problems) in local/global level (Strategic competency)
- 4.1 To collaboratively plan and implement integrated methods to solve problems (with empathy) (Collaboration competency)
- 4.2 To facilitate student's support to collaborate with each other or with other community members (Collaboration competency)
5. To work together with other subject teachers or other stakeholders (Collaboration competency and Integrated problem-solving competency)
6. To see or find issue and problems related to sustainability (Critical thinking competency)
7. To encourage students, to raise questions in the real-life situation context (Critical thinking competency)
8. To develop analytical and critical thinking to solve problems (Problem solving competency)
9. Teachers positive attitude and aptitude towards learning and their learners (Self-awareness competency)
10. To foster multi-cultural literacy (Collaborative competency)



Capacity to Facilitate Learning



1 b) Capacity to continue to learn and create



1 c) Capacity to connect, collaborate and engage



Output 2. Blueprints of ESD teacher education programmes at BA and MA levels

Following the elaboration of the three domains of ESD teacher competencies, the participants worked on designing ESD teacher education programmes that respond to the framework developed. They decided to consider the following four types of programmes.

- 2 a) ESD minor programme at BA level;
- 2 b) ESD integrated in various courses and programmes at BA level;
- 2 c) ESD post-graduate diploma programme;
- 2 d) ESD as an MA programme.

2 a) ESD minor programme at BA level

Group 1; 90 Credits + 30 Credits in ESD for ESD Minor

Bachelor's Degree in ESD

Cambodia: 4 years in university (120 Credits) + 1 year in NIE (to become teachers and government officers)

Faculty Decides on Content

Myanmar (Education University): 5 years (200 credits; all graduates become high school teachers, government officers)

Education Commission and Curriculum Committee Design the Curriculum

Foundation Year (30 Credits)		Year 2 (30 Credits)		Year 3 (30 Credits)		Year 4 (30 Credits)	
Semester 1	Credits	Semester 1	Credits	Semester 1	Credits	Semester 1	Credits
1. Khmer/Myanmar Civilization	3	1. Education Psychology	3	1. Education Psychology	3	1. Education Psychology	3
2. Statistics 101	3	2. English 201	3	2. Research I	3	2. Research Report	3
3. Introduction to ESD	3	3. Statistics 201	3	3. Significance of Biodiversity	3	3. Demographic Studies	3
4. Introduction to Cambodian/Myanmar Education System	3	4. Education Theory	3	4. Education Theory	3	4. Education Theory	3
5. English 101	3	5. Environmental Education	3	5. Practicum	3	5. Practicum	3
	15		15		15		15
Semester 2	Credits	Semester 2	Credits	Semester 2	Credits	Semester 2	Credits
1. Regional History	3	1. English 202	3		3	1. Global Citizenship Education	3
2. Statistics 102	3	2. Teaching Methodology	3	2. Teaching Methodology and Practicum	3	2. Teaching Methodology and Practicum	3
3. Introduction to Education Psychology	3	3. Cultural/Ethnic and Gender Diversity	3	3. Research II	3	3. Research Report	6
4. Introduction to International Education System	3	4. Environmental Conservation	3	4. Peace Studies	3		
5. English 102	3	5. Practicum	3	5. Practicum	3	5. Practicum	3
	15		15		15		15

2 b) ESD integrated in various courses and programmes at BA level

This group considered the following six types of ESD integration at BA level.

- ESD as a single, standalone course
- ESD integrated in compulsory course
- ESD integrated in elective course
- ESD integrated in general education course
- ESD integrated in student's activities (extracurricular)
- ESD training for in-service teacher

ESD Single Course

Chulalongkorn University

- Course on **Education and Sustainable Development Paradigm** (3 credits)
- For 3rd years Teacher Students in all major
- Challenge in Implementation with 13-14 sections by 5-7 lecturers
- Project Work and Discussion

ESD integrated in Compulsory Course

Okayama University

- **Teaching Profession** (2hours * 3 Weeks)
 - First year student of all who want to obtain teacher's license
 - Compulsory
- **Comprehensive Learning in School** (2 Hours * 3-4 Weeks)
 - Second year students for the faculty of Education
 - Compulsory, From 2019 fiscal year

Bhutan

- Gross National Happiness Value

Chula U. (Thailand)

- ESD integrated in course on **Curriculum Design and Development**

ESD integrated in Compulsory Course

Cambodia – Teacher Education College

- For all students in General Education Topic
- ESD in form of **Environmental Education, Inclusive Education, Gender Responsive and Child Rights**

Mongolia – MNUE

- **Climate change education** course for Geography Teacher Ed. Programme
- Compulsory, 2 Credits

Abai Kazakh National Pedagogical University :

- **Fundamental of economic law**
- **Philosophy**
- **Political studies**

UPI– Indonesia

- new curriculum as two faculty level courses in the first two semesters

ESD integrated in Elective Course

Okayama University

- Subject “**Theory and Practice of ESD**”, 2 credits (2hours×15 weeks), 2nd to 4th year students of the Faculty of Education, elective
- Subject “**Science (Science (Social science etc.) education methodology**” that belong to the area “Curriculum and Instruction”, some hours, 2nd to 4th year students of the faculty of Education, compulsory for each teacher's license

Mongolia National University of Education

- Subject “**ESD for geography**”, elective course for geography teachers education professions, 1 credit
- Subject “**Integrated Methodology**”, elective course for all pre-service Teacher education programme, 2 credits

ESD integrated in Elective Course

Abai Kazakh national Pedagogical University (Kazakhstan)

- Subject on **Critical Thinking, Inter-cultural communication and Tolerance**

Chula. University (Thailand)

- Subject “**Global Citizenship Education for Peaceful Sustainability**”
- Subject “**Environmental Education for Sustainable Development**”
- Subject “**Critical pedagogy and Social Transformation**”
- Subject “**Education for Interfaith and Inter-religions Dialogue**”

ESD integrated in General Education Course

Siam University (Thailand):

- SD Course : **Sufficiency Economy Philosophy for Sustainable Development** (required), **Green Technology for Sustainable Development** (Elective), **Living Lab for Campus Sustainability** (Elective)
- SD related Course : **Civic Literacy in Thai and Global Context** (Elective), **Logic and Design Thinking for Innovation and Start Up** (Elective), **Designing Your Dream** (Elective) and **Creative Photography** (Elective)

ESD integrated in General Education Course

Okayama University (Japan) : **Modern Society and Sustainability** (Elective)

Chula University (Thailand) : **Global Citizenship Education for Peace and Sustainability** (Elective), **Film, Society and Education** (Elective)

Abai Kazakh National Pedagogical University (Kazakhstan): **Practicum on Problem-solving** (Required) **Inclusive Education** (Required)

ESD in Students' Activities

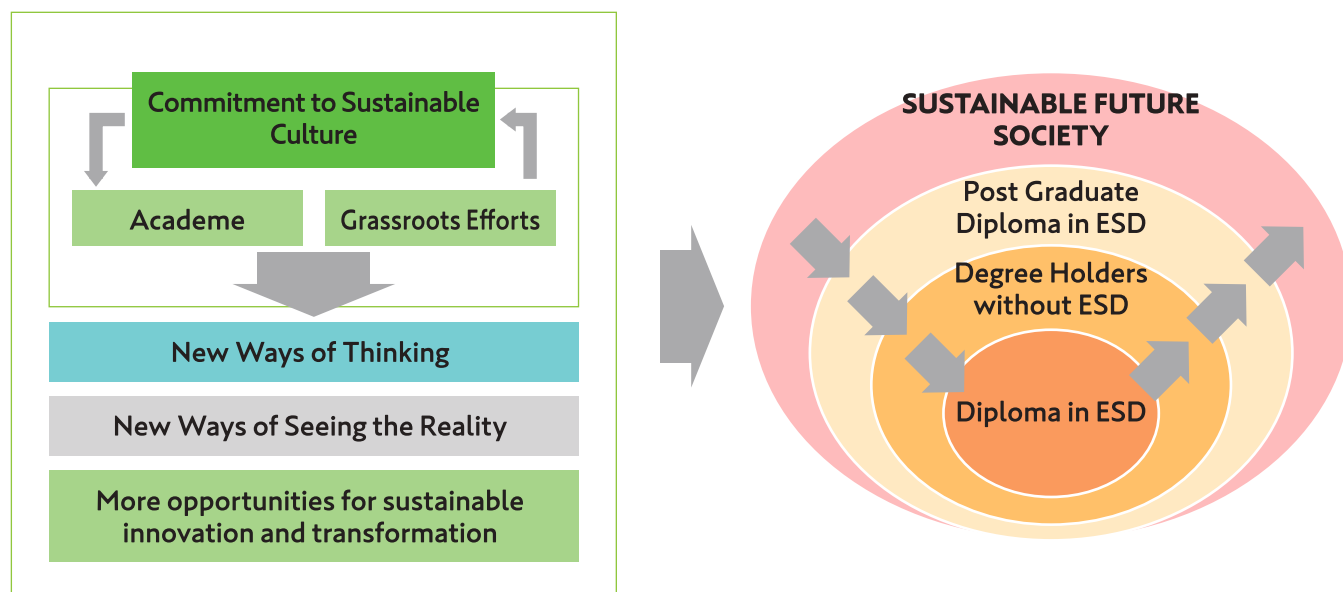
- Cultivation of seasonal vegetables and plants (Japan)
- Investigation of a regional river (Japan)
- Green Campus project, Let inclusive all, Creating eco friendly material, Culture diversity festival (Laos)
- Global and ASEAN Citizen Club, Ecology Club (Thailand)
- Virtue club of students (Kazakhstan)
- Students and ecology club for saving nature around the city (Kazakhstan)
- Inner renaissance project to support cultural heritage (Kazakhstan)

ESD training for In-service Teacher

- Workshop on **ESD for Teacher Education** (Suphanuwong University, Laos)
- Training course on **Sufficiency Economy Philosophy for Teacher** (Siam University, Thailand)
- Training courses for Teacher on **Environmental Edu. for SD, Human Rights Edu., Global Citizenship Edu.** (Chula University, Thailand)

2 c) ESD post-graduate diploma programme

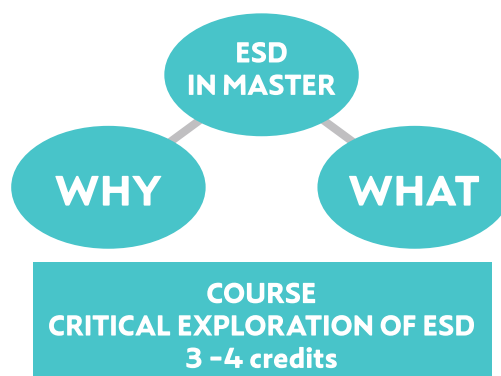
Diploma in Education for Sustainable Development 21.0 units



Course	Course Description	Units
Designing, Planning and Evaluating Education for Sustainable Development (ESD) for the Future	This course describes how to reinvent ESD for the future (2050) by innovating, transforming and redesigning ESD anchored on the competencies for sustainability.	3.0
Practicum	This course will immerse students to the school and community- based ESD Living Labs. This will allow them to reflect, share and act from their experiences within their cultures in creating sustainable communities at present and in the future.	3.0
TOTAL CREDIT UNITS		21.0

Note: In the Philippine context, adding 18.0 more units of Professional Education courses will permit them to take the Board Licensure Examination for Professional Teachers (BLEPT).

2 d) ESD as an MA programme



Description of ESD

The course will focus on the Asia pacific education for sustainable development and its relationship to new sustainable development goals (SDGs), MDGs, EFA. Students will examine the values and ideas underlying these global instruments, as well as their goals and target dates, together with the reasons why these initiatives were set up.

WHY

- International obligation
- National consensus
- As an continuing from bachelor with deeper outcome
- SDGs
- For young generation – Teacher
- Core course

WHAT

LEARNING OUTCOME

- In Students will demonstrate in-depth understanding of education for sustainable develop and its relevance to the national context
- Students will engage with a theoretical critique of research related ESD
- Students will conduct an in-depth exploration of ESD competencies
- Students will explore and critique research regarding the ways which communities conceptualize and enact the main ideas, issue and solution associated with ESD
- Students will critically analyze the implications of the above understanding for the successful implementation of ESD in their specific educational and community contexts
- Reinvent policies that are responsive to the needs of the times
- Conduct research on how communities conceptualize the main ideas, issues and solutions associated with ESD
- Critically analyze the implications of their findings for the successful implementation of ESD framework in students home countries (contextual)
- Disseminate the finding of the research in international journal/publications/events

MATERIALS/OBJECT STUDY

- Depends on the context – problems of students research
- It will be developed in each university
- Depend on students' research question

Output 3. Action plans to implement and strengthen ESD teacher education programmes

Several types of action plans were formulated by the participants, for example, establishing a new course, connecting the current courses/classes that already include sustainability-related issues, transforming an entire institution into one with a perspective on sustainable development, or beginning with the introduction of ESD/sustainability materials in today's courses/classes. Since each country/institution has a different system, situation, environment, background, or culture, there is no single solid model or ideal example to deliver ESD effectively.

Presented in the following are some selected examples of action plans presented by the participants in the plenary. We thank the authors for agreeing to share their plans with the wider audience.

3a) Royal University of Phnom Penh, Cambodia

3b) State Islamic University, Indonesia

3c) Okayama University, Japan

3d) Abai Kazakh National Pedagogical University, Kazakhstan

3e) Chulalongkorn University, Thailand

3f) University of San Jose – Recoletos, Philippines

3 a) Royal University of Phnom Penh, Cambodia

Short Term and Long Term Planning

Short-Term	e.g. Incorporate sustainable concept into two or three subjects (for the next meeting, next year)
Mid-Term	e.g. Incorporate sustainable concept into diploma/curriculum/admission policy (2020)
Long-Term	e.g. Promote ESD/Sustainability major course graduates for until SDGs 2030

Term	Activities	With Whom	Support/Resources Needed	When
Short-Term	Updating the Curricula for 1. Teacher Upgrading Program 2. Principal Upgrading Program	1. Faculty of Science / Faculty of Social Science 2. MoEYS' SEIP	<input type="checkbox"/> ESD Courses' Content and Materials <input type="checkbox"/> Trainers on ESD	May 2019
	Train the Trainers Workshop(s) <input type="checkbox"/> ESD for Social Science Teacher Trainers <input type="checkbox"/> ESD for Science Teacher Trainers	1. Faculty of Science / Faculty of Social Science 2. National Institute of Education 3. PP-TEC 4. BB-TEC	<input type="checkbox"/> ESD Courses' Content and Materials <input type="checkbox"/> Trainers (Preferably from Partners Universities, Institution)	July 2019
Mid-Term	Short Courses on ESD for Social Science Teachers Short Courses on ESD for Science Teachers	1. Other faculties in RUPP 2. PP-TEC, BB-TEC, NIE 3. SEIP's TUP mentors 4. Secondary School Technical Team Leaders for Science and Social Science Subjects	<input type="checkbox"/> ESD Courses' Content and Materials <input type="checkbox"/> Trainers (Preferably from Partners Universities, Institution)	August 2019
Long-Term	Bachelor of Education in ESD (Sandwich Program with Partner Universities) Master of Education in ESD (Sandwich Program with Partner Universities)	Interested Partner Universities <input type="checkbox"/> Join funding application <input type="checkbox"/> Technical and financial supports from all partner universities	<input type="checkbox"/> Funding for exchange program or sandwich program <input type="checkbox"/> Partners	Ready by September 2019 Launching in October 2019 / 2020

3 b) State Islamic University, Indonesia

What: Major Activities	With whom: Whom to involve and work with	How: Support/ Resources Needed	When
(1) Identify the capability of lecturers of ESD	Vice Rector of Academic Affair, UIN Team at Faculty of Tarbiyah and Education, UIN	Research – Survey Budget for doing survey – research	December, 2018
(2) Identify the students capability of master’s students of ESD	Dean ESD’s team at Faculty	Research – Survey Budget for doing survey – research	December, 2018
(3) Redesign Curriculum of Master Level	Vice Rector of Academic Affair, UIN Dean Curriculum Team at faculty Same programs at UNY, UPI Teacher (user of graduation) Students (user of curriculum)	Workshop Budget for doing workshop	January, 2019
(4) Do Training for ESD – Learning	Some of Participants ESD meeting ESD team UNESCO, Bangkok Expert in Learning Method from trustable universities Asia Pacific	Training Experts Budget	March, 2019
(5) Do Pilot Project to implement the designed curriculum	ESD Team at Faculty Team: implementator Dean	Pilotting in implementation ESD Course	April, 2019
(6) Evaluate the implementation of pilot project	ESD Team at Faculty Team: implementator Dean	Evaluation program Feed back	May, 2019
(7) Real implement ESD in Master Degree	ESD Team at Faculty Team: implementator Dean	implementation ESD Course	August, 2019

3 c) Okayama University, Japan

What: Major Activities	With whom: Whom to involve and work with	How: Support/ Resources Needed	When
Subject Bachelor level 3rd year students	Faculty members	Compulsory subject “Comprehensive Learning in School” 300 students at the Faculty of Education per a year	2019 FY From next April
New course incorporating the idea sustainability for achieving the SDGs Bachelor level	Faculty members Boards of education in rural area	Course “Community-Based Education” Faculty of Education 20 students per a year	2019 FY From next April
Subject Service Learning to solve sustainability issues in local community Bachelor level	Faculty members Local government NPO Local people	Elective Subject “Introduction to social participation” General education 15–20 of all faculties students per a year	2019 FY From next April
Special Summer Programme Lesson Study on ESD: Beyond the border of countries	Faculty members Master level students in the Asia-Pacific region	Bachelor & Master level students in each teacher education institution in the Asia-Pacific region learn Lesson Study on ESD together.	2019 FY From next April

3 d) Abai Kazakh National Pedagogical University, Kazakhstan

What: Major Activities	With whom: Whom to involve and work with	How: Support/ Resources Needed	When
Short term: Teacher Excellence courses on updating teaching strategies with ESD at Excellence Centre of Abai University	Secondary and Primary School teachers EY setting practitioners College teachers HE institution lecturers Work with: –Local Department for Education –Public Institute for Professional Excellence of Teachers Orleu National Academy of Education	Support staff ICT/Technologies Teaching aids Human resources: keynote speakers, international and local lecturers Funding	June 2019
Long term: Embed in existing MA courses Human Recourses Governance and Management in education with emphasizing of SDG	MA programme students Work with: faculties and UNESCO pedagogical division of Abai University	ICT/Technologies Teaching aids Expert supervision on ESD/SDG	2023

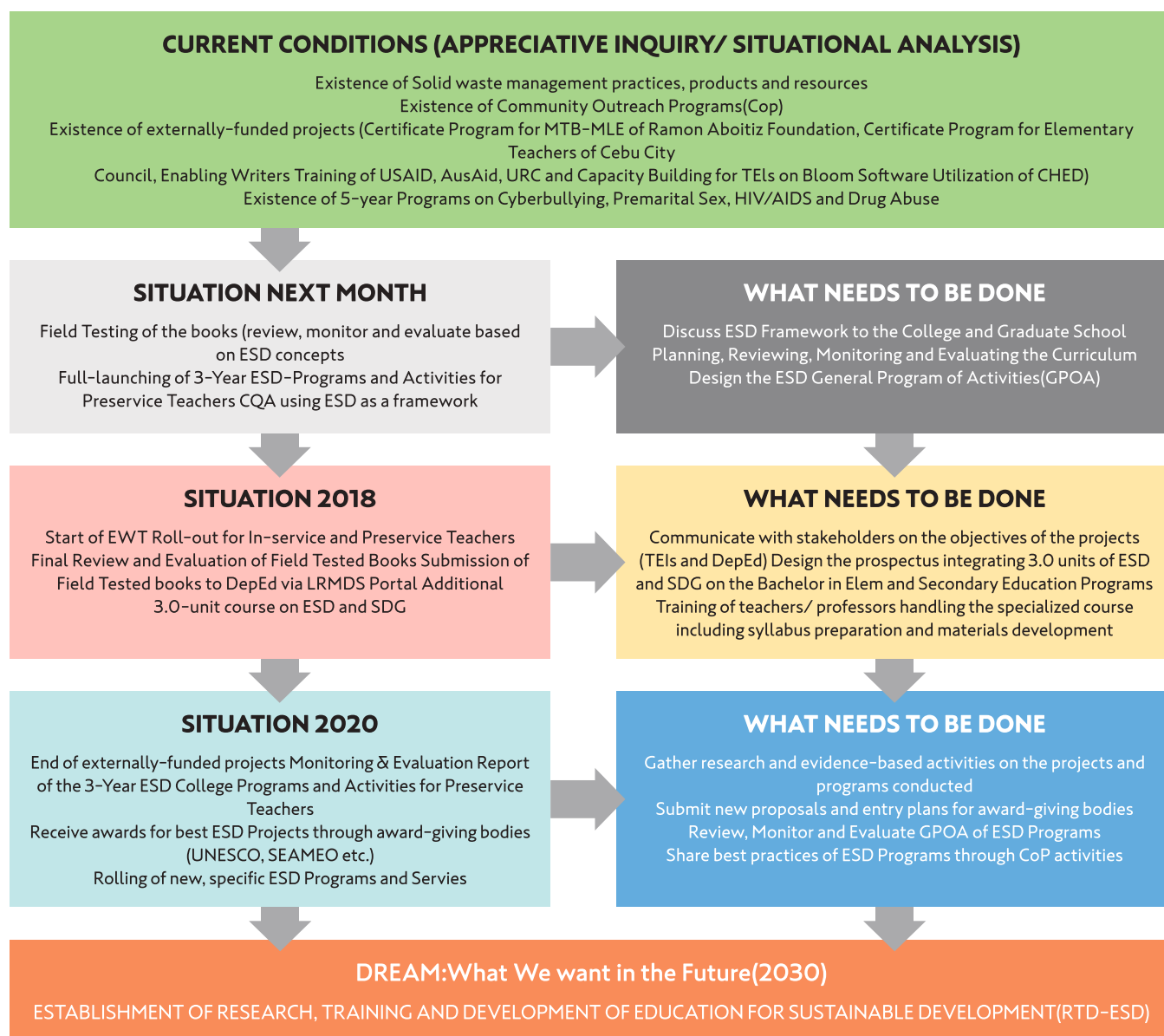
Detailed Plan of Action

	Details and Description
Title of Activity	Teacher Excellence courses on updating teaching strategies with ESD for Almaty region
Objectives and Expected Output	To expand perspectives of ESD To support teachers in promoting ESD through the taught subjects Created website for teaching staff in order to provide them with updated ESD information Designed school and EY curricula with ESD
Methodology and Timing	Workshops Online training courses Focus group discussions
Potential Risks/Challenges	Lack of ESD experts Lack of openness to new ideas and development
Funding Requirements and Partners	The UNESCO Almaty Office Ministry of Education and Science Local Department for Education
Follow up Activities/ Next Steps	Dissemination of information Involving communities on country level

3 e) Chulalongkorn University, Thailand

What: Major Activities	With whom: Whom to involve and work with	How: Support/ Resources Needed	When
Implement new courses on –Global Citizenship Education for Peace and Sustainability –Film, Society and Education –Critical Pedagogy for Social Transformation –Education for Interfaith and Inter-religious Dialogue	Lecturer in Division of Teaching Social Studies, C.U. Guest Lecturer from Chiangmai University and Mahidol University	Academic support from APCEIU expert	January – April 2019 August – November 2019
School-based Teacher Development using SLC (School as Learning Community) Approach	Lecturer and Researcher from C.U. Teachers and School Director from Buddhajak Wittaya	SLC Expert from Japan and Australia	December 2018 – September 2019
PLC on ESD Practitioner in the Faculty of Education	Lecturer from C.U.		December 2018 – September 2019
Research and Development on GCED Teacher Competency Development	Thai Civic Education Foundation	UNESCO Bangkok OBEC, MOE	January 2019 – September 2020
Network of GCED Teacher and ESD/GCED Teacher Educator	–Thai Civic Education Foundation –Thailand Teacher Education Forum	UNESCO Bangkok APCEIU OBEC, MOE	January 2019– December 2020

3 f) University of San Jose – Recoletos, Philippines



What: Activities	With Whom: Whom to involve and work with	How: Support/ Resources Needed	When
Additional 3.0 units ESD course to the Professional Education program	Vice- President for Academics, Dean, College Chairman, Professors	Financial and Human Resources (Teachers, Registrar, Commission on Higher Education, Department of Education etc.)	Second Semester, 2018
Curriculum Revisiting (Integration of ESD in all Professional Education courses)	Vice- President for Academics, College Chairman, Professors	CQA Modules Financial and Human Resources	February 2019
Training on Community- based ESD	University President, Vice- President for Academics, Dean, UNESCO	ESD Modules; Financial and Human Resources	March 2019
Implementation of the <i>Diploma in Professional Education with concentration in Leadership in Education for Sustainable Development</i>	University President, Vice- President for Academics, College Chairman	ESD Modules; Financial and Human Resources (Teachers, Registrar, Commission on Higher Education, Department of Education etc.)	First Semester; June 2019

In Closing

The meeting made a number of achievements. It produced a draft ESD teacher competency framework, consisting of three main domains of competencies – to facilitate learning, to continue to learn and create, and to connect, collaborate and engage – with competencies to constitute each domain articulated. It also yielded a variety of types of ESD teacher education programme designs at BA and MA levels, and the participants drew up their plans of action to implement such programmes in their respective institutions. Most importantly, an Asia-Pacific regional network of leaders of teacher education institutions was formed through the meeting. Through active and reflective debates and discussions, the participants inspired each other to move the frontline of teacher education in the region further ahead towards sustainable development.

In 2019, the participants will come together again to report on the progress made on their action plans and share challenges encountered and lessons learnt. We hope the series of meetings provide a useful learning process for the leaders of teacher education and help transform education and learning in the region for sustainable development.

Participants List

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Supported by the ESD Resource Centre of Japan

31 March 2019



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