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 (ACCJ) 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 (ACCJ), 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.

Capacity to facilitate learning
Able to create and provide learning opportunities for learners to develop their sustainability capacity.

Capacity to shape futures
Able to practice ESD here and now towards shaping sustainable futures.

Capacity to connect, collaborate and engage
Able to promote collaboration and partnerships to support ESD policies and practices within and outside immediate communities, including local and national authorities.

Capacity to continue to learn and create
Able to learn and develop continuously and create knowledge as a professional in ESD practices.

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.
1a) Capacity to facilitate learning

Competencies

1. To know repertoire of ESD Pedagogies (Teaching and learning approach competency)
2. 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. 4.1 To collaboratively plan and implement integrated methods to solve problems (with empathy) (Collaboration competency)
4. 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)
1 b) Capacity to continue to learn and create

**CAPACITY TO CONTINUE TO LEARN AND CREATE**

- **INNOVATE**
  - Understand the relationship between ESD and lifelong learning.
  - Reflect and question one’s purpose and practice related to ESD in improving teaching.
  - Develop sustainable thinking quality through active engagement in Continuous Development Programs (CPD) in ESD.
  - Establish strong Teacher Support System and capacity building initiatives in reorienting the management of human resource.
  - Develop transdisciplinary, trans-sectorial and marketing competencies for sustainable future

- **TRANSFORM**
  - Practice a sustainable way of life by modeling effective ESD practices.
  - Design effective and creative solutions to problems in achieving sustainability.
  - Innovate new ways of thinking and learning ESD

- **REINVENT**
  - Monitor and evaluate progress of integrating ESD for lifelong learning.
  - Design a plan of action for continuous improvement in ESD integration.
  - Create and contribute and IEC platform for in-service teachers to disseminate ESD practices.
  - Promote sustainability and enhancement on ESD
1c) Capacity to connect, collaborate and engage

Model

collaborative

and constructive leadership

Identify self capacity, key stakeholders and community members to work with

Facilitate the formal and informal collaboration by generating ethical safe climate

Build trust, maintain reciprocal relationship and negotiate conflict situations

Understand and demonstrate sociocultural, political, economic and environmental concern

Actively and respondingly engage with community and society

Role model advocacy as change agent at levels of community, national and international policy and practices
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

<table>
<thead>
<tr>
<th>Foundation Year (30 Credits)</th>
<th>Year 2 (30 Credits)</th>
<th>Year 3 (30 Credits)</th>
<th>Year 4 (30 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
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<tr>
<td></td>
<td>Credits</td>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>1. Khmer/Myanmar Civilization</td>
<td>3</td>
<td>1. Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>2. Statistics 101</td>
<td>3</td>
<td>2. English 101</td>
<td>3</td>
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<tr>
<td>3. Introduction to ESD</td>
<td>3</td>
<td>3. Statistics 261</td>
<td>3</td>
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<tr>
<td>4. Introduction to Cambodia/Myanmar Education</td>
<td>3</td>
<td>4. Education Theory</td>
<td>3</td>
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<tr>
<td>5. English 101</td>
<td>3</td>
<td>5. Environmental Education</td>
<td>3</td>
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<td>15</td>
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<thead>
<tr>
<th></th>
<th>Semester 2</th>
<th>Semester 2</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td></td>
<td>Credits</td>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>1. Regional History</td>
<td>3</td>
<td>1. English 202</td>
<td>3</td>
</tr>
<tr>
<td>2. Statistics 102</td>
<td>3</td>
<td>2. Teaching Methodology and Practice</td>
<td>3</td>
</tr>
<tr>
<td>3. Introduction to Education Psychology</td>
<td>3</td>
<td>3. Cultural, Ethnic and Gender Diversity</td>
<td>3</td>
</tr>
<tr>
<td>5. English 102</td>
<td>3</td>
<td>5. Practicum</td>
<td>3</td>
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<td>15</td>
<td>15</td>
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</tbody>
</table>
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 (2 hours * 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 (2 hours×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., 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing, Planning and Evaluating Education for Sustainable Development (ESD) for the Future</td>
<td>This course describes how to reinvent ESD for the future (2050) by innovating, transforming and redesigning ESD anchored on the competencies for sustainability.</td>
<td>3.0</td>
</tr>
<tr>
<td>Practicum</td>
<td>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.</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL CREDIT UNITS</td>
<td></td>
<td>21.0</td>
</tr>
</tbody>
</table>

*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

### 3a) Royal University of Phnom Penh, Cambodia

#### Short Term and Long Term Planning

<table>
<thead>
<tr>
<th>Term</th>
<th>Activities</th>
<th>With Whom</th>
<th>Support/Resources Needed</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term</td>
<td>Updating the Curricula for 1. Teacher Upgrading Program 2. Principal Upgrading Program</td>
<td>1. Faculty of Science / Faculty of Social Science 2. MoEYS’ SEIP</td>
<td>□ ESD Courses’ Content and Materials  □ Trainers on ESD</td>
<td>May 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Faculty of Science / Faculty of Social Science 2. National Institute of Education 3. PP-TEC 4. BB-TEC</td>
<td>□ ESD Courses’ Content and Materials  □ Trainers (Preferably from Partners Universities, Institution)</td>
<td>July 2019</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>Train the Trainers Workshop(s)  □ ESD for Social Science Teacher Trainers  □ ESD for Science Teacher Trainers</td>
<td>1. Faculty of Science / Faculty of Social Science 2. National Institute of Education 3. PP-TEC 4. BB-TEC</td>
<td>□ ESD Courses’ Content and Materials  □ Trainers (Preferably from Partners Universities, Institution)</td>
<td>August 2019</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in ESD (Sandwich Program with Partner Universities)  Master of Education in ESD (Sandwich Program with Partner Universities)</td>
<td>Interested Partner Universities  □ Join funding application  □ Technical and financial supports from all partner universities</td>
<td>□ Funding for exchange program or sandwich program  □ Partners</td>
<td></td>
</tr>
</tbody>
</table>
### 3 b) State Islamic University, Indonesia

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

### 3 c) Okayama University, Japan

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

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<thead>
<tr>
<th>What: Major Activities</th>
<th>With whom: Whom to involve and work with</th>
<th>How: Support/Resources Needed</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term:</td>
<td>Secondary and Primary School teachers&lt;br&gt;Eye setting practitioners&lt;br&gt;College teachers&lt;br&gt;HE institution lecturers&lt;br&gt;Work with:&lt;br&gt;-Local Department for Education&lt;br&gt;-Public Institute for Professional Excellence of Teachers&lt;br&gt;Orion&lt;br&gt;National Academy of Education</td>
<td>Support staff&lt;br&gt;ICT/Technologies&lt;br&gt;Teaching aids&lt;br&gt;Human resources: keynote speakers, international and local lecturers&lt;br&gt;Funding</td>
<td>June 2019</td>
</tr>
<tr>
<td>Long term:</td>
<td>MA programme students&lt;br&gt;Work with: faculties and UNESCO pedagogical division of Abai University</td>
<td>ICT/Technologies&lt;br&gt;Teaching aids&lt;br&gt;Expert supervision on ESD/SDG</td>
<td>2023</td>
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#### Detailed Plan of Action

<table>
<thead>
<tr>
<th>Title of Activity</th>
<th>Details and Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Excellence courses on updating teaching strategies with ESD for Almaty region</td>
<td>To expand perspectives of ESD&lt;br&gt;To support teachers in promoting ESD through the taught subjects&lt;br&gt;Created website for teaching staff in order to provide them with updated ESD information&lt;br&gt;Designed school and EY curricula with ESD</td>
<td></td>
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<table>
<thead>
<tr>
<th>Methodology and Timing</th>
<th>Workshops&lt;br&gt;Online training courses&lt;br&gt;Focus group discussions</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Potential Risks/Challenges</td>
<td>Lack of ESD experts&lt;br&gt;Lack of openness to new ideas and development</td>
<td></td>
</tr>
<tr>
<td>Funding Requirements and Partners</td>
<td>The UNESCO Almaty Office&lt;br&gt;Ministry of Education and Science&lt;br&gt;Local Department for Education</td>
<td></td>
</tr>
<tr>
<td>Follow up Activities/Next Steps</td>
<td>Dissemination of information&lt;br&gt;Involving communities on country level</td>
<td></td>
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### 3 e) Chulalongkorn University, Thailand

<table>
<thead>
<tr>
<th>What: Major Activities</th>
<th>With whom: Whom to involve and work with</th>
<th>How: Support/Resources Needed</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement new courses on&lt;br&gt;- Global Citizenship Education for Peace and Sustainability&lt;br&gt;- Film, Society and Education&lt;br&gt;- Critical Pedagogy for Social Transformation&lt;br&gt;- Education for Interfaith and Inter-religious Dialogue</td>
<td>Lecturer in Division of Teaching Social Studies, C.U. Guest Lecturer from Chiangmai University and Mahidol University</td>
<td>Academic support from APCEIU expert&lt;br&gt;SLC Expert from Japan and Australia</td>
<td>January – April 2019&lt;br&gt;August – November 2019&lt;br&gt;December 2018 – September 2019</td>
</tr>
<tr>
<td>School-based Teacher Development using SLC (School as Learning Community) Approach</td>
<td>Lecturer and Researcher from C.U. Teachers and School Director from Bhuddhajak Wittaya</td>
<td></td>
<td>December 2018 – September 2019</td>
</tr>
<tr>
<td>PLC on ESD Practitioner in the Faculty of Education</td>
<td>Lecturer from C.U.</td>
<td></td>
<td>December 2018 – September 2019</td>
</tr>
<tr>
<td>Research and Development on GCED Teacher Competency Development</td>
<td>Thai Civic Education Foundation</td>
<td>UNESCO Bangkok&lt;br&gt;OBEC, MOE</td>
<td>January 2019 – September 2020</td>
</tr>
<tr>
<td>Network of GCED Teacher and ESD/GCED Teacher Educator</td>
<td>- Thai Civic Education Foundation&lt;br&gt;- Thailand Teacher Education Forum</td>
<td>UNESCO Bangkok&lt;br&gt;APCEIU&lt;br&gt;OBEC, MOE</td>
<td>January 2019 – December 2020</td>
</tr>
</tbody>
</table>
CURRENT CONDITIONS (APPRECIATIVE INQUIRY/SITUATIONAL ANALYSIS)
Existence of Solid waste management practices, products and resources
Existence of Community Outreach Programs (Cop)
Existence of 5-year Programs on Cyberbullying, Premarital Sex, HIV/AIDS and Drug Abuse

SITUATION NEXT MONTH
Field Testing of the books (review, monitor and evaluate based on ESD concepts)
Full-launching of 3-Year ESD Programs and Activities for Preservice Teachers CQA using ESD as a framework

WHAT NEEDS TO BE DONE
Discuss ESD Framework to the College and Graduate School Planning, Reviewing, Monitoring and Evaluating the Curriculum Design the ESD General Program of Activities (GPOA)

SITUATION 2018
Start of EWT Roll-out for In-service and Preservice Teachers
Final Review and Evaluation of Field Tested Books Submission of Field Tested books to DepEd via LRMS Portal Additional 3.0- unit course on ESD and SDG

WHAT NEEDS TO BE DONE
Communicate with stakeholders on the objectives of the projects (TEIs and DepEd) Design the prospectus integrating 3.0 units of ESD and SDG on the Bachelor in Elem and Secondary Education Programs Training of teachers/professors handling the specialized course including syllabus preparation and materials development

SITUATION 2020
End of externally-funded projects Monitoring & Evaluation Report of the 3-Year ESD College Programs and Activities for Preservice Teachers Receive awards for best ESD Projects through award-giving bodies (UNESCO, SEAMEO etc.)
Rolling of new, specific ESD Programs and Services

WHAT NEEDS TO BE DONE
Gather research and evidence-based activities on the projects and programs conducted
Submit new proposals and entry plans for award-giving bodies Review, Monitor and Evaluate the GPOA of ESD Programs Share best practices of ESD Programs through CoP activities

DREAM: What We want in the Future (2030)
ESTABLISHMENT OF RESEARCH, TRAINING AND DEVELOPMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (RTD-ESD)

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

**Cambodia**
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Royal University of Phnom Penh

Seng Set
Phnom Penh Teacher Education College

**Canada**
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**Malaysia**
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Mongolian National University of Education

**Myanmar**
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Sagam University of Education

**Nepal**
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Nahaulal Tribhuvan University

**New Zealand**
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Chanita Ruksammuang
Siam University

Ushio Miura
UNESCO Bangkok

**The United Kingdom**
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University of Southampton

**Secretariat**
Hiroki Fuji, Hiroko Shibakawa,
Mihoko Arimoto and Fumiko Kobayashi
Okayama University
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, INETI (UNESCO Chair at York University), Okayama City, REU Okayama and the Asia-Pacific Cultural Centre for UNESCO (AECU)

Supported by the ESD Resource Centre of Japan

31 March 2019

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