ASPnet Good Practice Development Project
in Achieving MDGs through ESD
in Asia and the Pacific Region
2009

Schools can make a difference!!

Organized by

UNESCO
Korean National Commission for UNESCO
Education for Sustainable Development to Achieve the Millennium Development Goals in Asia and the Pacific Region

I. BACKGROUND

The Asia-Pacific region is home to 61 percent of the world’s population, with significant differences in terms of culture, population size, resources, and economic development. The diversity of the region brings both challenges and opportunities in achieving the UN Millennium Development Goals (MDGs). One challenge is the difficulty in developing and applying a one-size-fits-all strategy, as different countries require different priorities and strategies.

While it is true that there cannot be a single standard that works to help every country realize the MDGs, it is undeniable that education is a common driving force for all nations in capacity building and development through awareness and social change. Education for Sustainable Development (ESD) lies at the heart of achieving the eight MDGs. ESD is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth’s natural resources in order to solve the problems threatening our collective future. In response, the UN has designated UNESCO the lead agency in the Decade of Education for Sustainable Development (2005-2014, DESD), to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. However, it is currently hard to find appropriate educational materials or methods for the MDGs through ESD in Asia and the Pacific region.

For the last eight years, many teachers in Asian countries in the UNESCO Associated Schools Project Network (ASPnet) exchange programmes have been requesting educational materials from the Korean National Commission for UNESCO (KNCU). ASPnet is a network of schools around the world established by UNESCO in 1953 to explore and strengthen the humanistic, ethical, cultural, and international dimensions of education. It is, therefore natural to find ASPnet at the forefront of efforts to ensure that young people become aware of the MDGs so that they can contribute to the accomplishment of the MDGs.

In this context, the ASPnet Good Practice Development Project in Achieving MDGs through ESD in Asia and the Pacific region is designed to promote the awareness of students on the UN MDGs through ESD in the region, by encouraging ASPnet teachers to develop and share good educational practices and methods relating to the theme. The ultimate objective is to promote partnerships with ASPnet, thereby multiplying the effects widely through a systemic diffusion of results for the benefit of other schools, teachers, and students.
II. CALL FOR PARTICIPATION
: Asia-Pacific ASPnet Good Practice Development Project

ASPnet teachers and non-ASPnet teachers engaging in MDGs and ESD in their educational practices in Asia and the Pacific region are invited to submit applications to participate in the ASPnet Good Practice Development Project in Achieving MDGs through ESD by 25 May 2009. We are looking for successful pedagogical projects, ongoing or already implemented, dealing with MDGs through ESD in schools. Using the enclosed form, teachers should describe how their educational practices and methods (classroom activities / school climate / community-based programme) are linked to ESD in promoting student awareness of the MDGs. Teachers are also requested to submit a resume or CV along with 2-3 high resolution photographs showing their projects.

Successful applications will be selected according to the following criteria: 1) engagement in ESD and MDGs, 2) student involvement in the education practice, 3) coherence and completeness of the practice, 4) uniqueness of each country expressed by integrating local and indigenous knowledge and modern technologies 5) applicability and feasibility for other schools, and 5) teacher’s capability of further practice development. For more details, please refer to page no. 8, “What is Good Practice?”. Geographical distribution and a diversity of the sub-themes will also be considered.

All the selected projects will be received USD300, USD500, or USD1000 to be awarded on a case by case basis to support the implementation and further improvement of the teaching and learning practices. Also, they will all be required to submit a final Good Practice Report in compliance with KNCU guidelines by 18 October 2009. In addition, five recipients and their ASPnet national coordinators will be invited to the Asia-Pacific ASPnet Forum on ESD/MDGs, which will be held in Korea in November 2009. During the forum, the recipients will present and share their good practices, and explore the feasibility of introducing them to different countries in the Asia-Pacific region.

A summary report of all the good practices for MDG education through ESD will be published and distributed, provided that the applicant submits the final report according to the guidelines of KNCU.
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- Working Language of the Application: English
- Dates Notice
  - Deadline for Submission: 25 May 2009
    - Email to aspnet@unesco.or.kr or Fax +82(0)2-755-4629, reference “Application_ASPnet Good Practice”. Successful applications will be informed by 10 June 2009.
  - On-site Monitor and Field Visits: July-September 2009
    - KNCU staff or relevant experts will visit the top five recipients’ schools to conduct monitoring and field observation of how the practices are implemented, as well as interview teachers and students. The top five schools and their ASPnet national coordinators are required to cooperate in making arrangements for KNCU’s field visits.
  - Deadline for Final Report: 18 October 2009
  - Asia-Pacific ASPnet Forum on ESD/MDGs: 17-20 November 2009
    (To be confirmed)
    - KNCU will fund the costs of travel and accommodations for the five recipients and their ASPnet national coordinators. Participants will review selected good practices for appropriate modification and application to different country contexts. They will also develop inter-regional ASPnet partnership projects to promote MDG education through ESD in the future.
  - Publication and Distribution of Good Practice: November-December 2009

<< Procedure >>
What are Millennium Development Goals & Education for Sustainable Development and Good Practices?

III. What are MDGs and ESD?

1. What are the Millennium Development Goals?

The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations—and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000.

• Goal 1: Eradicate Extreme Poverty and Hunger
  a. Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
  b. Achieve full and productive employment and decent work for all, including women and young people
  c. Halve, between 1990 and 2015, the proportion of people who suffer from hunger

• Goal 2: Achieve Universal Primary Education
  a. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

• Goal 3: Promote Gender Equality and Empower Women
  a. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

• Goal 4: Reduce Child Mortality
  a. Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

• Goal 5: Improve Maternal Health
  a. Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio
  b. Achieve, by 2015, universal access to reproductive health

• Goal 6: Combat HIV/AIDS, Malaria and Other Diseases
  a. Have halted by 2015 and begun to reverse the spread of HIV/AIDS
b. Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

c. Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

**Goal 7: Ensure Environmental Sustainability**

a. Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources

b. Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

c. Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

d. By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

**Goal 8: Develop a Global Partnership for Development**

a. Develop further an open, rule-based, predictable, non-discriminatory trading and financial system

b. Address the special needs of the least developed countries

c. Address the special needs of landlocked developing countries and small island developing States

d. Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term

e. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries

f. In cooperation with the private sector, make available the benefits of new technologies, especially information and communications

**Source & Reference:**


**2. What is Sustainable Development?**

The concept of sustainable development is evolving and ongoing. Thus, it should be clarified in order to effectively pursue Education for Sustainable Development at schools. Sustainable Development can be explained in three major dimensions with culture as a cutting across all three.
3. What is Education for Sustainable Development?

Education for Sustainable Development takes into consideration three major dimensions of sustainable development: the environment, society, and economy, as well as the underlying dimension of culture. ESD fundamentally requires people to address about values, with respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit. It aims to move us to adopt behaviors and practices that enable all to live a full life without being deprived of basic necessities.

ESD independently contributes to the MDGs agenda as part of an overarching framework for development and for cooperation from the perspective of learning. It provides a meaningful itinerary to achieve the MDGs by showing diverse dimensions and interpretations, and reflecting locally relevant and culturally appropriate visions for a world in which development, “meets the needs of the present without compromising the ability of future generations to meet their own needs.” To this end, the following are important aspects of ESD processes:

- **Future thinking**: actively involves stakeholders in creating and enacting an alternative future;
- **Critical thinking**: helps individuals assess the appropriateness and assumptions that current dominant forms of development are necessarily inevitable and desirable;
- **Systems thinking**: understanding and promoting holistic change;
- **Participation**: engaging all in sustainability issues and change personal/individual and social relations to the local and global ecosystems that we inhabit, including consumption and production

4. **Suggested Sub-themes in Achieving MDGs through ESD**

It is hoped that teachers can come up with concepts that address some of the sub-themes indicated below, keeping in mind how ESD influences the achievement of MDGs by promoting awareness among teachers and students based on classroom activities, school climate and/or community-based programmes.
IV. What is Good Practice?

- **Call for participation**
  Good practice in the classroom, school climate, and/or community-based programme encourages student attitudes of shared responsibility through genuine participation. Students can learn most effectively and efficiently by doing. Participatory methods will enable students to plan, organize and implement their activities with the occasional guidance of their teachers. By reflecting on their activities, students become aware that their involvement can bring about meaningful changes in their community.

- **Student-centered practices**
  Children and youth are not a problem to be solved but partners who can contribute to solving society’s problems. Students should be at the centre of developing good practices because they can contribute to making positive social and political changes while inspiring and developing new methods for achieving the MDGs. This approach enhances students’ self-esteem and provides a platform to teach the core subject areas in the schools.

- **Back to children’s lives and their communities**
  When students are encouraged to work in their communities with local institutions, NGOs, and ordinary people to deal with their own issues, they gain real experience in how knowledge can be obtained and applied in a social system. It is highly recommended that the project deal with local issues which show uniqueness in integrating local and indigenous knowledge and modern technologies in their own community. The teacher’s role is to assist students in developing constructive and critical perspectives for examining their assumptions and the courage to act on the issues by themselves.

- **Values in real situations**
  Good practice inspires students to discuss what a shared value means in real-life situations. Values cannot simply be transmitted from one country and/or generation to another, but should be understood in respect of their environment and cultural diversity.

- **Welcome complexity**
  As education for sustainable development incorporates the key elements of the environment, society, and economy, teachers and students cannot avoid the complexity of developing good practices. They are expected to go through a non-linear, redundant, and often unpredictable path because multiple causes and effects surround sustainable development issues. Good practices should have a degree of complexity so that students can build upon a systemic view and better understand that a holistic perspective is necessary to resolve problems.
### V. Examples for Good Practice

Please see the documents below in order to have more concrete ideas on ESD.

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For further information, please feel free to contact:

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