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Associated Schools



Regional Collection of **Good Practice**

*Millennium Development Goals & Education for Sustainable Development
in Asia and the Pacific Region*

Schools can make a difference!!



유네스코한국위원회
Korean National Commission for UNESCO



United Nations
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Regional Collection of **Good Practices** in Achieving MDGs through ESD in Asia and the Pacific Region 2009

Regional Collection of ASPnet Good Practices
in Achieving MDGs through ESD in Asia and the Pacific Region

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Contents

Acronyms	06
Acknowledgements	07
Preface	08
The UNESCO Associated Schools Project Network (ASPnet)	10
Project Overview	11
What are the Millennium Development Goals?	12
What is Sustainable Development?	15
What is Education for Sustainable Development?	17
Suggested Sub-themes in Achieving MDGs through ESD	18
Application Analysis	21

Selected Good Practices

I. Indonesia	27
A. Al Azhar Students' Peer Tutoring: Promoting Hygienic Life and Children Healthcare among School-kids	28
B. Al Izhar Youth Community Service: An Environmental Project Aiming to Save the Protected Area in Mt. Halimun, West Java	40
II. Republic of Korea	50
A. Youth MDGs	51
III. Pakistan	64
A. Protecting Biodiversity And Clean Environment For Sustainable Development	65
B. Peace and ESD Education Programme	77
IV. Sri Lanka	86
A. Cultural Diversity and Development of Peace and Harmony in Sri Lankan Society through School Practices	87
B. Equal Nutritious Breakfast	95
V. Uzbekistan	102
A. Water and Natural Resources Management	103
B. Creating an Oasis in the Desert	110

Appendices	119
A. Project Procedure	119
B. Organizing Team: Korean National Commission for UNESCO	125
C. Useful Resources	126

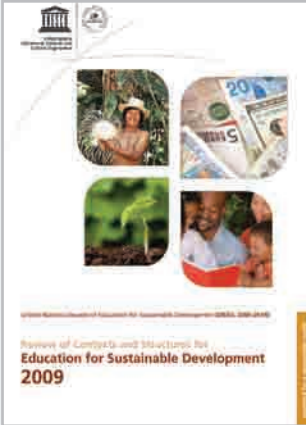
Acronyms

ASPnet	UNESCO Associated Schools Project Network, commonly called UNESCO Associated Schools
DESD	Decade of Education for Sustainable Development (2005-2014)
EFA	Education For All
ESD	Education for Sustainable Development
FAO	Food and Agriculture Organization of the United Nations
HIV and AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
ICTs	Information and Communication Technologies
IGO	Intergovernmental Organization
IIS	DESD International Implementation Scheme
MDGs	Millennium Development Goals
NGO	Non-Governmental Organization
UN	United Nations
UNCCD	United Nations Convention to Combat Desertification
UNCED	United Nations Conference on Environment and Development (or Earth Summit, Rio de Janeiro, Brazil, 1992)
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WCED	World Commission on Environment and Development
WHO	World Health Organization
WSSD	World Summit on Sustainable Development (Johannesburg, South Africa, 2002)

Acknowledgments

We would like to thank the United Nations Development Programme (UNDP) Republic of Korea and the Korean Ministry of Education, Science and Technology for supporting the 2009 ASPnet Good Practice Development Project in Achieving MDGs through ESD in Asia and the Pacific Region. We also would like to extend our deep gratitude to all the participants in this project: national commissions for UNESCO in the Asia Pacific and every guest speaker, teacher, expert, visiting institution, observer, interpreter who was involved in making the Asia-Pacific ASPnet Good Practice Development Project a big success. Last but not least, we truly appreciate the unwavering support and generous cooperation from UNESCO Headquarters in Paris and UNESCO Bangkok.

Preface



2009 DESD Global Report: Learning for a Sustainable World, UNESCO

When it comes to implementing Education for Sustainable Development (ESD) in school curricula, understanding the concept of ESD and explaining sustainable development to our students are the keys to successful ESD. Although the United Nations World Commission on Environment and the Development (WCED)'s report *Our Common Future*, also known as the Brundtland Report, defines sustainable development as “development that meets present needs without compromising the ability of future generations to meet their own needs,” it is relatively difficult to teach this concept to children. Due to ESD's broad agenda, complexity and ambiguity is inherent. However, since the goal of sustainable development is based upon universally shared values, visions, and hopes for a better quality of life and future on this planet, it is important to acquire a comprehensive understanding of the concept of sustainable development. While ESD priorities and the implementation strategies of each country may differ from society to society according to each nation's historical and cultural contexts as well as their respective socio-economic situations, it is still essential to keep the balance between holistic comprehension of the sustainable development vision and contextual approaches of ESD.

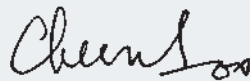
Moreover, ESD's interdisciplinary approach focusing on securing more sustainable livelihoods shares its main purpose with the Millennium Development Goals (MDGs). Therefore, with less than six years left until the target date for achieving the MDGs, ESD can be a catalyst in accelerating progress. Given that now is the time to spur more efforts to meet the MDGs, the Korean National Commission for UNESCO's “ASPnet Good Practices Development Project in Achieving MDGs through ESD in Asia and the Pacific Region” is very timely and appropriate. In addition, as the lead agency for United Nations Decade of Education for Sustainable Development (DESD), UNESCO is responsible for raising public awareness of the link between ESD and MDGs, and encouraging schools to enhance synergies through implementing ESD-MDGs programmes in all subjects of school curriculum.

UNESCO Headquarters in Paris has been providing collections of ASPnet Good Practices to develop exemplary educational approaches worldwide to ensure a sustainable future. Also, education ministries around the globe are now working on how to introduce and reinforce ESD aspects throughout the curricula.¹ In line with these efforts, the

¹ UNESCO, *Second Collection of Good Practices: Education for Sustainable Development*, UNESCO Publishing: 2009, p. 5.

Regional Collection of ASPnet Good Practices published by the Korean National Commission for UNESCO is designed to serve as an example of how the themes of ESD and the MDGs can be interpreted within a particular learning context. The Asia-Pacific region needs to put more effort into establishing a paradigm shift in education toward a sustainable future. It is difficult to find practical ESD guidelines and educational materials within the region. As we have already seen in the previous two collections, ESD should be implemented in every country; rich and poor, big and small, and in every school; private and public, urban and rural.² Considering that many Asian countries still suffer from a history of colonialism, division, conflict, war, terrorism, poverty, and underdevelopment, ESD would be fundamentally helpful for the region in building a peaceful and sustainable community.

However, the whole process of reflecting ESD in school curricula to achieve the MDGs cannot be accomplished by a single school, country, or organization. Therefore, establishing adequate international cooperation is important in the ESD movement. UNESCO in particular should take the lead in creating solidarity among schools, countries, and international organizations. For the KNCU's project, UNDP Republic of Korea (ROK) has also played a significant role as a partner in supporting the achievement of MDGs in the Asia-Pacific region. Consequently, this collaboration of UNESCO and UNDP would work out greatly considering the two organizations' common interest and responsibility toward sustainable future. Furthermore, UNESCO ASPnet, which has been a pioneer of education for peace, human rights, and international understanding, needs to reinforce its leading role in accomplishing the purposes of ESD and the MDGs through cooperating with local communities and non-ASPnet member schools. At the same time, it is also important that all National Commissions for UNESCO support their ASPnet schools. We hope that this publication will inspire everyone involved in this journey to cooperate, develop, and carry out better educational practices for securing a sustainable, happy future for our next generation.



Taeck-Soo Chun
Secretary-General



End Poverty Street Campaign:
The participating schools' students with
KNCU Secretary-General Chun Taek-soo

2 UNESCO, *Second Collection of Good Practices: Education for Sustainable Development*, UNESCO Publishing: 2009, p. 6.

The UNESCO Associated Schools Project Network (ASPnet)³



“Children in Vietnam,” photo by Eui-hyun Lee (Second year, Busan International High School)



Partnership Schools Team, Korean National Commission for UNESCO

Shortly after the founding of UNESCO, the organization put into place its Associated Schools Project Network (ASPnet) as of 1953. The purpose of the Network is to serve as an international laboratory for exploring and experimenting with new educational practices that reinforce the humanistic, ethical, and international dimensions of education. In brief, ASPnet strives to translate the principles and priorities of UNESCO, the United Nations, and other Specialized Agencies and UN bodies (e.g. FAO, WHO, UNEP, UNICEF) into concrete learning approaches and outcomes by taking into account the four pillars of learning for the twenty-first century⁴ : learning to know, learning to do, learning to be, and learning to live together. ASPnet was set up to have a multiplier effect through the systematic diffusion of its innovative educational resource materials, such as its Tolerance Posters, Peace Pack, World Heritage Education Kit, and its Good Practices.

Over the decades, the Network has grown in size and has kept pace with the evolving issues and concerns of the international community. It produced educational resource materials on the plight of indigenous peoples. Associated Schools served as a test group for educational kits addressing the alarming trend of desertification. ASPnet helped to produce preventive education resource materials on HIV/AIDS. Associated Schools facilitated the launching of the Mondialogo School Contest for Intercultural Dialogue (sponsored by both UNESCO and Daimler) and contributed to its three successful rounds (2003-2008).

UNESCO Associated Schools are committed to contributing to the quality of education as advocated by the Education for All (EFA) Dakar Framework for Action and to reaching the United Nations Millennium Development Goals (MDGs). Around the world, ASPnet has been mobilized to assume a pilot role in helping to show the way towards new and rapid paths of Education for Sustainable Development (ESD) and to the implementation of the United Nations Decade of Education for Sustainable Development (DESD) 2005-2014.

³ UNESCO, *Second Collection of Good Practices: Education for Sustainable Development*, UNESCO Publishing: 2009, p. 7.

⁴ J. Delors et al., *Learning: the Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*, UNESCO Publishing: 1995 (<http://www.unesco.org/delors>).

Project Overview

Since more than 60 percent of the world's population inhabits in the Asia-Pacific region, it is very diverse in terms of culture, population size, resources, and economic development. Over the last decade, the region has been making progress in many of the Millennium Development Goals (MDGs) thanks to its rapid economic growth. However, it still faces some challenges. Although most developing countries can be applauded for their successes, none have truly managed to achieve all of the goals. Of even greater concern, the Asia-Pacific region also includes a number of countries which are likely to miss many or even most of the MDGs if they continue on their current paths.

The diversity within the region brings both challenges and opportunities in achieving the UN MDGs. Although it is impossible to find a single strategy that works for all the countries in Asia, education can be of real help for every nation in capacity development. In particular, Education for Sustainable Development (ESD) lies at the heart of achieving the eight MDG goals. 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 this sense, UNESCO as the lead agency for the Decade of Education for Sustainable Development (2005-2014, DESD) is trying to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. However, appropriate educational materials or methods for achieving the MDGs through ESD are still lacking in the Asia-Pacific region.

For the last eight years, teachers in Asian UNESCO Associated Schools 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 young people become aware of the MDGs so that they can contribute to the achievement 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 student awareness of UN MDGs through ESD in the region by encouraging ASPnet teachers to develop and share good educational practices and methods related to the theme. The ultimate objective is to promote partnerships within ASPnet, thereby having a multiplier effect that benefits many other schools, teachers, and students.



Wish for the Future: Students (Academia de Averroes, Lahore, Pakistan)



Korea - Malaysia ASPnet Exchange Programme, 2008

The KNCU received 58 applications from 11 different countries across the region and nine practices were selected according to the KNCU's grading criteria: 1) Project's engagement in ESD and MDGs, 2) Student involvement in the educational practice (Student-centered practices), 3) Coherence and completeness of the practice, 4) Uniqueness of each country expressed by integrating local knowledge and modern technologies, 5) Applicability and feasibility for other schools. The Regional Collection of Good Practices is not only intended to share and further disseminate the selected good practices, but also to encourage teachers and students to embark on the ESD-MDG dialogue in the Asia-Pacific region.



2009 Asia-Pacific ASPnet Forum on ESD & MDGs

The forum was held October 24-27 at Korea UNESCO Peace Center, Korea to share and discuss the nine selected ASPnet Good Practices on ESD and MDGs. Teachers in charge of the selected practices, UNESCO ASPnet national coordinators (from Indonesia, Japan, Korea, Mongolia, Nepal, Pakistan, Philippines, Sri Lanka, Uzbekistan, Vietnam), ASPnet international / regional coordinators, ESD experts, and observers from related organizations and ASP schools participated in this forum.

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



- Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
- Achieve full and productive employment and decent work for all, including women and young people
- Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Goal 2: Achieve Universal Primary Education



- 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



- 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



- Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

Goal 5: Improve Maternal Health



- Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio
- Achieve, by 2015, universal access to reproductive health

MILLENNIUM DEVELOPMENT GOALS	
	End Poverty and Hunger
	Universal Education
	Gender Equality
	Child Health
	Maternal Health
	Combat HIV/AIDS
	Environmental Sustainability
	Global Partnership

The MDGs
(<http://www.un.org/millenniumgoals/>)

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

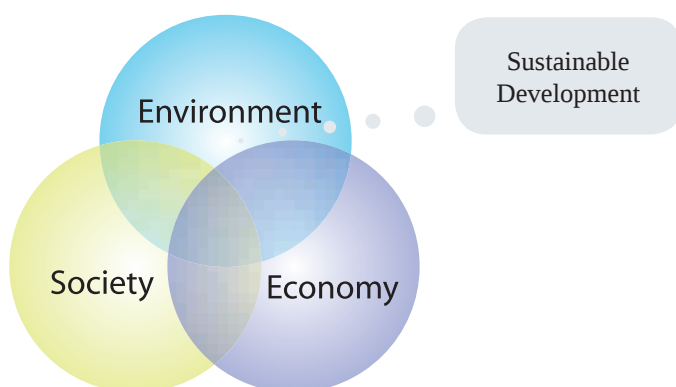
Goal 8: Develop a Global Partnership for Development



- 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

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.⁵



Society : an understanding of social institutions and their role in change and development, as well as the democratic and participatory system which give opportunity for the expression of opinions, the selection of governments, the forging of consensus and the resolution of differences.

Environment : an awareness of the resources and fragility of the physical environment and the effects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development

Economy : a sensitivity to the limits and potential of economic growth and the impact it has on society and on the environment, with a commitment to assessing personal and societal levels of consumption out of concern for the environment and for social justice.

Source: Arima et al. 2005

⁵ The background picture is from the Psychologists for Social Responsibility Blog (<http://psysr.wordpress.com/2008/05/04/from-science-to-solutions-how-psychology-research-can-help-build-sustainable-communities/>).

What is Education for Sustainable Development?

Education for Sustainable Development (ESD) takes into consideration three major dimensions of sustainable development: environment, society, and economy, as well as the underlying dimension of culture. ESD fundamentally requires people to address values, with respect for others, including those of the 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 full lives without being deprived of basic necessities.

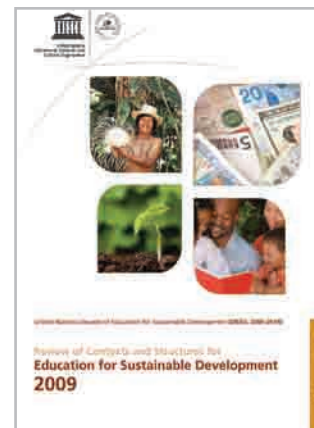
ESD independently contributes to the MDG agenda as part of an overarching framework for development and cooperation from the perspective of learning. It provides a meaningful itinerary to achieve the MDGs by showing diverse dimensions and interpretations, and reflecting locally relevant and culturally 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 : understands and promotes holistic change;

Participation : engages all in sustainability issues and changes individual and social relations to the local and global ecosystems that we inhabit, including consumption and production (UNESCO Introductory Note 2007).⁶



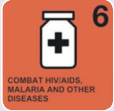
2009 DESD Global Report: Learning for a Sustainable World, UNESCO

⁶ Ros Wade and Jenneth Parker; *EFA-ESD Dialogue: Educating for a sustainable world*, UNESCO: 2008, p. 57.

Suggested Sub-themes in Achieving MDGs through ESD

At the beginning of the ASPnet Good Practice project, teachers were enjoined to generate concepts that address some of the suggested sub-themes indicated below, keeping in mind how ESD influences the achievement of the MDGs by promoting awareness among teachers and students through classroom activities, school climate and/or community-based programmes.

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village/city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

Through ESD, students should be able to adopt the principles of the three major sectors of sustainable development -- environment, society, and economy -- into their lives. Therefore, the above sub-themes could function as a strategy for carrying out ESD more effectively. Moreover, they clarify how educators and learners can connect sustainable development with the MDGs.

For a better understanding: a Strategic Role for ESD in relation to MDGs ⁷

ESD can provide a framework that integrates the environmental and development concerns of the MDGs. These signs of convergence are welcome but much more is needed, and the pace of change, mutual understanding, information and skills exchange needs to be speeded up. ESD has a strategic role in cultivating this process, demonstrating how the agendas can be brought together and in developing their practice on the ground. For example, ESD promotes multi-sectoral approaches to MDGs, raises public awareness and supports MDGs in their role in sustainable development. (Wade and Parker, EFA-ESD Dialogue)



“Teaching Korean in Mongolia,” photo by Dae-hyun Park (11th grade, Korean Minjok Leadership Academy)



Korea - Mongolia ASPnet Exchange Programme, 2006

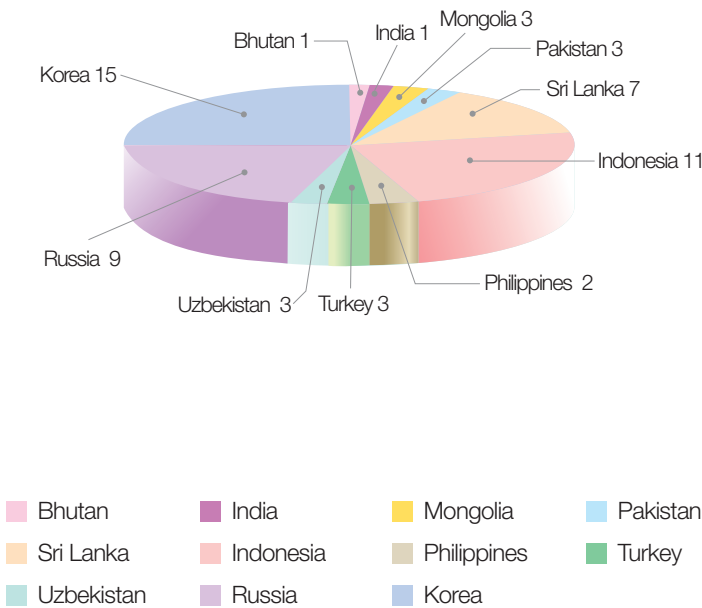
⁷ ---, *EFA-ESD Dialogue: Educating for a sustainable world*, UNESCO: 2008, p. 19.



Application Analysis

The Korean National Commission for UNESCO received 58 applications from 11 different countries in the Asia-Pacific region. An analysis of all the collected applications reveals the trends in how teachers approach ESD and MDGs when developing actual educational practices that incorporate both simultaneously.

1. Participating Country (The Number of Applications)



Asia-Pacific ASPnet Regional Consultation Meeting, Bangkok, Thailand, March 2009



Students Performing Arts on Animals' Rights, Pakistan

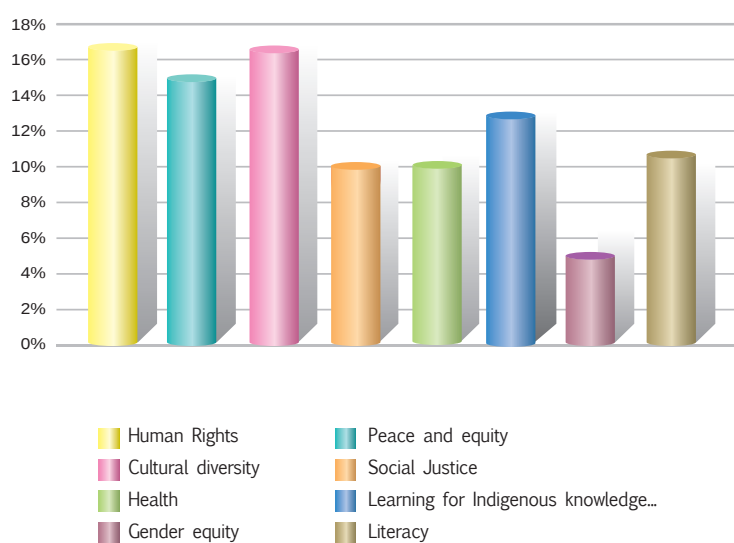
2. Preferred ESD sub-themes



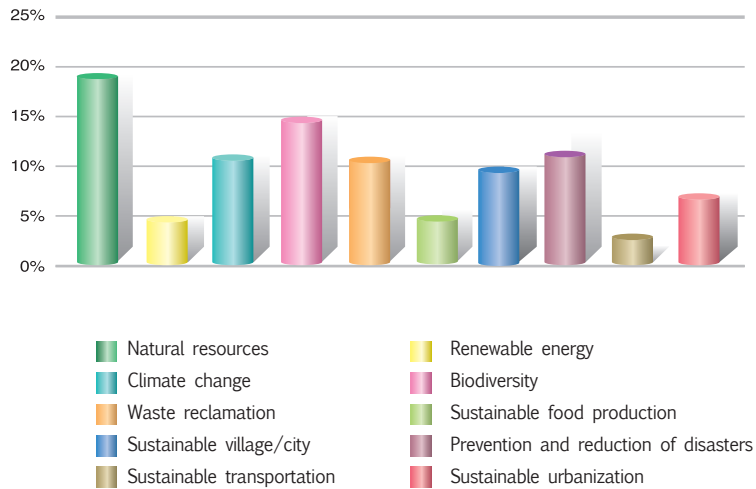
Korea - Malaysia ASPnet Exchange Programme, 2008

Social Sector	Environmental Sector	Economic Sector
Human rights	Natural resources	Sustainable production and consumption
Peace and equity	Renewable energy	Sustainability of corporations
Cultural diversity	Climate change	Poverty reduction
Social justice	Biodiversity	Narrowing the gap between the rich and poor
Health (HIV/AIDS, malaria)	Waste reclamation	
Learning for indigenous knowledge, integrating traditional and modern technologies	Sustainable food production	
Gender equality	Sustainable village/city	
Literacy	Prevention and reduction of disasters	
	Sustainable transportation	
	Sustainable urbanization	

1) Social Sector (%)

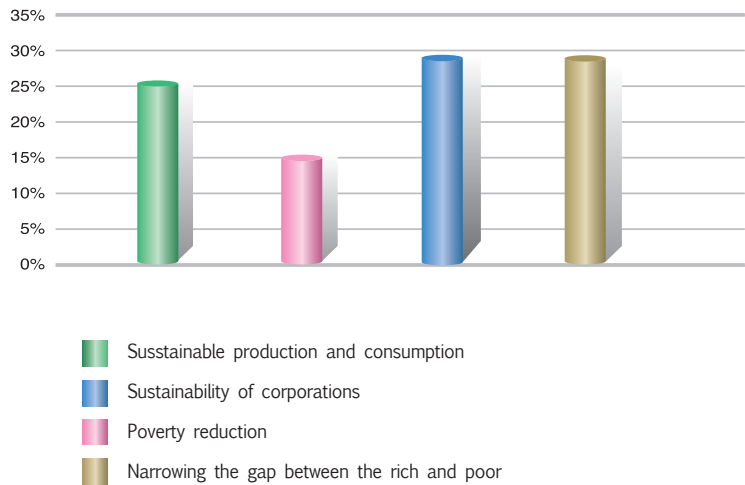


2) Environmental Sector (%)



Korean ASPnet ESD Poster Contest, 2008

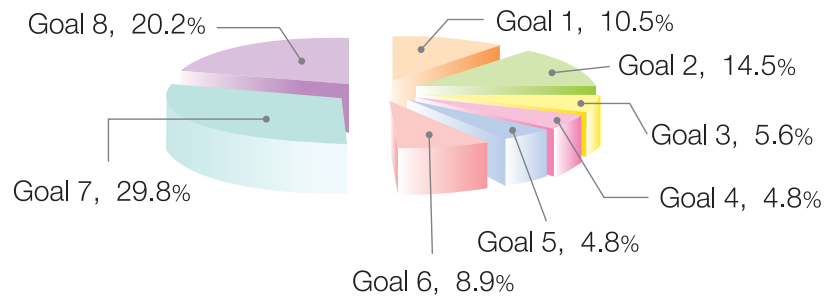
3) Economic Sector (%)



3. Preferred Millennium Development Goals (%)

Millennium Development Goals

-  Goal 1. Eradicate Extreme Poverty and Hunger
-  Goal 2. Achieve Universal Primary Education
-  Goal 3. Promote Gender Equality and Empower Women
-  Goal 4. Reduce Child Mortality
-  Goal 5. Improve Maternal Health
-  Goal 6. Combat HIV/AIDS, Malaria, and Other Diseases
-  Goal 7. Ensure Environmental Sustainability
-  Goal 8. Develop a Global Partnership for Development





Selected Good Practices

Country	Project Title	School (City)
Indonesia	Promoting Hygienic Life and Children Healthcare among School Kids	Al Azhar 1 Junior High School (Jakarta)
	Al Izhar Youth Community Service: An Environmental Project Aiming to Save the Protected Area in Mt. Halimun, West Java	SMA Al Izhar Pondok Labu (Jakarta)
Republic of Korea	Youth MDGs	Deungchon High School; Korean Minjok Leadership Academy; Seoul National Univ. High School; Sookmyung Girls' High School; Hanyang High School Attached to College of Education of Hanyang University (Seoul and Gangwon Province)
Pakistan	Protecting Biodiversity and Clean Environment for Sustainable Development	Academia De Averroes (Lahore)
	Peace and ESD Education Programme	Grammar School Rawalpindi (Rawalpindi)
Sri Lanka	Cultural Diversity and Development of Peace and Harmony in Sri Lankan Society through School Practices	Sirimavo Bandaranaike Vidyalaya (Colombo)
	Equal Nutritious Breakfast	Maliyadeva College (Kurunegala)
Uzbekistan	Water and Natural Resources Management	ASPnet School No. 17 (Tashkent)
	Creating an Oasis in the Desert	Specialized School No. 1 (Zarafshan)

Indonesia



I. Indonesia

A. Al Azhar Students' Peer Tutoring: Promoting Hygienic Life and Children Health-care among School-kids

School Information

School Name: Al Azhar Islamic Junior High School 1 (Private Secondary)

City: DKI Jakarta

Website: <http://www.al-azhar.ac.id>

E-mail: info@al-azhar.or.id

Teacher Information

Teacher in charge: Ms. Saara SUAIB

E-mail: suaibsaara@yahoo.co.id and s_suaib@yahoo.com.hk

Phone: +62 21 7200062 (Office)

Fax: +62 21 7200062

Subject(s) taught: English

ASPnet National Coordinator: Mdm. Hasnah GASIM

Introduction

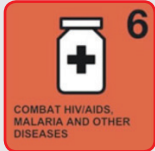
Conducted on a biannual basis, this tutoring programme is called SOMAS (Study Orientasi Masyarakat) or Society Oriented Study because its goal is to enable students to understand and respect people whose lives differ from theirs. It is also an opportunity for them to share their thoughts, knowledge, and learning with other members of society, especially underprivileged school children and their families. The students conduct peer tutoring to children in poor and remote area and help the village's public healthcare center to promote hygiene. As a result, these activities build the students' respect, responsibility, sensitivity and stimulate their learning within the social environment as well.



Tooth brushing tutorial by students

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
- Human rights - Peace and equity - Cultural diversity - Social justice - Health (HIV, malaria) - Learning for local and indigenous knowledge, integrating traditional and modern technologies - Gender equality - Literacy	- Natural resources - Renewable Energy - Climate change - Biodiversity - Waste reclamation - Sustainable food production - Sustainable village/city - Prevention and reduction of disasters - Sustainable transportation - Sustainable urbanization	- Sustainable production and consumption - Sustainability of corporations - Poverty Reduction - Narrowing the gap between the rich and poor	
			

The initiator of the project:

Teachers' forum (initiated to provide some life-skills education in the form of a field trip for the students). Ms. Sunarmi and Mr. Rujiman were chosen as the coordinators of the project.

Project participants (number and age of students, teachers, others, etc.):

No	Project Year	Al Azhar Students (Age: 12 - 15)	School-Kids (Age: 6 - 12)	Teachers	Parents & stake holders
1	2002	44	472	13	9 & 4
2	2004	38	600	18	5 & 7
3	2006	37	333	20	7 & 8
4	2008	40	381	20	6 & 9
	Total	156	1246	71	27 & 28



Date of implementation and/or duration of the project:

NO	ACTIVITIES	DATE/DURATION
1	Conducting a survey of target village and providing guidance and funding for the villagers to have a proper toilet	One day
2	Grouping students with host families	One day
3	Coordinating committee, parents, students and stake holders	Two to five meetings
4	Practicing peer tutoring on how to brush one's teeth with the dentist	One day
5	Arranging programme and activities	
6	Al Azhar departure and arrival day	
7	Situating students with local villagers by sending the students to their host family's houses	Day 1 – day 3 of the project
8	Activity day 1: Al Azhar Students Peer Tutoring: Promoting Hygiene and Health Care among School Kids	Day 1 Al Azhar Peer Tutoring = 07.00 – 12.00 Assisting the Official of Integrated Service Center (POSYANDU) = 14.00 – 16.00
9	Activity day 2: Field trip to Mount Merapi and observation of farming activities Cultural performance	Field trip = 07.00 – 11.00 Cultural Performance = 20.00 – 23.00
10	Departure day home	



Learning for indigenous knowledge, integrating traditional and modern technologies



ASPnet Teachers in charge of the project, Al Azhar Islamic Junior High School 1, Indonesia

How is this project related with ESD and MDGs

People who are suffering from poverty, physical disabilities, hunger, homelessness and natural disasters are present everywhere. They do not lack the will to change their lives, but rather they lack the knowledge how to do so. As we cannot always rely on the government, it is now our responsibility to assist the disadvantaged. In particular, education can be a powerful force to bring about real change in many people's lives, as education is not only a school-based system but also can work closely with the local community and contribute to capacity building in diverse areas. What is important in the process is to invite our students to become part of solution and increase their global citizenship engagement in taking care of their environment and neighbors.

SOMAS programme is designed to facilitate students' learning through volunteerism: peer tutoring to improve the lives of underprivileged people. The focus is to enhance the participating students' and local village kids' understanding about the importance of a hygienic life through tooth brushing tutorial. The tooth brushing tutorial is very simple, but it is essential for school kids in distant areas where many are not accustomed to it as a daily habit. If they maintain good hygiene by brushing their teeth daily, they will be able to maintain healthy teeth and prevent other diseases.

Health is one of the concerns of ESD in the social sector. Inviting our students to do peer tutoring also supports one of the sub-themes of ESD: learning for indigenous knowledge and integrating traditional and modern technologies. By discussing with villagers about the importance of appropriate toilet and bathroom habits, river contamination can be prevented. This supports the environmental sector of ESD, which is sustainable city/village. Most critically, all these activities are all conducted by the youth. When we stimulate their awareness of the environment at an earlier age, we can hope future generations will lead better lives.

Main objective and description of the project

- To develop the unprivileged children's life skills: Promoting hygiene among school kids from poor and remote areas
- To build the students' self characters and potential
- To stimulate students' learning toward the environment and others
- To build respect, responsibility, and sensitivity among the students
- To create a new learning atmosphere for the students

Students visited the school in remote area to conduct the peer tutoring. With supplies collected from parents, friends, and some private sponsors, they went to classes in 6 groups of 4-5 members. After displaying some pictures, charts and a model of teeth to demonstrate tooth brushing, they distributed hygiene tools such as toothpaste, toothbrushes, mineral water, and hand soap for practice use. The group also visited the villagers' public healthcare center where mothers brought their babies and toddlers for check-ups. The students distributed some nutritious items such as milk and baby food, which was donated by private companies.

Before the day of the SOMAS programme, the committee surveyed the project site to determine if villagers' houses had sanitary and appropriate bathroom and toilet facilities. However, most villagers did not have an appropriate toilet at home, as they usually go to the river, where sanitation is poor. We encouraged the villagers by helping to build simple sanitary toilets in order to discourage using the river.



Display of hygiene tools and tooth brushing posters

Regional Collection of ASPnet Good Practices in Achieving MDGs through ESD



Local school-kids in tutorial



Tooth brushing session



Measuring babies at POSYANDU



Doing a local farming



Explaining the use of medicine to local people



Activities at POSYANDU

Concrete results of the project

- The river will be in healthy and good condition
- The local people have a more hygienic life compared to the past
- The target school children are familiarized with use of the bathroom and toilet
- Students increased their awareness on health and the underprivileged
- The local community could better maintain the quality of children's healthcare for the future

Impact of the project

One parent, Mr Hari Purwanto, said that the programme was very useful for the students as it trained them to be responsible and more independent. The local community also felt touched by the people in the project, with one villager becoming the “adopted sister” of a visiting student. From the stakeholders and sponsors’ point of view, they appreciated what we had done for the community. Sponsors received a submitted report detailing how their contributions were used, and as a result, they are willing to help us with the next project in SOMAS.



Fathur and Rizka with their local fostered sister



Sponsorships of the project



Student interviews

“SOMAS is a fun and useful activity. I trained myself to be more responsible, disciplined, and respect others. It also taught us how to share and to care about other people’s lives. This project makes me feel more empathy for others’ lives.”

-Citra Ayu Cempaka Putri (SOMAS 1)



“SOMAS makes me alert to other people’s lives. I think we must thank God for what we have every day and make positive use of it. The whole experience gave me the best lesson in my life.”

- Muhammad Harya Putra (SOMAS 3)

Changes in the attitude and behavior of your students related to sustainable development

The impact of the project on students is really fascinating. They gained self confidence. They show greater awareness of other people’s lives. Moreover, in the classroom, they show respect to fellow students and continue to cooperating with each other when handling problems. One of our students, Amelia (SOMAS 4, 2008), once said that by participating in this project, she could see her life from other people’s perspectives. They became the pioneers in class, school and their community in helping and caring for underprivileged people and also in keeping the school environment clean.

SOMAS Project Presentation Day



Al Azhar Logo



A social service day in a disabled and mental handicapped house as one of our school programs



Project participating teachers and students

What did you, as a teacher, learn from this project?

The final goal of education is not merely “producing” smart students but to cultivate “useful” people. This project demonstrates that to educate students; you need extra-curricular activities that will educate them to be useful people for their society. We cannot underestimate our students. They will not be “our students” forever. They will be our partners, our teachers, or even our leaders. They show respect without hesitation, and they sincerely help and work with local people. It is true that education can happen everywhere. This project will give us an alternative strategy to develop our students’ characters and self awareness.



Promoting cultural value:
through student performance

If there was any obstacle or challenge, how did you overcome them?

We worked as a team. Sometimes, obstacles came from within our team or target villagers. Every time we faced an obstacle, we discussed with the committee and the participants, or if the difficulty was among the students, we let them find their own solutions as a group. By doing this, they also built their characters.



B. Al Izhar Youth Community Service: An Environmental Project Aiming to Save the Protected Area in Mt. Halimun, West Java

School Information

School Name: SMA Al Izhar Pondok Labu (private secondary)

City: Jakarta

Website: <http://www.al-izhar-jkt.sch.id>

E-mail: sma@al-izhar-jkt.sch.id

Teacher Information

Teacher in charge: Mr. Hari PRASETYO

E-mail: hari.prasetyo@gmail.com, ceo@hariprasetyo.org

Phone: +62 21 7695542 (Office)

Fax: +62 21 7503662

Subject taught: Biology

ASPnet National Coordinator: Mdm. Hasnah GASIM

Introduction

Mt. Halimun-Salak National Conservation Forest is very important to Jakarta and nearby cities because it supplies people with oxygen and water. Mt. Halimun-Salak is the source of two rivers: the Cisadane and the Ciliwung. These rivers pass through Jakarta and other cities including Bogor, Depok, Tangerang, and Bekasi. The Forest also provides water for the northern and southern part of the West Java area. Considering the importance of the forest, the project aims to conduct ecological restoration by planting economically viable and botanically significant native species of trees: the hardwood Puspa tree (*Schima wallichii*), Aren Palm (*Arenga pinnata*), Pasang tree (*Quercus* sp), and Rasamala tree (*Altingia excels*). These trees are very useful to local villagers because they serve as a source of food and other uses. Moreover, the whole process of this activity raises student awareness of global warming and environmental, social, and educational issues in Indonesia, and also helps preserve the rainforest.



Students discussion on the project
implementation



On a tree planting day for the project: students planting trees on Mt. Halimun



ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
· Human rights · Peace and equity · Cultural diversity · Social justice · Health (HIV, malaria) · Learning for local and indigenous knowledge, integrating traditional and modern technologies · Gender equality · Literacy	· Natural resources · Renewable Energy · Climate change · Biodiversity · Waste reclamation · Sustainable food production · Sustainable village/city · Prevention and reduction of disasters · Sustainable transportation · Sustainable urbanization	· Sustainable production and consumption · Sustainability of corporations · Poverty Reduction · Narrowing the gap between the rich and poor	
			

The initiator of the project:

Mr. Hari Prasetyo and student Anargha Setiadi (then in 11th grade; currently a sophomore at the University of Indonesia, majoring in Biology)

Project participants (number and age of students, teachers, others, etc.):

One coordinating teacher (Hari Prasetyo), five school teachers, one student project coordinator (Anargha Setiadi (age 18)), and 55 students in the 11th grade participated in this project.

Date of implementation and/or duration of the project:

NO	ACTIVITIES	TIME
1	Location survey	December 26, 2007
2	Familiarizing	January 15, 2008
3	Creating/ making banners	January 20, 2008
4	Preparations, permission & coordination with the government, the National Park Staff, and the local NGO (LATIN: Lembaga Alam Tropika Indonesia)	January 29 – 30, 2008
5	Location Visit	
6	Meeting with local villagers: The students live in villagers' homes so they socially interact and internalize the local way of life. They also conduct research and data collection about the forest's biodiversity accompanied by local villagers.	February 13, 2008 February 13 – 14, 2008
7	Finally, students act substitute teachers in the local school and the Al Izhah teachers conduct sharing session with the local elementary school teachers.	February 14, 2008
8	Programme Execution: Planting about 400 hardwood trees (Puspa, Aren, Pasang, Rasamala)	February 14, 2008
9	Return home	February 15, 2008

How is this project relate with ESD and MDGs

The Earth is changing; temperatures are rising and as the climate shifts, natural disasters occur everywhere. The forest on Mt. Halimun-Salak is very important to our city, Jakarta, the capital city of Indonesia because it supplies us with oxygen and water.



The map of rivers from Mt. Halimun-Salak



Lumbung, the traditional storage



Firewood porter

Mt. Halimun-Salak is the source of two rivers: The Cisadane and Ciliwung. Both these rivers flow through Jakarta, Bogor, Depok, Tangerang, and Bekasi, providing us with precious fresh water. Moreover, this mountain is home to the largest tropical forest in Java Island. However, Mt. Halimun-Salak National Park has become deforested due to illegal logging and farming. Mining activities have caused the destruction of ecosystems and habitat. Since 2004 to the present, no comprehensive restoration activity has been conducted. It is urgent that we act now.

The project is related to the ESD sub-themes of climate change and the prevention and reduction of disasters. In terms of the MDGs, it helps to ensure environmental sustainability. In the process of reforestation, we are also providing livelihood for the local population, empowering people, and reducing poverty. Regarding the ESD sub-themes, under the economic sector, “Sustainable Production and Consumption and Poverty Reduction” can be applied to this project.

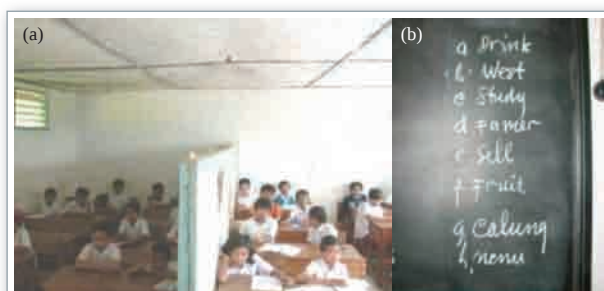


Main objective and description of the project

- To raise student awareness of the environment and social structure of the surrounding community and offer a solution to problems
- To raise student awareness of global warming and encourage them to actively prevent it

The project is to build students’ awareness by acting on the urgent need to tackle wildlife poaching, erosion, landslides and expanding agricultural areas in Mt. Halimun-Salak National Park, West Java. The students and the teachers conducted ecological restoration by planting economically viable and ethnobotanically significant native species: Hardwood Puspa tree (*Schima wallichii*), Aren Palm (*Arenga pinnata*), Pasang tree (*Quercus* sp), and Rasamala tree (*Altingia excels*) while empowering the community

around the National Park, where the educational infrastructure is inadequate; Desa Ciptarasa has one elementary school, the SDN Linggarjati, that lacks sufficient teachers and facilities; one classroom is divided into two grades with 15–20 students each, and one teacher teaches both grades at the same time.



(a) The condition of the classroom, (b) the misspelled vocabulary

The teachers also need more training and capacity building. Thus, we initiated a sharing session with the teachers. Our colleague, Bahroin Suryantara (Al Izhar teacher and also a member of the Al Izhar Education Development Community⁸) was the facilitator on the topic of how to teach with fun. The teachers were very satisfied with the sharing session. Meanwhile, our high school students were willing to substitute for them by teaching and playing with local students in the village.



⁸ Al Izhar Education Development Community is an educational resource center established to fulfill our social responsibility by sharing the experiences of Al Izhar in curriculum development, school management, and other subjects related to education professionalism.



Concrete results of the project

- By planting economically viable trees, the villagers living in the area take care of the trees for their own benefit and keep the forest from exploitation
- Planting trees supports the rainforest's functions in preventing erosion, landslides, flooding, soil infertility, the loss of precious biodiversity, and as a significant oxygen producer and effective absorber of carbon. Consequently, it helps alleviate global warming



Impact of the project

This particular project was one of many programmes initiated by the students and the teachers of Al Izhar such as tree planting on the banks of the Pesanggrahan River in South Jakarta, Go Green school competition, cleaning up the environment around Al Izhar, Clean Up Indonesia, Clean Up the World, Earth Day, etc. This Mt. Halimun project helps the students learn how the forest is important for them and for their families. The students are more concerned for the environment now. Teachers also learned local wisdom first-hand. Furthermore, the villagers living in the Mt. Halimun-Salak area will benefit from and care for the seedlings as they will be very useful the local.



Student interviews

"We had to stay in the local villager's house; we learned about the local social life there and nature, but what was important for us was when we planted some seedlings on Mt Halimun-Salak. Planting those little seedlings was to help decrease the serious effects of global warming on the earth. Planting trees also enhances the beauty of Indonesia. Planting the seedlings has a positive impact on making our skies fresher, more beautiful, and comfortable. Let's do tree planting."

- Andriantama Budi Trianto



Our students teach and play with local students

Changes in the attitude and behavior of your students related to sustainable development

Attitude and behavior changes require interaction with the environment. Hence, any change in the attitude and behavior of our students is not caused by this programme alone, but from the learning process as well as their own experiences. Al Izhar highlights environmental awareness in its education.



Wibi with his bicycle in the Al Izhar parking lot



The students planted the seedlings



The students cleaned up the sewer

What did you, as a teacher, learn from this project?

First, we learned how important the forest is to us. We understand that it supplies us with vital oxygen and water. The villagers, also called the Kasepuhan, protect the forest in a traditional way. They have a unique lifestyle and have managed the forest area for hundreds of years. They take natural resources from Mother Nature only for their daily needs. This is contrary to the capitalistic system, which is to exploit Mother Nature to fulfill our greed. They believe that if the forest is destroyed, they too will be destroyed. Second, we learned how to manage a field project located far away from the school. Such a project requires a lot of time in preparing, planning, motivating, and coordinating.



Published in Global Connection Exchange Newsletter in March 2008



Rugged road condition

If was any obstacle or challenge, how did you overcome them?

The obstacles or challenges were the distance, road conditions, and rain. It took us four hours by bus and one hour on foot due to rugged road conditions. Rain also worsened the situation. Fortunately, we had been physically prepared before we start this.

One student caught Dengue Fever, but we followed the action plan based on our risk management. We asked some help from the local medical officer, and we monitored the student's condition. Unfortunately, his condition got worsened, so we immediately sent him to a hospital in Jakarta.



Pondok Pinang

Pesanggrahan River

Al Izhar School

Korea



Youth MDGs

※ For this project, five ASPnet High schools in Seoul and Gangwon province, Korea worked together. The KNCU highly recommends this kind of joint programme among schools because it strengthens the cooperative network within ASPnet and produces a multiplier effect through greater benefits from conducting both individual and cooperative activities.

School & Teacher Information

A. School Name: Deungchon High School (private secondary)

City: Seoul

Website: <http://www.dch.hs.kr>

Teacher in charge: Ms. Yeon-Jae BAEK

E-mail: baekyj81@hotmail.com

Phone: +82-2-3665-0581 (Office)

Fax: +82-2-3665-6048

Subject(s) taught: Geography

B. School Name: Hanyang High School Attached to the College of Education,
Hanyang University (private secondary)

City: Seoul

Website: www.hanyang-ag.hs.kr

Teacher in charge: Ms. Ji-Young LEE

E-mail: ssar68@hanmail.net

Phone: +82-2-2200-3520 (Office)

Fax: +82-02-2298-3173

Subject(s) taught: Korean Literature

C. School Name: Korean Minjok Leadership Academy (private secondary)

City: Heong Seong

Website: www.minjok.hs.kr

II. Republic of Korea



Five ASPnet school teachers with KNCU staff



End Poverty Poster Exhibition



Teacher in charge: Ms. Haye-Seon PARK
E-mail: haye4929@hanmail.net
Phone: +82-33-343-1115 (Office)
Fax: +82-33-342-8660
Subject(s) taught: Earth Science

D. School Name: Seoul National University High School (public secondary)
City: Seoul
Website: <http://www.snu.hs.kr/>



Teacher in charge: Ms. Hyeon-Joo PARK
E-mail: hyeonphj@hanmail.net
Phone: +82-10-4215-0105 (Office)
Fax: +82-02-919-5275
Subject(s) taught: English

E. School Name: Sookmyung Girls' High School (private secondary)
City: Seoul
Website: www.sookmyung.hs.kr

Teacher in charge: Ms. Hyun-Jung MOON
E-mail: jiwon0416@hanmail.net
Phone: +82-10-7601-6273 (Office)
Fax: +82-2-3462-0791
Subject(s) taught: Japanese

ASPnet National Coordinator: Mr. Jong-Jin SONG

Introduction

This project aims primarily at the eradication of extreme poverty, which is the first goal of the MDGs, and one of the sub-themes of ESD. Since the notion of poverty is closely interrelated with every goal of the MDGs, the execution of this project generates a better comprehension of the other areas of the MDGs and ESD as well. The project consisted of varying activities at school and institutional levels. First, each school conducts their own individual activities focusing on the study of poverty. After that, all the

participating schools hold joint workshops and End Poverty campaigns. Throughout the project, the students vigorously participated in every activity including all the individual school activities, team workshops, end poverty campaign and fundraising events. As a result, they better understand the status quo of global poverty and become more willing to take action against it.



End Poverty Street Campaign (July 2009):
The participating schools' students with KNCU Secretary-General Chun Taek-soo

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
· Human rights · Peace and equity · Cultural diversity · Social justice · Health (HIV, malaria) · Learning for local and indigenous knowledge, integrating traditional and modern technologies · Gender equality · Literacy	· Natural resources · Renewable Energy · Climate change · Biodiversity · Waste reclamation · Sustainable food production · Sustainable village / city · Prevention and reduction of disasters · Sustainable transportation · Sustainable urbanization	· Sustainable production and consumption · Sustainability of corporations · Poverty Reduction · Narrowing the gap between the rich and poor	
			

The initiator of the project:

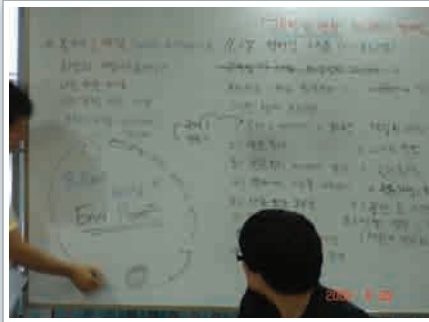
All five schools' teachers

Project participants (number and age of students, teachers, others, etc.):

Students, principals, teachers, faculty, local communities, NGOs, media companies, and firms participated and cooperated for this project.

Date of implementation and/or duration of the project:

From April 2009 to October 2009



ASPnet Students Planning Committee for End Poverty Campaign



- White Band Campaign -

Stand Up!! Take Action!! End Poverty Now!!

2009년 10월 17일 유엔이 지정한 세계 빈곤퇴치의 날.
 지구촌 곳곳에서 아직 절대빈곤으로 고통 받고 있는 친구들을 위해 대한민국의 학생 / 청년이 함께 일어나 행동하고자 합니다.
 세상의 변화는 결국 우리의 작은 관심과 행동에서 출발합니다.
 *희망의 End Poverty 캠페인*에 함께 해주세요!! 우리가 세상의 변화를 만들 수 있습니다!!

End Poverty 희망 앨범

지구촌 빈곤퇴치를 소망하는 여러분의 마음이 담긴 사진을 USAN 홈페이지에 올려주세요!!

- ▶ 기간: 2009. 9. 5 ~ 10. 17
- ▶ 어디: [USAN 홈페이지](#)
- ▶ 내용: 빈곤퇴치를 위해 우리가 실천할 수 있는 작은 다짐들이 담긴 자신 혹은 친구와 함께 찍은 사진들

End Poverty 희망의 우산

세계빈곤퇴치의 날, 일제히 End Poverty 희망의 우산을 펼쳐 들으로써 더불어 사는 세상을 꿈꾸는 학생/청년의 의지를 나타낸다.

- ▶ 일시: 2009. 10. 17 (아침 10:00시)
- ▶ 어디: 국립극장 문화광장 (서울 남산)
- ※ *희망의 우산 캠페인*은 지구촌빈곤퇴치 시민네트워크의 ["지구촌빈곤퇴치를 위한 화이트밴드 캠페인"](#)과 함께 합니다!!

※ End Poverty 희망 콘서트 ※

▶ 일시 / 장소: 2009. 10. 17 (2시 ~ 5시) / 을지로입구역 (End Poverty 희망 캠페인: 명동)

※ "End Poverty 희망콘서트"는 빈곤퇴치를 소망하는 학생/청년들의 공연으로 이루어집니다!!

★ 여러분의 공연 신청을 받습니다!! (배준수, t-junsu@nate.com으로 연락주세요!!)

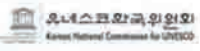
주최:

USAN: 학생연행동
[United Students Action]

후원:

 **2015**
 **KOICA**  **사강연업체**  **지구촌빈곤퇴치시민네트워크**

후원:

 **유네스코한국위원회**
Korean National Committee for UNESCO

협력: 기온누리 봉사단, 글로벌리더그룹, 대학생정토회, 띠잇누리, 유네스코 협동학교 (민족사관고등학교, 들은고등학교, 서울대학교시립대학부설고등학교, 숙명여자고등학교, 한양대학교시립대학부속고등학교), 유엔과 국제공동보존센터(ICUNIA), 유엔온라인정보센터, 지구촌대학생연합회, ASSA (대한민국 미국학교 학생연합), DASH (대학시절경력청기), FIN (Futures Initiative Network), MedPeace, ODA Watch, UNSA(유엔한국학생협회)

End Poverty "Umbrella of Hope" Campaign (Oct. 2009) flyer

Go Together

How is this project related with ESD and MDGs

The team set its goal as ‘poverty reduction’ under the name of “Youth MDGs.” This has to do with the theme of the 2009 ASPnet Good Practice Development Project, which is achieving MDGs through ESD in Asia and the Pacific. The team, in accordance with the theme of the project, chose poverty reduction among the ESD sub-themes and “Eradicate Extreme Poverty and Hunger” among the eight goals of the MDGs.

Main objective and description of the project

- Debate and discussion: to improve awareness of poverty and the status quo
- Each member school planned and carried out unique activities on its own: to improve student ability to function as a global citizen who knows how to cooperate and understand others, and who has leadership capabilities
- The team launched a campaign named “Everyone’s Hope: End Poverty” at Myeong-dong (located in central Seoul, Korea) as a joint project: to improve the member schools’ sense of belonging to the ASPnet and to create a stronger network
- Online End Poverty movement on USAN (United Students Action: a student-organized group) website (club.cyworld.com/UnitedStudentsAction): to increase public awareness of poverty and to encourage people to take action against poverty
- The team participated in the “2009 Whiteband Campaign,” which commemorates the International Day for the Eradication of Poverty (Oct. 17), and carried out activities including the “Hope Album,” “Umbrella of Hope,” and “Concert of Hope”
- The teachers of this team participated in the Asia-Pacific ASPnet Forum on ESD & MDGs: to propose and discuss future ASPnet projects
- The overall objective of the project: to improve student and teacher awareness of the MDGs and ESD





End Poverty Street Campaign (July 2009)

Concrete results of the project

Through the project, the students acquired a better comprehension of global poverty issues. Every individual school activity, team workshop, and end poverty campaign and fundraising events actually helped the students to solidify and clarify their understanding of the problems of extreme poverty and the necessity for the whole world to act together against poverty. Furthermore, the project ultimately led the students to learn the primary causes and consequences of poverty. It also inspired them to have a stronger will to achieve the universal goal of eradicating poverty.

Impact of the project

Principals, faculty, and families were impressed by the passion and the capability of the participating students and became increasingly positive towards the students and their actions. In addition, the local community was very much fascinated by the students and became more supportive to the participating schools. Consequently, awareness of “Poverty Reduction” and the will to act were widely spread and much strengthened.

Student interviews

“Above all, we all had a chance to think about problems caused by poverty. Before I was involved in this campaign, the concept of poverty had only brought a shallow sense of pity. However, when I was preparing exhibition materials for our campaign and doing research, I was able to realize the seriousness of the issue and began to think about what I could do to ad-



dress the problem. Currently, as a high school student, I do not have many opportunities to get involved in activities concerning poverty, but I am sure that because of this experience, I will continue to actively participate in various volunteer activities through local and international organizations when I go to university."

- Jaegil Lee (Deungchon High School, Second Grade)

End Poverty

[Individual School Activity]



Fund-raising bazaar for a sister school in Laos
(Deungchon High School)



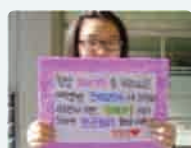
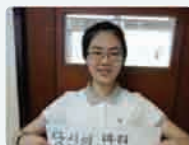
Mock UN Conference at Hanyang High School



Sookmyung Girls' High School's student-published newspaper on poverty reduction



Poverty
Eradication



Online End Poverty Campaign: Anyone could participating in this campaign by posting pictures of themselves and their friends holding their messages of promise to help end poverty (Sep.-Oct. 17, 2009)



End Poverty Campaign: Umbrella of Hope, Oct 17 2009, International Day of the Eradication of Poverty

Poverty Eradication



End Poverty Campaign: Umbrella of Hope

Changes in the attitude and behavior of your students related to sustainable development

The students' awareness and understanding of ESD and the MDGs have been improved. Also, they learned more about the concept of poverty and the importance of eradicating it. They discovered efficient ways to communicate with people and the pleasure of working together. In addition, they endeavored to raise public awareness of poverty.

What did you, as a teacher, learn from this project?

The teachers learned the importance of networking among schools and organizations. We saw determination, passion, and hope from the students. Moreover, we learned to make decisions as a teacher to offer more such opportunities in which students can participate with passion and energy.

If there was any obstacle or challenge, how did you overcome them?

First, offline meetings were difficult because of time constraints of the students and the teachers. Second, because the schools were physically far from each other, and



Concert of Hope

each school had different monthly and annual schedules, planning a uniform schedule for the project was hard. With regard to campaigns, passer-bys often ignored the students' street campaign. Through this event, the students realized that they also used to be like those people, and they had a chance to reflect on themselves and understand others. Moreover, participation in the Hope Album activity on the USAN website was barely minimal by people from outside the member schools. However, the team overcame this by conducting PR activities. Lastly, lack of financial support was an obstacle as well.



Poverty Eradication

Pakistan



A. Protecting Biodiversity and Clean Environment for Sustainable Development

III. Pakistan

School Information

School Name: Academia De Averroes
(private, preschool-secondary, teacher training)

City: Lahore

Website: www.academiadeaverroes.com

E-mail: ayeshasaqib1@gmail.com

Teacher Information

Teacher in charge: Ms. Ayesha SAQIB

E-mail: ayeshasaqib1@gmail.com

Phone: +9242 51 5186432 (Office)

Fax: +9242 52 10500

Subject(s) taught: English, Math, Biology, Physics, Chemistry, History, Geography, Urdu, Environmental Education, Religious Studies, Computer Studies, and Art

ASPnet National Coordinator: Mr. Aleem SAQIB

Introduction

This project is to save biodiversity of the Ravi River, which has been the source of income for people living in the surrounding area, and promote ESD in collaboration with the Movements for Human Development (MHD, Nongovernmental Organization). The project also focuses on providing basic education to the underprivileged public living in the slums along the river. For the execution of the project, the students of Academia de Averroes first acquired theoretical knowledge on the pollution of the river, and then they visited the field to observe and address the actual problems. Afterwards, they shared their experiences and submitted project reports. This project is a simultaneous effort to clean the river, to revive its adjoining environment, and to increase local people's awareness of the problems related to river pollution.

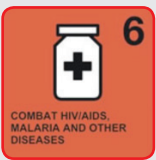


Teachers and students, Academia de Averroes, Lahore, Pakistan



ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village / city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiators of the project:

Mrs. Ayesha Saqib

Project participants (number and age of students, teachers, others, etc.):

Approximately 70 students (age 10-16) and their parents, 7 teachers, 3,000 underprivileged children and their mothers, and local counselors of the slum area.

Date of implementation and/or duration of the project:

Ongoing since February, 2007

How is this project related with ESD and MDGs

Steps we have taken so far are regular visits to the target areas including Ravi River and slum neighborhoods where underprivileged classes are marginalized in Lahore. More attention must be paid to the underprivileged in order for our common future to be sustainable by our collective action to improve their quality of life. Our project has been contributing to provide educational opportunities to the local residents and enable them to look after a sustainable environment for future generations.

More than 1,000 students have taken advantage of this educational opportunity. Many graduates of the project are now working to educate other young students and teach them how to create a more sustainable environment. The community visits made by teachers and students allow us to be a part of the solution to make a better world beyond poverty and underdevelopment.



Main objective and description of the project

- To improve the health of the children and mothers by helping reduce the pollution in the adjoining areas of the Ravi River
- To respect the rights of children of the area to have a clean environment
- To instill a positive attitude towards the conservation of the environment
- To increase the awareness of diseases, alcohol use, and drug addiction
- To develop participatory educational approaches for poverty eradication activities
- To sensitize the students to the changes which are threatening our planet, and prepare them to deal with these challenges

The key area of this project is Education for Sustainable Development. It focuses on educating people who live under deplorable conditions. They are guided in a most comprehensive manner to learn good practices in order to achieve a better and healthier sustainable environment.

While conducting community-based programmes, students become more aware of the problems that the community faces, and they become more involved in applying solutions under the guidance of teachers. More and more students are getting involved, gaining valuable knowledge, and transforming their attitudes in order to work as a team to solve the problems that they are facing together.





Slum and its residents along the Ravi River



Academia de Averroes students at the village



Concrete results of the project

- Community children's inclination towards education
- Increased awareness of the environment by participating students
- Students' positive attitude towards learning
- All of the participants' eagerness to adopt methods to eradicate poverty
- Interest in combating contagious diseases
- Common interest towards global partnership development



Group research work: students showed their respect for the environment and the importance of caring for trees and plants through drawings.

Impact of the project

The outcomes are a result of the effort of the students, the local community members, media, and parents. The project has laid the foundation for sustainability. This is an ongoing process, and schools are the breeding ground. The involvement of each and every segment of the community has given a diverse look to this project. Senior and junior students work hand in hand to conduct and observe good practices and have become more eager to learn.

Student interviews

“Why can’t they stand beside us, why can’t we be the one?”

-Amna Rasheed (O-level Student)



Students Performance: Sustainable Environment and Our Future

Changes in the attitude and behavior of the students related to sustainable development

A change in attitude and behavior is a clear sign of learning. The environment-friendly attitude, which has led to an overall change in the behavior of the students, is significant. They have become more practical and more observant towards their surroundings and the community. The word “sustainable” is a deep-rooted word; while observing good practices, students are more inclined to observe it intentionally or unintentionally.

What did you, as a teacher, learn from this project?

As the lead person and a head of an institution, I could say that if one has sense of ingenuity, one can easily tame the hardest of problems.



Tree plantation week (for kindergarten children)

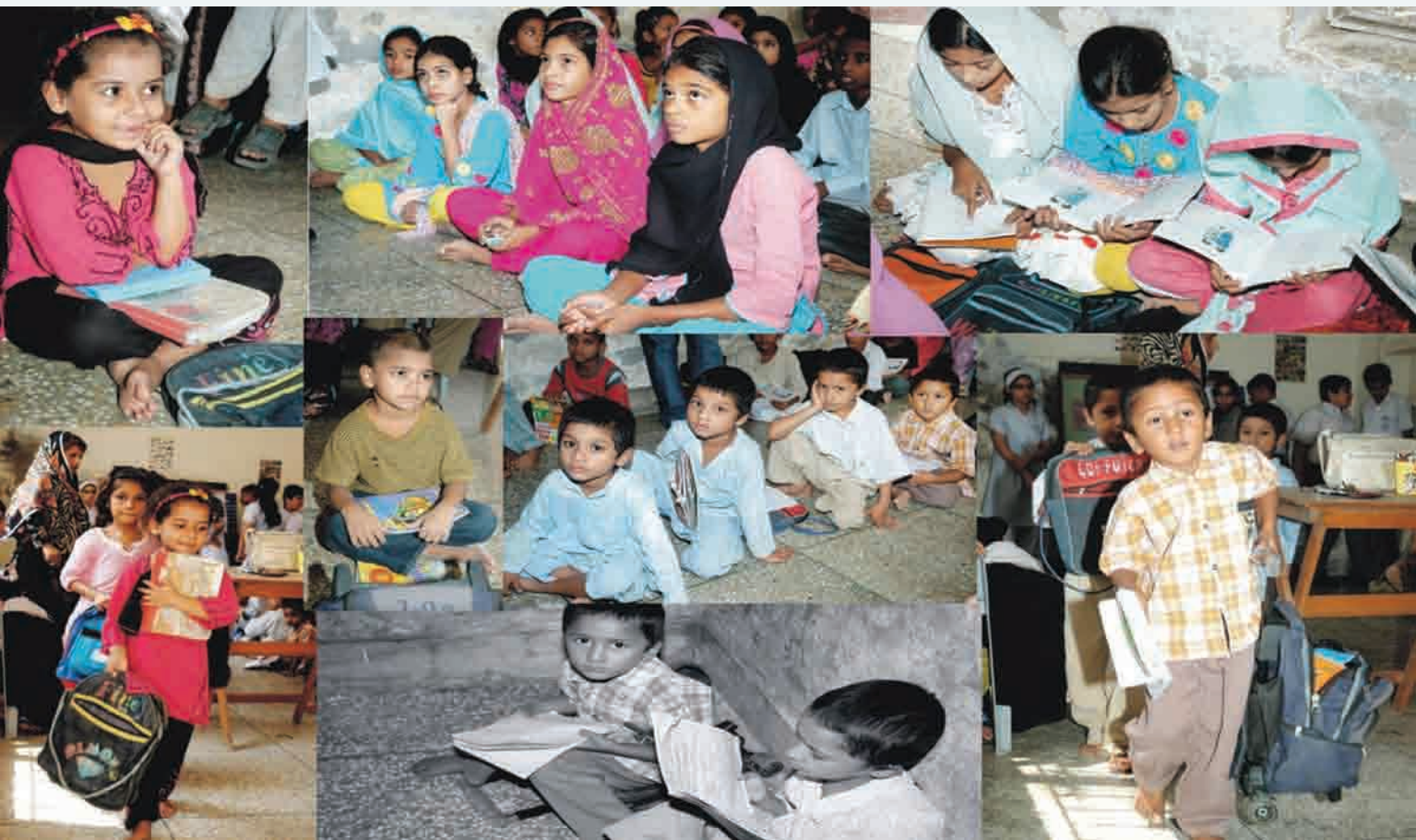
If there was any obstacle or challenge, how did you overcome them?

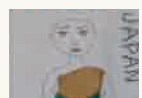
Language was a barrier (students are more prone to speak English and Urdu, while local kids are not fluent in either language), so communication was a concern along with funding as we have no internal or external support. Although the problem was immense, it was a matter of time in overcoming these obstacles. As for the language barrier, we hired and trained local community personnel to convey the message in their common language, and this further enhanced their skills. However, the financial problem remains the biggest constraint to extending our circle of activity.



Promoting health through education







B. Peace and ESD Education Programme

School Information

School Name: Grammar School Rawalpindi
(private preschool-secondary, vocational/technical, teacher training institution)
City: Rawalpindi
Website: gsr.edu.pk
E-mail: grammar6@hotmail.com

Teacher Information

Teacher in charge: Ms. Nasreen IQBAL
E-mail: n.iqbal47@hotmail.com
Phone: 0092-51-551-9903 (Office)
Fax: 0092-51-556-2405
Subject(s) taught: Supervisor of all subjects

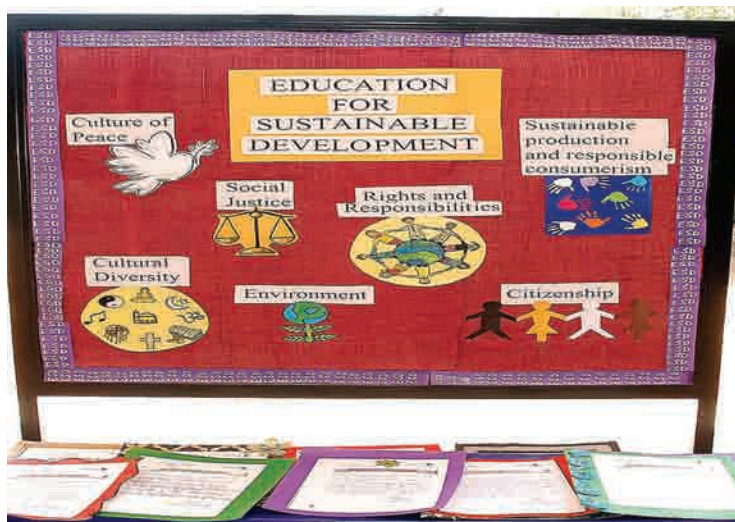
ASPnet National Coordinator: Mr. Aleem SAQIB

Introduction

The project provides students, school staff, teachers, and parents in the local community with access to relevant information, training, and rich opportunities for participation in Peace Education (PE) and ESD. As a consequence, those participants would be inspired to be more actively involved in ESD. The project's main activities include evening literacy classes for street children, vocational training for women, teacher training programme on ESD and PE, World Heritage in Young Hands programme, international school links/exchanges, lessons on bullyism, etc. The purpose of these activities is to provide a new vision of education that would empower people of all ages to be equipped with the responsibility for creating a culturally sensitive and sustainable future.



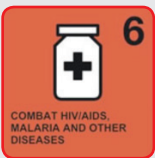
Student explaining his dream for a better future





ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village/city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiator of the project:

Mrs. Nasreen Iqbal, the Director and Owner of Grammar School Rawalpindi, with assistance from Mrs. Sitwat Yusafzai, the Deputy Director of the school.



Project participants (number and age of students, teachers, others, etc.)

Project participants are the school heads, teachers, students (age 4-16), parents, and community members. The GSR student community is approximately 20,000 students and teachers. The students and teachers of locally, nationally, and globally partnered schools number approximately 30,000.

Implementation of the project

GSR's programme of ESD is not limited to projects only. It is an ongoing programme initiated in 1985, consolidated in 1996 that continues to grow through outreach and networking.

How does this project related with ESD and MDGs

The project aims to enable participants to become humane and responsible citizens working for a peaceful and sustainable future. The school has conducted health and HIV/AIDS awareness programmes for underprivileged communities and schools and also operated two literacy centers for street children and vocational centres.

To ensure environmental sustainability, the school curriculum has integrated the environment, human rights, peace, and citizenship concepts into classes on languages, social studies, and geography. Special classes called "Values Education" are arranged bimonthly. These are participatory classes where students are provided with information on ESD topics and encouraged to discuss and think critically on the selected themes. Theoretical and dramatic presentations have been performed by the students on these themes on school event days.

Teachers and students at all levels of the school have participated in diverse projects such as environmental conservation, rights and responsibilities, gender issues, literacy, cultural diversity, conflict resolution and sustainable futures. The environmental projects have been shared locally with UNESCO ASPnet schools, the local community, and St. Cedds Primary School and Eastburn Junior School in the U.K.



Students Presentations

Main objective and description of the project

- To provide a platform for a network of schools, NGOs, and other stakeholders to work in cohesion for PE and ESD

- To develop training modules for PE, ESD, and project based learning
- To develop a culturally sensitive value education programme
- To enable learners to respect and appreciate diversity and to change their attitudes with open minded responses
- To discourage wasteful consumerism in the whole community
- To provide a community empowerment programme through literacy centers, vocational training for women, and awareness-raising campaigns on HIV/AIDS and health issues in the community
- To promote school links and international exchanges
- To increase social justice awareness
- To encourage volunteerism to help the local community in the case of natural disasters

This project is comprised of community-based programmes and classroom activities. For community-based activities, there are evening literacy classes for street children, vocational training centre for girls, etc. As for classroom activities, projects include Cultural/World Heritage in Young Hands and a class on bullying.

Concrete results of the project

- Increased teacher and student enthusiasm and hands-on participation
- Acquisition of new pedagogies and skills by teachers to impart participatory and student-centered teaching and learning methods
- Development of the students' communication skills, team work, independent learning, creativity, leadership, stewardship skills, and analytical thinking skills
- Enhanced level of students' confidence and self-esteem
- Strengthening of the students' belief that they can bring about positive change in themselves and in their communities through the community outreach campaigns and programmes
- A three-tiered GSR Peace and ESD education model, which eases implementation and dissemination
- ESD concept has been disseminated to over sixty schools in Pakistan and some schools in the U.K., Sri Lanka, India, and the United States through flagship events
- GSR community outreach programmes of the two literacy centers, one vocational training center, and school cluster partnerships with schools in suburban areas have been great initiatives to the teachers, students, and the community members





Impact of the project

Students, staffs, and principals: this ESD programme has precipitated behavioral alterations, and civic discipline has visibly improved within school compounds. Project based learning activities have provided a platform for group and team work with all the benefits that accrue from such collaboration.

Local community, families, and local media: the local community has been involved in community campaigns such as the price control committee set up during Ramadan, the holy month of fasting. Shopkeepers and shop owners in the close vicinity of school premises are involved in garbage cleanup/disposal campaigns. Parents and families are invited to Annual Days, Award Days, PTA meetings, and Open Days. They are apprised of the aspects of ESD which are part of the school curriculum and thus need to be reinforced and emphasized at home as well. This strategy, coupled with student activities, project work, and home assignments, has exerted a strong impact. The local and national media are frequently invited to publicize events and celebrations of national and international days whereby the ESD message is conveyed to a larger audience. One programme run by GSR on self-growth and development based on the poetry of Allama Iqbal, Pakistan's National Poet, was repeatedly telecasted by Pakistan Television in 2007. In 2009, TV channel K2 televised an interactive student discussion on GSR's Peace/ESD programme.

Student interviews

"Peace/Values Education Classes have played a great role in developing my personality; for example, I learned about the equality of people, about rights and responsibilities. I also realized that women have equal rights, too, and how we should demand those rights. I learned the skills of communication and dramatization. I found out that discipline is a very important part of any institution, especially for schools. I also learned to respect people and our environment. I try to switch off extra lights and do my best not to waste water. At school, we are consistently reminded not to buy too many things and to become responsible consumers."

- Mariam Zaffar

"The project has definitely helped in identifying and finding solutions to problems in our school. Our ESD programme has proved to be a mutual learning experience for every student and teacher. We were facing a huge problem of careless disposal of garbage in the Lalazar area, where GSR

is located. To solve this problem, the students decided to make residents aware of the hazardous effects of garbage. We also wrote a letter to the local urban authority to install garbage bins in the area. We wrote to the local newspapers about this issue and then carried out garbage cleanup campaign with most of people living around the school premises. This proved that we can collectively solve our problems with unified action.”

- Junaid bin Masood

Changes in the attitude and behavior of the students related to sustainable development

Student behavior was certainly affected as they showed great enthusiasm and motivation while participating in project activities. They received a great deal of knowledge and information about ESD concepts such as the depletion of natural resources, endangered species, threats to bio-diversity, and strategies to combat these dangers. With this knowledge, they developed appropriate skills, attitudes, and values. The role modeling is valuable training for students to pick up these critical aspects of ESD and emulate responsible behaviors.

The special classes held bi-monthly at school provide a constructive forum for students to discuss the problems faced by the modern world in terms of sustainability. Students are encouraged to express themselves openly and think of solutions creatively. As there is no exam for the class, the students contribute with great enthusiasm and interest. They benefit from the opportunity to act as volunteer and leaders in their communities.

What did you, as a teacher, learn from this project?

This programme has enabled the facilitators to bridge a gap that may exist between their generation and those they are facilitating. The participatory and interactive nature of the project enabled us to help students advance to the next level of knowledge, skills, and values. It has been a learning experience for the facilitators as much as it has been for the learners. The facilitators also realized that this programme contains a continuous challenge and requires motivation and reinforcement for the whole school and the community. The focus has to be related to the ESD concepts and the lives of the students. Moreover, the teachers learned how to empower their students through skill building in order to nurture them a catalyst for changes in their communities and the world.



Literacy class

If there was any obstacle or challenge, how did you overcome them?

Heads and teachers need ongoing training to maintain awareness and focus on this new vision of ESD. This education develops tolerance and an international dimension of education, opens up people's minds, addresses challenges, and decreases stereotypes and prejudices. Through the project, creative solutions can be devised. Changing students' mind-sets and behaviors was a daunting task; however, with a holistic approach of GSR's model of Peace/ESD programme, continuous reinforcement of these changes is possible. If one third of the school community becomes sensitized, knows more about the issues of our social and physical environment to initiate proper solutions, GSR considers itself successful.

Due to the changes in the economic status of teachers and students caused by the global economic crisis, new strategies have to be evolved to implement the ESD programme. However, the success stories are far greater than the challenges faced by the school because our programme has become more diversified, and we are sharing it with more schools and institutions locally, nationally, and globally.



Teddy bear project



Sri Lanka



A. Cultural Diversity and Develop Peace and Harmony in Sri Lankan Society through School Practices

IV. Sri Lanka

School Information

School Name: Sirimavo Bandaranaike Vidyalaya (public secondary)

City: Colombo

Website: www.sirimavo.org

E-mail: infor@sirimavo.org

Teacher Information

Teacher in charge: Ms. Pushpa KALUBOWILA

E-mail: pushpa.52@hotmail.com

Phone: 0112582110 (Office)

Fax: 0112581512

Subject(s) taught: School principal

ASPnet National Coordinator: Mr. R. P. PERERA (Secretary-General)

Introduction

Sri Lanka has suffered from terrorism for more than three decades. The only way to bring about lasting peace and unity among different ethnic communities is through cultural and social activities that promote interaction. With regard to this current situation, Sirimavo Bandaranaike Vidyalaya's project seeks to solve the ethnic problems in the country by conducting a five-step programme—awareness programme, poster campaign, Sinhala and Tamil New Year Festival, IDP camp visits, and donation of artificial limbs to people with disabilities—with varying ethnic groups in order to elevate the student's understanding of cultural diversity. In conclusion, the project eventually aims to build peace and harmony among nationalists in Sri Lanka, ensure environmental sustainability, and reduce biodiversity loss.



Peace Poster by Students

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village/city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiator of the project:

Ms Pushpa Kalubowila (principal), Children's Parliament of Sirimavo Bandaranaike Vidyalaya



Project participants (number and age of students, teachers, others, etc.):

The school principal, deputy principals, teachers, school staff, all students (grades 1-13) of Sirimavo Bandaranaike Vidyalaya; principal, teachers, and students of Ramanadan Hindu College Colombo; principal, teachers and students from Muslim Ladies College Colombo; parents; internally displaced people; well wishers; alumni of Sirimavo Bandaranaike Vidyalaya; and people with disabilities.

Date of implementation and/or duration of the project:

From November 2008 – November 2009

How is this project related with ESD and MDGs

The project consists of five main steps. The main goal is to build friendly relationships and to eradicate petty differences among national ethnic groups. By ensuring racial harmony in the country, we can reach out to the world and develop our country so that Sri Lankan people can live peacefully and contribute to the economy of Sri Lanka. Moreover, through this project, we can reach the 8th goal of the MDGs, which is “develop a global partnership for development.”

The first step is the awareness programme on ESD, MDGs, and understanding cultural diversity for students and the community. The second step is a poster campaign. The poster campaign addresses the sub-themes of ESD: social sector, literacy, peace, and equality. Then the third step is the New Year Festival. Srimavians as well as students from Ramanadan Hindu College and Muslim Ladies College, gave cultural performances. This led us to build long-lasting relationships among different ethnic groups, giving equally prominent places to all cultures. As the fourth and fifth steps, visiting and giving presents to friends in IDP camps and donating artificial limbs to those disabled from the war, are related to the ESD sub-themes of understanding the sustainability of corporation and understanding cultural diversity.

All steps of the project were organized by the students, with the guidance of resource persons. As English, Sinhala, and Tamil languages were used in the project, this helped to improve the students’ language ability. Furthermore, through this project, they were also able to improve their social skills and wipe out racial stereotypes in their minds. Ceremonial decorations, costumes, refreshments were made of environmentally friendly materials in an effort to achieve environmental sustainability and to reduce the loss of biodiversity.



Staff members, army personals, parents, members of Old Girls Association are keenly giving an ear to the lecturer.



Resource person is giving insight knowledge on the importance of living in peace, and harmony



Poster campaign



Children's parliament

Main objective and description of the project

- To make people aware of cultural diversity and develop peace and harmony in Sri Lankan society through schools
- To contribute to maintaining international peace and security for sustainable development of Sri Lankan society
- To inculcate good human qualities in students' behavior in order to make them a good citizen in the future
- To develop students' communication skills, creativity, self-confidence, and sensitivity
- To enable students to protect the environment and to strengthen the economy of the country



Students of Ramanadan Hindu College are performing a cultural dance (left),
Students of all ethnic groups are in the same stage, acting a drama (right)

Concrete results of the project

- People are aware of cultural diversity, and were able to promote peace and harmony
- The students developed friendship, equality, self-confidence, leadership, creativity, team work, social skills, hospitality, and customs
- Built lasting peace and unity among different ethnic communities by interaction with each other's varying cultural and social activities



Impact of the project

The project changed the attitudes of students, parents, and school staff in terms of building lasting peace and harmony, minimizing communal disharmony, and establishing strong bonds among all the different national ethnic groups. It also developed friendships among the school students with other students from Hindu College and Muslim Ladies College. In addition, the students improved their creativity, language skills (Sinhala, Tamil and English), self-confidence, leadership, social skills, and hospitality. As a result, the school is appreciated by other communities.

Student interviews

“The project is about understanding cultural diversity and developing peace and harmony in Sri Lankan society through school practices. It was implemented through different steps. We got the chance to exchange ideas with our Tamil and Muslim sisters, and we found that we misunderstood them to be different from us. They are same, like us. We all think in the same way. Now, we know that we all can live in one country as brothers and sisters. We had a lot of experiences through the project.”

- Inone Duruge



New Year Festival: children learnt customs and values of different races
(left-Tamil/Hindu customs, right-Muslim/Islamic customs)

What did you, as a teacher, learn from this project?

Understanding cultural diversity and developing peace and harmony in the Sri Lankan society are deeply needed by society. Within a short period of activity, it is possible to change the attitudes of students and thus convey a message to the larger society. As a result, school children can effect vast changes in society.

If there was any obstacle or challenge, how did you overcome them?

Whenever there were obstacles, we discussed them with the principal, committee members, and school staff to find solutions and overcome the problems.



We are friends: Eighth graders of Sirimavo Bandaranaike Vidyalaya welcome new friends from Ramanadan Hindu College and Muslim Ladies College to their class room



Through the project, we are able to build up long-lasting relationships among different ethnic groups



B. Equal Nutritious Breakfast

School Information

School Name: Maliyadeva College (public secondary)

City: Kurunegala

Website: Not Available

E-mail: principal.maliyadeva@yahoo.com

Teacher Information

Teacher in charge: Ms. H.M.C. Bandumathi MENIKE

Phone: 00 94 37 – 2234652

Subject(s) taught: Citizenship Education, Geography, History, and English Language

ASPnet National Coordinator: Mr. R. P. PERERA (Secretary-General)

Introduction

According to school research, most of Maliyadeva's students suffered from malnutrition as a result of skipping breakfast. This negatively impacted students' learning because the children were often absent due to poor health. After discussing the situation with parents, the school initiated this breakfast project to provide the students and the members of the school community with a nutritious breakfast. As breakfast was cooked with locally produced food, local farmers could generate higher income, and poor children no longer have to spend extra money on imported food. Health improved overall. Moreover, the students showed great progress in learning.



Parents serving a nutritiou breakfast

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village / city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiator of the project:

UNESCO Society under the project of ASP good practices

Project participants (number and age of students, teachers, others, etc.):

The school principal, vice principals, section heads, teachers, nutritional programme monitor, parents and 4,000 students from grade 1-13.

Date of implementation and/or duration of the project:

Activities of the project	Responsibility	Time duration
Discussion with the parents (parents meeting)	Principal Vice principal Section heads Teachers	June 20, 2008
Agreement of the parents and selection of food items	Subject teachers Social studies Science, Home Science	June 26, 2008
Letters sent to educate parents about the project.	Section heads Class teachers	July 24, 2008
Project launch	Class teachers Parents , Pupils	August 9, 2008

**How is this project related with ESD and MDGs**

This project utilizes “sustainable production and consumption” as we use locally produced grains, vegetables, and greens so that area farmers earn more income. With respect to the preservation of natural resources, we use environmentally friendly and reusable coconut shells found in nature. Students learn how to use environmentally-friendly equipment for their daily activities and about the benefits of recycling. In this manner, the children’s love and desire to protect the environment is nurtured. In addition, diseases like dengue fever, malaria, and filarial will be banished. Moreover, this project contributes to “poverty reduction” as the producers and sellers around our school who make net cups can generate a significant income from these recycled materials. Farmers in Sri Lanka are usually very poor. If there is good demand for this product, they can earn more income and better their lives. Regarding “peace and equality,” we have introduced this project to other ethnic groups in the neighborhood to develop our relationships and reduce the gap between the majority and minorities. Since our school is only boys, visits to girls’ and co-ed schools help fosters gender equality and cooperation. As for the sector of “learning for indigenous knowledge, integrating traditional and modern technologies,” the students have identified the nutritious value of local foods. The children’s physical health and mental health have improved. Furthermore, they obtain mental satisfaction through growing vegetables and are happy to meet their parents frequently on school premises





Main objective and description of the project

- To eradicate malnutrition
- To educate about sustainable production and consumption
- To educate about the nutritional value of food we eat
- To enhance peace and equality
- To promote health
- To ensure environmental sustainability
- To develop relationships between teachers and parents
- To use leisure time meaningfully
- To reduce money problems among children

Two parents prepare meal for 25 students (half of the class) following the agreed-upon menu, and children have to bring a coconut shell and a spoon made of coconut shell. According to our customs, children offer the first cup to the class teacher. Then, the next bowl of food is served by the parents to the students. A student gives thank you speech to the parents. After the meal, the parents collect all the used coconut shells and wash them for reuse. Lastly, the parents solicit comments from the students and discuss them with the teacher.

Concrete results of the project

- Active student participation in school lessons, extra-curricular activities, and sports
- Improved children's learning and creativity
- Increased children's nutrition
- Gained knowledge on local traditional productions and their value
- Understanding of the value of equality
- Recognizing new friends in other schools (community development)
- Reduction in poverty as farmers and sellers can benefit by starting a new business of making coconut shell cups
- Cleaner environment as there are no polythene food wrappers
- Parents meet teachers regularly and are more involved in their children's educational progress
- Foreign exchange will be increased due to reduced grain imports

Impact of the project

First, the students showed remarkable improvement in learning. The teachers were positively impacted by this project as well, as they also could have breakfast. The school principal has been very happy to devote his time to this project. In addition, the local community members are very happy to hear and notice their children's progress. Shop keepers and farmers can also earn extra profit from this project. As for families, they also benefit because they spend less money, and their children are able to eat in the morning even though they leave home with empty stomachs, as most of them commute from faraway places. Furthermore, other nearby schools like the Maliyadeva Girls' College and Muslim Sahira College have started this programme, too.

Student interviews

"We can actively participate in lessons.

We need not rush to the canteen early in the morning.

We get energy, and we are happy now.

Earlier, I didn't like to eat green grams and congee, but [now I know that] they are very tasty. We like to drink them now.

Now we enjoy growing vegetables at home, and our parents help us too."

- Students of UNESCO Club





Changes in the attitude and behavior of your students related to sustainable development

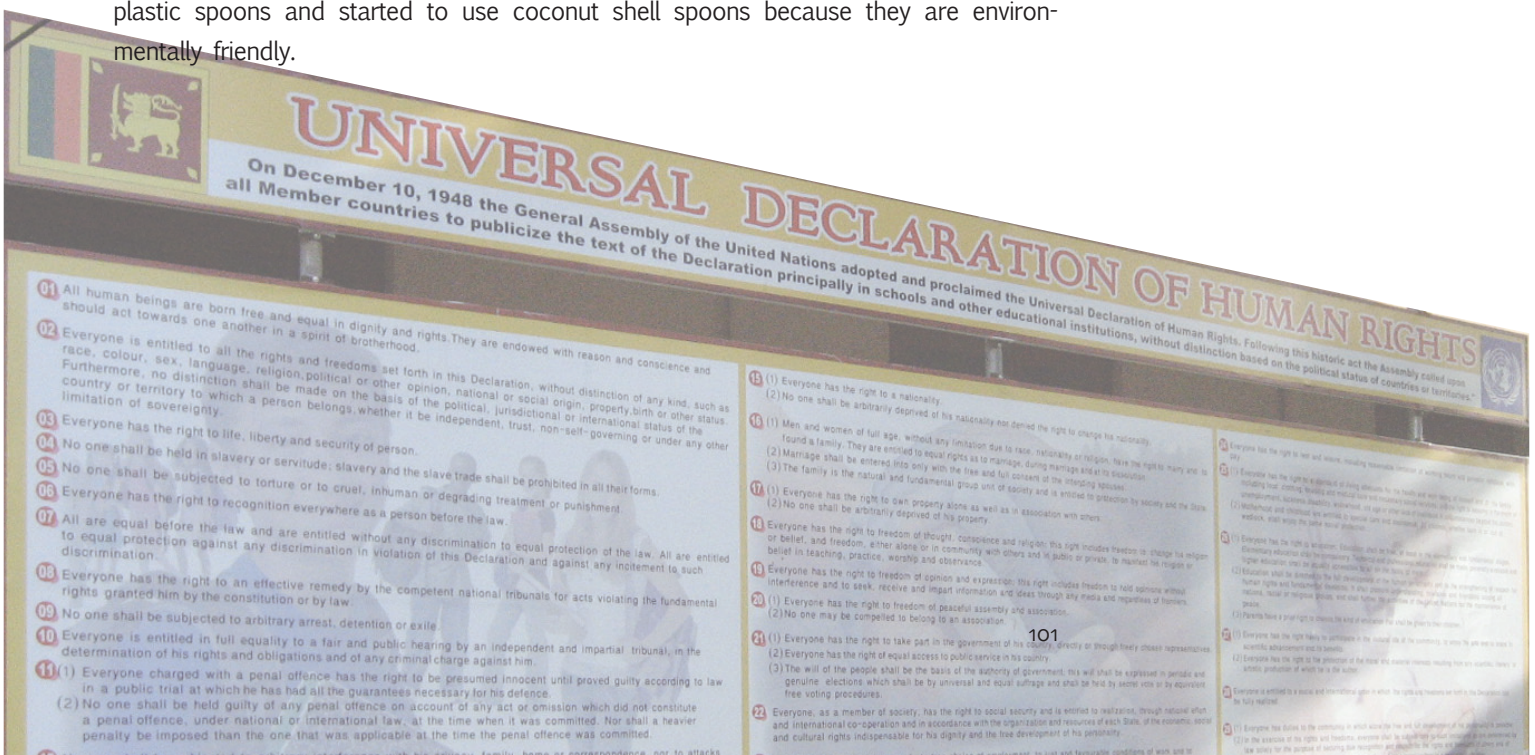
There have been vast improvements in increasing students' participation in studies as well as in extra-curricular activities and sports. The children have become healthier according to our recent BMI measurement. There are no reports of sicknesses. In addition, there are no money problems outside the classroom anymore. Since the parents meet the teachers frequently, the children pay more attention to their studies as well.

What did you, as a teacher, learn from this project?

As a teacher, I learned how to solve certain problems, face challenges, associate with and educate parents, involve children in activities in and outside the classroom, prepare charts, and train monitors. Moreover, I learned more about our local food items. This project improved my experience in handling projects and helped me understand how to better manage children.

If there was any obstacle or challenge, how did you overcome them?

At first, parents thought that it would interfere greatly their daily activities. Although most of them complained at the beginning, they did it without fail as they observed their children's progress. Now they make breakfast in the same manner and spirit in which they prepare food for the temple to obtain merit. Selected food items were another challenge that we solved through discussions. In addition, we stopped using plastic spoons and started to use coconut shell spoons because they are environmentally friendly.



Uzbekistan



A. Water and Natural Resources Management

V. Uzbekistan

School Information

School Name: ASPnet School No.17 (public secondary)

City: Tashkent

Website: school17.zn.uz

E-mail: aliyeva_sch17@mail.ru

Teacher Information

Teacher in charge: Ms. Gulnara ZAYNITDINOVA

E-mail: gulnara_s17@mail.ru

Phone: (+998 71) 236 26 46 (Office)

Subject(s) taught: English Language and Literature, Country Study & Ethics

ASPnet National Coordinator: Mdm. Dilnoza KURBANOVA

Introduction

Through various lessons for different age groups about environmental protection and natural resources management, this project enables students to conserve depleting natural resources, especially water, to solve problems threatening our future. Teachers use songs and pictures of Mother Nature, introduce new vocabulary related to the Earth, and play games like Ramsar Game as part of class activities. The ultimate goal of the project is to raise good global citizens who respect the limited natural resources and know the importance of international cooperation in securing environmental sustainability. The programme further increases the students' sense of responsibility towards ensuring the future sustainability of the environment. The project also shows how ESD can be successfully integrated into the existing school curriculum.



Ms. Zaynitdinova and her students

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village/city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiator of the project:

Ms. Gulnara ZAYNITDINOVA

Project participants (number and age of students, teachers, others, etc.):

Students (10-14 years old, grades 4-6) of our school

Date of implementation and/or duration of the project:

September 2008 to May 2009 and is being implemented by our school's English Teachers' Department for the academic year of 2009-2010 (Grade 4-6)

How is this project related with ESD and MDGs

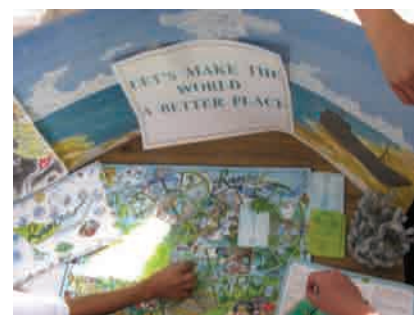
The project reflects some of the major goals that respond to the world's main development challenges (Goal 7 "Ensure Environmental Sustainability," Goal 8 "Develop a Global Partnership for Development"), which calls for the wise use of limited natural resources. The project includes the most important aspects of ESD processes: future thinking, critical thinking, and participation. The project addresses values and encourages respect for the environment. It aims to motivate the adoption of positive behavior and practices.

Main objective

- To cultivate good citizens who understand their responsibility towards the environment
- To generate respect for nature's limited resources
- To form an ecological culture
- To learn values of the Uzbek heritage as well as other countries' heritages

Concrete results of the project

- Integration of ESD in the curriculum (Ethics, Grade 4, 2008)
- The issues involved in "Water and Natural Resources Management" were adopted by the school's English Language Learning Programme (Grades 5-6 for academic years of 2009-2010)
- An "Eco-Lore" Circle was organized
- Integration of all the school teachers (History and elementary school teachers) for the achievement of the MDGs





Impact of the project

Both the teachers and students gained valuable knowledge and developed new positive attitudes in supporting sustainable development. The main aspects of this project are now included in the school's English Language Learning Programme (Grades 5-6), and we all decided to organize "Students' Eco-Centre" in order to encourage the rest of the school, our communities, families, and others to participate in environmental activities.

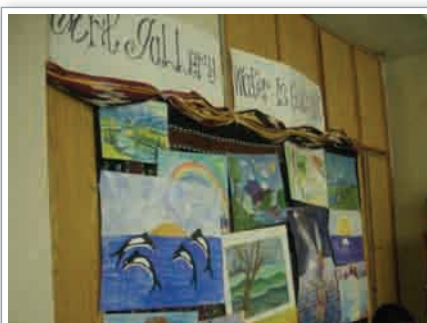
Student interviews

"We gained valuable knowledge about water and our ancestors' attitude towards God's gifts. I've enjoyed my work exploring our ancient Holiday of Water, "Ungom." We should learn from our parents to value nature's riches. Each of us can contribute to the wise use of water and be defenders of our fragile planet."

- Nigora Yusupova (Grade 8)

"It was so interesting to learn by playing the Ramsar Game. I want to be a good citizen and keep our water, land, and nature clean."

- Nilufar Mirjalilova (Grade 5)





Changes in the attitude and behavior of your students related to sustainable development

There have been great changes in the attitudes and behavior of the students. They have become more responsible, active, and are aware that they can bring meaningful changes to their community, and they have become thirsty to know more about Uzbekistan's rich heritage.

What did you, as a teacher, learn from this project?

I learned that both teachers and students can contribute to achieving MDGs through ESD, that ecological safety is the most important global issue today, and that “of all social and natural crises we humans face, water crisis is the one that lies at the heart of our survival...”

If there was any obstacle or challenge, how did you overcome them?

Any obstacles encountered were overcome by the team effort of the school teachers from the English Teachers' Department and our ASPnet national coordinator, Ms Dilnoza Kurbanova. I am very thankful to the Uzbek Commission for UNESCO, especially to Mr Alisher Ikramov for his efforts to integrate the concept of sustainable development into the country's school curriculum.



B. Creating an Oasis in the Desert

School Information

School Name: Specialized School #1 (public secondary)

City: Zarafshan

Website: shkola1.zar@yandex.ru

E-mail: dehsophia4806@rambler.ru

Teacher Information

Teacher in charge: Ms. Sufiya DEHKANOVA

E-mail: dehsophia4806@rambler.ru dsufiya@yahoo.com

Phone: +998-79 573 42 09 (Office)

Subject(s) taught: English

ASPnet National Coordinator: Mdm. Dilnoza KURBANOVA

Introduction

The target area of the project is located in the heart of the Kizil Kum desert in Uzbekistan and is surrounded by hundreds of kilometers of sand. High temperatures and sandy winds during long summer days here negatively affect the townspeople's health causing lung and heart diseases; desert animals also suffer from lack of food and water in this area. One of the main reasons of this problem is a shortage of trees. To solve the problem, Specialized School No. 1 started this project to enable students to grow useful plants in part of the desert so that the plants would fix the sand dunes in one location and help desert animals survive. Throughout the project, the students study the desert ecosystem and how to plant and cultivate desert plants like Haloxylon before they departing for the desert to carry out their plans. By growing those plants, they become able to make a contribution to a cleaner and more beautiful environment. Furthermore, they learned to recycle industrial waste and rubbish.



Students planting trees

ESD sub-themes and relevant goal(s) of MDGs

Classroom Activities / School Climate / Community-based Programme

			
Social Sector	Environmental Sector	Economic Sector	
• Human rights • Peace and equity • Cultural diversity • Social justice • Health (HIV, malaria) • Learning for local and indigenous knowledge, integrating traditional and modern technologies • Gender equality • Literacy	• Natural resources • Renewable Energy • Climate change • Biodiversity • Waste reclamation • Sustainable food production • Sustainable village/city • Prevention and reduction of disasters • Sustainable transportation • Sustainable urbanization	• Sustainable production and consumption • Sustainability of corporations • Poverty Reduction • Narrowing the gap between the rich and poor	
			

The initiators of the project:

Student club “Young Naturalists”

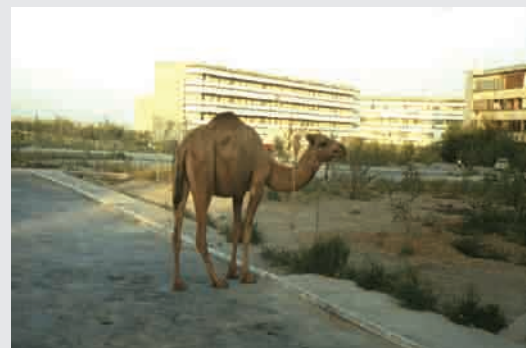
Project participants (number and age of students, teachers, others, etc.):

Fifty students, four teachers, parents, Water Plant employees, and a director of the Laboratory of Environmental Protection



Date of implementation and/or duration of the project:

From 2006 - Present



City of Zarafshan

How is this project related with ESD and MDGs

The project calls for cooperation among schools, industrial enterprises, governmental organizations, and parents in making our environment cleaner and healthier. The motto is “work locally, think globally.” Through this project, students learn to think about environmental problems on a global scale, at the same time they cultivate in pride in their home region by helping to improve it. After learning about the problem, they persuaded their parents and workers to support them. As a result, they are aware of our common goal to save nature for future generations.

Main objective and description of the project

- To find ways to make the environment healthier through recycling industrial wastes
- To grow useful plants like Haloxylon in the desert
- To stop moving sand dunes as they bring sandy winds that do harm to lungs, eyes, etc.
- To help desert animals survive by providing food for them
- To find a solution to manage industrial waste that cannot be recycled in the town



The project is engaged with the process of creating an oasis in the desert adjoining the town. Every year, the students plant and grow Haloxylon, a desert tree, as well as other trees. While conducting the project, the participants used waste such as plastic bottles and juice packages that cannot be recycled. By planting Haloxylon, a wall of trees will be created around the town. The town is now an oasis in the desert!



Concrete results of the project

- Air has become cleaner and is not so dry
- Force of sandy winds has become weaker
- Industrial wastes generate new life and create an oasis
- The area's desertification has been gradually slowing down
- Population of desert animals and plants is growing
- Student participants learned to make their own decisions
- Children and the elderly are united by a common goal



Planting Haloxylon

Impact of the project

The students took on more responsibility towards the place they live in. They became more creative and friendlier with each other. Teachers now try to find more effective methods of teaching, as the school and the local community often meet and find ways to cooperate. Moreover, since family members have topics to discuss, they communicate more often with each other. Local media has shown interest in the popularity of the ongoing work.



Student interviews

"I am proud of being a part of our project! I am making my contribution to our big common goal: protecting our Nature. The teachers and students are united to making our town clean. While working on the project, I became aware of the ecological situation in our region. My friends and I often discuss this problem and became friendlier to each other. Our Project helped me learn and make decisions."

- Angelina Bykova (11th grade)

Changes in the attitude and behavior of your students related to sustainable development

As the students became more responsible towards nature, they become more active and engaged in their learning. 10th, 11th graders attended younger students' classes and taught them how to take care of nature. They are ready to take part in different actions devoted to environmental protection such as performing plays and drawing pictures on ecological topics. It is easy for the teachers to arrange activities for cleaning up our schoolyard. Moreover, the students became friendlier to each other. When they discuss problems, they listen to each other's opinion and try to come to a consensus.



What did you, as a teacher, learn from this project?

I learned that we could solve problems together, adults and children together. I understood that adults should listen to children's opinions as well, because they can be as wise as grown-ups.

If there was any obstacle or challenge, how did you overcome them?

The main difficulty was the fact that the planting field was situated 12 km away from the town. Therefore, we had some problems with transportation. However, when we found partners, our problems were successfully solved.



APPENDICES

A. Project Procedure

ASPnet Good Practice Development Project in Achieving MDGs through ESD in Asia and the Pacific Region was implemented through the following steps:

Signing of the Joint Projects

Korean National Commission for UNESCO, Korean Ministry of Education, Science and Technology (MEST) and United Nations Development Programme (UNDP) ROK signed UNDP Country Project on 21 January 2009 at UNESCO House, Republic of Korea. It was attended by Mr. Zhe Yang, UNDP Representative and Ms. Choi Eun-ok, Director of Multilateral Cooperation Division of the MEST and Dr. Chun Taeck-soo, Secretary-General of KNCU (in the picture: right side). The project aims to promote awareness of the United Nations Millennium Development Goals through Education for Sustainable Development in Asia and the Pacific region, by encouraging teachers to develop and share good educational practices and methods on the themes.



at UNESCO House, Seoul, Korea / Jan. 21, 2009
UNDP ROK; Korean Ministry of Education, Science and Technology; KNCU

Local Consultation Meeting & Asia-Pacific Regional Consultation Meeting

Local and regional project consultation meetings were held on 27 February in Seoul, Korea and on 25 March in Bangkok, Thailand, respectively. The meetings aimed to construct specific guidelines for good practices for ESD and MDG education and clarify the meaning of 'Good Practices' by inviting new ideas and needs from ESD & MDG experts, ASPnet national coordinators, teachers, educators and curriculum developers.



UNESCO House, Seoul, Korea / 27 February 2009

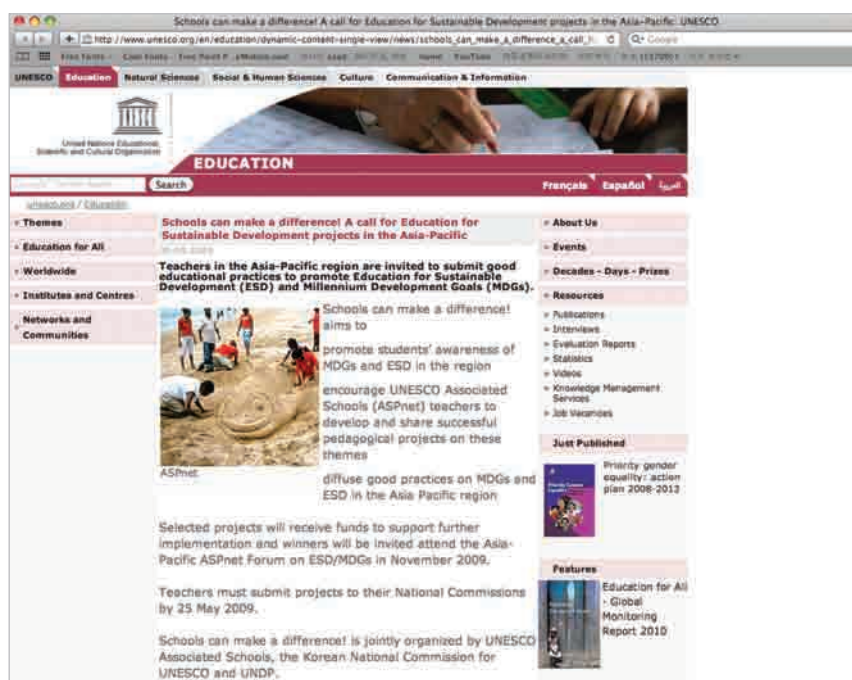


held on the sidelines of the 12th UNESCO-APEID in Bangkok, Thailand / 25 March, 2009

Announcement & Selection of Good Practices on ESD & MDGs

Based on the guidelines developed from the project consultation meetings, KNCU announced the ASP-net Good Practice Development project to 47 national commissions for UNESCO in the Asia Pacific. In addition, KNCU posted the project announcement on the website of UNESCO Headquarters in order to promote teacher participation in collaboration with UNESCO.

The KNCU received 58 applications from 11 different countries in the region and nine practices were selected according to the KNCU's grading criteria: 1) Project's engagement in ESD and MDGs, 2) Student involvement in the education practice (Student-centered practices), 3) Coherence and completeness of the practice, 4) Uniqueness of each country expressed by integrating local knowledge and modern technologies, 5) Applicability and feasibility for other schools. The winners were awarded USD 250 – 750 as supporting funds to implement and further develop their teaching and learning practices.



Call for participation on UNESCO website / 20 April-25 May, 2009

On-site Monitor and Field Visits to the schools in Indonesia, Pakistan, Sri Lanka, Uzbekistan, and Korea

KNCU staff of the project team visited the selected schools in order to directly monitor how the selected good practices are implemented in each school. (Note: In the case of a Korean selected practice (5 AS-Pnet high schools partnership project), teachers and students came to the Korean National Commission for UNESCO three times during July to September to hold monitoring and consultation meetings with the KNCU's project team members.)



[Indonesia]



[Pakistan]



[Uzbekistan]

Asia-Pacific ASPnet Forum on ESD & MDGs

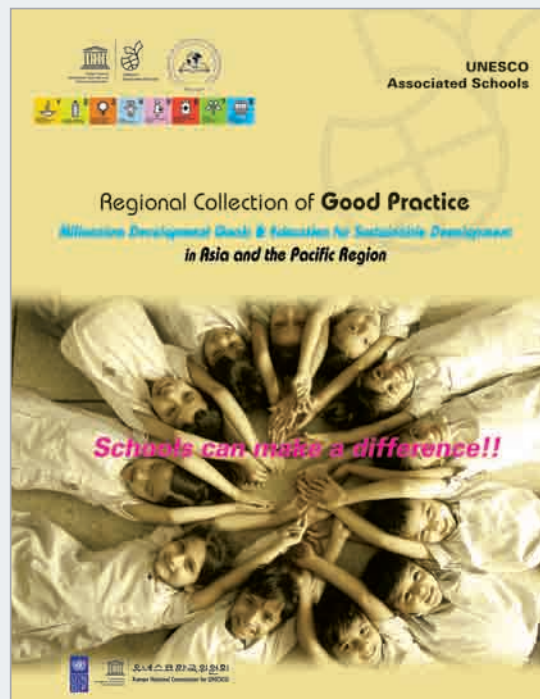
The Asia-Pacific ASPnet Forum on ESD/MDG was held from 24 - 27 October in Korea in order to share and evaluate nine selected good practices from five different countries. It aimed to serve as a venue for those who submitted their selected good practices, including MDGs & ESD experts, UNESCO ASPnet coordinators, and teachers to share and evaluate the good practices and explore the feasibility of appropriate modification and application of individual cases in the context of different countries in the Asia-Pacific region. In addition, the forum participants agreed to support KNCU's initiative on the new regional ASPnet project on climate change education from 2010.



Korea UNESCO Peace Center & UNESCO House, Korea / 24-27 October 2009

Publication & Distribution of Good Practice

Together with finalization of the project, a summary report of good practices for MDG education through ESD was published to disseminate to all the relevant stakeholders including associated schools, UNESCO and UNDP country offices, and others in need.



B. Organizing Team:

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C. Useful Resources

UNESCO relevant sources

UNESCO Associated Schools Project Network (ASPnet)

www.unesco.org/en/aspnet/

UNESCO Associated Schools Strategy and Plan of Action (2004-2009)

<http://unesdoc.unesco.org/images/0015/001503/150352eo.pdf>

First Collection of Good Practices for Quality Education, UNESCO Associated Schools, Paris, UNESCO, 2008 (ED-2008/WS/41)

<http://unesdoc.unesco.org/images/0016/001627/162766e.pdf>

Second Collection of Good Practices for Education for Sustainable Development, UNESCO Associated Schools, Paris, UNESCO, 2009 (ED-2009/WS/11)

<http://unesdoc.unesco.org/images/0018/001812/181270e.pdf>

United Nations Decade of Education for Sustainable Development

www.unesco.org/education/desd/

DESD International Implementation Scheme in brief

<http://unesdoc.unesco.org/images/0014/001473/147361E.pdf>

The Decade of Education for Sustainable Development at a glance

<http://unesdoc.unesco.org/images/0014/001416/141629e.pdf>

Education for Sustainable Development Toolkit

<http://unesdoc.unesco.org/images/0015/001524/152453eo.pdf>

Education for All

www.unesco.org/education/efa

EFA-ESD Dialogue: Educating for a sustainable world, UNESCO, Paris, 2008 (ED-2008/WS/49 cld 2036.8)

<http://unesdoc.unesco.org/images/0017/001780/178044e.pdf>

Climate Change

Education for Sustainable Development and Climate Change, UNESCO Policy Dialogue 4: ESD and Development Policy

<http://unesdoc.unesco.org/images/0017/001791/179122e.pdf>

World Heritage, Case Studies on Climate Change and World Heritage, April 2007.

<http://whc.unesco.org/en/activities/473/>

Policy Document on the Impact of Climate Change on World Heritage Properties, 2008.

<http://whc.unesco.org/en/CC-policy-document/>

World Heritage and the Challenge of Climate Change, in World Heritage quarterly magazine, issue nr 42, June 2006.

<http://whc.unesco.org/en/review/42/>

Seventh in the Patrimonto World Heritage Adventures cartoon series

The Great Barrier Reef - World Heritage and Climate Change, 2009.

Gender mainstreaming at UNESCO

www.unesco.org/women

UNESCO's Response to HIV and AIDS

www.unesco.org/en/aids

Booklet N°5 on Good policy and practice in HIV and AIDS education

<http://unesdoc.unesco.org/images/0017/001797/179711e.pdf>

UNESCO and Biodiversity

www.unesco.org/mab

UNESCO - Social and Human Sciences

www.unesco.org/shs

UNESCO Water Portal

<http://www.unesco.org/water>

Sources from the UN' Specialized Agencies and Programmes

Our Common Future, report from the United Nations World Commission on Environment and Development, Oxford, Oxford University Press, 1987.

ISBN 0-19-282080-X:

<http://www.un-documents.net/wced-ocf.htm>

United Nations

www.un.org

Millennium Development Goals

www.un.org/millenniumgoals

The Millennium Development Goals Report 2009, United Nations, New York

http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf

United Nations Environment Programme

<http://www.unep.org>

UNEP's Tunza (programme for youth)

<http://www.unep.org/Tunza/>

Food and Agricultural Organization of the United Nations

<http://www.fao.org>

United Nations Convention to Combat Desertification

<http://www.unccd.int>

United Nations Children's Fund

<http://www.unicef.org/>

UNICEF Innocenti Research Centre "Climate Change and Children: a Human Security Challenge" (policy review paper)

http://www.unicef-irc.org/publications/pdf/climate_change.pdf

World Health Organization

<http://www.who.int/en/>

World Meteorological Organization

<http://www.wmo.ch>

World Summit for Sustainable Development (2002)

<http://www.un.org/events/wssd>

ESD-relevant projects and initiatives' websites

Baltic Sea Project

<http://www.bspinfo.lt>

Carbo-schools

<http://www.carboschools.org>

Education for Rural Livelihoods and Food Sovereignty

www.sazaniassociates.org.uk/globallearnerszone

Earth Science for Society - an International Year for Planer Earth

<http://www.esfs.org>

Eco-schools

<http://www.eco-schools.org>

Great Volga River Route Project

<http://whc.unesco.org/en/activities/483> and www.gvrr.unesco.ru/?lang=E

Sandwatch Project

www.sandwatch.org

Tales of HOPE 1 & 2

<http://www.accu.or.jp/esd/mt-static/news/topics/2007/04/just-published-theses-of-hope.htm>

<http://www.accu.or.jp/esd/mt-static/news/topics/2009/09/just-publishedtheses-of-hope-es.htm>

Teaching and Learning for a Sustainable Future

<http://www.unesco.org/education/tlsf/index.htm>

Earth Charter Initiative

<http://www.earthcharter.org>

UNEP “Ozzy School” learning tools about the ozone layer

<http://www.ozzyozone.org/>

UNICEF publication “Climate change and children”

http://www.unicef.org/publications/files/Climate_Change_and_Children.pdf

YouthXchange

A UNEP-UNESCO project on youth and responsible consumption

www.youthxchange.net

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