



# ASIA-PACIFIC REGIONAL WORKSHOP on the Global Action Programme on Education for Sustainable Development and Cities



28-30 November 2017

The Lalit Hotel, New Delhi, India

WORKSHOP PROCEEDINGS



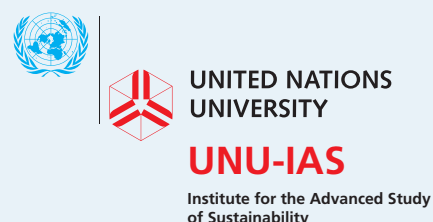




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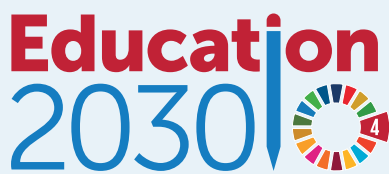






## UNESCO Education Sector

Education transforms lives and lies at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. As the United Nation's specialized agency for education, UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Education Sector provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education. Its work encompasses educational development from pre-school to higher education and beyond.



## The Global Education 2030 Agenda

The 2030 Agenda for Sustainable Development is an ambitious, aspirational and universal agenda that aims to eradicate poverty through 17 Sustainable Development Goals (SDGs) by 2030. Ambitions for education are essentially captured in SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The Education 2030 Framework for Action provides guidance on how to turn the SDG commitments into action.

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# List of Abbreviations

ACCU	Asia-Pacific Cultural Centre for UNESCO
APCEIU	Asia-Pacific Centre of Education for International Understanding
CAREC	Central Asia Regional Economic Cooperation Programme
CEE	Centre for Environment Education
CLC	Community Learning Centres
CSR	Corporate Social Responsibility
ESD	Education for Sustainable Development
GAP	Global Action Programme
GDP	Gross Domestic Product
ICLEI	ICLEI-Local Governments for Sustainability
ICT	Information and Communication Technology
INCCU	Indian National Commission for Cooperation with UNESCO
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MHRD	Ministry of Human Resource Development
MOOC	Massive Open Online Course
NCERT	National Council of Educational Research and Training
NCR	National Capital Region
NGO	Non-governmental Organization
PVE-E	Prevention of Violent Extremism through Education
RCEs	Regional Centres of Expertise on ESD
RPVV	Rajkiya Pratibha Vikas Vidyalaya
SD	Sustainable Development
SDG	Sustainable Development Goal
SEAMEO	Southeast Asian Ministers of Education Organization
SWEDSD	Swedish International Centre of Education for Sustainable Development
TERI	The Energy and Resources Institute
TERI RETREAT	Resource Efficient TERI Retreat for Environmental Awareness and Training
ULB	Urban Local Bodies
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC	United Nations Office on Drugs and Crime
UNU	United Nations University
UNU-IAS	United Nations University Institute for the Advanced Study of Sustainability

# Introduction

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In 2002, at the World Summit on Sustainable Development (Johannesburg Summit, Rio+10), a proposal for the decade of Education for Sustainable Development (ESD) was included in the Johannesburg Plan of Implementation. The proposal was subsequently adopted by the UN General Assembly and the UN Decade of ESD was launched in 2005 to enhance the role of education in promoting sustainable development.

ESD has been recognized as an integral element of quality education and as a key enabler for achieving the 2030 Agenda for Sustainable Development. It is included in SDG 4 on education under target 4.7 and is considered crucial for empowering everyone to make informed decisions for environmental integrity, economic viability and a just society for present and future generations.

In 2013, the 37th session of the UNESCO General Conference endorsed the Global Action Programme (GAP) on ESD as a follow-up to the decade. Building on the achievements of the decade, GAP aims to generate and scale up concrete actions in ESD at all levels and in all areas of education and in all sustainable development sectors. The 17 SDGs provide the wider context for the further upscaling and mainstreaming of ESD.

UNESCO is the lead agency of GAP on ESD, and one of the five GAP priority action areas is focused on the implementation of sustainable local solutions. A series of regional workshops on ESD and cities has been initiated under this framework. After Europe and Latin America, the third regional workshop was organized for the Asia-Pacific region with an aim to initiate better awareness and training on integrating ESD at local level (e.g. cities and municipalities), addressing the implementation of SDGs through ESD and building ESD capacities in the region.

More than fifty resource persons/experts and city representatives participated in the Asia-Pacific Regional Workshop on the GAP on ESD and Cities held at The Lalit Hotel, New Delhi, India from 28-30 November 2017, in partnership with the Ministry of Human Resource Development (MHRD), Government of India. The workshop helped to identify key opportunities for regional cooperation and introduced and promoted policy and action plans. It facilitated the sharing of good practices and policies in urban contexts relevant for the region, and also provided an opportunity for relevant local stakeholders to develop new partnerships and initiate regional cities networks.

This report summarizes the workshop proceedings and outcomes.

## Day 1: Opening session

**Welcome remarks by:** Mr Shigeru Aoyagi, Director and UNESCO Representative to Bangladesh, Bhutan, India, Maldives, and Sri Lanka

**Address by:** H.E. Mr Kenji Hiramatsu, Ambassador Extraordinary and Plenipotentiary, Embassy of Japan

**Inaugural address by:** Mr Kewal Kumar Sharma, Secretary (Higher Education), MHRD, India cum Secretary General, Indian National Commission for Cooperation with UNESCO (INCCU)



In his address, **Mr Shigeru Aoyagi** welcomed all the participants to the workshop and expressed his gratitude and appreciation to the Government of Japan for supporting the ESD programme. He introduced the concept of GAP on ESD and Cities and thanked MHRD, Government of India for their support and cooperation in jointly organizing the workshop. He mentioned that ESD was one of the most important, as well as challenging, components in SDG 4 and mentioned that SDG 4.7 remains critical for the advancement of all SDGs related to environment, peace, economic prosperity and planet. Mr Aoyagi underlined the role of cities and local populations in creating opportunities to promote ESD and to think, plan and act for the global agenda. He called attention to the fact that we are living in challenging times with an increasing world population and expanding consumption patterns with limited resources on the planet. In this regard, he highlighted the importance of change of mindsets and consumption patterns and practice for ensuring a sustainable planet. He finished his address by encouraging the city representatives to formulate a clear plan by the end of the workshop on how they can promote ESD in their respective municipalities and cities and provide lifelong learning opportunities for their citizens.



**H.E. Mr Kenji Hiramatsu** touched upon Japan's initiatives to promote ESD. He discussed the role played by the country leading up to the adoption of the SDGs in 2015 and in promoting the concept of ESD. He said that ESD encourages us to discuss global issues and challenges collectively and think about what we can do to find a solution and create a sustainable society. Commenting specifically on Japan and its involvement with ESD, H.E. Mr Hiramatsu reported that ESD has been a key element of the Japanese education system and is incorporated in the basic plan for the promotion of education. He emphasized that caring about the future of the world as if it were our own family and exchanging ideas and sharing knowledge on the issues that it's facing are the first steps of ESD. He hoped that every thought and discussion would create a new wave of change and contribute towards realizing a better and more sustainable society.





**Mr Kewal Kumar Sharma** said that the focus of the world was shifting to the Asia-Pacific region because of changes taking place in the region including enhanced economic development, the emergence of significant markets, strong resilience of the economies to withstand global economic crisis and growing centres of excellence in education. However, this was combined with strong heterogeneity based on economic development, and socio-cultural, political and institutional differences, which made the SDGs of critical importance for the region. He observed that there were widening disparities due to large populations in the countries and a strong vulnerability to natural disasters, which necessitated fast-tracking of measures to safeguard the countries.

Shifting the focus to India, Mr Sharma shared that the government was aligning its efforts within the MHRD to ensure that education was within the reach of all its citizens and that all goals addressed the ESD component. He emphasized that while conventional methods of educational expansion are important, it is crucial to explore new tools and platforms that take into account the particularities of the country. In this context, he shared the policy initiatives and programmes currently being implemented within India. One important initiative shared included Information and Communication Technologies (ICTs) and their potential to take education to the remotest parts of the country. Another initiative presented included Massive Open Online Courses (MOOCs) for higher education, which were shared on free online platforms as well as televised through satellite via thirty-two direct-to-home channels.

## Introductory session

**Speakers:** Mr Bernard Combes, UNESCO Headquarters

Ms Ushio Miura, Programme Specialist, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education



*This session discussed the importance of ESD and SDGs for cities. It also familiarized the participants with the objectives of the workshop and provided updates on ESD-GAP in the Asia-Pacific region.*

**Mr Bernard Combes** started his presentation by saying that sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. It can only be achieved if we change the way we think and act and for that, we need education. Education systems need to move the focus away from studying for examinations and towards learning outside classrooms. He also said courses were needed on how to connect and react to real life situations thus giving learners the power to think and react differently.

He observed that the overall goal of ESD was to provide everyone with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Further, ESD meant

integrating key sustainable development issues into teaching and learning; applying participatory teaching and learning methods; promoting competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way; and learning our way towards a more sustainable future. He shared that ESD was responding to global challenges by influencing the way people think and act, preparing societies for global challenges, raising awareness, promoting behavioural change, and getting everyone involved in the process. Mr Combes shared UNESCO's role with regard to ESD and the five GAP priority action areas that the Organization works on. He highlighted that cities are a key arena for ESD as the majority of the population lives in them and that is where sustainable development challenges crystallize. Further, ESD remains crucial for cities for not only improving learning but also for empowering the local population and promoting diverse populations to work together for a common future.



In her presentation, **Ms Ushio Miura** shared the progress of the implementation of the GAP in the Asia-Pacific region. She introduced the five GAP Priority Action Areas and said that for each area, UNESCO implements flagship programmes that are generously funded by the Government of Japan. She shared examples of programmes being implemented under the different areas. Under Priority Action Areas I on Policies, UNESCO is strengthening ESD policy in Viet Nam. Under Whole Institution Approaches (Priority Action Area II), it is working with ASPnet schools to develop a guide on climate action. Under Priority Action Area III on Educators, UNESCO is working in Central Asia (with CAREC, SWEDES and APCEIU) and in South East Asia (with SEAMEO) to implement projects and actions for ESD integration in institutions and teacher education through an action research cycles/approach. Under Priority Action Areas IV and V (Youth and Local Communities), Youth Leadership Trainings on ESD (New Delhi and Bangkok) and the Asia-Pacific Regional Workshop on ESD and Cities (New Delhi) have been organized, respectively. Ms Miura shared that the Asia-Pacific GAP Actions' focus was on building the capacities of key stakeholders to



generate change for ESD integration in their own work and on reaching out to and building the capacities of others. Further, she explained that UNESCO was taking different approaches for different Action Areas recognizing the fact that ESD is ultimately a transformative education in that it aims at reorienting societies towards sustainable development.

### **Session 3: How can education foster sustainable, inclusive and prosperous cities and how can cities contribute to the creation of more sustainable, inclusive and prosperous societies through education?**

The focus of the first panel discussion was on sharing and discussing ways in which learning in formal, non-formal and informal education can foster sustainable, inclusive and prosperous cities and how cities can support education to achieve this.

**Moderator:** Professor John Fien, Honorary Global Advisor, UN Global Compact Cities Programme

**Panellists:** Mr N.K. Sahu, Economic Advisor, MHRD, Government of India

Ms Sanskriti Menon, CEE Pune

Professor Krishna Kumar, Former Director, National Council of Education Research and Training (NCERT), India; Former Professor, Central Institute of Education, Delhi University



**Professor John Fien** started the discussion by saying that we are looking at not only how education can support sustainable, inclusive and prosperous cities but also what cities can do for communities in terms of a quality of life and what the role of education, training and capacity-building is in creating sustainable communities. His discussion revolved around the relationship between cities, communities and ESD. He reported that the global population was more urbanized than rural with 54 per cent of the world population living in cities. More significantly, the 2-3 per cent land mass occupied by cities contributes more than 80 per cent of the global GDP (World Cities Report, 2016). He observed that, at one level, the enormous productivity of cities presents opportunities for poverty alleviation and creation of higher standards of living. However, at another level it also leads to many development challenges and severe social problems related to inequality, crime etc.

He reported that the greatest urbanization was taking place in the Asia-Pacific region with about 30 per cent of the population of Asian countries living in informal settlements vulnerable to threats related to health, job opportunities, housing standards and opportunities for education. In such a scenario, education training and capacity-building gives the skills, knowledge, values and commitment to work towards overcoming these problems. He emphasized the role of education in adopting a view of cities as spaces of transformation. He further encouraged the participants to think of urbanization as a transformative force in the world that can lead to a more prosperous, inclusive and sustainable way of life.



**Mr N. K. Sahu** introduced the city of Delhi to the participants and underlined migration as one of the main aspects of Delhi as well as other cities in India. Speaking on the challenges faced by the city, he shared that there was a growing informal sector as well as informal settlements in the city. He further discussed that, as the price of the land was very high, people were forced to live in disorganized settlements that affected the population living there, as they did not have proper access to facilities and education. He discussed the Smart Cities Mission undertaken by the Government of India in this regard as a response to these challenges.

Speaking on the trends in migration as per the Census of 2001 and 2011, he observed that the percentage of people moving to big cities for education and work had increased from 1-2 per cent to 4-5 per cent over the decade. This necessitated that policies are synchronized keeping in mind the reasons why people migrate and the sustainability of cities. Commenting on the challenges in the education sector in cities, he shared that many children in towns and cities are illiterate and added that among the street children, 60 per cent were illiterate and many worked as child labourers. Further, since many of the children were kidnapped or adopted, it was hard to provide them with education under the Right to Education Act that guaranteed free and compulsory education for children between six and fourteen years of age under the Indian Constitution. In addition, many of the children were at risk of substance abuse and practiced begging.



In her presentation, **Ms Sanskriti Menon** outlined how Regional Centres of Expertise on ESD (RCE) Pune came into being and the work that it was doing to involve citizens in participatory planning for the city including for sanitation, environment and education. She briefly introduced the Centre for Environment Education (CEE) which work all over India through regional and state offices concentrating on schools, youth and communities; water and biodiversity; waste, sanitation and pollution prevention; training and capacity-building; and sustainable urban and rural development. Speaking on RCE Pune, she shared about the organization's efforts in bringing together people at the regional and local levels and creating networks to advance the ESD goals. Under the UNESCO Chair programmes, RCE Pune was looking at higher education programmes and how people who were not literate could contribute to the process. Higher-level curricula were also being reoriented. Among other programmes initiated by RCE Pune, she discussed the *Indradhanush* programme which works with the municipal corporation of the city to make a space for children and people to come together and the *Cycle Safe Project*. Under the second project, children identified areas where they found cycling difficult and developed a map detailing the difficult spots. This was presented to the local elected representatives and city administration to take corrective action.





**Professor Krishna Kumar** started by saying that the challenge faced by a teacher educating small children is very different from the challenges that other education stakeholders face. Education is a relational activity and because it implicates childhood, it is full of complexities. This necessitates accepting the responsibility of understanding the complex agency of education before one can think of using it in a transformative way. He said that education in a city, which will bring meaning to learning, must arise from the location and context. The young child must learn about the challenges around him/her without feeling overwhelmed by the scale of the problem.

Speaking about the problems faced by teachers, he shared that very often goals are externally determined and the teacher is paralyzed by paperwork and becomes a conduit of messages only. Often international bodies cannot distinguish message dissemination from creating opportunities for learning. This difficulty leads to thinking about children in activist roles and that is problematic. He warned that if policy-makers practice a discourse of distance it leads to deeper problems that ignore the transformative potential of education. Further, it is important to distinguish teaching from the process of dissemination because it is a relational activity practiced by a teacher on an everyday basis.

Teachers usually carry very little status in the bureaucratic ladder and feel they do not have the autonomy to practice critical enquiry, which remains crucial if children are to engage with contradictory situations without feeling defeated. He noted that a teacher's job in a city becomes even more challenging because unlike a village or community that have a history, cities are vast conglomerates that people do not necessarily identify with. In that sense, if a child grows up in a faceless alienating environment, critical pedagogy becomes very difficult to practice.

In the context of language, mathematics and science, the problems are even more serious because of the way the subjects are taught. He shared that most children of the countries in the region face difficulties in these subjects and that is extremely concerning. The learning of these subjects needs to be made into a relaxed exercise. He highlighted that another marginalized subject is that of art (music and painting.) He remarked that this is a concern also because art not only provides a healing touch but builds the spirit and desire to enquire. He warned that if the marginalization of the subject persists, we would have wasted a major pedagogic resource. In conclusion, Professor Kumar pleaded for restoring learning to an exercise in which one does not simply involve children but one, which is driven by childhood, and the way they learn. He emphasized that psychology must be brought into the designing of curricula. In addition, he underlined that if learning has to become child-centred then teachers must be given recognition and greater autonomy, which is a professional necessity.



## Discussion:

### **Three main questions emerged after the discussion:**

- 1) Are different approaches relevant in different types of urban environments?
- 2) What are the barriers to transformative ESD in cities?
- 3) What is the 'cure' for education?

Professor Kumar said these were not just questions but an opportunity to reflect on something that we all face today at all levels of education. Education systems today are themselves an impediment to the growth of ideas that can potentially change the world and its realities. He said its concept is great but there is a need to reflect on its systemic reality because the system alters the very meaning of education. He then focused on two aspects.

Firstly, we do not directly think about teachers except as people who deliver goals. He emphasized that teachers have to be much more involved in the process of curriculum designing and have to be brought centre stage in policy-making. This will address two problems. It will make curricula more realistic and it will improve the status and self-image of teachers. He shared examples of teachers' involvement in curriculum design in Mexico as well as in NCERT India and how that made the resulting textbooks a galvanizing force.



Secondly, he touched upon the role of assessments. He said that assessments have become a primary goal so much so that it seems that education is nothing but an assessment. Outcome-based policy is making testing dominate sound pedagogical methods. He emphasized that education is not about being tested but about understanding, which takes time.

Quoting Professor Yash Pal, he said that education must create an addiction for understanding and children cannot be provided with understanding if they are rushed for test performances. He said the push for higher marks was a modern malaise, which ignored real goals. Professor Kumar underlined that we have to reflect on outcome-driven approaches and that these may not work if the goal is sustainability through better education.

Ms Menon said that the word 'education' now carries a negative connotation. She said that the issues that cities face today are complex, multi-dimensional and that the problems themselves do not have a single definition. Therefore, the educator's role is one of creating a multi-dialogic platform. Who should do this is not very clear and does not necessarily need to be. However, these are educational or collaborative learning processes that must come into play and the creators of these processes (who may be educators) must facilitate them.

## Session 4: Interactive session: Discuss and exchange on ESD good practices and localizing the SDGs in cities

**Moderator:** Mr Bernard Combes, UNESCO Headquarters

**Facilitators:**

Ms Arianna Flores Corral, Climate Change, Education and Sustainable Development Fellow and GlobalDev Blog Manager, Global Development Network

Ms Ragini Kumar, Associate Fellow and Area Convener, Environment Education and Awareness, TERI

This interactive session was designed and built around the use of SDG flashcards related to each of the 17 SDGs, to stimulate an interactive discussion and exchanges around ESD good practices and localizing the SDGs in cities. Mr Combes introduced the concept of the SDG flashcards to the participants. The participants were divided into seven groups.

### The process:

- Identify the primary SDGs that you work on every day for your city/organization/work
- Discuss the strong links between SDG 4 on education and the other SDGs identified. Discuss how in your work/city/organization, education can help in relation to water, poverty etc.
- With SDG 4 as catalyst, which are the strong and weak links to the other SDGs
- Identify and compare current education-related initiatives relevant to the SDGs
- Identify possible projects or campaigns. Identify a headline for the project

### Brief information on projects identified by groups:



**Group 1:** Headline: 'Education forms worldviews. Change worldviews, you change everything.' The group remarked that it was one's worldview that determined the strong and weak links. Education, whether it is formal or non-formal in the family, with your peers in a social setting or in school forms your worldview.

**Group 2:** Headline: 'Education on smart leadership for sustainable development: rethink education'



and reinvent yourself'. The group remarked that education is very complicated and they had identified nine related SDGs in the group discussions.

**Group 3:** Headline: 'Eat together and be happy project'. The group's project was inspired by the problems faced by two groups in Japan and Korea: children and the elderly. They concentrated on severe poverty and social welfare.

**Group 4:** Headline: 'Educate for a happy tomorrow'. The group linked

fourteen of the seventeen SDGs.

**Group 5:** Headline: 'Integrating spirituality and scientific education is the only pathway for sustainable development. Be simple and let nature guide you'. The group said that the planet has enough for everyone's need but not for everyone's greed. People should raise their life standards instead we see a focus on raising living standards. The group made a case for linking spirituality with scientific education.

**Group 6:** Headline: 'Affordable healthcare precedes sustainable development'.

**Group 7:** Headline: 'Collaborative learning partnerships for transforming industry and infrastructure for the wellbeing of all'. The group brought attention to the fact that the word 'community' did not appear in the SDGs. If it did appear, the context was very weak. It also said that its project was inspired by the concern that there was not enough transformation in the industries and infrastructure sectors and that these sectors continue to negatively impact ecosystems.





## Session 5: Partnership: Strengthen global solidarity to achieve the SDGs

**Moderator:** Ms Yoko Mochizuki, Head of Rethinking Curriculum Programme, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

**Panellists:** Mr Vimlendu Jha

Ms Shruti Sadhukhan, ICLEI South Asia Secretariat

Mr Bernard Combes, UNESCO Headquarters

Dr Mario Tabucanon, UNU-IAS



*The last session of the day was on partnerships for strengthening global solidarity to achieve the SDGs. The panellists shared and discussed their experiences and the lessons learned from global networks in promoting ESD at local and community levels and from grassroots ESD activities in cities involving multiple stakeholders.*

**Ms Mochizuki** started the session by calling attention to Mahatma Gandhi's famous quote "the earth provides enough to satisfy everyone's needs but not everyone's greed", which for her captures the essence of ESD as value-

based and action-oriented education. Drawing on the 1996 Human Development Report, which argued that if economic growth was not managed well it would lead to jobless, voiceless, ruthless, rootless and futureless growth, she highlighted the need for putting our world on a more sustainable development path. What was predicted more than twenty years ago is increasingly becoming a felt reality in many parts of the world today. Despite economic growth, many parts of the world, including the Asia-Pacific region, are experiencing worrying illiberal and undemocratic trends ("voiceless" development) and widening inequalities and disparities ("ruthless" development).

Ms Mochizuki remarked that we tend to talk of ESD as if it existed 'out there', waiting to be integrated in the education system. Instead, we need to think of ESD both in terms of what kinds of educational processes we want (on the continuum of "prescriptive" vs. "participatory" education) and how to address planetary imperatives such as climate change, which are now captured in the 17 SDGs (on the continuum of addressing them "superficially" vs. "fundamentally/profoundly"). ESD has to be a participatory educational process which addresses sustainability challenges in a transformative manner. It



therefore requires partnerships that can help overcome geographical, administrative and knowledge boundaries, that is, international and inter-regional, intersectoral, and interdisciplinary partnerships.

**Mr Jha** started his presentation by sharing two anecdotes. The first anecdote was about his interaction with students in a classroom. India has twelve major river basins. He had asked his students to divide themselves as per their river basins. One of the students said he came from the tap water basin and almost 50-60 per cent of the class joined him. The students were not aware of the river basins and believed that the water in the taps came from the tank and air from the air conditioners. The second anecdote relates to the recent ban on firecrackers in Delhi. He shared he had seen an asthmatic child in his neighbourhood wearing a mask when crackers were let off.

Mr Jha said that both the minister and junior minister of environment in India are doctors but had said that there was no link between pollution and health and that there was no climate change.

Further, the Paris Pact said that we should reduce the use of sulphur and coal. Even China had reduced its consumption by 75 per cent but India had increased it by 50 per cent. He called this a lack of policy coherence and as a result, thirteen out of the twenty most polluted cities are in India.

Mr Jha added that India has been collecting green 'cess' (taxes) and the USD 11,000 million accrued was supposed to be invested in practicing sustainability, which has now been moved to something else. USD 1,000 million has been collected as green 'cess' in Delhi but a very small percentage of it has been spent so far. He called this lack of political will and not a lack of finances. Hence, there was a need to bring in genuine coherence across sectors.

He added that in India we do not drink tap water but that water purifiers are a given. Same thing happens with air as we have air purifiers. He emphasized that it is important to question the government about the same as clean water and air are the responsibility of the government and not private citizens. So why is the government not doing anything about it?

There is so much news about the environment as there is heightened awareness and discussions are no longer academic. However, the same events happen over and over again despite heightened dialogue and commitment hence social partnerships are critical in this. No group can replace the state. However, corporates are bigger than the government so there is a need to bring them on board on these issues. We need to follow the rule of law on the environment. We need regional and cross learnings. Issues in the rest of the world whether developed or underdeveloped are also similar to the issues of India. There is a great deal of apathy with regard to ecology and health. Responsible and responsive partnerships are critical for addressing this.





He concluded his presentation by saying that what the corporations and the governments are doing today does not address the severity of the problem. What we need are collaborative solutions and a collaborative rather than confrontational approach.

**Dr Tabucanon** spoke of UNU-IAS and how the RCE networks spearheaded by the UNU worked on the theme of multi-stakeholder partnerships. Placing the UNU-IAS in perspective, he added that the movement for RCEs was conceived in 2002 through the Ubuntu Alliance, an alliance of scientific and educational institutions, which came up with the Ubuntu Declaration to strengthen scientific and technological ESD.

Dr Tabucanon added that RCEs are a network of existing formal, informal and non-formal organizations that facilitate ESD in local and regional communities, and majority of them are led by higher educational institutions. Most of the RCEs cover cities and are often named after cities like, for example, RCE Delhi, RCE Yogyakarta and RCE Srinagar. They are all unique as they have a synthesis of actors from different sectors. An RCE creates a pool of expertise with no walls between formal and non-formal education.

The need for RCEs was felt as there was a global agenda, which had to be brought to action on the ground. RCE acts as a vehicle to translate the global agenda into local actions. A need was also felt for taking up local initiatives, which the RCEs target. Further, there was also a need for partnerships of experts in communities, professions, NGOs, civil society, the private sector and governments. RCEs target all these and provide an innovative platform for multi-stakeholder dialogue that enables diverse groups to interact, learn from each other and take collective decisions and action for achieving sustainable development and ESD.

Stressing that the RCE is a very powerful tool and platform, Dr Tabucanon added that the RCEs work with important core elements including governance being participatory and transparent. RCEs have wide, diverse collaborators but must include schools and universities and have government support. The existing hundred and fifty-eight RCEs across the world (as of November 2017) may have different strategies, but they should have a strong network among themselves. Their actions are shared with the global ESD communities.

The basic roadmap that the RCEs follow depends on local conditions but overall includes strengthening governance to better coordinate ESD/SD learning and action within the community, enhancing capacity-development of local and regional stakeholders to contribute to local and global sustainable development initiatives, and strengthening the impact of actions related to sustainable development and ESD by linking local and regional debates and processes to international platforms.

The achievements of RCEs are seen through annual reporting systems and include providing a platform for dialogue, supporting learning processes and also acting on their own and demonstrating best

practices. At the same time, RCEs also face a number of challenges including how to sustain the networks in scenarios of changing leaderships and actors. There are also funding and project challenges and the risk of an RCE becoming politicized.

The ways to address these challenges include having institutionalized memberships, mainstreaming the RCEs' activities as part of the budgetary process and ensuring that they remain politically neutral.

In order to cure problems in higher education, ESD must be included in all the curricula, be it science or arts. Further, research on ESD must be encouraged in universities and one has to practice what you preach and must support community efforts.

Among the next steps for the RCEs are working on SDG 17 (partnerships) which has a dual purpose of mobilizing resources, finance and technology, and being a method for implementing all the other SDGs. Further, there is a need to strengthen global solidarity by having a shared agenda among stakeholders and promoting and facilitating competencies and allocating common resources, information-sharing and creating a strong culture of collaboration and trust. Educating and uplifting the capacity of the policy-makers can solve the problem of policy incoherence.

Dr Tabucanon added that in partnerships the current model for funding was the PPP model, which should be reformed to make it a partnership model. For this, one needs strong leadership and sharing of information and knowledge. Further, not all higher educational institutions, which form an important part of the RCEs, are focused on research and outreach on SDGs. So, education should be used for fostering sustainable cities.



In her presentation, **Ms Sadhukhan** discussed the work that ICLEI undertakes with municipal corporations and local governments for capacity-building of the policy-makers. ICLEI's work impacts 25 per cent of the urban population across the world. It works with municipalities and local governments because if they became sustainable then the world can change, as they will provide local solutions to international problems.

She shared that there are thirteen ICLEI offices across the world which partner with other organizations like government networks, multilateral and bilateral organizations.

The main focus of the ICLEI South Asia secretariat based in Delhi is working on the overarching agenda of sustainable cities through programmes and projects. Its focus is on capacity-building of municipalities on climate change, sustainability through training and conferences locally, nationally and internationally.

The Secretariat also focuses on regional issues of the region like water and sewerage, solid waste management and climate resilience, issues that the municipalities are keen to work on among others

including biodiversity, energy security and sustainable transport. She shared that the Secretariat was trying to promote eco-transport by sharing projects and bringing cities together and emphasized that it was easier for cities to learn from each other rather than someone telling them what to do.

ICLEI's contributions include providing a voice to the issues of the cities, mobilizing funds, building capacities through its pool of in-house and external experts, and creating stakeholder groups in cities like NGOs and women's organizations.

ICLEI also shares expertise with local governments on sustainable development, it becomes the voice of the cities at various state, national and international levels and fora, initiates interactions among cities to learn from each other's experiences and helps find technical solutions to assist the local bodies.

According to Ms Sadhukhan, cities need a number of things including capacity-building as there is lack of manpower at the ULB level, a lack of technical knowledge about sustainable development and a lack of knowledge on how to leverage funds to implement sustainable development projects. Cities also need information about funding sources and how to access funds and policy support to address ESD and access to information about government schemes that support SDGs.

Most of ICLEI's projects have three components: training and development, piloting implementation projects; and action planning and strategy formulation. With regard to ESD, ICLEI focuses on pilot projects to demonstrate that sustainable development is possible and then leaves it to the cities to take them up. For example, it had a zero-waste project in Coimbatore in one ward which the city administration wants to replicate at the city level. She shared that the push for the project came from the national *Swachh Bharat* campaign and said that the existence of national policies makes it easier for cities to take up the work.

**Mr Combes'** presentation focused on UNESCO and the programmes and networks that it has for dealing with cities, for example, the UNESCO Global Network of Learning Cities which is engaged in lifelong learning opportunities for citizens and also cities learning for themselves to become more sustainable, to become more inclusive. Then there is the network of partners working on integrating ESD at local level, one on heritage cities (World heritage city networks) and the creative cities network (UNESCO creative city networks), which uses creativity to stimulate opportunities for growth. Then there is also the international coalition of inclusive and sustainable cities, which focuses on social issues, justice and fighting discriminations, as well as the network on biosphere reserves. Besides these UNESCO-related networks, there are also those of UNESCO key partners, which include one, related to tourism (the Green Key network) or on coastal

areas (the Blue Flag Programme), as well as UNESCO Chairs in several universities including those on ESD.

However, all these networks face a big challenge of manpower. There is a possibility of partnerships and exchanges on a web platform, but someone needs to work on this full-time. Mr Combes said that funding was another challenge – everyone wants funds from international donors, but they do not want to look in their own backyards to find funding at more regional or local levels. Leadership is yet another challenge. Everyone has to come together to do things collectively and it has to be ensured that everyone contributes to the partnerships. Partnership requires working together and contributing to overall activities. ESD is everyone's business so whatever one can contribute to it is significant, be it doing media relations or writing proposals and reports.

### **Discussion:**

The participants raised a number of questions including about how to build a new relationship between cities, which goes beyond what governments are doing and looking at recent developments emerging in the USA. Responding to this, Mr Jha said that every city was different, and every country was different. For example, in India there were cities doing certain things but just as in the case of a green CEO making a company green then so too with cities. He added that many poor states in India were the most mineral rich ones. However, India's problems were at a more fundamental level as it was not always clear if the central or state government was taking action. Since there are no prescribed answers to governance, we have localized solutions.

Mr Jha said that India has an energy policy but the fuel used is decided at the national level, as there is a central level policy for this. Municipalities too had high budgets, but they focused on issues like water and waste as it was not their mandate to influence national policies.

Day 2: On the second day of the workshop, the focus of the presentations shifted to the remaining four Ps and how these are being addressed through ESD – planet, people, peace and prosperity.

## Session 6: Planet: Respect and safeguard our common home

**Moderator:** Ms Taru Mehta, Fellow and Area Convener, Environment Education and Awareness, TERI

**Panellists:** Mr Reita Furusawa, RCE Chubu

Dr Eun-kyung Park, Chair of RCE Tongyeong, Republic of Korea

Dr Unnikrishnan Payyappallimana, UNU-IAS

Dr Abdhesh Gangwar, RCE Srinagar



*The first session of the day included presentations from three RCEs in Chubu, Tongyeong and Srinagar as well as a presentation on UNU-IAS which explained the role stakeholders play at local and global levels to achieve the SDGs. They also highlighted the different strategies that RCEs adopt for different target groups.*

**Ms Mehta** started by stating that it was important for all of us to think about the atmosphere that we live in and the health hazard it

poses especially for children and the elderly. As an ESD practitioner, she said she felt that education plays an important role in sustainable development as it helps us to change mindsets. This in turn could stimulate the movement for climate change if ESD can be mainstreamed in all development programmes.



**Mr Furusawa's** presentation on linking cities with rural areas using ESD talked about RCE Chubu, one of seven in Japan. Chubu, which means central, works with various organizations – universities, schools, administrative organizations, NGOs and private companies. It covers a unique bio-region, divided into three prefectures. One of these is the bay watershed area where the RCE works towards a holistic understanding of the region through biodiversity. Hence, from 2012 to 2014 it researched the challenges that each of the watershed areas in the region faced. The research had a diverse focus covering eco-tourism, reconstruction, micro hydro-electricity in the rural areas, organic agriculture and social and cultural issues.

The big cities are downstream, and the rural areas are upstream, both of which factors create their own challenges. The rural areas





are economically poor and unsustainable compared to the urban areas. For example, the Shonai River is in the Nagoya city with the mountain area being upstream. Nagoya had floods in 2000, which everyone said was caused by climate change and mountain-forest issues. The issue is that in Japan 40 per cent of the forests are planted forests which receive no sun and therefore have no grass. Rainfall water goes directly into the river and leads to

flooding downstream. The Forest Health Check project, supported by local institutions, has been working in the area for decades with NGOs and universities doing scientific research on artificial forests in relation to density and soil condition. This activity is not fully dedicated to ESD as it is more informational and educational.

A few years ago, a Tree Station Project was also started in the area. This was supported by the local municipality whereby timber was brought to heat the boilers. They used the local community currency to pay for a tanker.

Another project is the Traditional Knowledge Project. The project is preparing a database to use to create a sustainable society. Workshops and a forum meeting are held under the project every year.

Mr Furusawa said another project supported by the Japan Fund for Global Environment educated young stakeholders. It has forty students, politicians and ministry staff members. The programme has lectures and seminars and students and other participants provide feedback.

The region also has a lot of socio-cultural knowledge; for instance, ten festivals are celebrated here. This too is being promoted as the people see natural elements like local food and sacred trees during the festivals.

He shared that the main challenge in the area is conducting bio-regional-based ESD programmes. The RCE is planning to link the concept of a bio-region/watershed with local municipalities through these programmes.

**Dr Park's** presentation focused on how RCE Tongyeong was carrying forward the basic premise of RCEs - of working in local conditions and areas. The Tongyeong region in Korea produces a lot of art, culture and music and it was decided the RCE would focus on these aspects. The RCE centre was built in 2011 and construction took four years. Today the RCE has a board of directors and steering committees. When it comes to ESD programmes, there is a very close link between the government and education officers. Students visit the centre to be educated on ESD and each school has an ESD teacher. There are also



voluntary clubs and the RCE has tried to establish an ESD curriculum for schools in the region. Dr Park shared that they follow their own programmes in their own way. For example, they have a Free Semester Programme where students are given a chance to try whatever job they wish to have in the future. This is done under the central government at a global level. There is also the Sejahtara Internship Programme under which students come and stay at the centre. Another programme she mentioned included a residential programme for sixty students.

The programmes are implemented through a strong civil multi-stakeholder network, which is committed and very active. Open lectures have been introduced and youth and experts get together to work on climate change. The RCE is also involved with the Island Literacy Class for elders living on the islands. Since 2009, Korean language teachers from the RCE have visited sixteen island villages to conduct literacy education for aged islanders.

The flagship programme of the RCE is the Bridge to the World Programme, which was started ten years ago. Under this, three groups of students are sent to other RCEs abroad to learn and exchange knowledge. Since 2008, over eight hundred students have visited forty-two RCEs for field trips to learn about different cultures and ESD practices. In the School ESD Field Trip Programme, more than seven thousand students took part in the field trips to learn about the Sejahtera philosophy on sustainable environment. The RCE also organizes an educational market every year where children sell used toys and learn about the economy, sustainable production and consumption.

The RCE does face some challenges. To begin with, the formal education sector does not fully understand the work that needs to be done as it still values the 'best school' philosophy. Since this sector follows a Confucian approach, it is hierarchical. The RCE is now trying to reach out to central government to change mindsets.

The way forward for the RCE is through adaptation. Everyone also needs to know how to solve their own problems and how to live in diverse and linked societies. Everyone should also have self-esteem and live for a goal, which is very important for ESD. There is also a need to participate in community affairs, as this deepens understanding about global issues like climate change and helps find solutions to them.



**Dr Payyappallimana's** presentation talked about how UNU functions as a global think-tank for research, capacity-building and teaching, and works in the area of sustainable development. It is also a platform for dialogue. Starting with the first UNU in Tokyo in 1975, today it has a presence in twelve countries. UNU-IAS's current focus areas include building sustainable societies, working on natural capital and biodiversity, and global change and resilience. UNU-IAS launched the ESD programme in response to the UN resolution on the decade of ESD. The main objectives of the programme were advocacy and disseminating ESD principles, promoting RCEs and strengthening



ESD activities in higher education institutions.

A roadmap for the RCE network spanning the period 2016-20 has been formulated. The aims of the strategies are to strengthen governance to better coordinate ESD and SD learning and action within the RCE community; enhance capacity development of local and regional stakeholders to contribute to local and global

sustainable development initiatives; and to strengthen the impact of actions related to SD/ESD by linking local and regional SD and ESD debates and processes with international platforms.

Dr Payyappallimana shared that there are sixteen RCEs in India, fourteen of which work in cities or in semi-urban areas. These RCEs work on ESD but also on other issues like the environment, biodiversity initiatives and the marine ecosystem. In fact, 70 per cent of the RCEs work on biodiversity. Some also work on other aspects like traditional knowledge and its protection and promotion. UNU has started RCE awards, which capture good practices and acknowledge flagship projects. Another area of focus is low carbon lifestyles.

All recent UNU regional workshops have been centred on the SDGs and the GAP. Some of the other areas of focus include looking at SDGs and climate change, non-formal means of learning and multiple values and value systems. In addition, there are also locally relevant programmes and capacity-building of RCEs on tools and assessments.

Some of the major challenges that the RCEs are facing include lack of local networking and insufficient research and documentation. UNU has started work on this and has come up with various publications including case studies. While the RCEs have powerful individual partners, there is a need to bring in institutional partners and work on their capacities.

UNU follows a multi-stakeholder approach to bring about transformation in local governance. It also adopts a trans-disciplinary approach that uses participatory and social learning methods. Among others, it has a focus on non-formal and informal education and learning about multiple values and value systems.

**Mr Gangwar's** presentation brought out the strategic location of RCE Srinagar, which is located on the line of control between India and Pakistan and which makes it very challenging to work there. Merely staying in the region is challenging because of cross-border firing, while working in such an environment is even more challenging. However, this Himalayan region is significant for various reasons. To begin with, it is the water tower of the region. It is also a gene pool as many species

originated here. The region is susceptible to climate change. Before 2005, there was a lot of cross-border firing in the politically sensitive region. Apart from political turmoil, the region is prone to natural disasters like earthquakes and landslides.

Mr Gangwar shared that the RCE's journey has been very fast as it commands a lot of support from the local population. Since the area is prone to natural disasters, the focus of the RCE is on disaster risk mitigation. The area also has intangible cultural heritage with many communities with traditional knowledge.

There are a number of inter-government agencies like International Centre for Integrated Mountain Development and the GB Pant Institute working in the region, which have the attention of the government and help bring out the issues of the Himalayas at regional, national and international levels.

Mr Gangwar shared that research shows that we need two and a half planets to meet our needs. Some countries' footprint is much more than this. For this reason, the RCE has a programme called the Handprint Programme as opposed to the term footprint, which concentrates on positive things that we do which help in the sustainability of the planet. The project has celebrated ten years of existence.

Another programme highlighted by him is the *Paryavaran Mitra* Programme that the RCE is connected with. Over two hundred thousand schools took part in this programme, which covered more than 120 million citizens to promote environment-friendly habits. The children chose former president of India Dr APJ Abdul Kalam as the programme's ambassador.

The RCE is also attempting to involve the community in disaster risk management. The RCE has a project, Anandshala, which involves schools where children want to come and study. It also collaborates with corporates and media for the Earth Care awards to make individual initiatives and businesses turn green.

The main challenges that the RCE is facing include the fact that RCEs are not being sufficiently promoted. Bhutan has a happiness index but there is nothing on those lines in India. Several communities in India, especially in the northeast region, observe similar, may be even better, living principles and lifestyles. However, these have not been showcased. RCE Srinagar also faces the problem of having no designated funds and the budget for ESD is very little.

India and the Srinagar region have fantastic educational systems including traditional knowledge systems, where knowledge is passed from generation to generation, through word of mouth, but these are not being tapped into effectively. Example was given of the Gujjar and the Bakarwal tribes of Jammu and Kashmir who practice transhumance. Being always on the move their children can't attend schools. Moreover, the teaching and learning in schools is of no use to



these children so they don't find it interesting and often drop out. The Srinagar RCE is focusing on reorienting education and teacher training to suit the requirements of the nomads who make the Himalayas their home.

### **Discussion:**

In answer to a question on the financing modalities for RCEs, Mr Gangwar said that the RCE Srinagar had no funds of its own. It relied on CEE activities for funds. He also mentioned that raising funds was a huge challenge for the RCE.

Dr Park informed that the RCE Tongeyong's funds were linked to the government, which gave one million USD annually for staff and programmes. Mr Furusawa shared that all project money was fund money and Ms Mehta added that fund-raising was a challenge in India even though there was no dearth of funding sources.

Mr Payyappallimana informed that UNU's mandate was also working on traditional knowledge so individual RCEs were working on different aspects of this. While the Srinagar RCE was working with the Gujjar nomads, the ones in the northeast of India were working with tribal communities thus highlighting diverse areas of experience in traditional knowledge. Preserving traditional knowledge meant making it socially acceptable. This could be done by bringing these social traditions to people's attention.

The second question related to RCEs in the Asia-Pacific region was on working on climate change. Mr Payyappallimana said that there was good focus on climate change in the region. There was a project on low carbon lifestyles in the region, which was being shared with different RCEs. UNU-IAS has created two policy briefs on climate issues and education. In Korea, the meaning of climate change was being translated into a simple language for children. In addition, kindergarten schools discussed water issues by trying to change habits at an early age. There were also different manuals on climate change in the country.

In Srinagar, there was a programme for children and teachers in which the teachers were provided orientation on climate change. The Srinagar RCE also works with corporates and provides them with help where needed. There is also the Small Grants Programme, which supports NGOs and their projects on energy, water, biodiversity, climate change and persistent organic pollutants. Work was also being done with the media, both print and electronic, where journalists were provided orientation on climate change and sustainable development issues. CEE in partnership with the Union Ministry of Environment, Forest and Climate Change, Department of Science and Technology, and Ministry of Railways has designed 'Science Express Climate Action Special' Train. The sixteen-coach train housed a moving exhibition running across the country covering different aspects including climate change.

## Session 7: People - Leave no one behind and attain sustainable livelihood and lifestyles

**Moderator:** Dr Kiran Chhokar – UNU-IAS advisor for the Asia-Pacific RCE Community (Delhi)

**Panellists:** Ms Swapna Mishra, Drishtee

Dr Laretna Trisnantari Adishakti and Ms Surani Hasanati, RCE Yogyakarta, Indonesia

Ms Miki Konishi, Okayama City, Japan

Mr Alfredo Arquillano, Jr. former Mayor and Vice Mayor of the Municipality of San Francisco, Cebu Province, Philippines



*This session shifted the focus to people and the presentations discussed the work undertaken by RCE Yogyakarta in Indonesia, by Drishtee in India and the role played by the municipality of Okayama city in Japan and San Francisco in Philippines in promoting sustainable livelihoods and lifestyles.*

Dr Chokkar started the discussion by asking some important questions. She said that it was important to address whether we were reaching out to the marginalized communities and if we were adding their issues and problems to our agenda and taking into account what they wanted and how this should be done. Alternatively, were we trying to project our point of view on them?



**Ms Mishra's** presentation on Drishtee started by stressing that the organization's vision was to have a world where all communities were empowered to achieve shared prosperity. Drishtee is a social enterprise, which works with remote rural communities in six thousand villages in seventeen states in India, where it supports entrepreneurship. A community for Drishtee is a group of families who are interdependent. Rural communities have economic and social interdependence; they also have environmental interdependence. However, the institution of the family is being broken down in cities so Drishtee's focus is on providing life-long learning to help build families and communities in cities. Drishtee works under the approach of the four Cs: community, capacity, capital and channel.

The value of a city should be recognized by those who helped build it. There has to be an ownership of the city, which is not built only by funds and money, but by emotions and feelings. A city is a system, which grew from the village system, which had a balance. Drishtee is working with marginalized communities to help them stay together through capacity-building. It supports artisans, farmers and others by providing them with end-to-end solutions. Ms Mishra added

that hope was missing among the marginalized communities and there was a need to keep this alive by helping them through skilling, entrepreneurial development and livelihood enhancement initiatives supported through volunteering.

The challenges that Drishtee is facing include changing mindsets. Villagers feel low and deflated compared to those living in the cities; instead, they should be proud, as they are the producers. Co-ownership of cities is necessary if principles of equity have to be followed. She added that inclusiveness does not come reactively, it has to be proactive. The city is not the destination, but it is a personality that reaches out to the rural areas.

Drishtee mainly works for entrepreneurial development. It has created local level entrepreneurs, which have evolved small enterprises like those in textiles, agriculture, local retailing, service delivery and others. Capacity-building is necessary to achieve this as it helps local communities to become self-reliant.

The organization also focuses on life-long learning, as it believes that the family, community and workplace need to have the same value system. This participatory approach is necessary with inputs from local knowledge so that it becomes inclusive. The schools should also be given insights on long-term sustainability. Further, all ideas and agencies promoting these ideas have to be interdependent.

**Dr Adishakti's** presentation showed how RCE Yogyakarta was focusing on promoting batik crafts, artisans and heritage by addressing heritage conservation and sustainability concerns. It started work with batik for sarongs but soon moved to other items using the creativity of local people which help build people's heritage. She stressed that it was difficult to have a law on heritage.

The RCE was working on heritage city conservation, which is not an easy task, and even though heritage was related to many other sectors, it is still marginalized. This is a major challenge for those working on heritage and education has to be improved in professional practices and the curriculum needs to be changed based on practices.

Heritage also plays a very significant role in the SDGs making it important to have people and communities as part of the heritage cities movement. The RCE is working on guidelines for heritage cities, which it is coordinating, with the government. There also has to be people-centred management of heritage cities, which can be done through national schools. The RCE is working in this field through the Indonesian Heritage Trust, which is publishing books for elementary school teachers. It also has publications (comics) for children. The RCE also works on imagery with a global partner from the Netherlands who joined it after the earthquake in 2006. The RCE is working on post-disaster relief by working with the community to promote batik using the wisdom of the local people. It helped develop batik using natural dyes and the products are being exported. Tourists can also learn how to make batik products at the RCE.



The Indonesian Heritage Trust also works on heritage for community welfare, developing networks for collaborative action and conducts field studies.



**Ms Hasanati** discussed the Women in the River Programme for sustainable riverine livelihoods. RCE Yogyakarta has a riverine association with which anyone can join. Since the RCE wanted to be a key partner in spreading awareness on this, it got in touch with the village head and with the local government. The work is being carried out as a collaboration with stakeholders like the local people, the government and the private sector. There is a programme for women in the river school and there is a Yogyakarta Action Plan. The plan involves implementing learning for ESD by integrating strategies and programmes. This follows a three-pronged approach: end violence against women and children, collaborate with teachers in elementary schools on how to help children approach rivers; and taking higher education students to the river environment and developing technologies in local areas. She said that their main goal was capacity-building of the community by targeting women and children of the community.

For ESD in teacher learning, monthly meetings are held, called the Monthly Forum, where women talk of rivers and the Women's Programme. Plans are also underway to integrate ICT to change the thinking that women do not know how to use technology. Women know how to use technology as, for example, they make compost and sell it through Instagram. Women from the Women in River Programme are also helping women in the other three regions in the area.

Some of the challenges the RCE is facing include a need for ICT, getting good leadership and carrying out effective communication to spread its messages.



**Mr Arquillano** spoke about how grassroots education was achieved in the town of San Francisco in the Philippines. The municipality of San Francisco follows a community-based and people-centred development, which helped it achieve sustainability goals following the purok system in 2004. A purok is a micro-structure of municipal governance at the sub-village level, which facilitates people's participation. The purok is smaller than a barangay and there are one hundred and thirty puroks in the municipality.

The purok encourages people's participation as they elect their own officers and decision-making in the system is practiced through dialogue with the communities. The administration is headed by a mayor with council, the barangay chief and purok presidents. The puroks provide an opportunity for taking up local initiatives.

One of the achievements of this system is its legal status through municipal ordinance. It also works for disaster risk management by building disaster risk framework at the local level. Adaptation to climate change is another area of focus where it makes plans and provides information on the landslide and flood-prone areas. The purok health board monitors and follows up with people on their health issues.



Among the challenges that the administration is facing are the negative attitude of the people where they first ask, 'what's in it for me?'. The challenge is changing this attitude. In addition, collaborations and partnerships also need to be established to develop the Purok; "Responsible Citizenship and Cultivating Initiatives for an Inclusive Local Development."

The purok system can help by working on the SDGs through cooperation and legislation. It also has a framework for climate change education, which the country can move forward with.



**Ms Konishi's** presentation discussed how the Okayama city plan makes ESD a part of solving all problems. Okayama city serves as the secretariat of RCE Okayama and provides it with financial and human resources.

Ms Konishi listed the work being done on libraries and popularizing their use. Okayama City has ten libraries. To expand accessibility, four mobile libraries go to one hundred and seventy three places. Furthermore, to meet the needs of some groups, like persons with disabilities, it was decided to have books in braille for the visually challenged and enlist volunteers who could either have face-to-face interaction with the people or communicate with them using Skype.

There is also a service for children with severe disabilities and their families. The librarians select books that they think will meet the needs of the children, their families and neighbours and build an important relationship with them by visiting their homes and reading or singing songs together. Currently, nine families use this facility. This example embodies the SDGs key message "leave no one behind". The library is also used for raising awareness and to make the society more inclusive. Most libraries have an ESD corner.

There are also thirty-seven Kominkan, Community Learning Centres (CLCs), in Okayama. They follow a community-based approach to ESD, which encourages people to play an active role in building societies. The education coordinators facilitate and get people for community development. The CLCs envisage transferring of knowledge and actions of the individual to groups and communities.

Ms Konishi shared that ageing society is a big problem in Japan. The elderly live alone and are isolated. Therefore, a group was started for the elderly, which has twenty members, and their average age is seventy. They organize a community café once a month, support children's activities and teach them local history. There is mutual learning and the elderly people become active members of the community.



### Discussion:

Points raised were that it would be naïve to think that one individual or one movement could bring about change or that education could solve all problems.

In response, Ms Mishra said that at Drishtee they faced problems of continuity. What they learned was that ownership was very important and so they addressed areas in which the problem originated to find a solution, thereby facilitating ownership.

Ms Konishi added that it was difficult to hear every voice, because the municipality had limited resources. Therefore, it was important to encourage citizens and their groups to take the initiative and facilitate mutual support. If groups could be formed, they could provide opportunities, which will meet various needs of local people.

## Session 8: Peace - Live in peaceful, diverse, harmonious societies, free from fear and violence

**Moderator:** Professor Krishna Kumar, Former Director, National Council of Education Research and Training (NCERT), India; Former Professor, Central Institute of Education, Delhi University

**Panellists:** Mr Dammika Muthugala, Dehiwala Mount Lavinia Municipal Council, Sri Lanka  
Ms Piyali Sarkar Debnath, Mahatma Gandhi Institute of Education of Peace and Sustainable Development (MGIEP)

Ms Sanskriti Menon, CEE Pune

Ms Yumi Shindo, Asia-Pacific Cultural Centre for UNESCO (ACCU)

Ms Mallika Perman, Tagore International School, India



The presentations in this session discussed how countries and regions have dealt with conflict and what kind of an impact it has had on aspects like education. The presentations also discussed peace, sustainable development and global partnerships

**Professor Krishna Kumar** started the discussion by stressing that for sustainability there was nothing more challenging than attaining peace. He added that those aspects, which did not make it to

the discourse on sustainability, were the crucial ones. Gender equality had become part of the discourse and become a part of every course for teachers, government organizations and a part of every activity and yet patriarchy was still deeply entrenched in society. Gender issues have become even more complex today than they were before.

Since gaps between the rich and poor are increasing, attainment of Goal 4.7 is becoming even more challenging. He added that in education there was no place to hide. Children can always find ways of finding out what they want to know and can see through adults.

Professor Kumar said that peace is a central and contentious issue. The theme of 'creation of a just world' makes peace very challenging. He shared the example of child labour. Countries had benefited from child labour during their phases of development so why were they compelling other nations to give it up today? This is a matter of international conflict, as banning child labour will delay the achievement of many goals in under developed countries.



**Mr Muthugala** shared that Sri Lanka had displayed concretely how to develop a peaceful society in the Dehiwala Mount Lavinia municipality, which he represented, and in the country. He added that Sri Lanka is a multi-ethnic, multi-cultural country, which experienced civil war and has experience of living in peace.

He underlined the importance of education and said it is crucial for achieving the other SDGs. Sri Lanka has free education from primary to university level. This also includes specialized higher education courses like engineering and medicine.

He informed the participants that before 2009 there was a dangerous civil war in the country, which impacted lives and all other aspects of the country's existence. When it finished the government shifted its focus to development projects in the affected areas, with a focus on increasing livelihood options there.

Mr Muthugala said the education situation was complicated as three different languages - Sinhala, Tamil and English - are the medium of instruction in the educational institutions. He mentioned that within the Mount Lavinia municipality, which is multi-ethnic and multi religious, language barriers constituted a major issue after the civil war. Therefore, the municipality decided to organize festivals of all religions. It provided multi-cultural pre-school services for the underprivileged communities and also provided job-oriented vocational education opportunities for the young through a vocational training centre. In addition, it provides educational grants and school equipment to children by spending USD 50 per child per year. The municipality also stresses religious education, as this is very important for attaining peace. For this, funds are provided to every religious group to develop their own activities. The municipality publishes all council documents and paper advertisements in the three languages.

The major challenges facing the municipality are language barriers, unequal educational facilities for all and how to address and deal with the memories of the civil war.

He stressed that using education was important for changing people's attitudes, by providing equal recognition to every ethnic group and

equal education opportunities to all communities. It was essential to introduce educational programmes that underlined the importance of human qualities other than ethnicity and which minimized the unequal resource allocations for education. At the same time, parallel efforts had to be made to encourage and provide equal opportunities for learning all the languages.



**Ms Sarkar Debnath** spoke about MGIEP's mandate to contribute towards achieving the SDG 4 Target 7, with specific focus on education for peace, sustainable development and global citizenship. Her presentation focused on MGIEP's work with youth in peace building. The youth project: The Youth for Education, Sustainability and Peace (YESPeace) Network has both an on-the-ground and an online component. It works through national level youth organization partners in Asia-Pacific and Africa region. The on-the-ground component of the programme reaches out to youth in the peripheries who are not easily reached out through online outreach.

Her presentation highlighted the work being done by the India partners in two cities of the conflict prone regions of Kashmir and Manipur in India - Pulwama in Srinagar and Churchanpur in Manipur. Pulwama in Kashmir has been conflict prone for the last two decades. The youth have been born and brought up in conflict. The entry point to working with youth in a conflict-prone region like Kashmir is to start on a neutral point by giving young people skills on communication, active listening, and photography, rather than directly start with conflict-resolution and identity. Then using photography, theatre, etc. as experiential learning tools to start exploring the concept of identity. She also added that informally the partners also engage with youth on career counselling and other opportunities available. As the frustration over unemployment and failure in state mechanism was rising, youth are open to different opportunities available. Some of them who could have easily become trapped in the cycle of conflict, have now come out and are exploring job opportunities. She also added that in these trainings and workshops, components of understanding what is conflict (intra and inter), violence (direct, indirect and structural) and peace (positive and negative) were incorporated. A lot of exercises on critical enquiry, communication, media literacy, were included to develop multiple perspectives on looking at an issue or situation and developing cross-border friendships.

Her presentation also explored the work of the India partners in Churchanpur in Manipur, which experiences ethnic and tribal conflict. Ethnic groups are invited to participate in workshops to help address their concerns and the psychosocial health issues caused by the on-going conflict in the area. The other area of focus is on breaking stereotypes.

Her presentation also highlighted the work undertaken by MGIEP on using social media to reach out to and work with youth in peace-building and preventing violent extremism through education. She



said that although social media has negative trolls and hate speeches, the same platform could be used for building positive narratives across borders. Giving an example she said, MGIEP provided a platform for young people to develop a youth-led guide on preventing violent extremism through education. It was an entirely youth-focused and youth-led initiative called the Youth Waging Peace. Young people leading it collected around two thousand stories from across the world and collated about one hundred and fifty eight stories from fifty eight countries which were incorporated in the youth led guide on PVE-E.

Speaking about the challenges faced, she mentioned that a lot of work with young people on peace-education and peace-building processes falls under the non-formal and informal domain, which is not a well-documented and well-researched area. Another challenge in the education system is the tokenistic attitude, which considers youth as beneficiaries and not as partners. There is no available mechanism to use their voices in policy on education and this needs to be strengthened.



**Ms Menon** discussed the Learning Non-violence Programme. She remarked that there has been an escalation in violence with social media being both the perpetrator and a medium of addressing violence. There has to be pedagogy to deal with or shun violence. She shared that the Sabarmati Ashram Preservation and Memorial Trust and the CEE developed the Learning Non-violence Programme as a digital platform in 2016 to promote non-violence among youth. The underpinning idea was when there is disrespect it leads to violence; knowledge and open-mindedness helps to cure violence.

Ms Menon added that justice is an essential element of peace, as we cannot have peace without justice. There also has to be sincerity and integrity along with fearlessness if we have to achieve peace. Discussing all this with children is difficult. Certain activity ideas were tried in three schools on: understanding what peace is, recognizing not only physical violence but also violence in other forms and finding out whether it is ever justified. The idea was to help children articulate their feelings on when they felt angry, what made them angry and what they did to deal with a situation.

A visit was organized to Gandhi Ashram to open the discussion with children on how violence has been shunned, discouraged and handled.

**Mr Gangwar** discussed his personal experiences of working in conflict areas, which he said was a matter of choice for him. He worked in a Naga village in northeast India where the practice of head-hunting was prevalent. Even though the Constitution of India applies to the state the people in the village took pride in head-hunting which has now been stopped. The area has conflicts prevailing in one community, between two communities and with the armed forces. The way to address and work in this area is to have a very clear agenda. If you are working



on community-development, then you have to be very clear about this. You cannot communicate with people otherwise; as they will pick up if you are trying to cover a political agenda.

Another problem in the area is that it is cut off from the rest of India and gets dark very early, which can lead to a sense of alienation from the rest of the country.



**Ms Shindo** spoke about ACCU in

Tokyo and how it follows UNESCO's principles in which peace is an important word, which should be established with human interaction. The simple message they follow is that peace is "smiles for children". It is possible for people to live peacefully without fear of an economic collapse or a fear of political disputes and free of violence and abuse. When the children are happy with smiles that is a peaceful environment.

She gave an example of the Minamiyoshida elementary school in Yokohama. It is a typical Japanese public school with seven hundred and fifty children. What is peculiar about this school is the diversity of the children's background. It is not a 'so-called' international school, however, 56 per cent of the children have foreign nationalities. Nearly two hundred children are first-time Japanese learners. It is also their first time to learn other subjects in Japanese. This school had been in shambles earlier. The teachers had lost their confidence and the children were not paying attention. It was not a happy environment for learning or a happy environment for children, teachers and the community. They did not know what to do with the situation.

Then the school got a new principal and after six years the children became happy, the teachers gain confidence, and the neighbours and community members started to participate in the school's activities. She said the school changed because the teachers and the principal set a very clear vision for the school - school governance, teacher learning and community participation. The curriculum was developed and teaching and learning environment improved. There was a sports festival and care after school and during vacations was organized for the children.

The community was also involved and participated in international reading days where parents of international students came and read and the students became voluntary interpreters. As a result, respect for diversity and peace increased. The school became active in the community. Here the principal was the change-maker. He inspired the children, teachers and the community. He helped develop the self-esteem of children and the teachers. She said that this is not a

special case; it is just one example of “learning to transform oneself and society” to develop a peaceful environment for a sustainable community.

**Ms Perman** talked about the Tagore International School and said that everything begins from the school. If the training and exposure that children got in school taught them how to coexist peacefully then we can have a peaceful society. The most important aspect is accepting everyone as they are. The school has programmes for students like peer mentoring, where Class 10 students go through training and then they go to junior classes and talk to the students about respecting each individual. In one session, a student said that children learned violence when they were two or three years old from Tom and Jerry cartoons. Children pick up bullying from their environment itself.

The school has an anti-bullying campaign, which is run by those students who were once bullies. After this started, ten students came with apology letters saying that they were bullying others and that they were wrong. Ms Perman said that they tried to empower the students so that they became capable of changing others. The school has confidence in them as she feels that the children have information, but they want to reason out with teachers about what they should do. Hence, she stressed teaching methods have to change. In this information era, we need to teach the children to agree and to disagree.

She mentioned that the school has a programme on gender equality, which is not only about males and females, but also addresses LGBT community. Students go to other schools to spread awareness about this. The students need to be sensitized. The school also uses non-verbal communication for this, which means that if you do not know what to do then you do not speak, but you start understanding. Ms Perman said that the school had achieved success in this. This also helps children to introspect and not react instantly as this incites others. The school has some rules that are non-negotiable like no bunking off and no violent behaviour, which have been made in consultation with the students. If students cross the clear boundaries they have to pay for the consequences in the form of doing social work to see how privileged they are and give a report on what they have learnt through the exercise.

### **Discussion:**

Mr Muthugala clarified the language policy in Sri Lanka when he said that the country has two official languages – Tamil and English, which is the coordinating language and students can select their own language. Some schools in Colombo and Kandy also use Sinhala as a third language but this depended on individual schools.

Another issue raised was substance abuse among children and how this was being addressed. Ms Shindo said that the vision of a school was very important. It was not the principal alone who was

responsible but also the teachers and students who needed to think about this. In regard to respect for diversity, in schools in Japan, there are cases where more than 50 per cent of the students are not Japanese so thinking about and teaching children how to respect diversity is very important. Once a school has a strong vision then it can move to addressing other governance areas supported by parents and communities.

School stress is another big issue in Japan. Everyone involved with schools suffers from stress because of PTAs, curriculum etc. Therefore, there is a need to think about the sustainability of schools and how appropriate a school's setting is.

Ms Perman added that when it came to anti-bullying, the school told students that anything that disturbed another person's mental peace was bullying. Students play pranks and if others do not object to it, it is fine, but if others object and say no, then it has to stop. United Nations Office on Drugs and Crime (UNODC) trained students to conduct training for peers. They are told about what drugs do to them. Former drug users come and talk to the students. There are also counsellors who keep a watch but the way of addressing this issue is by educating and empowering the children. She said that if children are empowered to take decisions and do what they want to do then the stress becomes less. When it comes to careers, the school invites established people from diverse fields to share their experiences with the students. These may include a stand-up comedian, a *kathak* dancer and others to give students various options. Students are also encouraged to be socially active.

## Session 9: Prosperity – Transform societies to have sustained, inclusive and sustainable economic growth and sustainable lifestyles

Moderator: Dr Robert Steele, Sustainability Asia

Panellists: Ms Hyerin Yoon and Ms Ji In Lee, Saha-gu, Republic of Korea

Ms Tintin Kartini, Jayagiri Centre, Indonesia

Dr Usha Iyer-Raniga, RMIT, Australia,

Ms Supriya Singh, Global Lead-Corporate Social Responsibility (CSR) at Tata Communications



The presentations in the last session provided perspectives, experiences, ideas and lessons learned on how ESD can enable the transformation of local communities to take control of their economic development and livelihoods in a world of rapid transformation. It also discussed the need for sustainable solutions that are inclusive and ensure greater prosperity for all.

**Mr Steele** started this session by asking what prosperity means. He said it comes from French and Latin words meaning 'good fortune'. He added that there were more millionaires in Asia than anywhere else in the world. There was more wealth in this region but like elsewhere, the



problem was its distribution. The wealth was being used to generate more wealth and not for making the world a better place. We are living on a planet that is finite and we are using more than it can generate. We also have the ability to generate a lot of waste, which the earth cannot absorb. People with high incomes are not affected by this. They also take a share that is larger than their footprint. It takes nineteen months to produce what we consume in a year. He then asked if we needed a new idea to define prosperity.

Another projection of prosperity is what makes people feel good. It has been determined that what makes people feel good is family, health, a nice place to live and then money. A spiritual life, purposeful and decent work are also important for making people happy. The challenge in achieving prosperity is primarily educational and he asked if humankind can learn to live sustainably on the planet and what do we need to do as educators to change the current paradigm? He mentioned that the objective of this session were sharing experiences and identifying strategic actions/key ideas to advance targets on sustainability.

**Ms Lee** discussed about the Gamcheon cultural village of Saha-gu (Saha district local government) in Busan in Korea. It had been a shelter of struggling refugees in the 1950s but was facing the danger of disappearing as its population fell rapidly. That is when an attempt was made to revive the place, which has its unique charm with its terraced houses and mazes of alleys. The plan for the village started with the aim of rejuvenating it as a centre of art and culture. She said that this provided the people with an option of earning while living there by tapping in to the culture and art unique to the village. Hence, a residents' community was established in 2012 and in 2014, which was certified as a social enterprise.

This was followed by the formation of an advisory committee with village planners, activists and experts to help improve the living environment, promote participation and independence of the residents, develop content for festivals and tourism and focusing on art and culture. Fifty-five art works were established in the village and the vacant houses were remodelled. The repair and maintenance of the old houses was done, and CCTV cameras were installed for safety. The residents also produced souvenirs and brochures talking about the residents of the village to promote tourism. All this led to a flow of tourists and a change in the attitude of the people from cynical to friendly and involved. At the same time, community education programmes also started and steps were taken to attract more tourists to the village.

As a result, the village where people were leaving has been revitalized. The indigenous residents continued to live in the village as living conditions improved. The local community comprising of village residents has been active and have worked together to preserve the beautiful scenery and history of the village. The economy of the village has been restored through shops selling handicrafts and other items.



Jobs have been created and the village has started making money. The case of Gamcheon cultural village presents a possibility to revitalize the village in collaboration with the local government and civil community.

**Ms Kartini** discussed about the Jayagiri Centre, which works under the Ministry of Education and Culture in Indonesia for non-formal and informal basic education. Indonesia has nine years of compulsory education, but some students drop out and others cannot access education. Hence, the Jayagiri Centre has programmes on adult literacy and reading and writing skills for adults. It is also working in family education and is thus covering life-long learning. There is also eco-friendly entrepreneurship programme for the youth and adults.

The focus of the centre is working on local community by providing vocational job training so that there is earning potential within the community. The community that the centre works with is mostly marginalized with very low incomes, joblessness and school dropouts. She shared that the most important thing is making locals aware that they will benefit from the programme and the benefits will not only be financial, but will include relationship-building, self-sufficiency, social networking etc.

The centre's way of working is to uncover local potential and resources and then assist community members in a self-assessment to recognize their local potential. An attempt is made to discuss aspects like where the human resources are going to come from. She said the next phase is to plan with the local community to identify what will work best for their benefit.

There are other ways of providing assistance as well like, for example, if local people want to make a programme and need something, the centre looks at where it can be obtained from within the community. If they need someone who can read and write, they look for someone able to help. She shared the example of two housewives who were dependent on their husbands and who came and talked to the community leaders. Ms Kartini said that since the land in the area is very fertile, it was possible to have a programme where they could plant flowers. Therefore, as well as teaching them how to read and write they were also taught how to grow flowers and sell them. The same thing is also done with farmers who are given better farming skills and taught in the three-month literacy programme.



Since the region is primarily Muslim, the desire of the people to go on Haj is used as an incentive to tell them that if they can learn to read and write they will be able to fill up their forms when they go to Mecca. She stressed that every community has its own potential and so things have to be done differently for each community.

**Dr Iyer-Raniga's** presentation was on RMIT Australia and the work that it has done under the ten-year framework developed at Rio+20. A part of this programme is reaching out to the other SDGs. In her presentation, she asked whose perspective we should look at prosperity from. She

gave an example of the food that we consume in a day and the energy that we use in a day to highlight that prosperity had many different perspectives.

She then shared how global circular economy works and discussed about a housing and sustainable construction project in Colombia. One of the priorities of the programmes that RMIT is working on involves going to the site as the problems cannot be defined sitting in Melbourne. Therefore, they went and collaborated with the people there to see how the problems could be solved. This resulted in engagement of local people, which was followed by collaboration and finally giving support. This is how the circular economy works.

Among the challenges that she discussed were how to build confidence so that people are ready to work with them and on how to authenticate what is happening on the ground to ensure sustainability.

According to Ms Iyer-Raniga, the way forward involves building partnerships and supporting people who are working on the projects and aware of the ground realities. It also involves engagement with the people working locally, trying to get funds, and doing pilot projects.

She added that since the focus of the workshop was on ESD, there were a number of challenges that had to be addressed. Foremost was that, by 2025, 20 per cent of the world's population was going to be working. For this, it was essential that capacities of young people must be built now. Further, given the interdisciplinary nature of the challenges of sustainable development, education must play a key role in addressing these challenges.



In her presentation, **Ms Singh** stressed that there was a need to involve more private sector entities in workshops such as this to build better synergies. She informed the participants about Tata Communications' CSR: 2020 vision and its focus. The company had a clear vision that was aligned to SDGs 3, 4, 8, 10 and 17 with a focus on three areas: healthcare, education employability and sustainable livelihoods.

Working on the principle of leaving no one behind, the company focused on marginalized communities. Its CSR activities fell under two heads: enabling activities like improving educational facilities and promoting ESD in low cost and public schools and employability and providing essential amenities. Those that fall under livelihood activities address entrepreneurship and employment.

She spoke about the company's project, a New Education Worldview, which was working with principals of one hundred and ten schools in the Delhi NCR region to impart skills to them to create the best possible learning environment. The idea behind the project was to attempt to influence the system without imposing change. The pilot of this was over but the company's commitment to the project was for three years.

The second case study that she discussed was on enhancing the livelihood and learning capacity of women using mobile technology.



This was being done in two peri-urban areas in Jharkhand and Odisha and covered eighteen hundred underprivileged women. The aim of the project was to understand the socio-cultural aspect of technology.

The third case study was on Udaan, which addresses water scarcity through rainwater harvesting in rural Maharashtra. The company's project started with education but while working with twenty schools, it was observed that water scarcity was a major issue as

this is a drought-prone area. Hence, that programme was turned into an integrated community development programme.

According to her the way forward in a changing world where 50 per cent of the population was likely to have access to the internet by 2018 was through promoting platform thinking. This involves delivering quality services at reduced costs to a large number of people, being adaptive to any new situation and environment, using them to create opportunities for the community, and fostering innovations. She stressed integrating innovation into the organization's structure and programmes for more effective implementation of the projects.

### Discussion:

Mr Steele stressed that the involvement of local communities was very important while working for prosperity. In addition, it was very important to bring about behaviour change. Others stressed that we also needed to think and figure out, for example, what the minimum daily water requirement of an individual was before we start reducing its usage.

### Recommendations

Some of the recommendations that emerged from the discussions include:

- In ESD, there is a need for a 'paradigm shift'. Earlier we treated education as a cure for all our problems but the realization now is that education itself needs to be cured for it to be meaningful and to contribute to sustainable development.
- The current mode of partnerships, particularly in the work that the RCEs are doing, follows the public-private-partnership route. This needs to be transformed from a funding model into a partnership model so that there is more engagement and involvement of



community members and other stakeholders in local level initiatives to help achieve sustainable development.

- Shared ownership is critical as not all problems can be solved by governments alone. Moreover, local solutions to local problems can be showcased to the rest of the world and if more of these are found then, collectively, they can help change the situation at the national, regional and international levels.
- Involvement of people, especially youth, not only as beneficiaries but also as partners. Attempts should also be made to involve diverse stakeholders in all projects and programmes.
- Linking traditional knowledge to contemporary learning should be enhanced, as this is the path to inclusive growth.

### Day 3:

**On the third day of the workshop, field visits were organized to:**

- a) TERI RETREAT (Resource Efficient TERI Retreat for Environmental Awareness and Training)**
- b) Rajkiya Pratibha Vikas Vidyalaya (RPVV). Fifteen participants went for a guided tour to TERI Green Campus, Gurgaon and twenty-one visited RPVV, Sector-X, Dwarka, New Delhi.**

The TERI Green Campus showcases good practices on sustainable solutions in energy, environment and related areas. The delegates watched a short film on TERI and its work in the country and abroad. Thereafter, the delegates were taken for a walk around the campus where they got to see how the RETREAT makes full use of the sun and taps its energy both directly and indirectly through photovoltaic solar panels, biomass gasifiers, and underground earth air tunnels for air conditioning, solar street lights, energy efficient lighting, wastewater recycling and solar water heating system. The delegates interacted with the experts at the Green Campus and appreciated the path breaking concepts introduced by TERI.

RPVV Sector 10, Dwarka school of Directorate of Education, Delhi was showcased as an Institution by Mr T P Singh, Principal and his staff. The school was established in 2003 with a vision to nurture the special abilities and talents of students who can contribute to the nation's progress through academic and co-curricular activities with a total sustainable environment approach. The conference participants were informed about the school, teachers, students and the school management community activities. The school ranked third among all government and aided schools of India based on fourteen parameters by a prestigious marketing survey company C Fore that conducted a school survey. The ESD conference visitors had the opportunity to meet the School National Cadet team members, eco-friendly club, football team, wrestlers and national awardee students and teachers. The institution said that some of the students also participate in community

service camps in neighbouring adopted village, Amberhai, spreading health and hygiene awareness. There was a cultural show organized by the students on 'Yoga' followed by a visit to different departments, sections, library, paper management section, water harvesting unit and playground. The school was free of dustbins, houseflies and any wastage. Participants were offered refreshments and the visit concluded with a photo session.

The field visit was followed by a closing session at 1, San Martin Marg, UNESCO House, New Delhi. Conducted by Mr Bernard Combes, it discussed how mayors and representatives of local governments could accelerate sustainable solutions at local level through ESD. In this regard, the use of the ESD Policy and Action Pact was discussed. The session also highlighted the role of ESD as a powerful tool for raising awareness among the inhabitants of cities and settlements.

### Other activities

- A welcome dinner was hosted for the participants of the workshop at The Lalit Hotel, New Delhi by MHRD, Government of India on 28 November 2017.
- On the second day of the workshop, UNESCO hosted the dinner for the participants at the Metropolitan Hotel, New Delhi.
- The workshop officially finished with lunch at the UNESCO New Delhi Office on 30 November 2017.

Annexure 1: Workshop agenda and concept note

Annexure 2: List of participants



## Annexure 1: Workshop agenda

### Day 1: Tuesday, 28 November 2017

9:00 – 9:30	Registration
9:30 – 10:15	<b>1. Opening</b> <b>Welcome remarks by:</b> Mr Shigeru Aoyagi, Director and UNESCO Representative to Bangladesh, Bhutan, India, Maldives, and Sri Lanka <b>Address by:</b> H.E. Mr Kenji Hiramatsu, Ambassador Extraordinary and Plenipotentiary, Embassy of Japan <b>Inaugural address by:</b> Mr K.K. Sharma, Secretary (Higher Education), Ministry of Human Resource Development, India cum Secretary General, Indian National Commission for Cooperation with UNESCO (INCCU)
10:15 – 10:45	<b>2. Introductory session</b> Objectives of the workshop: importance of ESD and the SDGs for cities Mr Bernard Combes, UNESCO HQs <b>Updates on ESD-GAP in the Asia-Pacific Region</b> Ms Ushio Miura, UNESCO Bangkok
10:45 – 11:15	Group photo and tea break
11:15 – 12:30	<b>3. Panel discussion</b> <i>How education can foster sustainable, inclusive and prosperous cities and how cities can contribute to creation of more sustainable, inclusive and prosperous societies through education?</i> <b>Moderator:</b> Prof John Fien, honorary global advisor, UN Global Compact Cities Programme <b>Panelists:</b> <ul style="list-style-type: none"><li>• Mr N.K. Sahu, Economic Advisor, Ministry of Human Resource Development</li><li>• Ms Sanskriti Menon, CEE Pune</li><li>• Prof Krishna Kumar, Former Director, National Council of Education Research and Training (NCERT), India; Former Professor, Central Institute of Education, Delhi University</li></ul>
12:30 – 13:30	Lunch
13:30 – 15:15	<b>4. Interactive session: Discuss and exchange on ESD Good Practices and localizing the SDGs in cities</b> <b>Moderator:</b> Mr Bernard Combes, UNESCO <b>Facilitators:</b> <ul style="list-style-type: none"><li>• Ms Arianna Flores Corral, Climate Change, Education and Sustainable Development Fellow and GlobalDev Blog Manager, Global Development Network</li><li>• Ms Ragini Kumar, Associate Fellow and Area Convener, Environment Education and Awareness, TERI</li></ul>
15:15 – 15:30	Tea break

15:30 – 17:00	<p><b>5. Partnership: Strengthen global solidarity to achieve the SDGs</b></p> <p>Ensure adequate financing, policy coherence and multisector capacity</p> <p><b>Moderator:</b> Ms Yoko Mochizuki, Head of Rethinking Curriculum Programme, UNESCO MGIEP</p> <p><b>Panelists:</b></p> <ul style="list-style-type: none"> <li>• Mr Vimlendu Jha, Founder and Executive Director at Swechha</li> <li>• Ms Shruti Sadhukhan, ICLEI South Asia Secretariat</li> <li>• Mr Bernard Combes, UNESCO</li> <li>• Dr Mario Tabucanon, UNU-IAS</li> </ul> <p>Q and A</p> <p>Discussion on regional recommendations</p>
17:15 – 17:30	Wrap-up Day 1
18:30 –	Welcome dinner hosted by Ministry of Human Resource Development, Government of India

## Day 2: Wednesday, 29 November 2017

9:15 – 9:30	Introduction to Day 2
9:30 – 11:00	<p><b>6. Planet: Respect and safeguard our common home</b></p> <p>Link with education to lessen environmental degradation and the impact of climate change</p> <p><b>Moderator:</b> Ms Taru Mehta, Fellow and Area Convenor, Environment Education and Awareness, TERI</p> <p><b>Panelists:</b></p> <ul style="list-style-type: none"> <li>• Mr Reita Furusawa, RCE Chubu</li> <li>• Dr Eun-kyung Park, Chair of RCE Tongyeong, Republic of Korea</li> <li>• Dr Unnikrishnan Payyappallimana, UNU-IAS</li> <li>• Dr Abdhesh Gangwar, RCE Srinagar</li> </ul> <p>Discussion and Q and A</p>
11:00 – 11:15	Tea break
11:15 – 13:00	<p><b>7. People: Leave no one behind and attain sustainable livelihood and lifestyles</b></p> <p><i>Include education in plans to help people fulfil their potential in dignity and equality and in a healthy environment</i></p> <p><b>Moderator:</b> Dr Kiran Chhokar – UNU-IAS advisor for the Asia Pacific RCE Community (Delhi)</p> <p><b>Panelists:</b></p> <ul style="list-style-type: none"> <li>• Ms Swapna Mishra, Drishtee</li> <li>• Dr Laretna Trisnantari Adishakti and Ms Surani Hasanati, RCE Yogyakarta, Indonesia</li> <li>• Ms Miki Konishi, Okayama City, Japan</li> <li>• Mr Alfredo Arquillano, Jr. former Mayor and Vice Mayor of the Municipality of San Francisco, Cebu Province, Philippines</li> </ul> <p>Q and A</p> <p>Discussion on regional recommendations</p>
13:00 – 14:00	Lunch



14:00 – 15:30

## 8. Peace: Live in peaceful, diverse, harmonious societies, free from fear and violence

*Maximize education's potential to foster peaceful, just and inclusive societies*

**Moderator:** Prof Krishna Kumar, Former Director, National Council of Education Research and Training (NCERT), India; Former Professor, Central Institute of Education, Delhi University

**Panelists:**

- Mr Dammika Muthugala, Dehiwala Mount Lavinia Municipal Council, Sri Lanka
- Ms Piyali Sarkar Debnath, Mahatma Gandhi Institute of Education of Peace and Sustainable Development (MGIEP)
- Sanskriti Menon, CEE Pune
- Ms Yumi Shindo, Asia-Pacific Cultural Centre for UNESCO (ACCU)
- Ms Mallika Perman, Tagore International School, India

Q and A

Discussion on regional recommendations

15:30 – 15:45

Tea break

15:45 – 17:15

## 9. Prosperity: Transform societies to have sustained, inclusive and sustainable economic growth, and sustainable lifestyles

*Utilize education to reduce poverty and stimulate green and inclusive economies*

**Moderator:** Dr Robert Steele, Sustainability Asia

**Panelists:**

- Ms Hyerin Yoon and Ms Ji In Lee, Saha-gu, Republic of Korea
- Ms Tintin Kartini, Jayagiri Center, Indonesia
- Dr Usha Iyer-Raniga, RMIT, Australia,
- Ms Supriya Singh, Global Lead-Corporate Social Responsibility at Tata Communications

Q and A

Discussion on regional recommendations

17:15 – 17:30

### Wrap-up Day 2

18:00 –

Welcome dinner hosted by UNESCO

## Day 3: Thursday, 30 November 2017

9:00 – 12:00

### 10. Field visit

**Participants will be divided into two groups to visit either:**

- TERI Green Campus; or
- Rajkiya Pratibha Vikas Vidyalaya (RPW), Sector -X, Dwarka, New Delhi

12:00 – 13:00

### 11. Next steps and conclusion (At UNESCO New Delhi)

**Chair:** Ms Zinaida Fadeeva, UNU-IAS

- ESD Policy and Action Pact - Mr Bernard Combes, UNESCO
- Regional Recommendations on ESD and Cities
- Next steps

13:00 – 14:00

Lunch

14:00 – 16:00

South Asia launch of "Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia" by UNESCO-MGIEP

## Annexure 2: List of Participants

### CITY REPRESENTATIVES

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**Mr Akm Aftab Hossain Pramanik**

Joint Secretary, Local Government Division,  
Bangladesh Secretariat,  
Dhaka, Bangladesh

**Mr Islam Mohammad Rafiqul**

Senior Assistant Chief  
Secondary and Higher Education Division  
Ministry of Education, Bangladesh Secretariat  
Dhaka, Bangladesh

**Dr Soveacha Ros**

Deputy Director-General,  
Ministry of Education, Youth, and Sports  
Phnom Penh, Cambodia

**Mr Sovatra Ly**

Educational Planning Official  
Phnom Penh Municipal Department of Education,  
Youth and Sports  
Phnom Penh  
Cambodia

**Mr Hirohisa Iwata**

Assistant Manager, ESD Promotion Division  
Okayama City, Japan

**Miss Miki Konishi**

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