

OVERVIEW ON THE POLICY REVIEW OF SUB-REGIONAL GREEN SCHOOL ACTION FOR ESD 2030 AND RESPONSE TO COVID-19



United Nations launched the Decade of Education for Sustainable Development (DESD) in 2002 with a goal to transform and reorient education and learning processes towards sustainable development. DESD encourages governments to embed sustainable development into all education systems, plans and strategies, and supports public awareness to increase participation in education for sustainable development (ESD) initiatives. ESD is widely recognized as an integral element of 2030 Agenda and UNESCO is fostering stakeholder commitment to ESD, including nationwide multi-stakeholder initiatives (NAMSIs), expanding and reinforcing national and sub-regional partnerships and networking opportunities for ESD. To achieve Sustainable Development Goal 4 (SDG 4), nations and regions across the world have engaged in developing ESD strategies and frameworks. Green school action has been introduced as part of ESD activities in the five cluster countries. Amid the COVID-19 pandemic, there is a need to revitalize the green school actions to build sustainable, peaceful, and resilient Southeast Asia for ESD 2030.

KEY FINDINGS FROM FIVE CLUSTER COUNTRIES

The relevant Ministries for Education (Brunei, Indonesia, Malaysia and Timor-Leste) and Department for Education (Philippines) have taken related responses to revitalize the green school actions to build sustainable, peaceful, and resilient Southeast Asia for ESD 2030 based on four commonalities: (1) Sustainability, (2) Connectivity, (3) Challenges and (4) Action.

01

SUSTAINABILITY

- Education guidelines and actions related to preserving the environment through green school programs.
- Climate Change and environmental issues are incorporated in syllabus.
- Coalition with government and international agencies on ESD.

02

CONNECTIVITY

- Engagement/participation from government, non-governmental organisations (NGO), private agencies, public and communities.
- Parents involvement.
- Introduce national initiatives in relation to ESD.

03

CHALLENGES

- Putting awareness into action.
- Lack of funding/financial resources.
- Lack of internet access/coverage and electronic devices.
- Limitation on online education and learning during COVID 19.
- Overcrowded/overstretched curriculum.
- Lack of teachers' skills on ESD.
- Integrating nation-wide ESD program.

04

ACTION

- Outreach activities implementation.
- Government-driven ESD programs.
- Support from government providing distance learning facilities in response to COVID-19.

RESPONSES FROM MEMBERS' STATE



BRUNEI DARUSSALAM

Brunei Darussalam introduces the National Education System for the 21st century (SPN21) to incorporate ESD in the curriculum and co-curriculum activities. The Science, Technology & Environment Partnership Centre (STEP Centre), Ministry of Education implemented Green School Gardening (GSG) and Guidebook to initiate green school activities to foster student's ability to meet the 21st century challenges. Online teaching and learning platforms and materials are provided in response to COVID-19 in line with ESD



INDONESIA

The ESD concept has been integrated into the education system, which reflected from school programs and activities. Indonesia has initiated the Adiwiyata Green Schools (AGS) program since 2006 to facilitate the integration of ESD in the curriculum. Schools under the AGS program are designed to obtain substantial science, norms, and ethics that can be the basis for the creation of human wellbeing and the models of sustainable development. Online teaching and learning are in place in response to COVID-19, in line with ESD.



MALAYSIA

The ESD has been incorporated into the education sector via curriculum and co-curriculum activities based on policies and strategies such as Malaysia Education Blueprint 2013-2025. Implementation of related climate change education (CCE) and ESD activities in the Malaysian schools involves collaboration between public and private agencies, NGOs and local communities. During pandemic COVID-19, the online platforms enable teaching and learning of the ESD related topics being conducted continuously.



PHILIPPINES

The Philippine Department of Education (DepEd) implemented a Sustainable Green School Program "Gulayan Sa Paaralan" as one of the government strategies of the National Greening Program. To strengthen the implementation of ESD, DepEd directs all concerned agencies to integrate environmental education into all types of schools curricular at all levels. In light of COVID-19, DepEd constructed the Learning Continuity Plan - Basic Education Learning Continuity Plan (BELCP) for continuity of the learning services.



TIMOR-LESTE

The National Education Strategic Plan 2018-2023 improves efficiency and effectiveness of cooperation between the Ministry of Education and Development Partners in implementing ESD. Priorities are set on improvement of school quality, promoting environmental campaigns, reviewing the curriculum and establishing the National ESD Implementation Commission. Timor-Leste is committed to provide training to teachers and students to enhance skills and knowledge on ESD via extra-curricular activities, namely School Farming "Horta Eskolar". In response to COVID-19, distance learning is provided for all students.

RECOMMENDATIONS

EDUCATION POLICY

- ★ Integration of ESD into national education policy
- ★ Develop inclusive, responsive and resilient education systems

CURRICULUM

- ★ ESD integration in curricula and national quality standards
- ★ Improvement of ESD program through formal and in-formal education
- ★ Implementation of SD learning across disciplines
- ★ Develop learning materials and guideline for teachers and parents in response to natural disasters, pandemics and conflicts

CAPACITY-BUILDING EFFORTS

- ★ Enhance teacher's skills and competencies on ESD
- ★ Improve teachers, students and parents' preparedness and readiness in facing disasters
- ★ Enhance whole institution/school approach on ESD
- ★ Increase funding for ESD initiatives

TECHNICAL SUPPORT

- ★ Develop national ESD monitoring and evaluation systems
- ★ Improve school facilities for ESD implementation
- ★ Initiate hybrid learning (both online and hands-on) method
- ★ Improve internet connectivity and accessibility for distance-learning during disasters and pandemics

ENGAGEMENT

- ★ Establish Nationwide multi-stakeholder initiatives
- ★ Enhance public-private partnership (PPP) in developing ESD
- ★ Strengthen cooperation between institution and stakeholders in the community
- ★ Enhance nation-wide multi stakeholders' initiative (NAMIs)
- ★ Initiate a regional platform for sharing best practices
- ★ Create more platforms for discourse and networking

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