



## 2006-2007 ACCU-UNESCO Asia-Pacific Innovation Programme for ESD

### PROSPECTUS

#### 1. BRIEF INTRODUCTION TO THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNDESD, 2005-2014) - THE GOAL AND OBJECTIVES

Education for Sustainable Development (ESD) has its roots in the history of two distinct areas of core interest for the United Nations: (1) quality basic education; and (2) sustainable development. On these critical foundations the establishment of the United Nations Decade of Education for Sustainable Development (UNDESD) was proposed and endorsed at the World Summit for Sustainable Development (WSSD) in 2002, and in December of the same year, adopted by the UN General Assembly with UNESCO designated as the lead agency.

According to the UNDESD International Implementation Scheme (UNESCO: 2005), it is noted that the overall goal of the Decade is:

*"...to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This education effort will encourage change in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations".*

(UNESCO: 2005, UNDESD International Implementation Scheme)

In addition, the International Implementation Scheme describes the following sub-goals for the UNDESD at the national level: (1) to provide an opportunity for refining and promoting the vision of and transition to sustainable development – through all forms of education, public awareness and training; and (2) to give enhanced profile to the important role of education and learning in sustainable development.

The objectives of the UNDESD are to (1) facilitate networking, linkages, exchange and interaction among stakeholders in ESD; (2) foster an increased quality of teaching and learning in education for sustainable development; (3) help countries make progress towards, and attain, the Millennium Development Goals through ESD efforts; and (4) provide countries with new opportunities to incorporate ESD into educational reform efforts.

In particular, a key objective of the UNDESD is to implement ESD activities and programmes at the community level. According to the Asia-Pacific Regional Strategy for ESD (UNESCO: 2005), it is essential to the success of ESD at the community level that coordination and networking be strengthened between different stakeholders such as women, men, youth, faith-based groups, cultural institutions, indigenous groups, schools, teachers and policy

makers. Further, it is stated that there are several core elements for success in engaging communities in ESD: (1) community participation in visioning, strategic planning and resourcing discussions; (2) institutional arrangements such as partnerships, consensus-building, conflict resolution, transparency and accountability; (3) cross-cutting elements such as capacity-building, gender sensitization and quality; and (4) research and documentation for influencing policy.

According to the Asia-Pacific Regional Strategy for ESD, government functions at each level include: (1) policy-making and framework setting; (2) promotion of public consultation and input; (3) national and international public campaigns; (4) restructuring of educational systems to enable the implementation and operationalization of ESD; and (5) initiation of demonstration/pilot projects in cooperation with relevant stakeholders.

In particular, regarding the role of UNESCO National Commissions, it is stated that the Commissions should strive to play a coordinating role with national government agencies, NGOs and other organizations, mobilize all relevant organizations in support of ESD, create a common vision for the Decade, and disseminate ideas and activities for the Decade.

## **2. BACKGROUND OF THE PROGRAMME**

The Asia/Pacific Cultural Centre for UNESCO (ACCU) is a non-profit organisation which works, in line with the principles of UNESCO, for the promotion of mutual understanding and cultural cooperation among the peoples of the Asia-Pacific Region.

ACCU was established in 1971 in Tokyo, Japan, through joint efforts of both public and private sectors within the country. ACCU has since been implementing various Asia-Pacific regional cooperative programmes in the fields of culture, education and personnel exchange in close collaboration with UNESCO and its Member States. In retrospect, almost all the activities of ACCU since its foundation have been geared towards the realization of a sustainable future, through such areas as contribution to mutual understanding of different cultures and meeting the needs for materials and human development for education especially for the marginalized. In the field of educational cooperation, special focus has been placed on literacy, Non-Formal Education (NFE) and environmental education for the contribution to Education for All (EFA).

In the year of 2005, with the launch of the UNDESD, ACCU was entrusted by UNESCO to implement an ESD-related Programme in the Asia-Pacific Region entitled "*ACCU-UNESCO Asia-Pacific ESD Programme under UNESCO/Japan Fund-in-Trust for the Promotion of Education for Sustainable Development*" (hereinafter referred to as "ACCU-UNESCO ESD Programme").

**The ACCU-UNESCO Asia-Pacific Innovation Programme for ESD** is to be implemented, within the framework of the ACCU-UNESCO ESD Programme, jointly with the UNESCO Member States in the Region and in close co-operation with UNESCO Asia and Pacific Regional Bureau of Education in Bangkok, Thailand (UNESCO Bangkok), and with other UNESCO Field Offices.

The Programme will be built on the four major thrusts of ESD, underscored by the International Implementation Scheme: (1) improving access to quality basic education; (2) reorienting existing education programmes; (3) developing public understanding and awareness; and (4) providing training.

## **3. OVERALL OBJECTIVES OF THE PROGRAMME**

The overall objective of the Programme is to initiate and support projects to serve as good

examples for the implementation and promotion of ESD in the Asia-Pacific Region. The Programme is to facilitate ESD teaching/learning opportunities of quality in all forms of education to be developed, with a special emphasis on the Non-Formal Education (NFE) approach, implemented and promoted in the UNESCO Member States of the Asia-Pacific Region.

It aims to accumulate and share the experiences of various countries working for the principles of sustainability, thus contributing to the achievement of the goals of UNDESD.

#### **4. OBJECTIVES**

The specific objectives of the Programme are to:

- (1) Support, technically and financially, innovative projects to be implemented at the community level/sub-national level/national level in UNESCO Member States in the Asia-Pacific Region for the realization of principles of ESD; and
- (2) Reinforce the concepts of ESD through the implementation of projects in different parts of the Asia-Pacific Region and share the experiences of various projects to further strengthen the regional efforts for ESD.

#### **5. PROGRAMME AREAS**

The Programme aims to support innovative projects, at community level, sub-national, or national level in the fields of:

- Non-Formal Education (NFE)
- Primary and Secondary Education
- Media

Special focus will be given to those who are marginalized: illiterate/semi-illiterate population, girls and women, out-of-school children, people with disabilities, and others with special needs.

#### **6. NUMBER OF PROJECTS TO BE SELECTED**

- In the field of Non-Formal Education (NFE) approximately 8 projects
  - In the field of Primary and Secondary Education
  - In the field of Media
- } approximately 2-3 projects

#### **7. ELIGIBLE COUNTRIES**

The following 40 UNESCO Member States in the Asia-Pacific Region are invited to send application(s) for this Programme:

Afghanistan, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Kazakhstan, Kiribati, Kyrgyzstan, Lao PDR, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Uzbekistan, Vanuatu, Viet Nam.

## **8. ROLE OF NATIONAL COMMISSIONS IN EACH COUNTRY**

National Commissions for UNESCO of the above mentioned countries are kindly requested to play the following roles to co-ordinate with ACCU and UNESCO for the implementation of this Programme:

- (1) Announcing this Programme widely within the country,
- (2) Taking responsibility in the final selection of projects for application(s) from the country, after due discussion and coordination with related organizations/institutions (refer to item 10 (4) below), governmental and non-governmental.
- (3) Designating one Implementing Organization (IO) for each project to be applied, and requesting the Implementing Organization (IO) to prepare the Application Form and other necessary documents.
- (4) Sending the Application Form(s) with relevant documents to ACCU before the closing date, with its recommendation letter.
- (5) Cooperating with the Implementing Organizations (IO) to smoothly implement the project, when the application is selected by the Selection Committee for the implementation.

## **9. ROLE OF UNESCO FIELD OFFICES**

UNESCO Field Offices (national, cluster, regional) are kindly requested to play such roles for the implementation of the Programme as announcing the Programme widely in the country/countries covered by the Office and assisting the relevant National Commission(s) for technical support to, and monitoring progress of, the selected project, when appropriate.

## **10. SELECTION OF CANDIDATE PROJECTS BY EACH COUNTRY**

- (1) In each country, the National Commission for UNESCO is requested to act as the contact point in the first instance and coordination body for the selection of candidate projects.
- (2) The National Commission for UNESCO is invited to select up to two candidate projects from the country. UNESCO Offices can be involved in this process.
- (3) In cases where there is more than one project selected by a National Commission for UNESCO for application, inclusion of one or more Non-Formal Education (NFE) project(s) is highly recommended.
- (4) In selecting the project(s), it is highly encouraged that each National Commission for UNESCO will involve the existing institutions/organizations/network, governmental and non-governmental, in the related fields, such as (a) Government Department of NFE, (b) Literacy Resource Centres for Girls and Women (LRCs), (c) Community Learning Centres (CLCs) and their network, (d) UNESCO Associated School Network, (e) Asia-Pacific Network for International Education and Values Education (APNIEVE), (f) Council for Sustainable Development, (g) national co-ordinating committee for ESD, (h) the local UNESCO Offices (if any), etc.
- (5) For each selected project, one Implementing Organization (IO) is to be designated. National Commission for UNESCO is not eligible to be an IO.

- (6) Higher education institutions and academic research institutions are not eligible to be Implementing Organizations.

## **11. APPLICATION**

- (1) Each prospective Implementing Organization (IO) will prepare the Application Form (Annex to this paper), together with the following documents:
- activity calendar including timetable and benchmarks
  - budget breakdown including funds received from ACCU and other funding sources if applicable
  - annual reports, project reports, and other publications previously produced by the Implementing Organization.
- (2) The National Commissions for UNESCO will send the application(s) to ACCU, together with recommendation letter by E-mail and hardcopy before Monday 8 May 2006.

## **12. SELECTION**

Assessment and selection of the Projects will be made by a Selection Committee set up by the Steering Committee of the Programme. ACCU will not enter into communication regarding this.

## **13. EXPECTED THEMES AND FEATURES OF THE PROJECT**

This Programme is to support “innovative projects” in each country which meet the objectives of the Programme. Therefore, innovation can be freely interpreted at the discretion of each country.

The project may be one already being implemented in the country or a totally new project to be designed for this Programme by a newly set-up consortium/network for the project, for example. The project may be a national campaign, but priority is given to those projects with specific beneficiaries. It is highly desirable that the project have a link with national policy for ESD and other international education initiatives: Education for All (EFA), United Nations Literacy Decade (UNLD) and/or the Millennium Development Goals (MDGs).

The project has to be designed taking the following factors into consideration;

- Social relevance
- Effectiveness
- Efficiency
- Optimum impact on the beneficiaries
- High degree of community involvement
- Social impacts
- Project’s sustainability

- (1) Possible Thematic areas:

ESD consists of three pillars; environmental perspective, socio-cultural perspective, and economic perspective unified by an underlying dimension of culture. A project which deals with one of the following as a main theme (especially those underlined) will be given higher priority in the selection process for the 2006-2007 Programme. As most of ESD projects will be cross-cutting, sub-themes can freely be identified and incorporated in the project.

### Possible Themes and Priorities

- **Environmental Perspectives:** Natural Resources (water, energy, agriculture, biodiversity), Climate Change, Rural Development, Sustainable Urbanisation, Disaster Prevention and Mitigation
- **Socio-Cultural Perspectives:** Human Rights, Peace and Human Security, Gender Equality, Cultural Diversity and Intercultural Understanding, Health, HIV/AIDS, Governance.
- **Economic Perspectives:** Poverty Reduction, Corporate Responsibility and Accountability, Market Economy.

(2) Features to be demonstrated in the Project:

As ESD is concerned with education of high quality, this Programme will prioritise Projects that demonstrate the following features:

### Features to be Demonstrated under the Project

Education for Sustainable Development:

- is based on the principles and values that underline sustainable development;
- promotes life-long learning;
- is locally relevant and culturally appropriate;
- accommodates the evolving nature of the concept of sustainability;
- addresses content, taking into account context, global issues and local priorities;
- builds civil capacity for community-based decision making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- is interdisciplinary. No one discipline can claim ESD for its own, but all disciplines can contribute to ESD;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

\*Based on the UNDESD International Implementation Scheme, 2005

## 14. SCHEDULE

23 February 2006	<ul style="list-style-type: none"> <li>• Launch of the Programme at the ACCU-UNESCO Joint Regional Programme for the Promotion of Education for Sustainable Development in Asia and the Pacific (Tokyo)</li> </ul>
March 2006	<ul style="list-style-type: none"> <li>• Announcement of the Programme by ACCU and the invitation for application through letter to the National Commissions for UNESCO, circulars to the UNESCO Offices and ACCU partners in Asia-Pacific Region and announcement on the ACCU Web-site</li> </ul>
8 May 2006	<ul style="list-style-type: none"> <li>• Closing date for applications</li> </ul>
June 2006	<ul style="list-style-type: none"> <li>• Selection Committee Meeting</li> <li>• Notification of results to National Commissions for UNESCO and UNESCO Field Offices, and IOs for successful applications</li> </ul>

	<ul style="list-style-type: none"> <li>• Provision of Implementation Guideline to the IOs of successful applications</li> <li>• Request for the revision of the project proposal (as necessary)</li> </ul>
<b>2006 Project Year</b>	
July 2006	<ul style="list-style-type: none"> <li>• Beginning of the implementation of the projects in each country</li> </ul>
July - November 2006	<ul style="list-style-type: none"> <li>• Continuation of the project</li> <li>• Monitoring</li> </ul>
December 2006	<ul style="list-style-type: none"> <li>• Activity report submission</li> </ul>
<b>2007 Project Year</b>	
January- November 2007	<ul style="list-style-type: none"> <li>• Continuation of the project</li> <li>• Monitoring</li> </ul>
December 2007	<ul style="list-style-type: none"> <li>• Final Report and Financial Statement submission</li> </ul>

## 15. FINANCIAL ARRANGEMENTS

Each Implementing Organization (IO) will be provided with financial assistance toward meeting the expenses for the implementation of the project. The amount of the funds is no more than 12,000 USD per project per project year for the duration of two years. The project should be completed by the end of December 2007. The financial support is to be provided as seed money and the project sustainability is in the hands of the Implementing Organization (IO) and its cooperating organizations/institutions, including the National Commission of UNESCO.

The following expenses for the project are to be covered with the fund supported by ACCU:

- Workshops/training sessions/meetings expenses
- Daily Subsistence allowance (DSA) of workshop/meeting participants, facilitators/lectures and resource persons
- Remuneration for lecturers and resource persons
- Printing/production cost
- Purchase of teaching/learning materials
- Rental costs
- Domestic travel cost to attend workshops/training sessions/meetings
- International travel cost for resource persons from outside of the country
- Administrative support costs

## 16. CORRESPONDENCE

All inquiries and correspondence concerning the Programme should be addressed to:

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For downloadable Prospectus and Application Form with relevant information.