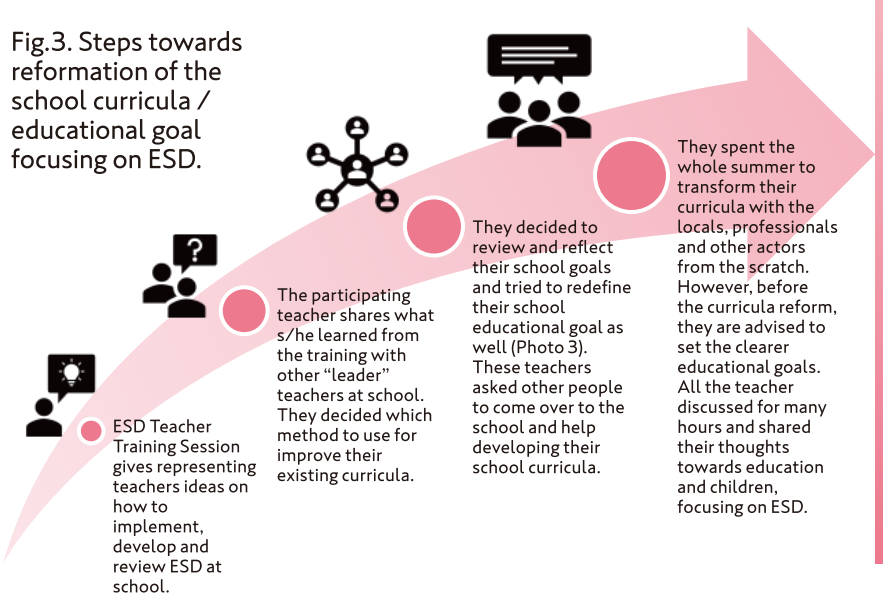


Fig.3. Steps towards reformation of the school curricula / educational goal focusing on ESD.

To nurture children who can express and share their dreams and hopes with various others, seeing/feeling the once invisible, but important **interrelatedness between human and nature.**

2. National Level

2.1 Develop national standards/action plan for teacher education to lead and understand ESD/SDGs

Teachers of today are expected to play a leading role in the development of ESD/SDGs while also deepening their basic understanding of ESD/SDGs. In order to nurture such teachers, teacher education institutions are required to actively contribute to developing national standards and implementation plans.

2.2 Design ESD teaching aids/training materials and other tools for teaching staffs and students to get started and advance further

ESD should be something that any teacher can start practicing at any time in any subject/field. Therefore, teacher education institutions should plan practical ESD materials and tools not only for classes where pre-service and in-service teachers are beginning to introduce ESD, but also for further development of classes/projects that have already been implemented as ESD.

Here are some good practices from the University of San Jose-Recoletos College of Education and the ESD Centre for Research, Training and Development in collaboration with the Commission on Higher Education and the Centres of Excellence in Teacher Education in Philippines. In this case, there is awareness of the competencies shown in multiple domains of the Asia-Pacific ESD Teacher Competency Framework. It is also important to note that one collaboratively developed programme is universally applicable to all other teacher education institutions in the state. Versatile but specific, practical teaching materials are the first ones required to promote ESD among teachers. The important thing is that these materials should not remain same or become outdated. They must be reviewed periodically and updated/modified according to the educational settings as the case indicates.

Good Practice

2.2 Design ESD teaching aids/training materials and other tools for teaching staffs and students to get started and advance further

University of San Jose- Recoletos College of Education and the ESD Center for Research, Training and Development in partnership with the Commission on Higher Education and the Centers of Excellence in Teacher Education in the Philippines

1.Background

Philippine Republic Act 10533 Section 10.2 d and h highlights the delivery of Philippine curriculum that is local yet global. One of the government's initiative in realizing this aim is the integration of Mother- tongue based Multilingual Education (MTB- MLE) to the Grades 1 to 3 curriculum. University of San Jose-Recoletos, through the College of Education, the Center of Excellence for Teacher Education in Region 7, and the ESD Center for Research, Training and Development, was awarded by United States Agency for International Development (USAID) through the University Research Council, a grant in its proposal entitled Enabling Writers' Training Workshop in MTB-MLE using Blooms Software, in developing decodable and leveled text for early graders in the Philippines. This project has been supported by Commission on Higher Education (CHED) through its Center of Excellence Grant. However, in the course of its implementation, underpinning issues were raised such as: the proper identification of letter frequency counts in order to create decodable and leveled reader text for young learners; varied MTB-MLE instructional materials which are leveled and decoded anchored on themes related to sustainability in education and the technology tools to create appropriate localized and contextualized materials; the collaboration of support systems (DepEd, CHED, NGO, etc.) in addressing other MTB-MLE concerns.

Hence, another project was designed entitled "Production of ESD- based Decodable and Leveled MTB-MLE Instructional Materials for Early Grade Readers". This project trained Teacher Education Institutions in the production of decodable and leveled books for children through proper language set-up, and use appropriate materials in the development of Filipino children's 21st century skills. Decodable books are intended for beginning reading focusing on phonological and phonemic awareness, while leveled books are intended for comprehension and vocabulary development. To support UNESCO's call for sustainability, book themes centered around Sustainable Development Goals (SDG) and Education for Sustainable Development (ESD). In effect, the outputs created opportunities for better implementation of MTB-MLE where its exact content knowledge and pedagogical content knowledge will be implemented across the country.

2.Purpose

The purpose of this project is to develop decodable and leveled books for early grade readers in Mother- tongue based Multilingual Materials (MTB- MLE) with themes centered around ESD, through teacher- training in Teacher Education Institutions.

3.Relevance to the Asia-Pacific ESD Teacher Competency Framework

The project is aligned to Domain 1: *Facilitating Learning* and Domain 3: *Connect, Collaborate and Engage*. The books developed are culturally sensitive, and that the pedagogy, content and technology are contextualized based on the ESD concepts and principles. In turn, other Teacher Education Institutions were tapped to collaborate, cooperate, participate and engage in the process of developing these books for early grade readers.

4.Implementation

The project started through the lead institution, the University of San Jose Recoletos College of Education (USJ-R COE) and the ESD Center for Research, Training and Development that received the award from USAID through the University Research Company (URC) via its *Reading with Reach Program (REACH).*Thereafter, the project was replicated where ESD mainstreaming eventually was added to the requirement, under the funding support from the Commission on Higher Education. After receiving the confirmation, USJ-R COE collaborated with the Department of Education for support and commitment-making as well as with selected Teacher Education Institutions in the Philippines.

After the meeting was finalized, series of trainings were conducted in various places in the Philippines including: Cebu, Bohol, Cagayan de Oro and Baguio covering 120 participants (30 participants per language representation). In addition, six to eight student-illustrators were chosen per region to help the teacher-authors align their stories to the pictures and drawings. Teacher Education Institutions were responsible for looking for these illustrators who have wide-cultural background in their locality. Illustrators and writers were also convened to inform them that stories should be anchored

on ESD's environmental, social and economic concepts as well as the principles underlying it.

Furthermore, the extensive participatory training approach focusing on the principles for developing texts for early grade reading programs and the use of the Bloom's software was conducted. Following the training was the field testing and ministerial processes for title adoption in partnership with the Department of Education. A monitoring and evaluation phase was also done after the training and book production have culminated. There were 1,200 books initially produced by the teacher- writers. Of these books, 800 of them passed the evaluation process. Of the 800 books, roughly 60% of them had stories aligned to ESD.

5.Results and future development

Upon reflecting on the over- all completion of the programme, ESD was implemented through partnerships from different stakeholders beginning from the Ministry of Education to the Commission on Higher Education and other funding agencies working for the project success. This clearly adheres to the "Participate and "Engage", "Cooperate" and "Collaborate" dimensions of Domain 3.

The production of decodable and leveled books for children was also well- thought-off, especially on following the rules of its production process, as well as in reflecting the appropriate ESD themes for the stories. The book itself is a product under the domain Facilitating Learning where 'Culture", "Pedagogy", "Technology" and "Content" dimensions of Domain 1 were highly considered in the development of the books.

It is in this progression that the project will be replicated in all other initiatives of the University in partnership with other agencies. The production of such materials where ESD is mainstreamed will continue to be the prime initiative of USJ-R through its ESD Center for Research, Training and Development. Other directions of the said programme will also be supported through the centre's Community- based ESD initiatives in partnership with selected local schools in Cebu.

Teacher- writers presenting their finished books

Books were validated with a group of students

Books were handed in to the Ministry of Education

2.3 Establish clear monitoring and evaluation systems to motivate and support the implementation
ESD practices can only be developed through clear reflection, and practices without clear visible results are not motivational. Teacher education institutions therefore should establish a clear monitoring and evaluation system to create motivation and support the practice, especially for teachers.

2.4 Use media to relay information to communities, and as a platform for children/youth to share their ESD ideas, activities and movement
Achieving SDG goals and cultivating a sustainable society requires participation of all people. In particular, grass-root participation in sustainability activities by local people, children and the youth needs to be fostered through ESD. Appropriate use of media as a means by which everyone can obtain information on ESD/SDGs would be beneficial. It is important for teachers and educational institutions not only to inform the community about ESD, but also to use the media as an interactive, learning platform for children and young people to share information on ideas, activities and movements for ESD.

A good practice from RCE Penang and Universiti Sains Malaysia, Malaysia shows a model example of how media can be used appropriately and effectively for its original purpose, which is, to strengthen communication across the world and to be a powerful resource for everyone to learn from each other. Such communication will be the basic foundation for building sustainable societies. The well-developed competition with ESD perspectives not only enhances the skills necessary for children and young people to become the main actors of activities related to sustainable development, but also has important functions to encourage and motivate ESD practices, which are important for teachers/adults. The presence of the media has increased opportunities for children and teachers to interact beyond national and regional boundaries, as well as to address local issues.

Good Practice

2.4 Use media to relay information to communities, and as a platform for children/youth to share their ESD ideas, activities and movement

RCE Penang and Universiti Sains Malaysia, Malaysia

1.Background
Universiti Sains Malaysia (USM) has started to embrace education for sustainable development (ESD) and "University as a Living Lab" approach since the year 2000 through the concept of Kampus Sejahtera (Healthy Campus) and University in a Garden. USM aims at promoting sustainability among the communities within and outside the campus through education and research activities. RCE Penang (Regional Centre of Expertise on ESD) hosted by Universiti Sains Malaysia is one of the seven foundation RCEs of the United Nations University's UNDESD initiatives, has been working with local and international education communities and engaging teachers in embedding sustainability principles in the school curriculum for over 15 years.

The evolution and facilities provided by social media has created a new world of alliance and communication. Social media is an online interaction site where people interact to build, share and change their ideas and comments regarding any information. Social media contains a wide range of online communications including blogs, e-mail, websites and forums. In short, social media used by RCE Penang such as Facebook, Instagram and Youtube has made a huge impact in implementing ESD activities and disseminating knowledge and information on ESD.
As such, RCE Penang projects aim to empower both teachers and students through these initiatives by using social media as platform to share the ESD idea via:

a. Science and Technology Awareness Programme: Empowering Asia Pacific Students Leadership in ESD through Networking (Online and Video Conference via YouTube, Facebook)
b. Development of Teachers Training Module (Preschool and Primary School) for Water Education (Module, Report, Programmes via Facebook and Website)
c. ESD activities for Rehabilitating Mangrove Forests in Cooperation with Local Communities at Merbok Mangrove Reserve, Kedah (Module, Report, Programmes via Facebook and Website)

a. Science and Technology Awareness Programme: Empowering Asia Pacific Students Leadership in ESD through Networking (Online and Video Conference via YouTube, Facebook)

The international video competition programme "Vlog and Online Competition on Empowering Asia Pacific Students' Leadership in ESD through Networking" was launched in 2018 to respond to the needs of social media (ICT) and ESD in encouraging the community to disseminate ideas and activities related to ESD. The programme involved a series of discussion, presentations and online competition via video-conferencing focusing on Education for Sustainable Development with three themes which are Water, Food Security and Good Health. This programme provides a collaboration opportunity for students in Penang, South Korea, Bangladesh, Indonesia, India, Denmark and Mexico of America to share and exchange ideas on sustainability related to the specific themes.

b.Development of Teachers Training Module (Preschool and Primary School) for Water Education (Module, Report, Programmes via Facebook and Website)

The teachers training module programme for water education focused on water that plays an important role as it is a basic requirement to sustain life. Water is used for personal needs, irrigation in agriculture, and also in industry to produce various products. Water not only affect organisms directly, but also affect the economy and the environment globally. According to WWAP (2015), safe and clean water is an important element in sustainable development as it contributes to the reduction of poverty, the growth of economy, environmental sustainability and to improve the overall aspect of an individual such as health aspect and food supply. This programme involved setting up of a model green garden at RCE Penang, workshop for preschool and primary school teachers on Green Technology focus on SDG 6 and partnership for setting up integrated green garden at selected schools. The schools were chosen based on the available space at school to develop the Integrated Green Garden and the teachers' commitment to supervise the progress of the garden. Currently, there are two primary schools which are SK Sungai Nibong and SK Convent Pulau Tikus agreed to do collaborations with RCE Penang on developing the garden.

c.ESD activities for Rehabilitating Mangrove Forests in Cooperation with Local Communities at Merbok Mangrove Reserve, Kedah (Module, Report, Programmes via Facebook and Website)

For the reforestation activities, mangroves play a predominant role in all subtropical and tropical areas around the world, providing a wide range of ecological and social services (Walters et al.2008). RCE Penang develop mangrove nursery and reforestation activities with other local communities in other areas and conduct mangrove hands-on educational activities with school children in local areas such as Camp Bakau. Children are trained to empower other children in their learning in an outdoor setting and the children have improved not only their general knowledge about the mangrove trees and ecosystems but the activities conducted throughout the camp have succeeded in

inculcating the values of caring and protecting mangrove trees and ecosystems.

All of these programmes were shared via social media such as Facebook and YouTube to ensure all ESD activities carried out visible to the communities local and globally.

2.Purpose

The purpose of these project is to develop:

- Platforms and opportunities for dialogue, strategic thinking, knowledge exchange and action for sustainability
- Generating innovative knowledge, approaches and processes to ESD through partnerships for change, collaborative projects, initiatives and research
- Building capacity of educators and developing ESD teaching methodologies and resources
- Providing bespoke ESD support and advice to practitioners, policy and decision-makers
- Raising awareness of sustainability issues at the local level and promoting at long-term goals of ESD

3.Relevance to the Asia-Pacific ESD Teacher Competency Framework

Strengthen the capacity of *'technology'* and *'content'* in the facilitate learning domain. Starting with the *'collaborate'*, *'participate and engage'* of the connect, collaborate and engage domain. It substitutes the capacity of 'Collaborate with Communities' and 'Leader(ship)s'.

4.Implementation

a. Science and Technology Awareness Programme: Empowering Asia Pacific Students Leadership in ESD through Networking (Online and Video Conference via YouTube, Facebook)
A series of discussion, presentations and online competition via video-conferencing focusing on Education for Sustainable Development with three themes focused on SDGs and to share and exchange ideas on sustainability related to the specific themes.

b. Development of Teachers Training Module (Preschool and Primary School) for Water Education (Module, Report, Programmes via Facebook and Website)
Setting up of a model integrated green garden (IGG) with varieties of vegetables, composting without harming the ecosystem, 4 workshops for preschool and primary school teachers at RCE Penang. Setting up IGG at selected school focus on SDG 6.

c. ESD activities for Rehabilitating Mangrove Forests in Cooperation with Local Communities at Merbok Mangrove Reserve, Kedah (Module, Report, Programmes via Facebook and Website)
Establish nursery, and seedlings, management and replanting site via the participation of local children, some schools (Kelab Sejahtera programme / RSEN members) and the public at large. Carrying out ESD programme, organize seminar at RCE Penang to share the experience with RSEN members and other related target groups, publications, etc

5.Results and future development

As a result, communication and networking between local and national level education authorities: University/RCE Penang facilitates by engaging the officers in charge as part of USM, RCE Penang has the privilege to sustain continuous networking with educations authorities as well as stakeholders related and relevant to the initiatives. The overall programme were successfully implemented and the participants gained knowledge on ESD especially on the SDGs and the students showed their leadership skills through the social media via video competition and understood the basic knowledge about ESD and SDGs.

From the assessment made, the school children have improved not only their general knowledge about the mangrove trees and ecosystems but the activities conducted throughout the

camp have succeeded in inculcating the values of caring and protecting mangrove trees and ecosystems. Teachers find the module help them to link the topics on water in preschool curriculum and the teaching. The ideas and framework presented in the module allow the teachers not to just 'deliver content' but to engage the young children on issues about water.

Meanwhile, for future development RCE Penang plan to continue increasing awareness on ESD by conducting training programmes for educational community and the public to achieve sustainability. We also continue to cooperate with university and government bodies to sustenance and developing an ESD programme with community participation.

Photo: ESD activities for Rehabilitating Mangrove Forests in Cooperation with Local Communities at Merbok Mangrove Reserve, Kedah

3. International Level

3.1 Formulate joint ESD activities to share experiences with diversity

In ESD, essential learning is promoted only by collaboration of multiple stakeholders. Strong linkages may emerge between different stakeholders working on similar sustainability issues in different environments and contexts. Knowledge to solve the problems could be constructed through working on seemingly different sustainability issues. Sharing such diverse experiences is expected to further advance ESD. Therefore, it is necessary for teacher education institutions to carry out joint international ESD projects.

The following model case of National University of Mongolia, Mongolia in collaboration with Okayama University is a good example of how an international joint training programme exceeded expectations, not only in developing the capacity of training participants, but also in reaffirming important perspectives on ESD in the host region and providing opportunities for empowerment and growth for practitioners as well as teachers.

Good Practice

3.1 Formulate joint activities on ESD to share experiences with diversity

National University of Mongolia, Mongolia in collaboration with Okayama University, Japan

1.Background

The implementation of the concept of Sustainable Development will continue in the education sector of our country until 2030. In this direction, the movement to become a “Sustainable University” in the field of higher education has been started and National University of Mongolia has set specific goals and objectives under the framework of educational, research and social activities to support creating trainings, research, student services, creating learning environment, developing training policy, as well as implementing the educational development projects. In defining the Sustainable Development Policy concepts, we focused on four aspects regarding the features of our country and the conceptual framework is developed as below.

- Learning content: Select topics to be included in the curriculum such as sustainable production and use, prevention of climate change, biodiversity and risk
- Pedagogy and learning environments: Learning and teaching process shall be implemented by focusing on learners through collaborative activity. By doing so, the activity-oriented learning will be implemented. Taking the consideration on being proactive learner when building training environment”
- Learning outcomes: Promote the core competences such as motivation for learning, critical thinking, systems thinking, decision making and responsibility as a frontrunner of the current and future generation

Societal transformation: Change the existing learning environment that each learner could nurture minds to be a change-maker of the society, to have aspiration for sustainable livings wherever s/he lives, as well as to approach to any issues in the global and local levels as a world citizen

As we work on the above issues, we thought that learning from the experience of other countries which have been leading ESD and playing an important role would enable us to grow rapidly in a short time. That is the reason why we visited Okayama City, Okayama University, Ohara Museum of Art in Kurashiki City, Okayama Municipal Minan Junior School, Okayama Municipal Minan Elementary School, Minan Certified Center for Early Childhood Education and Care (ECEC) and Minan Nishi Kominkan to study in July 2019.

2.Purpose

The concept of ESD is reflected in the revision of the national curriculum for Mongolian general secondary education, as well as the renewal of teaching manuals and textbooks. However, it is important to adequately understand the essentials of this reform according to educational policy plan and to focus on real issues in the general educational schools and subjects, and to conduct continuously the activity for schools and teachers to contribute to ESD. Therefore, we organized joint trainings for 10 teachers from Darkhan, Dornod, Khuvsgul, Selenge provinces and Ulaanbaatar city to share the experience and knowledge we learnt from ESD practice with the whole community approach of Okayama City. As outcomes of the training, we support the participating teachers to implement the innovative ideas of ESD and to introduce it in their communities and across the region.

3.Relevance to the Asia-Pacific ESD Teacher Competency Framework

It aims to strengthen the capacity of ''Participate and Engage'' of the ''Connect, Collaborate and Engage'' domain and to foster the capacity of ''Collaborate with Communities" and "Leader (ship)s" .

4.Implementation

1.Learn educational policy, concept and educational system of Japan and Okayama city, their school activities and teaching methods of ESD.
2.Learn by the hands-on experience about how Japanese teachers implement ESD and research principles in the life and the subjects
3.Learn major methodology of teaching subjects on which Japanese teachers are based, research methodology regarding the challenges of the school, and the systems of their teaching practicum/teacher training
4.Have understanding that lesson study and material research based on ESD will becomes effective instruments to improve their teaching methodology
5.Understand the ESD-based viewpoint of school management from principals of the schools they visited
6.Learn how to prepare ESD lessons using the learner-focused teaching methodology
7.Understand the educational agency, school' s management and teachers' responsibility and participation in implementation of educational policies based on ESD
8.Develop an ESD lesson plan for improvement of teachers' methodology in the province and school levels, actually implement it at their own school/institutions and finally to report the implementation

5.Results and future development

Under this framework, in July 2019, National University of Mongolia and Okayama University of Japan have organized "Mongolia - Japan Joint Teacher Training Programme for ESD: Towards Achieving the Sustainable Development Goals through Education''. The participants of this training came to Ulaanbaatar to report their activities implemented for six months after the training in Okayama. It can be described as extraordinary good experiments and practices implemented by participants as below.

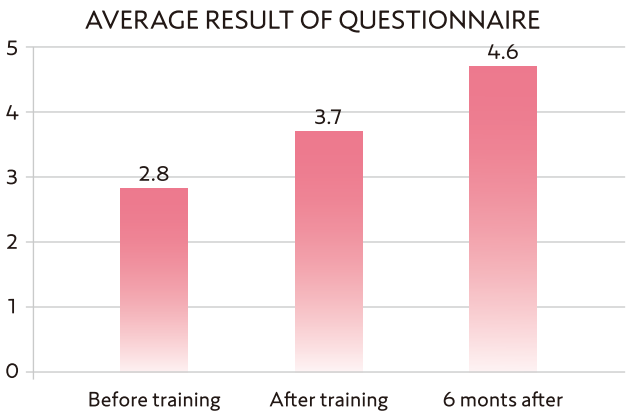
- Every participant organized the experience of the trainings in Okayama and the idea of ESD in scale of the rural areas and districts s/he belongs, regardless of various restrictions/limitations that their school has.
- It can be said that it has been paid significant attention as young teachers in Dornod province established the designated club in order to supporting their ESD.
- The teaching methods of Okayama teachers based on real-life experience were very impressive. It became a key factor to organize internship programme

for the participant from Khuvsgul province to have the pupils feel and experience in the local community. For instance, some Mongolian children are living in a city or settlements and stay far away from the traditional way of lifestyle, which cause them to understand and feel the livelihood, cultures and values that their ancestors used to have. Therefore, the teacher implemented an ESD project to teach them life skills such as how-to keep cows or process dairy products from their milk.

- The participants from Selenge, Darkhan provinces are started to cooperate with Education, Cultural department of province and prepare their ESD lessons excellently and promote it effectively.
- The teacher appointed from Ulaanbaatar city is focused on the agendas to provide studying facilities and satisfaction index of the pupils. They are implementing the "Guest Teacher" program by visiting the schools in provinces nearby Ulaanbaatar city.
- Another teacher organized the training programme on how to make garden inside and outside of the school, by planting trees and making more green environment etc. with the local people and organizations in effective cooperation with the school students in Dornod province.




Okayama University and National University of Mongolia conducted the questionnaire research with 32 questions by analyzing scores from 1-5 for three times for the participants of training precisely based on the domains of "Capacity to connect and collaborate" , "Capacity to facilitate learning" , "Capacity to continue to learn" (See page 10, Annex 1). For instance, the same questionnaire was done in July 2019, before and after the training in Okayama, after the ESD action plans implemented at their own schools/institutions after they came back to Mongolia in January 2020 (Ulaanbaatar city). Thus, index of skill growth for participants are increasing continuously based on the average result of participants for this research.



Finally, it' s necessary to pay attention to the following points for activities to be implemented in furthermore.

- It is needed to support teachers for their implementation of ESD, e.g. to provide them with relevant information and to conduct the trainings systematically.
- It is important to express the knowledge and skills included in the curriculum in connection with SDGs in developing the subject curriculums.
- It is needed to prepare the curriculum and textbooks including the good practice of teacher training.
- Most of the teachers are interested in participating in activities such as expanding domestic and foreign cooperation, cooperating, organizing trainings to share the experience, and developing leadership skills and more.

Learning the experience from organizations leading ESD helps us to grow rapidly and to transform in a very short time. The teachers continue to enrich their activities, experience and hard works, develop their ESD project in their local community regarding the specific features and sustainability challenges of the area.

3.2 Hold regular conferences to present our initiatives and efforts on ESD as a platform

It is expected that sharing the progress, challenges and outcomes of teacher education for ESD across countries and regions will lead to the creation of new knowledge. Teacher education institutions are also required to regularly hold international conferences where professionals, teachers and practitioners can participate to share initiatives and efforts on ESD, discuss, exchange and actively communicate.

Closing

Further strengthening of ESD is indispensable for achieving the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), and its key element is to develop ESD teachers. Recognizing the critical importance of teachers in these contexts, we have developed the Asia-Pacific ESD Teacher Competency Framework as an indicator of achievement of the SDGs target 4.7. In November 2018, we held the first regional meeting on teacher education for ESD in Okayama, Japan, where the draft framework was prepared, ESD teacher education programme designs at BA and MA levels were considered, and action plans for each participating teacher education institution were drawn. As a result, we proposed a direction for solving issues of teacher education originating in Asia-Pacific region.

Based on these achievements, we developed, implemented and evaluated the framework-based ESD teacher education programmes in 2019 and reflected their effectiveness. In September 2019, we held the second regional meeting in Bangkok, Thailand, with the cooperation of teacher education institutions and ministry of education of participating countries across the Asia-Pacific region to complete the final version of the framework and nine recommendations for its effective dissemination. These recommendations finally led to this dissemination guide.

In the future, substantial ESD teacher education programmes based on the framework and guide can be realized. As a result, teacher education for ESD in the Asia-Pacific region will be reoriented to achieve SDG target 4.7. ESD teacher education leaders participating in this project "Teacher Education for ESD in the Asia-Pacific Region" will need to work together to maintain the network and strengthen its reorientation.

Participants List

All participants who attended the preparatory meeting and the first and second regional meetings of the Project "Teacher Education for ESD in the Asia-Pacific Region" are listed below.

Bhutan
Pema Latsho
Royal University of Bhutan

Cambodia
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Royal University of Phnom Penh

Seng Set
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Canada
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China
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Asia-Pacific Education for Sustainable Development Institute

Colombia
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Complexus Columbia

Fiji
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Yukari Mimura, Toshinori Kuwabara, Kuranoshin Kato, Kazutaka Yamada, Hiroko Kamimura and Ai Yamauchi
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Thailand
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Ministry of Education

Athapol Anunthavorasakul and Fuangarun Preededilok
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Hiroki Fujii, Hiroko Shibakawa, Miho Arimoto,
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Okayama University

Guide for the Effective Dissemination of the Asia-Pacific ESD Teacher Competency Framework

The Second Report of the Project "Teacher Education for ESD in the Asia-Pacific Region"
Outputs of the Second Asia-Pacific Regional Meeting on Teacher Education for ESD: Towards Achieving the Sustainable Development Goals through Education

17–19 September 2019, Bangkok, Thailand

Organized by Okayama University, in cooperation with ACCU (Asia-Pacific Cultural Centre for UNESCO) and INTEI (UNESCO Chair at York University),
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