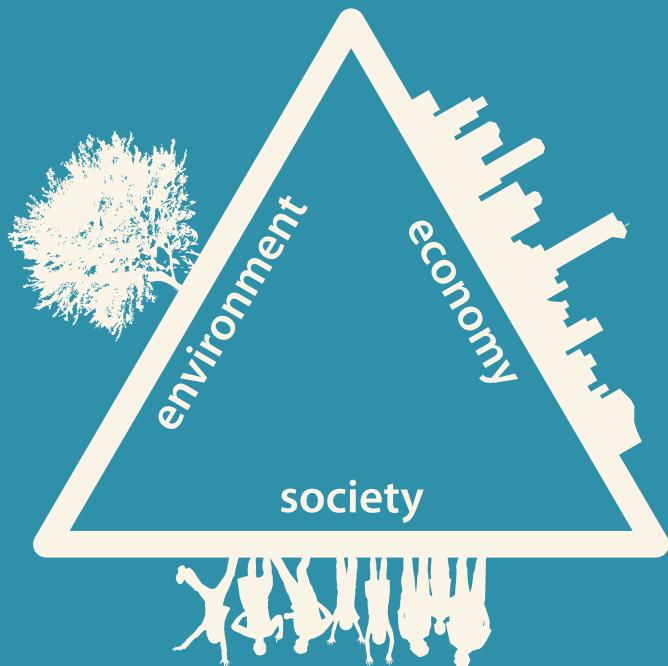




# Korean National Commission for UNESCO and ESD Activities



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Korean National Commission for UNESCO

United Nations  
Educational, Scientific and  
Cultural Organization

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*“We hold the future in our hands, together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences.”*

*– Ban Ki-moon (UN Secretary-General)*

*“Education is the most powerful weapon you can use to change the world.”*

*– Nelson Mandela (former president of the Republic of South Africa, human rights activist)*

*“Choosing a type of education means choosing a type of society.”*

*– from Delors Report (1996)*

*“I am convinced that Education for Sustainable Development based on the interdependence of environment, economy, society and cultural diversity, is the key to a better and more just world of the 21<sup>st</sup> century.”*

*– Irina Bokova (UNESCO Director-General)*



# 2005-2014



United Nations Decade of Education  
for Sustainable Development

*Décennie des Nations Unies pour l'Éducation  
en vue du Développement Durable*



United Nations Decade of Education for Sustainable Development (2005-2014) Poster

# Secretary-General's Message

On behalf of the Korean National Commission for UNESCO (KNCU), I would like to sincerely thank those contributing to the general promotion of Education for Sustainable Development (ESD).

Sustainable Development, which “meets the needs of the present without compromising the ability of future generations to meet their own needs,” is a responsibility of the present generation and a task which requires cooperation among all humans.

Realizing Sustainable Development is only possible with the precondition that the attitudes and beliefs of individuals are reformed and that a paradigm shift in production, consumption, culture, and everyday life is achieved. This inevitably leads us to the issue of education. For this purpose, the United Nations has adopted the “Decade of Education for Sustainable Development (DESD, 2005-2014)” and designated UNESCO as a lead agency to promote and establish ESD universally.

The essence of ESD is rooted in values such as justice, equality, responsibility, and tolerance, which strives to achieve gender equality, social integration, and eradication of poverty. The principle behind ESD is indeed one of the most valuable to ever be invented by mankind. But as ideal as it is, the task of actually practicing and establishing it is accompanied by much difficulty.

The notion of ESD has been developed based on numerous discussions and researches conducted internationally. As the national promoter of ESD, the Korean National Commission for UNESCO endeavors to stimulate academic discussions on ESD, while simultaneously including ESD in policies, and to successfully practice ESD on a national scale. Governing the Korean National Committee on ESD, establishing the basis of a Korean model by organizing the ESD Colloquium Series, identifying exemplary practices through the Korea UNESCO ESD Official Project, promoting ESD through school activities and networks are all activities KNCU performs in relation to ESD. Detailed information on these KNCU ESD activities is in this booklet.

I would like to express my sincere gratitude towards the readers of this book, who have worked with deep passion for ESD, and my hope that ESD be furthered by establishing harmony between governmental policies, economic, social, and environmental education, and the trends of international society.

Taeck-soo Chun, Ph.D.  
Secretary-General  
*Korean National Commission for UNESCO*



# Education for Sustainable

## *An alternative for ‘Unsustainable’*

**“Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”**

– From *Our Common Future*, also known as the *Brundtland Report* (1987)



Sustainable Development, which strives to realize economic development, social integration, and environment conservation through a paradigm shift in production, consumption, culture, and lifestyle, shares an undetachable relationship with education as it can be practiced only when individual beliefs and attitudes are reformed. In order to stimulate this change, the United Nation started Decade for Education for Sustainable Development (DESD), encouraging the practice of ESD on a regional, national, and international level. Furthermore, UN designated UNESCO as a lead agency for DESD, whereby UNESCO was to play a significant role in implanting the notion of ESD around the globe.

With the DESD now nearing its end, UNESCO is carrying out monitoring and evaluation activities, including DESD Global Report, Bonn World Conference on ESD and other discussions on the topic. UNESCO is also reviewing the accomplishments and possibilities of future improvements after the past five years of the decade. With these results at hand, UNESCO aims to create a strategic framework based on the Bonn Declaration that can be pursued in conjunction with the DESD International Implementation Scheme (IIS) for the next five years of the decade.

With the strategic framework for the second half of DESD, UNESCO aspires to actively support its member states as well as ESD stakeholders in promoting ESD on regional, national, and global levels, especially in 1) maximizing synergy between various initiatives in education and development, 2) building capacity in ESD 3) establishing an ESD knowledge base for exchange of information and actual applica-

# **Development**

## *Development'*

tion, and 4) inducing more efficient ESD activities by providing a better understanding of and raising awareness about Sustainable Development.

Korea experienced rapid economic development after 1960, but such development was accompanied by severe aftereffects such as environmental issues, social bipolarization, low birth rates, and an aging society. Therefore, Sustainable Development is valued as a key which would allow Korean society to overcome such unsustainable attributes for a brighter future. ESD activities that share this belief have been implemented throughout the country with the Korean National Commission for UNESCO at the lead, in partnership with government and relevant organizations, educational institutions, civil society and the private sector. KNCU is endeavoring to realize ESD through different means such as establishing the basis of ESD activities in Korea, promoting social awareness, organizing conferences, events, training sessions, providing academic research opportunities on ESD, establishing national and international networks, certifying exemplary ESD projects, and publishing resources regarding ESD.

UNESCO World Conference on ESD held in Bonn, Germany (2009)



# Korean National Commi

## *A cradle for Korean ESD model*

*“This regulation, under article 14 of *Regulations on UNESCO Activities* and article 20 of *Administrative Regulations for Korean National Commission for UNESCO* identifies what is necessary for the organizing and managing of the Korean National Committee on ESD, established by the Korean National Commission for UNESCO for Korea’s participation in international ESD activities and promotion of ESD in Korea.”*

*– *Regulations for Korean National Committee on ESD*, article 1*

After the United Nations officially proclaimed the DESD, national governments around the world established ESD National Committees in which different ministries cooperate to reflect ESD concepts in education, economics, and foreign policies. To raise awareness about ESD and successfully accomplish DESD on a national level, the Korean National Commission for UNESCO founded the Korean National Committee on ESD in August, 2009.

As KNCU’s expert committee on ESD, the Korean National Committee on ESD plans, manages, and reforms national implementation of DESD in Korea. The Korean National Committee on ESD, in cooperation with UN and UNESCO networks, attempts to distribute and develop ESD in the most efficient way possible while also encouraging governmental and expert participation in relevant activities.

The Korean National Committee on ESD consists of approximately 20 governmental, institutional, and individual experts designated by the Minister of Education, Science and Technology, to serve the pur-

# Korean National Committee on ESD

pose of 1) contributing to the national ESD policy making process, 2) promoting cooperation between ESD related ministries, institutions, and scholars, 3) supporting academic research, training, and awareness raising activities related to ESD, 4) further international exchange and civil participation related to ESD, and 5) promoting the implementation of DESD in Korea.



The 5<sup>th</sup> Regular General Meeting of the Korean National Committee on ESD (2011)

# ESD Colloquium Series

## *Discovering a Korean model for ESD*



The 1<sup>st</sup> ESD Colloquium Session



The 10<sup>th</sup> ESD Colloquium Session

**“Locally or nationally, the ESD effort may be named or described in many ways because of language and cultural differences. As with all work related to sustainable development, the name and the content must be locally relevant and culturally appropriate.”**

– From *ESD Toolkit* (2006)

In the second half of DESD, the global community has become more interested in regionalization and localization of ESD compared to the first half of the decade, which focused on agreeing on the idea of ESD. Education for Sustainable Development, with infinite potential to be incorporated into various sectors and national strategies, is being frequently approached by more developed nations. In order to be prac-

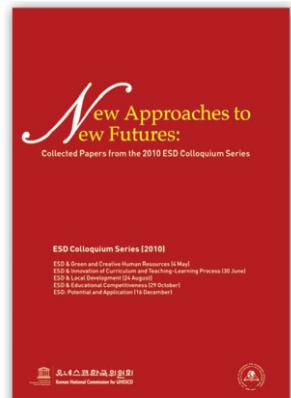


The 6<sup>th</sup> ESD Colloquium Session

ticed most efficiently, national institutions and experts need to adopt, incorporate, apply, and study ESD with deliberation.

Korea, with its divided nation, aging society, low birth and employment rates, and environmental destruction, needs to incorporate ESD on a national level and call for a serious discussion on the issue. For this purpose, the Korean National Commission for UNESCO, with consultation from and the participation of experts and relevant institutions, launched the ESD Colloquium Series in 2010.

The ESD Colloquium Series will continue until the end of DESD in 2014, discussing issues such as how to best apply ESD in a Korean context and what potential improvements ESD may bring to the complex socioeconomic and environmental state Korean society is situated in. In 2012, the Colloquium Series will pay special attention to the application of ESD policies in different sectors and present a comprehensive analysis of relevant cases.



*New Approaches to  
New Futures: Collected  
Papers from the 2010 ESD  
Colloquium Series*

### <Overview of the 2010-2011 ESD Colloquium Series>

Year	Order/date	Theme (partner organization)
2010	1 <sup>st</sup> /4, May	ESD and Green & Creative Human Resources (KRVET, KOFAC)
	2 <sup>nd</sup> /30, June	ESD and Innovation of Curriculum & Teaching-Learning Process (KICE, KOFAC)
	3 <sup>rd</sup> /24, August	ESD and Local Development (GRI)
	4 <sup>th</sup> /29, October	ESD and Educational Competitiveness (KEDI)
	5 <sup>th</sup> /16, December	ESD: Potential and Application (KDI)
2011	6 <sup>th</sup> /28, May	ESD and Arts & Culture Education (KACES)
	7 <sup>th</sup> /6, July	ESD and Protected Areas (KNPS, MAB-ROK)
	8 <sup>th</sup> /16, September	ESD and Lifelong Learning Cities (NILE)
	9 <sup>th</sup> /12, October	ESD and ICT (KERIS)
	10 <sup>th</sup> /2, December	ESD and Museum Education (National Museum of Korea)

# Korea UNESCO ESD Official Project

*Exemplary cases representing Korea*



유네스코지속가능발전교육공식프로젝트  
Korea UNESCO ESD Official Project

Logo of the Korea UNESCO ESD  
Official Project

*"This regulation, under article 14 of *Administrative Regulation for Korean National Commission for UNESCO* and article 5 of *Regulations on Korean National Committee on ESD*, identifies the operational procedures for the Korea UNESCO ESD Official Project that aims to promote the general understanding of Education for Sustainable Development and builds society's capacity through mutual communication and cooperative learning."*

*- Operational Procedures for Korea UNESCO ESD Official Project , article 1*

The terms Sustainable Development and Education for Sustainable Development (ESD) are both mildly unfamiliar to the public. Moreover, they are often not understood thoroughly by governmental officials and teachers, let alone reflected satisfactorily in educational policies and curricula. The lack of understanding has been interfering with the successful implementation of ESD, and for such reasons it is critical that the essential content and value of ESD is conveyed through a comprehensive method.

The Korea UNESCO ESD Official Project was launched by the Korean National Commission for UNESCO in 2011 in order to develop an effective method to promote general understanding of ESD. This project strives to demonstrate exemplary cases of ESD implementation in Korea, thereby providing public access to an easy understanding of ESD and models that can be pursued by others. The ultimate objective of the project is to redistribute Korean ESD models to the members of global society.



The 2011 2nd Round Period Award Ceremony of the *Certification*  
"Korea UNESCO ESD Official Project"

Candidates eligible for the certification bestowed by the ESD Official Project are institutions, organizations, and individuals who manage events, projects, or festivals that contribute to the realization of ESD. The evaluation process, which includes a site observation, is managed by KNCU. It also includes an examination of an organization's capacity and potential to expand ESD practices. After the chairperson of KNCU (the Minister of Education, Science and Technology) gives confirmation, the selected candidates are officially certified.

The Korea UNESCO ESD Official Project, funded by KNCU, is expected to further self-development as a national example and presents opportunities to exchange experiences and ideas with other officially certified ESD organizations abroad. The certified organizations are granted national acknowledgement and honor from the authority of KNCU's chairperson (the Minister of Education, Science and Technology) as well as indirect international acknowledgement derived from UNESCO's name.



2011 Korea UNESCO ESD Official Project "Young Climate Change Ambassadors Programme"



2011 Korea UNESCO ESD Official Project "Books for International"

## <2011 Korea UNESCO ESD Official Projects List>

Name of the project	Name of organization
Young Climate Change Ambassadors Programme	British Council Korea- Standard Chartered First Bank Korea Limited
Books for International	Edit the World
NGO Empowerment on Sustainability Project: Report on Organization Implementations and Interested Parties	Eeoot
ESD Creativity & Character School for Building Awareness of ESD Luxury Ulju ESD Resident Academy	Urban ESD Research Society Ulju County Office
The Empty Plate Campaign: To Bring About Changes in the Life Style of the Local Community and College Campuses	Kyungsang National University Eco Campus
Green Planet Guardians	Ewha Institute of Childhood Education and Care
STIC (Short Term Intensive Course for school teachers)	HoE (Hope is Education)
"Bridge to the World" - Finding Dreams for Teenagers in Tongyeong	Tongyoung Education Foundation for Sustainable Development
ESD Teacher Training and the Application of Developing Teaching Modules for the Understanding and Practice in ESD	Kyungnam ESD Research Society
Villager's College (Village Design College) Programme	Ansan Happy City Development Centre
'Shoes of Hope' Festival	The MIZY Centre-Seoul Youth Cultural Exchange Centre
Seoraksan National Park Civil College	Korea National Park Service (KNPS)
'Energy Family Camp' in the midst of Nakdonggang eco-culture Creative ESD 'Eco-Fun Playground'	Climate Change Energy Alternative Centre The Button
Self-Sufficiency and Sustainable Development Education for the Unemployed and the Economically Challenged	Seoul Mapo Self-Sufficiency Promotion Centre
Duksung 'Earth Protectors' Project	Duksung Women's University Kindergarten
International Development Education Academy	Medipeace

# ESD Teacher Training

## *Cultivating ESD mentors for the future generation*

**“Securing teachers’ capacity to make a decision on their own and providing them with necessary method and materials for teaching should come before any actions for education reformation.”**

– Parker J. Palmer (guru-educator)

Food shortage, financial crisis, and environmental degradation are a few examples of problems the global society was confronted with and unprepared for. In order for the future generation to overcome these issues, an educational system reform with regard to ESD, a system that embraces an environmental and socioeconomic approach to these problems, need to be adopted. To establish such a system, a future oriented ESD curricula and teachers’ capacity to apply these curricula to lessons and school activities are necessary.

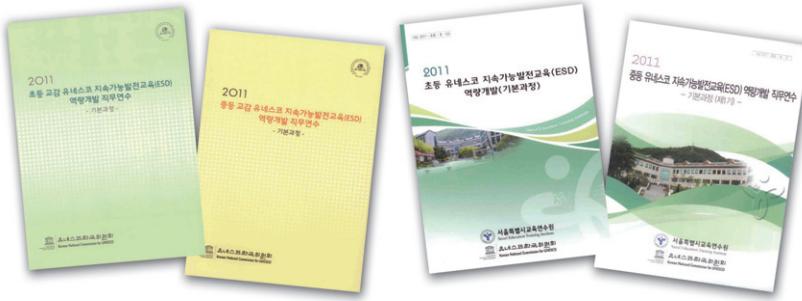
In response to the current trend of ESD promotion activities expand-



Seoul Secondary School teacher ESD training programme (2011)



Seoul Primary School teacher ESD training programme (2011)



2011 ESD Teacher Training Session Resource Materials

ing in Korea, the Korean National Commission for UNESCO is cooperating with the Ministry of Education, Science and Technology and the Office of Education networks to implement ESD in lessons and school activities. In 2011, KNCU with the assistance of the Seoul Education Training Institute and Gyeonggi Province Office of Education, organized a training programme, which had the participation of selected principals, vice-principals, and teachers from around the country.

The Korean National Commission for UNESCO plans to expand the programme throughout the nation by actively engaging UNESCO's Associated Schools Project Network (ASPnet) schools. With support from city and provincial offices of education as well as ASPnet, KNCU will develop ESD teacher training models to fit regional contexts and operate pilot projects.

### <2011 ESD Teacher Training Sessions>

Region	Level of education	Participants (number of participants)	Date	Venue	Type of training
Seoul	Primary	Principal (69)	16, May	Seoul Education Training Institute	qualification training
		Teacher (40)	11-15, Apr		job training
		Teacher (26)	17-21, Oct		job training
	Secondary	Principal (120)	26, May		qualification training
		Vice-principal (179)	18-19, May/ 8 & 15 June		qualification training
		Teacher (40)	16-20, May		job training
		Teacher (26)	24-28, Oct		job training
Gyeonggi Province	Primary	Vice-principal (50)	5-6, Dec	Korea UNESCO Peace Center	job training
	Secondary	Vice-principal (49)	21-22, Nov		

# UNESCO Associated Schools Project Network

## *Learning to coexist*

"In the early 1950's, UNESCO Associated Schools were considered as the pioneers 'for building peace in the minds of children and young people.' In the 2000s, they continue to assume their pioneering role in contributing to real and lasting peace and in strengthening the four pillars of learning for the 21<sup>st</sup> Century-learning to know, learning to do, learning to be and learning to live together. May these committed and often courageous, UNESCO Associated Schools worldwide fully benefit from the necessary recognition, support and resources which they deserve in order to remain at the forefront of pursuing the improvement of education in their respective countries in accordance with the UNESCO Constitution and the mandate which they were set up to fulfill."

– From *First Collection of Good Practices for Quality Education* (2008)



2010 End Poverty Campaign



2011 Climate Justice Campaign

UNESCO Associated Schools Project Network (ASPnet) is a cooperative partnership established between UNESCO and member schools, developed based on UNESCO values such as peace, human rights, global citizenship, and Sustainable Development. The project commenced in November of 1953 and is currently conducting experimental education activities to promote quality education with around nine thousand educational institutions (including kindergartens, primary and secondary schools, teacher training institutes) from 180 countries registered as members.

In 1961, four Korean secondary schools joined the network in commencing their ESD activities. As of 2012, there are a total of 134 educational institutes, including 25 primary schools, 30 middle schools, 74 high schools, 1 special-education school and 4 universities registered as a part of ASPnet.

ASPnet focuses on four distinguished themes, which are 1) international issues and the role of international organizations, 2) Education for Sustainable Development, 3) human rights and peace, and 4) intercultural learning. Ever since the United Nations designated UNESCO as a lead agency for DESD in the 57<sup>th</sup> General Assembly, KNCU has been making consistent efforts to promote ESD on a national scale, a task ASPnet has contributed to greatly.



Asia-Pacific ASPnet Seminar



Seoul National University Girl's Middle School ASPnet Club

# Korea-Japan Teachers' Dialogue

## *Understanding and practicing ESD through Korea-Japan teachers' exchange*



“The core objective of this exchange programme is to promote mutual understanding between Korea and Japan. The teachers can play a significant role during this process, because their deepened understanding of Japan will certainly influence students’ perception of the country.”

– Yong Lin Moon (former Minister of Education)



The Korea-Japan Teachers' Dialogue on ESD Programme allows teachers from Korea and Japan to visit the other country to observe the school and education scene. The objective of this intercultural programme is to better understand each other's educational trends, to expand the practice of UNESCO values concerning education (including ESD), to share information and make cooperative endeavors to cultivate teacher capacity and strengthen international networks.

The former Minister of Education, Yong Lin Moon, suggested to Japan's Minister of Education Hirofumi Nakasune the possibilities of



2011 Welcoming ceremony for Japanese teachers visiting Korea

# on ESD



2012 Korean teachers visiting Japan: (from top left corner, clockwise) Introduction to ACCU, Korean teachers visiting Kennsenuma, welcoming ceremony at Kennsenuma, Korean teachers giving lessons in a Japanese school

developing a teacher exchange programme between the two countries, which became the foundation of the Korea-Japan Teachers' Dialogue on ESD Programme.

In 2001, with support from the Japanese Ministry of Education, the Asia-Pacific Cultural Centre for UNESCO (ACCU) and the Korean National Commission for UNESCO invited 50 Korean teachers to Japan as participants of the programme. As of now a total of 1,407 Korean teachers have visited Japan through the Korea-Japan Teachers' Dialogue on ESD. Korea on the other hand has been inviting Japanese teachers since 20 of them came to Korea in 2005, and ever since a total of 289 Japanese teachers have visited the country through the programme.

In the year 2010, the Korea-Japan Teachers' Dialogue on ESD programme reached its 10<sup>th</sup> anniversary. Since then, to suggest an ideal direction for future exchange projects and to encourage Korean and Japanese teacher discussion on contemporary educational issues, the programme adopted its current name.

# International Voluntary Service

## *Cooperation, Coexistence and Mutual Learning*



Laos (2012)

“Global education discusses issues the international society are confronted with as well as the international society’s interrelated cultural, environmental, economic, political, and technological structure. Furthermore, it teaches respect for diversity, through which the students learn to appreciate those around the world who share the same needs and flaws as ours.”

– from Kenneth A. Tye’s *Global Education: from Thought to Action*

Since 1999, the Korean National Commission for UNESCO has been operating the International Voluntary Service Project to encourage a culture of peace and the youth’s appreciation of cultural diversity, based on UNESCO’s mission to promote world peace and welfare of humanity through international cooperation in education, science, culture, and communication. Each year roughly 600 young Koreans



Laos (2012)

are sent to around 40 countries around the world through this programme. The International Voluntary Service Project also establishes partnerships with local institutions to enable the youths' visit, and staffs' field visits are made in advance for this reason.

The International Voluntary Service induces youth's active participation in community development by cultivating a communal citizenship that transcends ideological or physical boundaries such as politics, society, religion, economics, or nation. The project provides Korean youth with opportunities far more valuable than mere tourism or cultural experiences as it allows them to actually participate in the development of local communities in terms of environment, ecology, human rights, peace, cultural heritage, and education. Likewise, through this opportunity, the youth come to realize the significance of ESD and international cooperation. The participants of this programme are sent to East Asian and African regions to work with local students, children, and villagers to organize education camps, cultural exchange events, arts, music, language education, through which they contribute to the practice of ESD on a regional level.



Estonia (2011)



Poland (2010)



Thailand (2012)

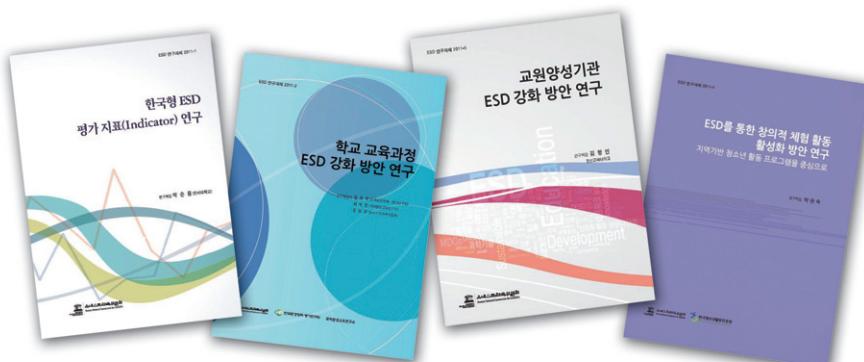


France (2011)

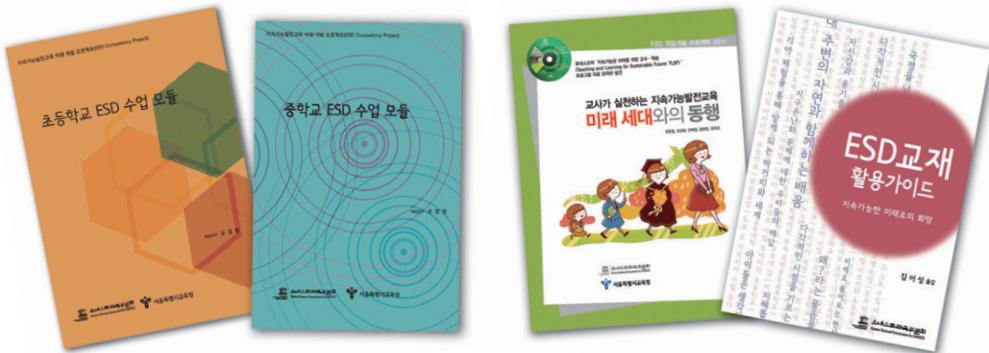
# Research and Publications on ESD

With the help of Korean scholars and experts, the Korean National Commission for UNESCO has been conducting ESD policy research to develop a reporting system for ESD implementation in Korea according to DESD GMEF (Global Monitoring and Evaluation Framework). The results of these researches have produced a new Korean ESD model and ESD projects and have laid the cornerstones for its actual practice and implementation.

Furthermore, KNCU is publishing diverse materials not only to promote ESD awareness to the general public, but to benefit experts and stakeholders who may design ESD activities or projects. For this purpose, KNCU publishes materials containing the results of the Korean National Committee on ESD, ESD Colloquium Series, and Korea UNESCO ESD Official Project. For teachers, there are publications such as teacher guidebooks, lesson plans, and training modules that they can learn from and actually incorporate into school activities. KNCU has also been in charge of translating and publishing the Korean version of “Encouraging Sustainability Series,” consisted of 12 volumes, all of which were originally published in German in 2007.

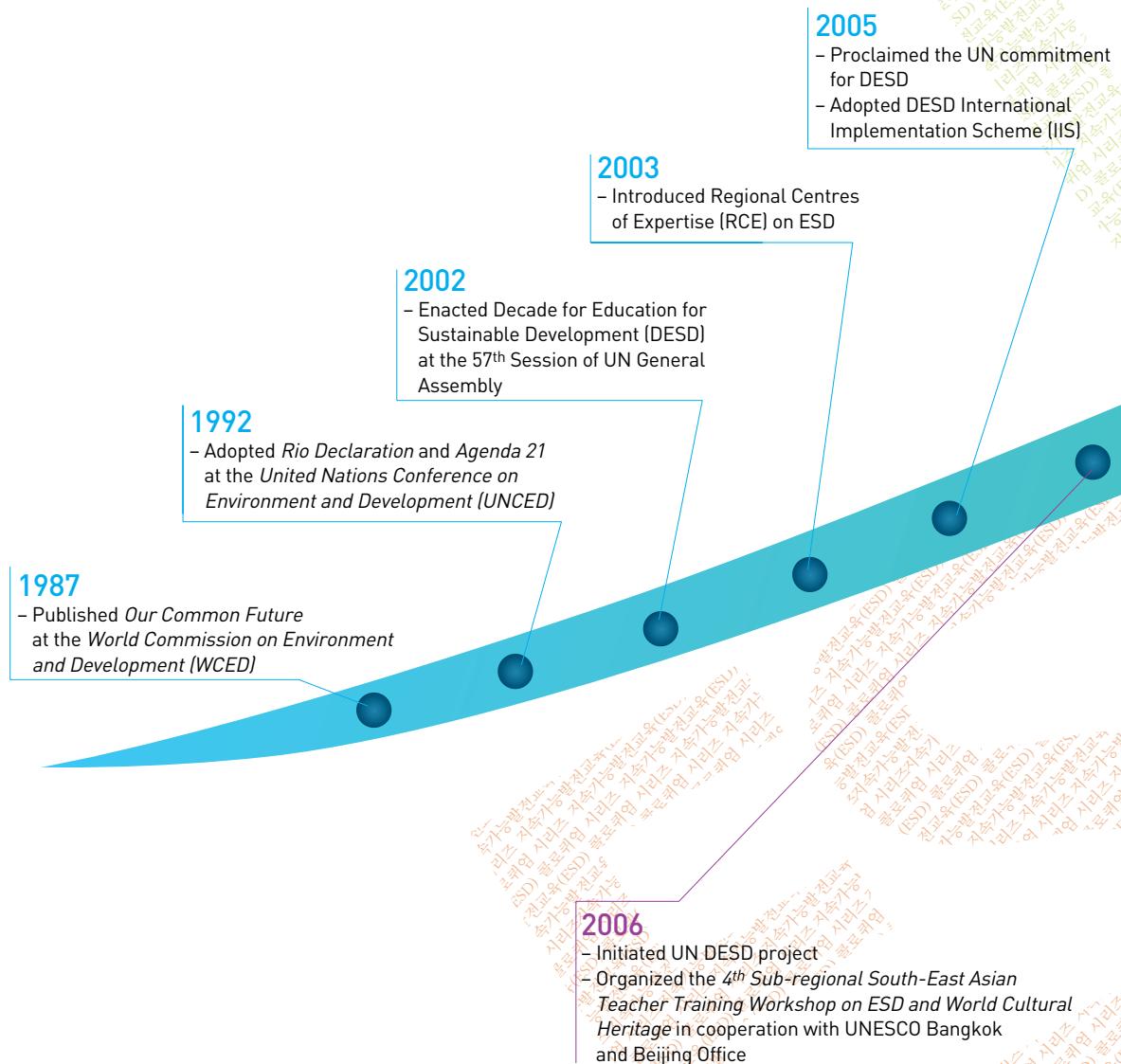


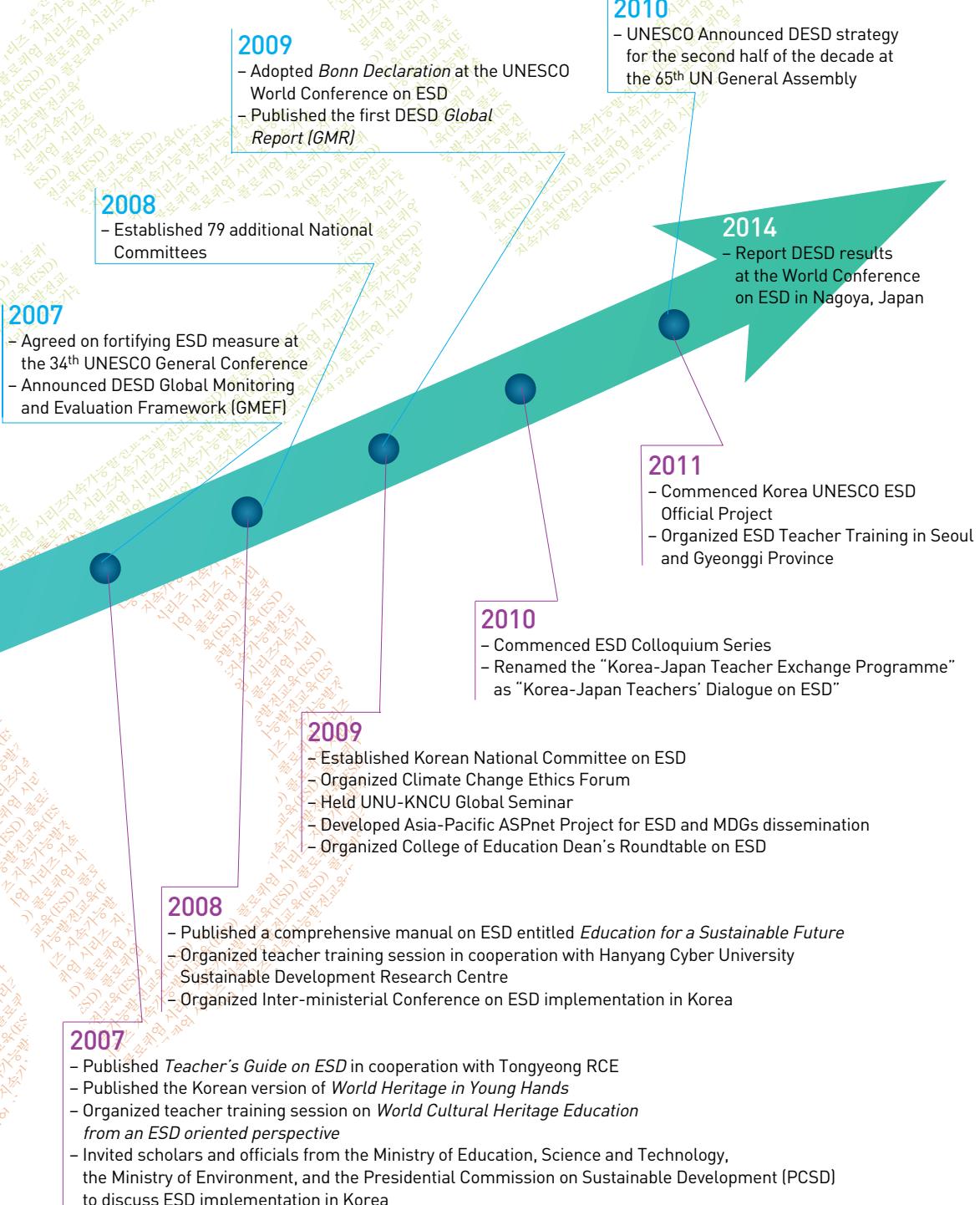
2011 Research Papers on ESD



Major Publications on ESD by KNUC

# Milestones of ESD





## **Korean National Commission for UNESCO and ESD Activities**

**Published in 20, June 2012**

**by the Korean National Commission for UNESCO**

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KNCU DocCode ESD/2012/MP/2

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