

# ANNEX

The posters of the prize-winning projects 2015-2019 exhibited in the ESD form 2019 are attached in the ANNEX.

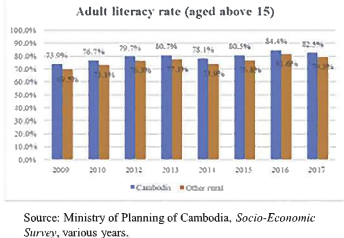
**Project**  
**Library-oriented Community Learning Center (CLC) Project**

**Organization**  
 Shanti Volunteer Association (SVA)



**Characteristics and issues in local community**

There is a huge number of people who have difficulties in literacy and numeracy due to depriving of learning opportunities as a consequence of the civil war in rural Cambodia. They have normally been suffering from a vicious cycle of poverty which is rooted in illiteracy. Furthermore, the literate in the rural areas easily turns the illiterate because of lacking a post-literacy opportunity for the literate to enhance their capabilities.



**Project's Objectives**

Shanti Volunteer Association (SVA) has launched the CLC project with the aim of expanding educational opportunities for adults as well as children. In this project, SVA established six pilot CLCs with the function of community library in poor rural areas. We provided library services, literacy classes, workshops, and sports and cultural recreation with the target people in order to improve people's quality of life.

**Implementation Structure**

- Non-Formal Education Department of the Ministry of Education, Youth and Sport (MoEYS), Cambodia
- Provincial Office of Education (POE) and District Office of Education (DOE) in Kampong Thom, Siem Reap, and Banteay Meanchey.
- Commune Office
- CLC Management Committee (CLCMC)

**Approaches and Measures**

**【Library operation】**

- Conduct a "library management workshop" to develop/enhance CLCMC's capacity to manage their CLC as a community library.
- Provide book-lending service for community people.

**【Literacy class】**

In 2018, 99 people participated in literacy classes and 84 people passed the final exam. They learned basic skills such as reading, writing, and calculation.

**【Livelihood improvement】**

Target farmers have turned to be able to earn income on a regular basis by applying techniques learned through trainings on chicken raising and rice growing.

**【Awareness raising】**

Succeeded to raise the awareness of "CLC as a lifelong learning center" among the community people through the PR activity by mobile library.

Chicken raising follow up training in 2018

Month	CLC	Participants
January	#1, #3	16
February	#1, #2, #3, #4	28
March	#1, #3, #4	21
April	#1, #3	13
May	#2, #4	11
June	#1, #2, #3, #4	16
July	#1, #2, #3, #4	24
August	-	-
September	#1, #2, #3, #4	25
October	#1, #2, #3, #4	4
November	#1, #2, #3, #4	16
December	-	-
<b>Participants Total</b>		<b>174</b>



**Future Perspective**

This project has three implementation phases consisted of establishing CLCs (first phase), capacity building of CLCMC (second phase), and strengthening sustainability after handover to the government (third or final phase). Since the second and third phase are considered to progress in parallel, the project is still on a process of the both phases even after handover to POE had been done and our 6 pilot "library-oriented CLCs" has been approved to be an official CLC by MoEYS. Hence, capacity building of CLCMC (including CLC librarian) to enhance sustainability is still essential.



**Key Factors for successful ESD implementation**

- To ensure the financial capacity to run the CLCs
- Capacity building of the CLCMC
- CLC library

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## Project

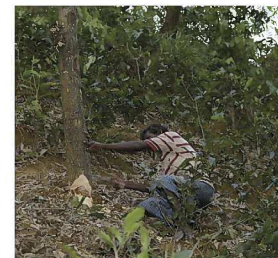
Sustainable Development through Protection and Conservation of Forests and Bio-diversity, Education, Society, Economy and Environment by Addressing the Negative Impacts of Climate Change

**Organization** Dhaka Ahsania Mission (DAM )



## Characteristics and issues in local community

- Dependency on forest for livelihood and firewood
- Conservation of Sundarban (mangrove forest)
- Community sensitization and participation
- Making ESD as shared agenda



## Project's Objectives

Re-orienting education to improve sustainable living by the climate affected communities and developing capacity of communities to access to and participation in ESD services.

## Implementation Structure

- Community Activities to protect forest & bio-diversity
- Restoration & conservation of forest
- Alternative livelihood options for the forest dependants

## Approaches and Measures

### ESD Framework in DAM

- ESD as a Process
  - To make people skilled and empowered
  - To take actions on the key issues that affects life

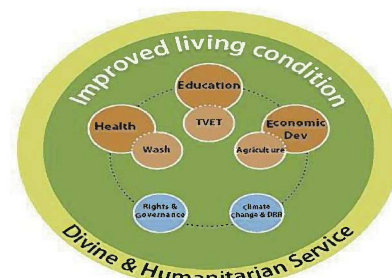


- Key ESD Issues
  - Biodiversity conservation
  - Climate change resilience
  - Disaster risk reduction
  - Economic self-reliance
  - Preserving culture & heritage



## Future Perspective

Integrating ESD as a cross-cutting approach in all development programmes for enhancing lifeskills like critical thinking, imagining future scenario and making decisions in a collaborative way.



Programmatic Sector Focus

## Key Factors for successful ESD implementation

- Communities are prepared against the impending climate change-induced disasters
- A human shield is created against unsustainable extraction of resources from the Reserve Forests

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# A WATER KIOSK AT SCHOOL

Helps rural community members in Africa efficiently obtain safe drinking water and provides valuable business knowledge to its youth by implementing a student-run kiosk, selling water from the school water source at an affordable price to local community members.

- ✓ **Built 12 Water Kiosks** across 12 schools/communities in Kenya & Rwanda.
- ✓ **6,557 school children** no longer absent from school to secure water for their families. They also have improved sanitation and health at their schools!
- ✓ **120,358 people** have access to clean water at an affordable price in their communities!
- ✓ **The successful social business model** has developed communities solidarity. Profits are directed to developing local education and an entrepreneurial spirit among the youth!
- ✓ **Invited by the government of Rwanda** to replicate the project in Rwanda to help Improve quality and learning outcomes across primary and secondary education !



To learn more and see the impact we are making in communities around Africa.

Follow us

@ITFSecretariat or #AWaterKioskAtSchool

[www.awaterkioskschool.com](http://www.awaterkioskschool.com)

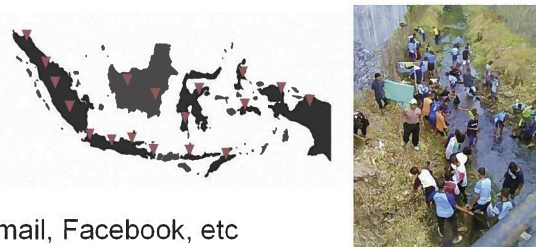
**Project**  
**INDONESIAN RIVER RESTORATION MOVEMENT (IRRM)/**  
**“GERAKAN RESTORASI SUNGAI INDONESIA (GRSI)”**

**Organization**  
 Universitas Gadjah Mada (UGM) and  
 Indonesia River Restoration Movement (IRRM/GRSI)



**Characteristics and issues in local community**

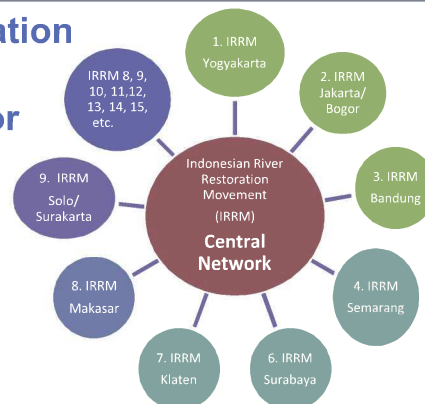
Indonesian River Restoration Movement (IRRM) or “Gerakan Restorasi Sungai Indonesia” is a Network Organization. The institutional network members of IRRM are River Communities, Universities, Ministries, National Councils, Private Sectors, NGOs, etc. Communication and coordination of activities between branches and sub branches are maintained through social media mainly Whatsapp, Email, Facebook, etc



**Project’s Objectives**

1. To restore rivers, keeping rivers clean, healthy, productive, and conserved.
2. To develop river communities, and stakeholders responsibility and participation in river restorations.
3. To increase the quality of social-culture, quality of ecology and quality of economy of the river communities and society as well.
4. To develop the network, communication and collaboration among river communities for strengthening the Indonesian Unity

**Implementation Structure (Network for a Dynamic Movement)**



**Approaches and Measures**

The river restoration movement is stressing on the participation of the communities living near the rivers (river community). The river communities learn river restoration from university lecturers, experts, volunteers, newspapers and also internet. They creates several activities (clean up the river from garbage regularly, planting the river riparian, cultural events, talk shows, economic activities, etc.). Those activities can develop the community into a sustainable society.



**Future Perspective**

The Objective and target of this project are: 1) to improve the knowledge and practical skill of the community related river restoration. 2) To increase the participation and responsibility. 3). Improve the number of the field activities for river restoration, social and economic development. 4). Reaching the target in 2016, every province has at least one active river Community and in 2020 river in the cities and villages in Indonesia 75% are relatively clean and health and protected by community. River environment will be as a trigger for sustainable development.

**Key Factors for successful ESD implementation**

1. Networking and Systemic Thinking
2. Community Based, IT Based, and Social Movement
3. Collaboration among stakeholders
4. Distance Communication and Learning

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# PRESERVATION OF TRADITIONAL ART INTEGRATED WITH EDUCATION SOCIAL AND ECONOMIC OF LOCAL COMMUNITIES

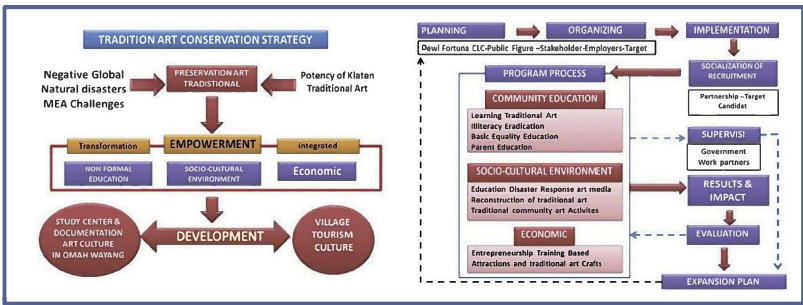


## Dewi Fortuna Community Learning Center Indonesia



- Characteristics and issues in the local community**
1. Areas prone to earthquake and Merapi Eruption
  2. Transitional rural communities that are poor in natural resources
  3. Citizens; Illiteracy, dropping out of school, Unskills
  4. The preservation of village tradition art influences negative culture of globalization

**Project's Objectives**  
 Community Social Empowerment to Preserve the value of traditional arts and culture, Completing basic education, providing business skills for welfare, Natural Disaster Mitigation, and encouraging environmental attitudes



### Approaches and Measures 2010 - 2017

We together with community leaders set program actions to solve community condition problems by using local traditional arts and culture approaches to become media and methods for empowering local communities by conducting interactive, practice and participation learning activities;

1. Fight illiteracy and provide skills to 398 marginal women
2. Opened basic education learning classes for 592 formal school dropouts
3. Providing knowledge on natural disaster mitigation through traditional art performances
4. Opening dance, puppet, musical, theater courses 505 people
5. Train arts entrepreneurship skills for welfare economics for 235 people
6. Strengthen environmental awareness towards the Cultural Tourism Village
7. Revive 12 traditional arts communities, create 6 cultural events



**Future Perspective Dewi Fotuna CLC**

1. To be a center for documentation and quality non-formal Education Centers for local communities
2. Community Empowerment and the environment Guided by the purpose of the SDGs so that it becomes a suitable place for the future of children
3. Our Village Area is a Cultural Tourism Village



**Key Factors for successful ESD implementation**  
 Issues The negative effects of global culture and natural disasters motivate awareness of the preservation of the value of traditional arts due to communal ties and shared cultural roots  
 Creative exploration The potential of local traditional artworks is available and ready to produce goods, services for economic improvement in the community  
 Participative involvement and cooperation build a perspective that is rich, complementary and supports one another

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# Kerala School Agri Fest

RCE Thiruvananthapuram, Kerala, India



RCE  
Thiruvananthapuram  
acknowledged by UNU



centre for innovation  
in science & social action

## Characteristics/issues

- School children are unaware/ignorant of the rich agricultural heritage of the country
- Younger generation moving away from agriculture and giving emphasis on consumer economy
- Higher priority on pesticide and high input agriculture
- Lack of well-defined plan to meet climate change and natural calamity in Agriculture
- Rural/ Urban divide in agriculture

## Project's Objectives

- Creating farmer student interface
- Popularize the concept of organic agriculture
- Attracting youth to agriculture
- Equip students to take up Agri Science projects
- Create awareness on climate resilience in agriculture

## Approaches and Measures

- Inspiring an agrarian movement among the student community
- Amalgamating traditional knowledge in agriculture with modern approaches using school as a testing ground
- Experienced farmers and teachers acting as mentors to help students in traditional as well as modern agriculture
- Reviving and popularizing forgotten agricultural art forms among public through student cultural activities
- Igniting students mind to deal with natural calamities and climate change through different scientific and cultural competitions

## Future Perspective

- Conduct regional and State level K-SAF programmes to spread the message wider audience
- Using trained farmer/teacher mentors to guide students in their project work
- Popularizing high tech and organic farming among students
- Spreading the impact of climate change in Agriculture through student initiatives

## Key Factors for successful ESD implementation

- K-SAF provides a platform for experience sharing in agriculture among students from different agro-ecological setting
- Helps to reduce agricultural knowledge gap among urban and rural students
- Helps to improve communication and presentation skills of rural students and on farm field skills of urban students
- Student-Farmer participatory K-SAF projects empowered to change their attitude towards sustainable development goals.



### Implementation Structure

Organisers, Partners/supporters

Participation of Schools from different districts in Kerala

Project presentation, student -expert-farmer interaction, exhibition, cultural performance, competitions

Evaluation of projects by expert team

Awards

Dissemination of award winning projects



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## Project Sustainable Farming and Education

## Organization Shikharapur Community Learning Center (SCLC)

### Characteristics and issues in local community

- Lack of technology in agriculture
- Youth's trend of moving to foreign countries for jobs
- Health hazards due to massive usage of chemical in agriculture
- Poverty and lack of awareness
- Lack of knowledge about solid waste management
- Problem of dropouts in schools/colleges

### Project's Objectives

- To promote agriculture based small business and discourage youths movement towards unsecure foreign jobs.
- To find youths who like to continue their education through Open School/High School and would like to reside at our farm house to have their skill enhanced.
- To enhance skills of youths to develop themselves as self entrepreneur.
- To focus in women for entrepreneurship development and their access to finance through farmer's group, financial institution etc.
- To develop Bottle House Project as Agriculture Resource Centre and Plant Nursery.

### Approaches and Measures

#### Continue Education of Youths:

Having many youths left continue education, SCLC has been providing good opportunities for the continue education mainly from Alternative Learning Programs of Government. Youths who have left study come to SCLC to continue education in Grade 8, Grade 10 or higher level. They have facilities to stay in SCLC farm site, where they get learning opportunities and continue their education. 16 students are staying as residential while many youths are involved in our activities. School drop-out is prominent problem in society so, this SCLC project has helped many to overcome this problem.

#### Sustainable Environment:

The project SCLC utilizes the waste glass and plastic bottles to make sustainable houses. SCLC has made bottle house, bottle garden, hanging garden, bottle sittings, staircases and many things made of waste glass bottles. In Nepal, the government has very weak system of waste management, so plastics and glass wastes are in the environment for long period without management. So, this project is helping the society to clean waste and make beautiful things like house, garden etc. This is great idea to convert waste in to cash.

#### Livelihood through skill development:

The school dropouts have maximum chances to involve in drug addiction or any other social evils. SCLC is the only school where such students can continue their career. SCLC is in the heart of Pharping which comes as center for Southern Kathmandu and Northern Makwanpur District. It is also near from western Lalitpur. So, SCLC's main theme of agricultural entrepreneurship through youths has been important for this age in Nepal. Helping youths for continue education, make them learn moral education, learn skills and capacity development so that they can start entrepreneurship in near future is our main agenda. We have named it livelihood through skill development.

### Future Perspective

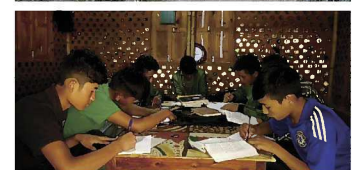
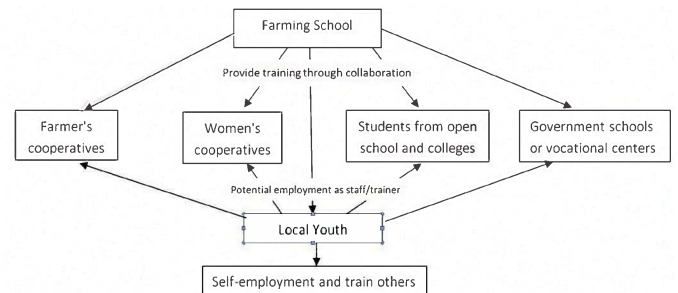
- Increased number of in-house participants for their continue education and skill development
- Increased land for sustainable and organic farming.
- Extend the farming system with new technology and increase number of bottle houses and bottle made infrastructures.
- Create a center of life long learning education.

### Key Factors for successful ESD implementation

- Appreciative enquiry
- Mobilization of youths in entrepreneurship and their continue education
- Usage us waste materials for cost effective construction & environment friendly
- Motivation for volunteerism,
- Cost effectiveness model of project
- Production based project and income generation model



### Implementation Structure



### Contact

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## Project Iskandar Malaysia Ecolife Challenge (IMELC)



### Organization RCE Iskandar

Universiti Teknologi Malaysia (UTM), Iskandar Regional Development Authority (IRDA), Johor State Education Department (JPNJ)



### Background

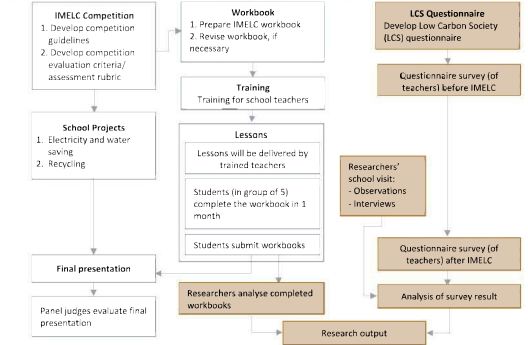
Iskandar Malaysia is set to achieve 40% reduction of carbon emission by year 2025 as outlined in the Low Carbon Society Blueprint for Iskandar Malaysia 2025. IMELC is one of the programs designed to raise awareness through education among students, teachers and parents towards realizing the target.



### Objectives

IMELC aims:

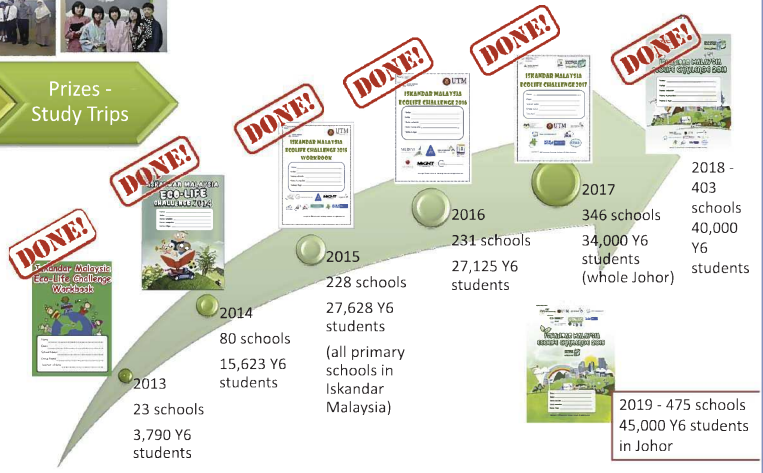
1. To foster Low Carbon Society (LCS) awareness among primary students, teachers and their families (public community) in IM through school education.
2. To disseminate knowledge, awareness and practice of LCS among IM community through primary students and teachers.
3. To reduce carbon emission in IM through awareness and education.
4. To create a LCS for Iskandar Malaysia by year 2025.



### Approaches and Measures



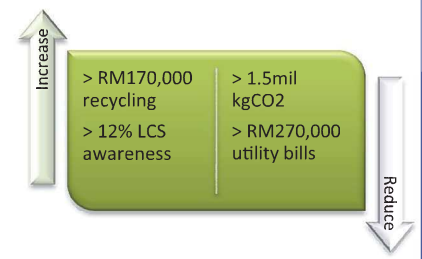
What	Who	When	Where
<ul style="list-style-type: none"> <li>•Teacher training</li> <li>•School projects</li> <li>•Workbook</li> <li>•Competition</li> </ul>	<ul style="list-style-type: none"> <li>•Year 6 students (12 years old)</li> </ul>	<ul style="list-style-type: none"> <li>•Projects (whole year)</li> <li>•Workbook (1 month after UPSR)</li> </ul>	<ul style="list-style-type: none"> <li>•Primary schools in <u>Johor</u></li> </ul>



### Future Perspective

IMELC can be conducted in more cities and states in Malaysia and ASEAN countries. It can also be conducted online based on the school facilities available.

IMELC will involve more partners as it continues to grow. Below are the partners of IMELC:



### Key Factors for successful ESD Implementation

IMELC is supported by research results that are able to convince stakeholders and sponsors to continue support IMELC. With the research results, the schools, teachers and parents are keen to continue to participate in IMELC.

IMELC is a collaborative project by a few partners. A Letter of Cooperation was signed between UTM, IRDA, JPNJ and SWM Environment to ensure that IMELC is conducted on a yearly basis where each partner play different roles.

### Contact

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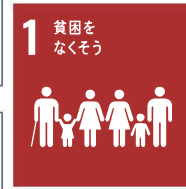
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**Project's Name**  
**Climate Change Adaptation and Biodiversity**

**Organization' Name**  
 Women's Leadership and Training Programme (WLTP)



**Characteristics and issues in local community**

- Lack of Water and Girls Education
- Food Security
- Soil Erosion and Tree Planting
- Girls and Leadership
- Draught



**Project's Objectives**

To empower girls and women in rural and informal communities to realize their leadership roles and solve water issues, food security and loss of biodiversity. To adapt and mitigate climate change effects that negatively impact on their development.

**Implementation Structure**

- Director
- Finance and ME
- Area Coordinators/ Facilitators
- Groups of Girls and Women

**Approaches and Measures**

WLTP uses the Paulo Freire Methodology of Conscientization.

◆ Communities to realize the issue at hand, Reflect on it and take Action to solve the problem. Individual and Collective Leaders from communities are supported for the period of time to work with families, schools, communities and different structures.

◆ WLTP create spaces for girls and young women and enable them to Participate in high level meetings like the UNSDG, UNCSW, UNFCCC, UNCBD and IDG. On their return the girls and young women work with their peers and younger generation and communities to influence practice and policies at local and national level.



**Future Perspective**

WLTP is inspired by the local initiatives that are true to the lives of local people but solving the bigger issues globally. WLTP believes in connecting these experiences to bring about collective processes and learnings.



**Key Factors for successful ESD implementation**

- Local Initiatives connected to Global.
- Strengthening Existing Leadership and Transformative Leadership.

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## PROJECT

# Strengthening Capacities of Communities for Inclusive Community-based Disaster Risk Reduction

## ORGANIZATION

## People's Initiative for Learning and Community Development (PILCD)



## CHARACTERISTICS & ISSUES IN LOCAL COMMUNITY

The project is situated in two cities of the province of Samar - Calbayog and Catbalogan - in Eastern Visayas, Philippines. The cities of Calbayog and Catbalogan lie along the coastal region of the province of Samar. Both cities are coastal, agricultural and highly urbanized. Fishing, agriculture and commercial trading are the main source of income. Vulnerability to hydrometeorological hazards make these areas susceptible to disasters due to typhoons and heavy rains that causes flooding and storm surges.

Persons with disabilities are one of the most vulnerable groups during disasters due to the barriers they face in accessing resources and information. They are also the least included in community-based disaster preparedness and response initiatives due to the physical, informational and attitudinal barriers they face.



## PROJECT OBJECTIVES

1. To increase the capacities of high risk groups and individuals in government engagement and participation specially in DRRM planning and decision making processes;
2. To strengthen capacities of local government units and communities in Disability Inclusive DRRM planning and emergency response;
3. To increase awareness of local communities about climate change and its relation ship to the increasing risks of natural disasters;
4. To establish linkages and partnerships between and among non-government and peoples organizations, local government units, schools, academe and other stakeholders in Inclusive DRRM and climate change education.

## IMPLEMENTATION STRUCTURE

The project involved multi-stakeholder partnership and collaboration involving the following groups and organizations:

- Arbeiter Samariter Bund (ASB)
- Aktion Deutschland Hilft (ADH)
- Organizations of Persons with Disabilities
- Local Government Units  
City Disaster Risk Reduction Office
- City Social Welfare and Development Office
- School for the Deaf of the Christ the King College
- Samar State University (SSU)
- North Western Samar University
- Division Office of the Department of Education
- Social Action Center of the Diocese of Calbayog
- Community organizations representing Women, Youth, Elderly, Fisherfolks and Farmers

## APPROACHES AND MEASURES

The designing of training and learning activities take into account the different levels of education, experience and contexts of each participants.

Participatory, experiential and group based methodologies via "art and play" and simulations were utilized to ensure that each participant especially persons with disabilities have the opportunity to express and share his or her idea.

These include problem posing materials, mind mapping, theatre arts, music, poetry and visual arts. These group based activities were facilitated via the ADIDAS approach:

- A**- stands for "Activity" where a group activity is introduced (i.e. art activity, game, role play) for the participants to discuss, share and express their ideas as a group;
- D**- stands for "Discussion" where the different sub groups present the results of their group work to the bigger group for discussion;
- ID**-stands for "Input-Discussion" where the facilitator evokes discussions among the participants leading to his or her inputs; and
- AS** - stands for "Analysis-Synthesis" where the facilitator draw out the leanings from the participants and these are synthesized in relation to the over-all theme or topic.

- Training of local educators and trainers' on Disability Inclusive Community-based Disaster Risk Reduction
- Community awareness raising and training on climate change and disaster preparedness led by trained local educators from persons with disabilities, local government offices, academe and schools and community-based organizations.
- Development of community hazard maps, early warning systems, contingency plans and formation of community disaster risk reduction committees with the inclusion and representation of persons with disability, women and elderly
- Mapping of persons with disability in the 12 barangays conducted by persons with disability
- Development of information and education and communication materials on disaster preparedness and response with the participation of the participants of the project from the different sectors - persons with disability, women, youth, local government units, schools and university.



## FUTURE PERSPECTIVE

The project have trained and formed a network of trained local educators and facilitators on inclusive disaster risk reduction from different sectors and facilitated partnerships and collaboration in communities. The gains of the project can be further scaled up to reach out to other communities whose access to training and learning opportunities are lacking.

The trained persons with disability on inclusive disaster risk reduction can train other persons with disabilities to further expand the network of local educators promoting sustainable development.

Scale up the project that will explore and maximize innovative information and communications technology to further promote and support the inclusion of the most vulnerable groups in the community in addressing social and environmental issues in their community.

Scaling up the project from developing capacities for inclusive disaster preparedness towards building capacities and partnerships for inclusive local climate change adaptation.

Replicating the projects approach using the HOPE framework to increase the inclusion of the youth sector in addressing sustainable development issues in farming and coastal communities.

## KEY FACTORS FOR SUCCESSFUL ESD IMPLEMENTATION

**Holistic Approach:** The project is holistic as it integrates learning about the environmental, social, economic, cultural, political, including the local and global dimension of the nature and impacts of disasters particularly to the most vulnerable groups. The projects action learning activities in the communities like hazard mapping and disaster preparedness planning facilitates the identification of locally initiated solutions in addressing the communities vulnerability to disasters.

**Ownership-based:** The projects inclusion framework and participatory approach facilitated the building of shared commitment among different stakeholders from the persons with disability, youth, women, farmers groups, local government units, schools and university.

**Participatory in Partnership:** The project established cooperation and collaboration between different stakeholders through the projects community-based disaster preparedness activities facilitated by participants of the training of trainers from different groups. These community-based education and learning activities were planned and carried out by multi-disciplinary teams.

**Empowering:** At the community level, the project have raised their awareness and build their skills in disaster preparedness and response that resulted to the development of their local disaster risk reduction and management plans including the development of their community hazard maps, evacuation and contingency plans. The project resulted to the increased participation of persons with disability and other vulnerable groups in local disaster preparedness and response planning.

## CONTACT

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[www.inclusion.pilcd.org](http://www.inclusion.pilcd.org)