Report

ESD Rice Workshop 2014
Workshop Programme

Malang, Indonesia, 3rd-6th September 2014

Indonesian National Commission for UNESCO
Ministry of Education and Culture
2014
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I. INTRODUCTION
The important role of education in sustainable development has long been recognized, but challenges remain to achieve the goal of the United Nations Decade of Education for Sustainable Development (ESD), particularly engaging youth into a process of sustainable development, reorient curriculum, teacher education programmes and evaluating outcomes of ESD learning. In this final year of UN Decade of ESD, building good practices of ESD learning and extracting core values from the practices are required more than ever.

In order to address these challenges, UNESCO initiated a programme in partnership with the Asia-Pacific Cultural Center for UNESCO (ACCU): the Regional Initiative for Cooperation for ESD Promotion through Rice (ESD Rice). ESD Rice Pilot Project was launched in 2011 and the ESD Rice Project Phase I has been implemented in 19 schools in six countries (India, Indonesia, Japan, Republic of Korea, Philippines and Thailand) starting October 2013.

Under the current project period (2013 – 2015), UNESCO will further promote school-and-community based on ESD activities by scaling up and expanding the ESD Rice Project and ACCU is entrusted by UNESCO to implement and organize the project. While maintaining the support to the already participating countries, ACCU will examine the introduction of ESD Rice workshops to develop and share good practices. The collected best practices will introduce and share achievements of the ESD Rice Project, and will be published in time for the UNESCO World Conference on ESD and the stakeholders meetings to be held in November 2014 in Okayama and Aichi-Nagoya, Japan

II. ORGANIZER AND CO-ORGANIZER
This workshop is organized by UNESCO and Asia-Pacific Cultural Center for UNESCO (ACCU) in cooperation with Indonesian National Commission for UNESCO, Ministry of Education and Culture
III. WORKSHOP DATE AND VENUE
Date : 3 – 6 September 2014
Venue : Harris Hotel & Conventions and SMA Negeri 10 Malang  
       (the participating school of ESD Rice Project).

IV. AGENDA
Agenda of the workshop is attached as Annex 1.

V. PARTICIPANTS
The participants are teachers, principals of the participating schools and representative of the National Commission for UNESCO or coordinating institutions as well as international resource persons and secretariat coming from following countries: Indonesia, Japan, Thailand, Republic of Korea, Philippines and India. The complete list of participant and organizer is attached as Annex 2.

VI. PURPOSE OF THE WORKSHOP
Purposes of the workshop are to monitor and the review of on-going ESD Rice Project and to discuss possibilities of future development and achievement of the project.

VII. OBJECTIVES OF THE WORKSHOP
1. To review ESD Rice activities of each school and country that have been implemented since December 2013 and define good practices and discuss way to solve challenges by utilizing HOPE framework (Day 1);
2. To monitor and to evaluate activities of SMA Negeri 10 Malang by utilizing HOPE framework (Day 2);
3. To develop good practices of international collaborative learning activities to improve quality of the project (Day 3);
4. To discuss how each activity of ESD Rice Project will contribute to international education and sustainable development agenda and programme such as GAP (Global Action Programmes for Education for Sustainable Development) or SDGs (Sustainable Development Goals) and develop an action plan (Day 3); and
5. To discuss future development/continuation of the project after 2014 (Day 3 and 4).

VIII. EXPECTED RESULTS
1. ESD activities implemented under the ESD Rice Project critically analyzed, and good practices defined by utilizing HOPE framework (Day 1);
2. Feedback and recommendation to SMA Negeri 10 Malang made by participants by
utilizing HOPE framework (Day 2);

3. Action plans to accelerate international collaborative learning activities with other participating schools developed and implemented after the workshop for the improvement of the activities (Day 3);

4. Commitments to GAP and/or SDGs clearly defined in their school activities (Day 3); and

5. The future development of the Project agreed by participants (Day 3 and 4).

IX. OPENING CEREMONY

DAY 1
ESD Rice Project 2014 was started when the Master of Ceremony, Edwin Leo Mokodompit from Indonesian National Commission for UNESCO welcome the audience to the workshop and giving the floor to the Host and Co-Host of the project to deliver their opening remarks. It was initially planned to have the Head of Educational Body of Malang Province to attend the workshop and delivering his opening remarks but unfortunately he could not make it for the first day and attended the workshop on the second day during the school visit.

Ms. Shibao Tomoko, Deputy Director of ACCU deliver her remarks through Skype Video Conference from Japan. On behalf of ACCU she welcomed the participants of ESD Rice Project 2014. She also explains that this is the second workshop on ESD Rice Project. ESD Rice Project itself is a long-term project started on December 2013 and will be ended on December 2014. Ms. Shibao expressed her gratitudes for working together with the participant in this ESD Rice Project sponsored by UNESCO through Japan Fund in Trust. She also expressed her views about the project values. She hoped though this project will be ended on December 2014 but its impact should be far beyond that. Her remarks is attached as Annex 3.

The next remark is from Mr. Adi Nuryanto, Head of Secretariat of Indonesian National Commission for UNESCO on behalf of Mr. Arief Rachman, the Executive Chairman of Indonesian National Commission for UNESCO who could not attend this workshop. He apologized that Mr. Arief Rachman could not attend this workshop but he would like to thank ACCU who trusted Indonesia to be the host of this workshop. Indonesian National Commission for UNESCO fully supported this workshop. He further said that the next generation should be well educated to face the world challenges in future. His remarks is attached as Annex 4.
After the remarks, all participants and organizers are gathered for photo session and then continue to the ice-breaking session lead by Ms. Wongduan Suwansiri from IOC.

WORKSHOP ORIENTATION

By: Miki Saito – Programme Specialist Education Cooperation Department, ACCU
The overall objective of this workshop is to promote school-and-community based ESD practices in Asia and the Pacific by building an international collaborative network of the ASPnet using school-and-community based ESD and international collaborative learning activities. The ESD Rice Project is expected to develop into an Asia-Pacific based ASPnet flagship project beyond the UNDESD.

This project is involving 19 schools from six different countries which are Indonesia, Japan, Thailand, India, Korea and Philippines. The key conceptual of the framework is implementing advanced ESD as well as international collaborative learning by engaging the youth. The ESD Rice Workshop is also to monitor and to review of on-going ESD Project and to discuss possibilities of future development and achievement of the Project. ACCU will publish leaflet rice-shape concerning about Rice Project in English to promote the project. Those leaflets should be printed in local language as well, so it will be easier to understand by the community. Her presentation is attached as annex 5.

X. SESSIONS OF THE WORKSHOP

Workshop 1: Harvesting and Sharing our Harvest

By: Jose Roberto Guevara, Associate Professor School of Global, Urban, and Social Studies, RMIT University

The objective of this workshop is to review Rice Project activities towards identifying project strengths and weaknesses. There are 4 main topics in this workshop of “Rice Paddy”: HOPE, International Partnership, Collaborative Learning, and Youth. Participants are divided into 5 groups of 4-5 persons each and assisted by 1 facilitator from IOC. Each participant will share their experience of their success projects and write it down to the provided big paper and make a short story on it based on steps provided by the facilitator.

Participants in each group are asked to identify the following issues:

1. Examples of how you contribute to school-community ESD Practice. What ESD practice do you want to share to your group? Summarize it with a poster
2. Examples of Holistic Ownership-based Participatory/Partnership Empowering.
3. Examples of Collaborative Learning and International Partnership
4. Examples of effective Youth Engagement to become agent of change

Participants are welcome to share their success story of their projects as well as the obstacles faced. Each member of the group shares their projects as a story and then each group will identify the highlights based on the stories written by their group members.

The 3 highlights of each group:

- **Group 1**
  1. Change of values, attitude with action for sustainability
  2. Hands on learning with support from experts
  3. International partnership with new technology

- **Group 2**
  1. Experimental/experiential learning
  2. Local context
  3. International Collaborative Learning

- **Group 3**
  1. Students as the center and get most benefit
  2. Engage teachers through role and integrating into curriculum
  3. Establishing the relationship between school and community/society (teachers and students)

- **Group 4**
  1. Students club activity
  2. Teachers’ collaboration
  3. Change mindset

- **Group 5**
  1. International partnership through national coordinators
  2. Advancement of Sustainable Development/ESD concepts in schools
  3. Continuation of the project

After each group has identified their highlights, the session continues with lunch break and then ice breaking session following the Group Presentation session.
Group Presentation
The group presentation is being done simultaneously after the ice breaking session by playing a game called “3 Highlights Train” where participants were asked to form a line like a train and then visit each group’s post where the group member in which the “train” stops have to present their group discussion result or the three highlights they have identified during the discussion.

Workshop 2: Sharpening our Tools
Review of ESD, HOPE and Project Principles and preparation of Monitoring and Evaluation of activities implemented by SMA Negeri 10 Malang
Moderator: Nagata Yoshiyuki, University of the Sacred Heart, Tokyo
Resource Person: Gedy Siimenson, General Coordinator of the Baltic Sea Project, Tartu Environmental Education Center
In implementing ESD, it is suggested to use all technologies to develop the project as well as ask international coordinators if you do not know how to run the project or if you find obstacles and sharing online information with other schools.

Sharing session:
There were glasses, a bottle of water, a candle and a pencil in the middle. Some of the participants are welcome to take one of the tools and share their mind related to the tool they choose
- Leo Mokodompit (glasses)  
  This workshop is enlightening us about the idea of rice project clearly just like wearing glasses.
- Fendra (a bottle of water) 
  I need a refreshment and boost to run the project.
- Tresna (a pencil) 
  The students in our schools have to write down more ideas related to this project

ESD Rice Workshop 2014 on “HOPE”
By: Nagata Yoshiyuki, University of the Sacred Heart, Tokyo
HOPE is an acronym of Holistic, Ownership-based, Participation & Partnership, and Empowering. ESD is for inter-connectedness where sustainable future is what the project aimed for. ESD is Holistic, UNESCO defined ESD is a concept built on three pillars of Education, Social, and Environment. In a bigger picture, ESD linkages are not only to the three main pillars but interconnect to other aspects. The connections made by ESD are not always visible. The connection of time dimension, self and society, and learning process is
not visible but exist. ESD can change the world through transformative learning by
directing individual change to influence community, because changes have to be started
from within. Ownership-based means ESD is not given but acquired and created and not
individual but collective. ESD need Participatory and Partnership, it means learner have to
engage in various phases and also requires others to work. ESD is Empowering, because
ESD aims to change values, behavior, and lifestyle to empower human. Youth is the agent
of change where changes for the better future is on their shoulder therefore it is necessary
to plant positive values to them so they can be a better human for the future.

Workshop 3: Visiting Other Rice Paddies - Introduction of SMA Negeri 10 Malang
School
By: Niken Ashih Santjojo & Novika Fajarini
The school will be visited is the 2\textsuperscript{nd} campus. The 2\textsuperscript{nd} campus is a boarding school. The
students come from all over Indonesia. SMAN 10 Malang has undertaken dissemination
and program sharing to staffs and students. One of the project activities is planting paddy
gogo. Paddy gogo is the most suitable type of rice due to the dry soil in the school area.
The agenda of the school visit is attached as annex 6.

Wrap-up of Day 1 - Check points for Our School Visit
Moderator: Nagata Yoshiyuki – University of Sacred Heart, Tokyo
The participants raised questions based on HOPE
a. Leaner-centred
   - Is the class learner-centered, or teacher-centered? Why do you think that?
   - When do the students do the project? Inside/outside classroom? After
     school/club activities?
   - How to teach students about soil conservation/management?
   - Who is “talking” more? Students or teacher?
   - Do you have student club of ESD?

b. Values Change
   - Any experience how to help the farmers shift their practices (using
     chemicals)?
   - How do you know there is a value changing among the students?
   - How do you evaluate your school project?
   - How do you think the students can accept very different culture or opinion?
   - How do we encourage the students to change their lifestyles?
• What kind of changes have you observed in students since the beginning of the project, especially in their day to day behavior/actions?

c. Empowered

d. Partnership
• Who are the partners in the project? How did they become the partners?
• How is teacher’s collaboration?

e. Participation
• How were the project activities planned? Who took the initiative?
• Do the students have enough opportunities to participate in the class?
• How to get all stakeholders involve/participate on Rice Project?

f. Ownership
• What signals do you see if students and teachers taking ownership of the project?
• Is there any activity that the ideas come from the students?
• Who is the keyperson of your school project?
• Will the school be ready to adapt ESD program and keep it sustainable?
• Do stakeholders understand about the project deeply?
• When you manage your school, do you accept the students’ voice?

g. Holistic
• Did the project start with a local problem/issue or global issue?
• Is the project integrated with the curriculum and across subjects; language, science, arts, etc.?
• What are the methods to follow to involve the community in ESD?
• How do you/they nurture students’ “3H” (head, heart, hand)?
• How do you integrate the project into your school curriculum or subject?
• How do you design your curriculum to realize the ESD program?
• How can you keep a balance of subject education and moral education?

h. Questioned issue
• Do you have any experience of parents not wanting to learn about farming?
• After rice harvest, what other projects ESD will offer the school and the community?
• What kind of activities do the students do to reach the goal of ESD?
How to focus on how to relate ESD to entrance exam?

DAY 2

Observation of SMA Negeri 10 Malang
The participants were divided into their international group to observe 5 classrooms: (1) Mathemetic class, (2) Biology Class, (3) Paddy field project, (4) Economy Class, (5) LEGO-mindstorm Class. All participants were requested to fill in the observation sheet regarding to the case study observation based on HOPE (Holistic, Ownership-based, Participatory/in Partnership, Empowering).

Workshop 4: HOPE Evaluation on case study observation
After the class observation, the participants share their experience within their international group and came up with a letter to the principal, teachers, and students of SMAN 10 Malang.

a. Group 1
There are small amount of students in one class. They brainstorm among their groups and learning by doing is showed clearly in the school.

b. Group 2
The warm welcome is very wonderful. The school environment is very green. The school motto is very encouraging. The teachers’ raise students’ confident in the class. How does the school nurture the soul of sustainable development? The value of change could be measure from the moment the students entered school until they graduate. The international collaborative activity should be fun so the students are willing to do it more and more. We saw a lot of group work in the class. We are looking forward for Skype meeting. The school empowers students as school guides.

c. Group 3
We found your students eagerness. You study with fun. We have some suggestion:
1. Continue what you are doing and share with other school.
2. Increasing industrial economy is not always good. Development should be based on critical thinking.
3. Sustainable is progressive. The project is not only harvesting but also continuing.
4. Teachers serve as facilitators. They encourage the students to do more. Continue this method.

5. Students studying with fun. International collaboration should be continued.

d. Group 4
Thank you for having us. We appreciate your hospitality. Your school program is the thing that we are working on. You integrated the ESD to school curriculum. You have a very clean environment. We saw students talking among themselves. It showed students-centered classroom. We would like to have your school brochure.

e. Group 5
We learned a lot of things: happy students, happy teachers, head, heart and hand. The ownership is obvious. Excellent job you have done. Rice project is very integrated to the curriculum. Partnership is not really visible during the visit. Students have connection to their culture.

Wrap-up of Day 2
At the end of workshop day-2, the participants visited Old Malang City Museum and had dinner at Inggil Resto..

DAY 3

Workshop 5: Cross-breeding to Strengthen Rice Project
Learn from Baltic Sea Project practices “Achievements and challenges of BSP”
By: Gedy Siimenson, General Coordinator of the Baltic Sea Project, Tartu Environmental Education Center
Gedy Siimenson explained about The Baltic Sea Project concerning the collaborative learning. This method requires: (1) working together towards a common goal, (2) Students are responsible for one another's learning as well as their own, (3) Teacher is co-learner, not a lecturer, (4) Students should be part of their education planning process, (5) Across the curriculum, with the community, involving different partners, giving results, (6) Use of ICT possibilities will increase the behaviour.

How to do it? By providing a diverse network, interesting programs, emotional events, useful learning material, necessary practice opportunity, asking for informative reports, asking for help and support, committing to our time.
Q&A:

1. Padma S. Iyer - India
   Q: How do the students interact across the countries outside Baltic Sea? Is it included Biodiversity?
   A: Using Internet especially Skype. Yes, it is included. We do not want to make BSP all about science, because it is should be to educate.

2. Srinivasulu Gali - India
   Q: What are you expecting from all of this?
   A: Change the condition in the Baltic Sea region by empowering the students. We listen to the students and their initiation is useful for us.

3. Namira - Indonesia
   Q: How do the students consult about their research?
   A: Research is embedded in the curriculum that the students must do one research in a year. The students could go to BSP contact point and find the teacher to help them or the teacher found them the person.

4. Tresna Agustian - Indonesia
   Q: How did BSP start this program?
   A: Having a national meeting for the 8 programs. Each program has one coordinator. The program is introduced to national coordinators in country region.

5. Shiraishi Yukari - Japan
   Q: How can they get together?
   A: We gather from difference countries and ethnicity

6. Hanzawa Yukari - Japan
   Q: What kind of emotional event you have in the Baltic Sea region?
   A: We do a lot of cultural evenings, e.g. we give them a theme for them to perform.

The participants gather in national group (per country) to discuss the challenges that would probably occur based on the local context in their countries if they run the BSP:

Group 1: Japan

   a. Domestic Challenges
      - The final goal is ambiguous
      - We need a new organization to maintain the project
      - We need more exchange of information (among schools)
• Spread the research circle outside UNESCO schools

b. International Challenges
• Matching schools with similar goals
• We need an international coordinator to maintain the project
• Fund-raising

Group 2: India
a. Domestic Challenges
• Access to uninterrupted internet connection
• Connect schools across states
• Research inculcate skills in students and connect with universities
• Identify indicators to measure impact of ESD Rice

b. International Challenges
• Technology to connect schools across borders
• Identify schools with similar issues and context to connect
• Exchange of support in the form of tools, ideas, materials, etc.

Group 3: Indonesia
a. Domestic Challenges
• Language barrier
• Competitive mindset among teachers and students
• Technology literacy and support
• National curriculum demand

b. International Challenges
• Cultural Differences
• Time differences (time zone and project timeline)

c. Ideas
• Translators, visual aids
• Start from small projects inside classrooms
• Back to basic (postcards, letters, etc.)
• Internal school policy

Group 4: Phillipines
a. Domestic Challenges
• Lack of workforce and time
• Bureaucratic impediments
• Social responsibility
• Unpredictable weather condition
• Weak signal of internet in the provinces
• Distance of school implementers

b. International Challenges
• Lack of ICT facility and teachers training
• Time zone/availability
• Language barrier

Group 5: Korea
a. Domestic Challenges
• School system
• Teachers’ understanding and participation
• Time limitation for this project
• Parents do not want their children in this kind of extracurricular activity

b. International Challenges
• Language barrier
• Budget for international exchange

Group 6: Thailand
a. Domestic Challenges
• Lack of coordinator
• No action plan
• Lack of expertise
• Lack of ESD resources
• Weak monitoring and evaluation
• Lack of Public Relation and promotion

b. International Challenges
• Communication/language
• Focal point/coordinators
• No action plan together
• Seminar and sharing
• Monitoring and evaluation

The summary of the challenges is attached as Annex 7.
Workshop 5 part B: ESD Rice Project in the context of global movements  
By: Nagata Yoshiyuki and Jose Robert Guevara - IOC  
Global Action Plan Priority Action Areas  
1. Policy – Mainstreaming ESD  
2. Whole institution (school) approach  
3. Educators as facilitators toward Sustainable Development  
4. Youth as change agent  
5. Collaboration of community stakeholders  

RICE is a project that lives within. After December, the RICE project must be mainstreaming. The global linkage to be connect to Rice Project in terms of platforms is Education For All, Education for Sustainable Development, Millennium Development Goals, Sustainable Development Goals; in terms of institution is UN, UNESCO, NGO; in terms of issues is disaster, global warming, climate change, poverty. To make the connection, we have to establish relationship to work together. To start the connection, schools begin with the local. Once you identify how to do it, you do Action, Advocate and Achieve.

Workshop 5 part C: Identifying Themes and Partners for International Collaborative Learning Activity  
By: Wongduan Suwansiri – IOC / Office of the Basic Education Commission, Ministry of Education of Thailand  

International groups are brainstorming on how they can connect to each other in terms of creating international collaboration.

Workshop 5 part D: Writing Action Plan Until December 2014 (Commitment of The Project)  
Facilitator: IOC  
A brief explanation of ESD Rice Project Outline of Joint International Collaborative Learning Activity “Rice Paddy and Our Town” by Miki Saito.

An action plan should be based on SMART objective (Specific, Measurable, Achievement, and Relevant, Time-bound) and consist of (1) title, (2) background: why is it important, (3) objectives: SMART, (4) school partner, (5) activities, (6) time frame, (7) expected results.

The participants are divided into 3 groups and discussing on working on action plan regarding to international collaboration by identifying the theme
DAY 4

Workshop 6: Discuss possibilities of development/continuation of the project after 2014

Each group presenting their action plans.

1. GMO group
   (attached as Annex 8)
2. Rice Paddy and Our Town
   (attached as Annex 9)
3. Rice and Water
   (attached as Annex 10)

Lesson from BSP: What can we do beyond Dec. 2014?

By: Nagata Yoshiyuki – IOC / University of Sacred Heart, Tokyo

There are challenges towards this project, such as lack of facilities, fund, lack of expertise, lack of communication skill. In this case, we have to focus on what you can do not what you can’t do. The teachers don’t have to prepare special time to find ideas because learning is part of teaching process. The BSP teachers solve problems while teaching. There are many things and activities which possible to do without fund. In BSP, they have different money system. We don’t give money to the school directly. What can each of us do for a sustainable regional programme either by starting from individual activity, school, local, national and regional.

Each participant poured his or her ideas on a piece of paper regarding how to starts small action.

Workshop 7: Reflection and Overall Synthesis

By: Jose Roberto Guevara – IOC / Associate Professor School of Global, Urban, and Social Studies, RMIT University

The reflection session is carried in the other part of the ballroom where participants are asked to form a big circle. Mr. Roberto then review every lesson learned during the workshop on Rice and HOPE with cards. After that he light a candle and put a plate consist of a big jar and several jars contains variant of rice from Thailand in the center of the circle. He pass the candle to the first participant and ask her to bring the candle forward to the center, state her wish of this workshop while pouring the rice to the bigger jar and then pass the candle to the next person to do the same until all participant have stated their wishes and filling the big jar. Each participant then given an origami envelope and then asked to exchange their envelope with other participant and saying their gratitude and goodbye as the workshop is finished.
XI. CLOSING CEREMONY

In her closing remark, Ueki Kaori sent her gratitude to Indonesian National Commission for UNESCO for being co-hosting this workshop. We are trying hard to accomplish this project together. This project might go to end but the partnership should be last forever.

Meanwhile Gedy Siimenson was very emotional after the reflection circle. She expected to see people working hard on this project. And it was good to watch people work. She was impressed that through the small time, the participants have done so much. She thanked the organizers and sponsors for making this workshop possible and also the participants. She was happy to see the students at SMAN 10 Malang were so happy during the school visit.

Hasnah Gasim admitted that it was not an easy project to be undertaken. In that case, the ACCU, INCU as well as participated schools must have worked hard to accomplish it. ESDRice Project is a project initiated by UNESCO in cooperation with the ACCU on how to promote ESD through rice with aim to promote school and community ESD best practices by building collaborative network of the UNESCO ASPnet. The Ministry of Education and Culture itself strongly supports all efforts for the achievement of Sustainable Development. Therefore, all of us have to disseminate the result of this workshop especially to all ASPnet schools all over Indonesia for further implementation of the ESD Rice Project in the years to come. She hoped the result of this workshop could increase the students knowledge in doing farming as well as their knowledge on Sustainable Development especially in contributing to one of the 17 sustainable goals namely end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. Her closing remark is attached as annex 11.
XII. PHOTOS OF ACTIVITIES

Day-1, 3rd September 2014

- Opening Ceremony
  - Opening remark by Shibao Tomoko, Deputy Director of ACCU through Skype Video Conference from Japan

- Remark by Adi Nuryanto, Representative of Indonesian National Commission for UNESCO
Group Photo

Session of the Workshop
By: Miki Saito – Programme Specialist Education Cooperation Department, ACCU
• Workshop 1: *Harvesting and Sharing our Harvest*

• Workshop 2: *Sharpening our Tools*
Workshop 3: Visiting Other Rice Paddies - Introduction by Niken Ashih Santjojo and Novika Fajarini from SMA Negeri 10 Malang

Day-2, 4th September 2014
- School visit to SMA Negeri 10 Malang
  - Welcome participants

- Tasting food made from rice
- Observation of Paddy Gogo field

- Workshop 4: HOPE evaluation on case study observation
Day-3, 5th September 2014

Group Discussions
Day-4, 6th September 2014

- Closing Ceremony
  Remark by Ueki Kaori, Programme Specialist Education Cooperation Department, ACCU
• Remark from Gedy Siimenson, General Coordinator of the Baltic Sea Project, Tartu Environmental Education Centre

• Closing Remark by Hasnah Gasim, National Coordinator ASPnet
ANNEX 1

Agenda of the Workshop
ESD Rice Workshop 2014
Workshop Programme
Malang, Indonesia, 3 – 6 September, 2014
Harris Hotel & Conventions Malang, Ballroom Unique 3 (Level 1)

Workshop DAY 1: Wednesday 3 September
Objective: Review and share your school and country project.

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<td>8:30-9:15</td>
<td>Opening&lt;br&gt;• Speech - Miki Saito (ACCU)&lt;br&gt;• Speech – Adi Nuryanto (INCU, MoEC)&lt;br&gt;• Head of Education Office, Malang City</td>
<td>ACCU</td>
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<td>9:20-10:00</td>
<td>Workshop Orientation&lt;br&gt;- Ice breaking&lt;br&gt;- Objectives sharing</td>
<td>IOC</td>
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<td>10:00-10:20</td>
<td>Tea break</td>
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<tr>
<td>10:20-12:00</td>
<td>Workshop 1: Harvesting and Sharing our Harvest&lt;br&gt;Review of project activities undertaken by each school and country from Dec. 2013 to Sep. 2014 (International Group)&lt;br&gt;“Rice Paddy”&lt;br&gt;- HOPE&lt;br&gt;- International Partnership&lt;br&gt;- Collaborative Learning&lt;br&gt;- Youth</td>
<td>IOC</td>
</tr>
<tr>
<td>12:00-13:30</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Workshop 2: Sharpening our Tools&lt;br&gt;Review of ESD, HOPE and Project Principles and preparation of Monitoring and Evaluation of activities implemented by SMA Negeri 10 Malang school</td>
<td>IOC</td>
</tr>
<tr>
<td>15:00-15:30</td>
<td>Tea Break</td>
<td>Rep. of SMA Negeri 10 Malang</td>
</tr>
<tr>
<td>15:00-16:50</td>
<td>Workshop 3: Visiting Other Rice Paddies&lt;br&gt;Introduction of SMA Negeri 10 Malang school</td>
<td>Rep. of SMA Negeri 10 Malang</td>
</tr>
<tr>
<td>16:50-17:00</td>
<td>Wrap-up Day 1</td>
<td>IOC</td>
</tr>
</tbody>
</table>
### Workshop DAY 2: Thursday 4 September

Objective: Conduct observation and HOPE evaluation of case study school.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30</td>
<td>Leave hotel for SMA Negeri 10 Malang School</td>
<td></td>
</tr>
<tr>
<td>8:30-12:00</td>
<td>Case study observation</td>
<td>Teachers of SAM Negeri 10 Malang</td>
</tr>
<tr>
<td></td>
<td>- Classes observation</td>
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</tr>
<tr>
<td></td>
<td>- Students’ presentation on outcomes of international collaborative learning activity</td>
<td></td>
</tr>
<tr>
<td>12:00-13:30</td>
<td>Over Lunch Interaction with teachers, students and community members</td>
<td></td>
</tr>
<tr>
<td>14:00-15:45</td>
<td>Workshop 4 (International group work)</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>HOPE Evaluation on case study observation of SMA Negeri 10 Malang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Monitoring activities inside and outside of the classroom</td>
<td></td>
</tr>
<tr>
<td>15:45-16:00</td>
<td>Wrap-up Day 2</td>
<td>IOC</td>
</tr>
<tr>
<td>16:00-20:00</td>
<td>Malang Culinary Tour</td>
<td></td>
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<tr>
<td></td>
<td>- Museum Tempo Doeloe (Old Malang City Museum)</td>
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<tr>
<td></td>
<td>- Inngil Resto</td>
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</tr>
<tr>
<td>20:00-21:00</td>
<td>Back to Hotel</td>
<td></td>
</tr>
</tbody>
</table>

### Workshop DAY 3: Friday 5 September

Objective: Critically reflect on the current project to identify opportunities for improvement and discuss future possibilities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:40</td>
<td>Workshop 5A: Cross-breeding to Strengthen Rice Project</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>Addressing international collaborative learning activities through utilizing concepts of “Rice Paddy” and “My Rice”</td>
<td></td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td>10:00-12:00</td>
<td>Workshop 5B: Cont’d</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>- ESD Rice Project and global education efforts (ESD GAP, SDGs, EFA, MDGs)</td>
<td></td>
</tr>
<tr>
<td>12:00-13:30</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Workshop 5C: Cont’d</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>- Identify themes and partners for International Collaborative Learning</td>
<td></td>
</tr>
<tr>
<td>15:00-15:30</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td>15:30-17:50</td>
<td>Workshop 5D: Cont’d</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>- Action plan until Dec 2014 (commitment of the project)</td>
<td></td>
</tr>
<tr>
<td>17:50-18:00</td>
<td>Wrap-up Day 3</td>
<td>IOC</td>
</tr>
</tbody>
</table>

### Workshop DAY 4: Saturday 6 September

Objective: Reflection and way forward

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:00</td>
<td>Workshop 6 Discuss possibilities of development/continuation of the project after Jan 2015</td>
<td>IOC</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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<td>------------</td>
<td>----------------------------------------------------</td>
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<tr>
<td>10:00-10:20</td>
<td>Tea Break</td>
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</tr>
<tr>
<td>10:20-12:00</td>
<td>Workshop 7</td>
<td></td>
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<tr>
<td></td>
<td>Reflection and overall synthesis</td>
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</tr>
<tr>
<td>12:00-12:30</td>
<td>Closing Speech</td>
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<tr>
<td></td>
<td>• Ms. Ueki Kaori</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ms. Hasnah Gasim</td>
<td></td>
</tr>
<tr>
<td>12:30-13:00</td>
<td>Check Out</td>
<td></td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>• Heading to Batu</td>
<td></td>
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<tr>
<td></td>
<td>• Heading to Surabaya Airport</td>
<td></td>
</tr>
<tr>
<td>14.00-16.00</td>
<td>Apple and Strawberry Plantation in Batu</td>
<td></td>
</tr>
<tr>
<td>16.00-18.00</td>
<td>Heading to Surabaya (Inna Simpang Hotel)</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 2

List of Participants and Organizers
LIST OF PARTICIPANTS, RESOURCE PERSONS, VOLUNTEERS AND ORGANIZING COMMITTEE

A. Participants

1. Siva Ponnusamy
   Zamindar’s Higher & Secondary School
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2. Srinivasulu Gali
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16. Eliseo S. Pangan  
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18. Jerome Q. Neyra  
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4. Gedy Siimenson  
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C. Volunteers

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   Email. aspnetind@cbn.net.id

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Regional Initiative for Cooperation for ESD Promotion Through Rice

ESD Rice Workshop 2014
3rd - 6th September 2014
Harris Hotel & Conventions, Malang

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ANNEX 3

Welcome Remark of Ms. Shibao Tomoko
Ms. Shibao Tomoko’s Speech  
During the Opening Session of ESD RICE Workshop 2014

Hello Everyone,

I’m very happy to see you all.

I apologize for not being able to attend this important workshop in Malang, since there are several important things to do so I’m not able to join you all. But I’m glad to in touch with you via Skype

Welcome to ESD Rice Workshop 2014, Malang. Thank you firstly I would like to extend to the Indonesian National Commission for UNESCO, Ministry of Education and Culture, for being the co-host of this wonderful event.

As we all know, this is the second workshop on ESD Rice Project, after the first one in Thailand, back on December 2013. ESD Rice Project itself is a long-term project started on December 2013 and will be ended after a year on December 2014.

It’s been a great pleasure for the chance of working together with you all the participants of ESD Rice Project sponsored by UNESCO through Japan Fund in Trust. We do not regard this project as a mere project but it has a deeper meaning. It’s not about planting rice only, but more than that, it’s how we understand about the sustainable development through rice through the international collaborative learning concept.

We have know with us, the IOC Team, who will later share their experiences and knowledge so we can run this project smoothly and together achieving the objective.

I hope, though this project will be ended on December 2014, but its impact will be far beyond that. Let’s together shape and develop the future term of this great initiative.

Thank you very much, wishing you all a very active and fruitful workshop, and looking forward to hearing the great result of this workshop.
ANNEX 4

Welcome Remark of Mr. Adi Nuryanto
Good morning,
Yang terhormat Bapak Kepala Dinas Pendidikan Kota Malang atau yang mewakili,
Dear Colleagues from Asia-Pacific Cultural Center for UNESCO,
Resource persons,
And all participants,

First of all I would like to convey apologize from our Executive Chairman of Indonesian National Commission for UNESCO, Prof. Arief Rachman, Prof. Noor Endah as National Coordinator of ESD also could not join us, but Ibu Hasnah, the National Coordinator for ASPnet, will join at the closing ceremony.

In this occasion, I would like to thank to ACCU for appointing Indonesia to organize this important workshop. Terimakasih juga kami sampaikan kepada Kepala Dinas Pendidikan Kota Malang atas dukungannya dan ijinnya sehingga acara ini dapat dilaksanakan di Kota Malang. I would like also thank to schools in Indonesia that help us in the preparation and arrangement of this workshop.

I also would like to thank to resource persons, thank you for coming to Indonesia and you were traveling so far away from your home, to contribute to this workshop. And also for the participants, that very enthusiastic to follow this warm workshop. And we appreciate to the work of the committee from Natcom that prepare all the work together with ACCU for this workshop.

We are very proud to have participants from 6 countries in Asia-Pacific region (India, Indonesia, Japan, Philippines, Republic of Korea, Thailand), resource person from Australia, Japan, Thailand, Estonia. This location has been chosen as one of the school from Indonesia that participate in the project located at this city.

The theme rice is closely relevant to our today’s and future’s life. In Indonesia, as also in many countries in the Asia-Pacific region, rice is the main staple food. According to the principle of sustainability, stated in the Rio Declaration on Environment and Development, I could mention one of the 18 principles, development today must not undermine the development and environment needs of present and future generations. So, producing rice should be wise, consider
the environment, and the next generation should be well educated, as globalization of the economy, climate change and loss of biodiversity have a great impact on cultivation of rice.

As we would see in the projects that would be discussed and shared in this workshop, we hope that we could find much creativity to learn about community and the world in view of sustainability. So that through rice, learners could learn and understand the challenges, think of solutions and take actions for positive change to create a sustainable community and the sustainable world.

Base on that argument, Indonesia fully support this workshop.

Finally, I hope that you will enjoy this workshop, Malang City, and also Surabaya, and have a good memory about Indonesia.

Wassalamu’alaikum warahmatullahi wabarakatuh
ANNEX 5

The Presentation of Workshop Orientation
by Ms. Miki Saito
Objectives

Overall objective
To promote school-and-community based ESD practices in Asia and the Pacific by building an international collaborative network of the ASPnet.

Immediate objective
◆ School-and-community based ESD
◆ International collaborative learning activities

Expected the ESD Rice Project will develop into an Asia-Pacific based ASPnet flagship project beyond the UNDESD
Project duration
December 2013 – December 2014

Participating Countries
India, Indonesia, Japan, Republic of Korea, Philippines, Thailand

Participating Schools
19
Elementary: 3
Junior High School: 1
High School: 15
ESD Rice Project

Key Conceptual Frameworks

- Advance ESD
- International Collaborative Learning
- Youth Engagement

ESD Rice Project

Project Milestones

- ESD Rice Workshop 2013
  Thailand
- ESD Rice M&E
  In Korea, July 2014
- ESD Rice M&E
  In Indonesia, August 2014
- ESD Rice M&E
  In Japan, May-August 2014
- ESD Rice Workshop 2014
  Indonesia
- Conference on ASPnet, November 2014
Outcomes of the last Workshop

Outcomes of the Project so far...

ESD Rice Website
http://esdriceproject.com/

Final report of the ESD Rice Workshop 2013
Purpose
To monitor and to review of on-going ESD Project and to discuss possibilities of future development and achievement of the Project

Objectives
1. To review ESD Rice activities of each school and country that have been implemented since December 2013 and define good practices and discuss way to solve challenges by utilising HOPE framework (Day 1);
2. To monitor and to evaluate activities of SAM Negeri 10 Malang School by utilizing HOPE framework (Day 2);
3. To develop good practices of international collaborative learning activities to improve of the project (Day 3);
4. To discuss how each activity of ESD Rice Project will contribute to international education and sustainable development agenda and programmes such as GAP for ESD or SDGs and develop an action plan (Day 3); and
5. To discuss future development/continuation of the project after 2014 (Day 3 and 4).
Development for what?
Why development?
Outreach of the Project
Okayama Conference

Date
Saturday 8 November, 2014

Roles
20 minutes presentation of the Project
Poster exhibition of the Project/International Collaborative learning

Criteria for selecting delegates (IOC):
1. ASPnet school
2. Explain ESD Rice Project as a regional project
3. School project is successfully implemented
4. Available to travel (one week)
5. Never visited Japan before

Run for candidate:
TALK TO Ms. KAORI BEFORE LUNCH TIME OF DAY 3

Thank you
Terima kasih!
ANNEX 6

Introduction of SMA Negeri 10 Malang
School Introduction

Presented in ESD Rice Project Workshop
Malang - Indonesia
2014

Campus 1
Campus 2

ESD Rice Project

- Dissemination and program sharing to teachers and staffs
• Dissemination and introduction to

• Paddy Gogo Field Preparation
• Preliminary Survey
• RICE-Up Your Life Jingle Challenge
Preparation

Thank You
**Objective:** Conduct observation and HOPE evaluation of case study school

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>Facilitator / PIC</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 – 8.30</td>
<td>Leave hotel for SMAN 10 Malang</td>
<td></td>
<td></td>
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<tr>
<td>8.30 – 8.35</td>
<td>Welcoming activity:</td>
<td></td>
<td>Hall Mercusuar</td>
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<tr>
<td></td>
<td>- Participants are welcomed by Paskibra, teachers, and students.</td>
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<tr>
<td>8.35 – 8.40</td>
<td><strong>Tari Bondan Tani</strong></td>
<td></td>
<td>Hall Mercusuar</td>
</tr>
<tr>
<td></td>
<td>- Dancer explain the meaning of the dance, perhaps the story has correlation with local wisdom in connection with sus sustainable development concept: socio, economy, environment and culture.</td>
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<tr>
<td></td>
<td>- Dancer may explain the process of dance practice and how they learn the philosophy of the dance, the moves and the music in HOPE way.</td>
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<tr>
<td>8.40 – 8.45</td>
<td><strong>Traditional Song about Rice</strong></td>
<td></td>
<td>Hall Mercusuar</td>
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<tr>
<td></td>
<td>- Singer may explain about the traditional song’s meaning</td>
<td></td>
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<tr>
<td>8.45 – 8.55</td>
<td>Welcoming speech by Principal</td>
<td></td>
<td>Hall Mercusuar</td>
</tr>
<tr>
<td>8.55 – 09.00</td>
<td><strong>Bridging to case study observation</strong></td>
<td></td>
<td>Hall Mercusuar</td>
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<td>Termasuk koord siswa 8 kelompok (1 anak 1 ppt) 2-3 menit</td>
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<tr>
<td>09.00 – 10.30</td>
<td><strong>Case study observation</strong></td>
<td></td>
<td>Biology Lab</td>
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<td></td>
<td>- Paddy field</td>
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<td></td>
<td>- Classes observation</td>
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<td>o Biologi &amp; Lingkungan</td>
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<td>o Ekonomi &amp; Sosial</td>
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<td></td>
<td>o Math</td>
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<td></td>
<td>o Lego Robotic</td>
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<tr>
<td>10.30 -11.30</td>
<td>International collaborative learning activity:</td>
<td></td>
<td>Hall Mercusuar</td>
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<tr>
<td></td>
<td>Students will have video conference with students of Arima High School, Japan</td>
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<tr>
<td>11.30 – 12.30</td>
<td><strong>Exhibition: Art and Indonesian traditional food</strong></td>
<td></td>
<td>East side of Mercusuar</td>
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<tr>
<td></td>
<td>- Pameran Makanan dan minuman tradisional (termasuk ketupat)</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
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<tr>
<td>12.30 – 14.00</td>
<td>Over lunch interaction</td>
<td>Hall Mercusuar</td>
<td></td>
</tr>
</tbody>
</table>
| 14.00 – 15.45| **Workshop 4** (International group work) HOPE evaluation on case study observation of SMAN 10 Malang  
- Monitoring activities inside and outside of the classroom | IOC               |
| 15.45 – 16.00| Wrap up day 2                                                                               | IOC               |
|              | Closing Activity:  
- Closing speech and presenting a token of appreciation                                      | Bu Niken          |
|              | - Singing jingle together (*leaving the school*)                                            | Students          |
| 16.00 – 18.00| Community and world heritage visit                                                            | IOC               |

**Coordinating institution:**

- Develop the international collaborative (logistical and communication)
- Coordination between institution and schools
- Gedy as co participant for the first day to zoom out as
ANNEX 7

Group Challenges - BSP (Baltic Sea Project)
LEADING PARTNER 2012-2015

The Foundation Tartu Environmental Education Centre

Hobby School Tartu Nature School
Environmental Information Centre
Adult Education Centre
Complementary nature programs for school curriculum
TARTU ENVIRONMENTAL EDUCATION CENTRE

- Park area: 9000 m²
- House area: 1780 m²
- Opened year 2013

- Collecting rainwater for greenhouse
- Sorted waste collection and composting in territory
- High-efficiency heat recovery ventilation
- Natural decoration materials: wood, clay, goat wool
- The house is well insulated
- Solar panels are coming to heat the water

Collaborative learning in the Baltic Sea Project

Gedy Siimenson
gedy.siimenson@teec.ee
General coordinator of BSP
Tartu Environmental Education Centre in Estonia
COLLABORATIVE LEARNING?

*Requires working together toward a common goal. (Relevant problems for meaningful learning)

*Students are responsible for one another's learning as well as their own. (We learn when we teach)

*Teacher is co-learner, not a lecturer.

*Students should be part of their education planning process.

*Across the curriculum, with the community, involving different partners, giving results.

*Use of ICT possibilities will increase the behaviour.

BALTIC SEA REGION
STARTING A PROJECT

- In 80’s news about the Baltic Sea quality were bad
- A finnish lady named Liisa Jääskelainen (form Fin. ASPnet) started the initiative in 1989 to create a school-based project that would use national and international methods to:
  
  - Build a network of schools in the Baltic Sea catchment area.
  - Create common programmes for participants.
  - Organize joint activities.
  - Publish Newsletters and other materials.
  
- With doubts the countries were invited to a meeting, and a budget were given from UNESCO.

BECOMING ONE

The meeting was arranged & all came! Joint goal!

1st conference in 1992, Kotaka, Finland, 350 pp
- Meaningful sequences of learning activities
- Identifying conflicting values, aims of different partners
- Planning activities for EE and ESD
- Personal devotion and orientation on the future
STARTING TO ACT AS ONE

The TIMING was good!
After the Soviet time teachers were eager to act, and so were students.

FUNDRAISING events by students to get enough money:

- RUNNING RACE for Baltic Sea
- BYCYCLE HIKE for Baltic Sea
- SELLING BSP T-SHIRTS to prepare the conference

Same time slowly developed the programmes.
WHO ARE WE?

- Tartu Environmental Education Centre
- Latvian National Centre of Education
- Lithuanian Centre of Non-formal Youth Education
- St. Petersgurg State University of Economics
- Associated Schools Network of UNESCO Germany
- Nacka Upper Secondary School
- Konopnicka Secondary School in Katowice
- Linnajoen koulu (secondary school)
- Sønderskov-Skolen (secondary school)
INCREASE THE AWARENESS OF SUSTAINABILITY

GIVE STUDENTS AN UNDERSTANDING OF THE SCIENTIFIC ASPECTS BETWEEN MAN AND NATURE
Although sulfur dioxide is of interest as a pollutant, our primary emphasis here is to explore its role in climate change. SO2 can easily form ions that with their negative charge can combine with water vapor in the atmosphere to form small droplets of sulfuric acid (H2SO4). Acid rain isn’t just a problem of the land; it’s also affecting the seas and oceans.
EDUCATIONAL APPROACH

to achieve balance between a holistic view and individual subject studies & change the role of the student from passive recipient to active constructor
**HOW WE DO IT?**

- We provide a diverse network!
- .. interesting programs!
- .. emotional events!
- .. useful learning materials!
- .. necessary practice opportunities!
- We ask for informative reports!
- .. for help and support!
- We commit our time!

---

**BSP IN ACTION**

- Newsletter *(March 2014)*
- Learners’ Guide *(March 2014 from Denmark)*
- Competitions *(The Gulf of Finland drawing competition)*
- Camps *(Germany, organized by Danish)*
- Seminars *(Seminar for teachers, November in Estonia, Oct. in Vilnius)*
- International working groups, making visits
- Annual Web Quiz *(September 2014)*
- International Internet Conference Agenda 21 NOW! *(10. April 2014 – “Prejudices against the world - the world against prejudices”)*
- Other possible projects *(Meri-Pori with a research institute, Danish with Arab countries with ERASMUS+, cultural values with Brighton University)*
- Leadership bootcamp for ESD
- Conferences *(International science conference in June 2015)*
COLLABORATION INCUPATORS

Conferences for 150-300 ppl:

1994 - Sweden „Save the Baltic Sea“
1997 - Sweden „From words to action“
2000 - Denmark „On the Threshold – Baltic 21“
2002 - Germany
2004 - Sweden „Cod conference,“
2006 - Poland „Diversity and sustainability“
2007 – Sweden „Vision and tradition – in the spirit of Linne toward sustainable Baltic“
2007 – Internet conference „One world, one Globe – globalisation near you?“ had 1023 ppl
2008 – Lithuania „Evolution of environment“
2009 – Lithuania „Vision and tradition“
2012 – Latvia “Local recourses for sustainable development”
2015 – Estonia „Science of changes“
National conferences
*National funding (usually ministries, fonds, sponsors)
*National co. organizes
*Theme picked with teachers in annual meetings
*Teachers bring students ideas & help to prepare their work
*Presentations, workshops, practical field work, lectures

International conferences
*Nat. funding from general coord. country, EU, sponsors
*General co. organizes + voluntary students, teachers
*Theme given 9-12 months earlier from general co. country
*Advice granted to students from experts & nat. Coordinators
*Presentations, workshops, practical field work, lectures, excursions, games, sports, intercultural exchange
PROGRAMMES:

1. Water Quality in the Baltic Sea
2. Rivers
3. Coastwatch
4. Air Quality
5. Phenological Observations
6. Bird Ecology
7. Environmental History
8. Environmental Measurements (Pine needle)

A new APP for tablet computer & Ipod for collecting data!

DIGITALIZATION OF THE PROGRAMMES!

https://bsp.mineavasta.com/about/
Why We Do It?

- **We believe** we will leave the Baltic Sea in better condition than it was then when we started.
- **We believe** we can make better choices as human beings.
- **We believe** small deeds make a difference.
- **We believe** education is a key to change the world!
Song from last international camp

- I’ve got the ESD (BSP) spirit up in my head,
- right in my hands,
- deep in my heart.

- „x1“

- I’ve got the ESD (BSP) spirit All over me,
- All over you,
- All over us to stay!

TERIMA KASIH!
The Baltic Sea Project’s achievements & challenges

Gedy Siimenson
gedy.siimenson@teec.ee
General coordinator of BSP
Tartu Environmental Education Centre in Estonia

BSP MANAGEMENT


- UNESCO  UNESCO Nat.Com.  Experts on the theme
- EU  Local government  National coordinator
- Ministries  Teachers, students  Teachers, students
- New partners  New partners  New partners
- Inter. meetings  National meetings  Collecting data
- Regional funding  Local funding  Conclusions for reports
- Representing  Introducing locally  Workshops
- Internat. events  National camps etc.  Materials
- Materials  Materials  Program develop.
- Program develop.  Program develop.
**ACHIEVEMENTS**

- The network is 25 years old!
- Students empowered & are planning & co-learning.
- Each country is represented.
- Still a flagship project & trying to climb up that ladder through EUSBSR Seed Money as well.
- Mostly supported by ministries.
- New ideas.
- Good feedback (articles, videos from students).
- Networking comparing to the hierarchical organization requires active participation of everybody in the network.
- Learners Guide nr 10 & Newsletter 38
- International camps
- BSP app & Agenda 21 NOW!
- Conference in 2015
- Seed Money project (ERASMUS+, Horizon 2020, The Baltic Sea Region Programme 2014-2020)

**CHALLENGES**

- Changes are slow (program renewing).
- Change agents are busy with after sch. activities.
- Different funding - different angles. Russia not part of EU.
- Some coordinators are going to retire. Next?
- Programme coordinators are busy – to give to interested universities (they have their own supports).
- Strickt rules, traditions or laws in partner countries (Germany- Skype, teacher work hours/ Latvia – waste water idea)
- Not all can be active at the same time (national funding – negative answers).
- BSP school criteria renewing (UNESCO nat.com).
- Project writing skills.
- Teacher´s English skills.
- Activities too wide to gasp (networking expanded).
PLANS FOR FUTURE

- Digital database, easy access to observations – can make online lessons on analyzing the results.
- Leadership guidelines (pilot school project).
- Curriculum connections (with programs also 45 min worksheets, guidelines).
- Learners Guide about boarders (German Comenius project).
- Programmes for younger students too.
- UNESCO letter (voluntary report).

TO WRAP UP

- BSP is an international network among schools for a better environment in the Baltic Sea catchment area.
- Project started in the year 1989.

- Why it works?
  - Cycle of coordination
  - Personal responsibility
  - Collaborative learning
  - Activities connected
  - Supportive network
  - EU money
THANK YOU!
Each thought, word and act is meaningful.

Gedy Siimenson
gedy.siimenson@teec.ee
General coordinator of BSP
Tartu Environmental Education Centre in Estonia

MIGHT HELP?
- http://www.nacdnet.org/education/soils
- http://www.caretakers4all.org/
ANNEX 8

Group Action Plans-

GMO
10min.
QUESTIONARES
- number of family members
- genders
- profession
- education reveal
- age
- income (optional)

1. How many kilo grams of rice do you consume per month?
2. How much money do you spend for rice per month? (if zero, why zero?)
3. What variety/varieties of rice do you buy?
4. Which of the factors do you consider for buying rice? (check mark boxes)
5. Have you ever heard of newer systems of rice production? (check mark boxes GMO, SBR, Organic...)
6. If yes, what have you heard about this?
7. Do you think your health will be different depends on what you eat?
8. Why do you think so?

● additional questionares for students
1. Do you know about GMO products in your country?
2. If yes, tell us about it
3. What kind of image do you have about GMO products? (delicious/not delicious, cheap/expensive, harmful/safe)
4. Have you ever heard of newer systems of rice production? (check mark boxes GMO, SBR, Organic...)
5. If yes, what have you heard about this?
6. Do you think your health will be different depends on what you eat?
7. Why do you think so?
ANNEX 9

Group Action Plans-
Rice Paddy and Our Town
ESD Rice Project
Outline of Joint International Collaborative Learning Activity
-Rice Paddy and Our Town-

As of 10 June 2014
ACCU

ACCU will be inaugurating a new joint international collaborative learning on Rice which we mention in Activity guide “(3) ESD Rice Project Website for interaction and dissemination” on page 5. The theme will be “Rice Paddy and Our Town”. ACCU will be coordinator of the joint activity.

Background
Since ESD Rice Workshop 2013, each school has been implementing ESD Rice project. However, in terms of international collaborative learning, this is not active enough. Many schools activities are focusing on cultural dimension of rice which is very important aspect but in terms of holistic education, still some essences are missing. We understand that it is not easy for teachers and national coordinators to start a new international collaborative learning with new schools. We remember some messages we got from Ms. Birthe: when you implement International collaborative learning, it needs to be problem solving learning and choose simple, hot and common issue. ACCU and Oonuki Elementary School choose “Rice Paddy and Our Town” as a way of implementing more holistic international collaborative learning and nurture agents of change. ACCU plans to showcase outcomes of learning at International Forum for ASPnet Schools in November 2014.

Learning steps
1. Current situation survey on rice and town (community people, rice industry biodiversity, nature etc)
2. Issue identification
3. Analyze an issue through multi-faceted views
4. Work on “The Future We Want for Our Town”

Final Outcome of the Collaborative Learning
Work on “Future We Want for Our Town”

<table>
<thead>
<tr>
<th>Schedule</th>
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<tbody>
<tr>
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<tr>
<td>Current situation survey on rice and town (community people, rice industry biodiversity, nature etc)</td>
</tr>
<tr>
<td>Issue identification</td>
</tr>
<tr>
<td>Analyze an issue through multi-faceted views</td>
</tr>
<tr>
<td>Production. Theme: Future We Want for Our Town</td>
</tr>
</tbody>
</table>

♦ By September, the second ESD Rice Workshop students make summarize of current situation of rice and town and identify issues. During the workshop, teachers exchange students works and bring back works of other schools to each school.

♦ Works will be finished by the beginning of December so we can share the productions through Skype. If possible, send the works by post and exchange some works among participating schools.

* Works can be anything artwork, poster, drawings but need to be consistent among participating schools.
ESD Rice Project
Outline of Joint International Collaborative Learning Activity
-Rice Paddy and Our Town-
Learning Steps

As of 28 July 2014
ACCU

1. Prepare for a community survey: list up questions
   For teachers: make sure students will make questions from dimensions of nature, economy, society and culture.
2. Go for an interview to elderly people in the town (grand parental generation)
3. Compile collected data into four categories of Nature, Economy and/or Money, Society and Culture and fill in boxes of worksheet
4. Revise questions that students made in step 1 to prepare for another interview to parental generation
5. Go for an interview to parental generation
6. Compile collected data into four categories of Nature, Economy and/or Money, Society and Culture and fill in boxes of worksheet
7. Research current situation of the town in four dimensions and fill collected data in each box
8. Critical analysis on situation of the town when students are 20 years old, based on collected data and discuss about ideal development of the town. Outcomes of the analysis and discussion will be filled in the boxes.
9. Imagine and describe ideal town 50 years from now. Imagine “The Future We Want for Our Town”
10. Make a miniature model of ideal town 50 years from now
<table>
<thead>
<tr>
<th>Nature</th>
<th>Acreage of paddy or shape of paddy and paddy path, local wisdom of rice cultivation</th>
<th>Acreage of paddy or shape of paddy and paddy path, local wisdom of rice cultivation</th>
<th>Acreage of paddy or shape of paddy and paddy path, local wisdom of rice cultivation</th>
<th>Ideal and reality of the town</th>
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<tbody>
<tr>
<td><strong>Change in nature of the town</strong></td>
<td></td>
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<td>Creation of ideal town</td>
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<tr>
<td><strong>When your grandparents were children</strong></td>
<td>(50 years ago, 1964)</td>
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<td>⇒ Work on “The Future</td>
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<td><strong>When your parents were children</strong></td>
<td>(30-20 years ago, 1984-1994)</td>
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<td>We Want for Our Town”</td>
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<tr>
<td><strong>2014</strong></td>
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<tr>
<td><strong>When you are 20 years old</strong></td>
<td>(e.g. 8 years ahead, 2022)</td>
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<tr>
<td><strong>50 years from now, 2064</strong></td>
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</table>

| **Economy and/or Money**                   | Full-time Farmer or part-time farmer Price of rice Sale destination of rice Local wisdom of economy in terms of rice production | Full-time Farmer or part-time farmer Price of rice Sale destination of rice Local wisdom of economy in terms of rice production | Full-time Farmer or part-time farmer Price of rice Sale destination of rice Local wisdom of economy in terms of rice production | Ideal and reality of the town |
| **Change in occupation and economic development of the town** |                                                                                   |                                                                                  |                                                                                  | Creation of ideal town      |
| **Situation of the town** (buildings)      |                                                                                  |                                                                                  |                                                                                  | ⇒ Work on “The Future      |
| **Lifestyle of people in the town**        |                                                                                  |                                                                                  |                                                                                  | We Want for Our Town”       |
| **Quantity of rice production and production process** |                                                                                  |                                                                                  |                                                                                  |                             |
| **Population**                             |                                                                                  |                                                                                  |                                                                                  |                             |
| **Local wisdom**                           |                                                                                  |                                                                                  |                                                                                  |                             |

| **Society**                                |                                                                                  |                                                                                  |                                                                                  | Creation of ideal town      |
| **Change in lifestyle and the town**       |                                                                                  |                                                                                  |                                                                                  | ⇒ Work on “The Future      |
| **Situation of the town** (buildings)      |                                                                                  |                                                                                  |                                                                                  | We Want for Our Town”       |
| **Lifestyle of people in the town**        |                                                                                  |                                                                                  |                                                                                  |                             |
| **Quantity of rice production and production process** |                                                                                  |                                                                                  |                                                                                  |                             |
| **Population**                             |                                                                                  |                                                                                  |                                                                                  |                             |
| **Local wisdom**                           |                                                                                  |                                                                                  |                                                                                  |                             |

<p>| <strong>Culture</strong>                                |                                                                                  |                                                                                  |                                                                                  | Creation of ideal town      |
| <strong>Inheritance and diminishment of local culture</strong> |                                                                                  |                                                                                  |                                                                                  | ⇒ Work on “The Future      |
| <strong>Traditional culture of the town</strong>        |                                                                                  |                                                                                  |                                                                                  | We Want for Our Town”       |
| <strong>Rice recipe</strong>                            |                                                                                  |                                                                                  |                                                                                  |                             |
| <strong>Local wisdom</strong>                           |                                                                                  |                                                                                  |                                                                                  |                             |</p>
<table>
<thead>
<tr>
<th>Nature</th>
<th>Economy and/or Money</th>
<th>Social community</th>
<th>Culture</th>
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<tr>
<td>How the nature of the town has changed/ will change</td>
<td>Change of occupation and economic development of the town</td>
<td>Change of lifestyle and the town</td>
<td>Inheritance and diminishment of local culture</td>
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</tbody>
</table>

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<tr>
<th>When your grand parents were children (50 years ago, 1964)</th>
<th>When your parents were children (20 years ago, 1994)</th>
<th>2014</th>
<th>When you are 20 years old (8 years ahead, 2022)</th>
<th>When you are 62 years old (50 years ahead, 2064)</th>
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ANNEX 10

Group Action Plans - Rice and Water
Outline of the ‘RICE and WATER’ Project

Theme: Rice and water

Background: why is this topic important?
Water is essential
1. Too much water … flooding
   Lack of water … drought
2. Human induced disaster – cutting trees
3. Understanding the changing water situation will help to identify relevant action, like planting trees
4. Link of biodiversity
5. Link to government policy to allow- methane gas extraction to result in loss of ground water and desertification

Objectives (for students)
In the next 4 months our students will be able to…
1. To be able to explain and give examples of the importance of water to rice production/loc
   al community
2. To identify the key causes for the changing nature of water supply both human and natural causes (in their local community)
3. To identify the impact of these changing water supply to the local people/ community and their environment
4. To identify relevant actions to address the observe situation

Agreed Key Questions:
1. What are the problem related to water and rice production in community?
2. What are the current solutions on water issues management in rice production?

Agreed:
1. Data to be sent via facebook
2. Seminar style online
3. Schedule of school seminar/ presentation (see below)

To be discussed still:
1. What platform to use?
2. Clarify Roles of teacher after seminar!
   a) Clarify what feedback to be given after the student presentations (six small presentation cycles)
   b) Provide guide for how to process - students’ action (one big project cycle)
3. Deadline for sharing students’ actions (2b)
4. Central communication: Amalina but need to coordinate with ACCU
Timeline:

Sept.
- 30th - Upload 3 to 5 minutes Video introduction to facebook

Oct.
1)  2nd, Thu. SMP Amalina / Indonesia  
   Title: “Floating Rice Paddy”  
   2PM (Indonesia time)  
   Main listener: PHSA

2)  17th, Fri. Z.P.P HS / India  
   Title: “Water and rice”  
   11AM (Indian time)  
   Main listener: SMP Amalina

3)  23rd, Thu. PHSA / Philippine  
   3PM (Philippine time)  
   Main listener: Sakado

Nov.
4)  11th, Tue / 12th, Wed. Sakado / Japan  
   2PM (Japan time)  
   Main listener: Zamindar’s HSS

5)  21st, Fri. Zamindar’s HSS / India  
   2PM (India time)  
   Main listener: PCC

Dec.
6)  16th, Tue. PCC / Thailand  
   10AM (Thailand time)  
   Main listener: SMP Amalina
ANNEX 11

Closing Remark of
Ms. Hasnah Gasim
Closing Remarks by Ms. Hasnah Gasim, National Coordinator of ASPnet
At ESD Rice Workshop, Malang 6 September, 2014

Assalamu’alaikum Warahmatullahi Wabarakatuh
Ms. Miki from ACCU
Dear Participants and ResourcePersons,
Ladies and Gentlemen

Good Morning,

It is a great honor and pleasure for me to say a few words at the closing ceremony of the this ESD Rice 2014 Workshop. Prof. Arief Rachman apologize that he could not attend this workshop due to his tight schedule. I understand that there are 7 countries joining the project this year: India, Philippines, Indonesia, Thailand, Japan, and Korea. I hope that next year there will be more countries joining this ESD Rice Project.

I would like to thank Asian Cultural Center of UNESCO which organized the workshop in cooperation with the Indonesian National Commission for UNESCO.

I have requested Mr. Adi Nuryanto, Head of the Secretariat of the Indonesian National Commission for UNESCO and Mr Leo Mokodampit, Coordinator of IndonesianYouth Desk, supported by staff of Secretariat to make a good arrangement of the implementation of this workshop in cooperation with the Principal of SMA 10 Malang.

I would like also to thank the resource persons and the participants who have contributed a lot for the success of this workshop.

As we understand that ESD Rice Project is a project initiated by UNESCO in cooperation with the Asia-Pacific Cultural Center for UNESCO (ACCU) on how to promote ESD through Rice with aim to promote school and community ESD best practices by building collaborative network of the UNESCO Associated Project Network.

For your information, the Ministry of Education and Culture supports strongly all efforts for the achievement of Sustainable Development.

Therefore, we have to disseminate the result of this Workshop especially to all ASPnet schools all over Indonesia for further implementation of the ESD Rice Project in the years to come. I hope that the result of this workshop could increase the students’ knowledge in doing farming as well as their knowledge on Sustainable Development especially in contributing to one of the the 17 sustainables goals namely:

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
Let us work together to meet every challenge successfully as we move forward.

I hope that you safely return to each of your home country.

Thank you.

Wassalamu’alaikum Warahmatullahi Wabarakatuh
ANNEX 12

Media Coverage
Unesco Tinjau Pendidikan Berkelanjutan di SMAN 10


"SMAN 10 adalah salah satu partisipan dari ESD Rice Project Unesco, dan kunjungan ini dilaunch dalam rangka reflexi target yang akan kita capai dan menjadi ajang sharing kebebasan dan kekurangan di masing-masing sekolah," ungkap Project officer komisi nasional Indonesia untuk UNESCO Kemendikbud RI, Leo Mokodompit kepada Malang Post.


Terpisih Kepala SMAN 10 Niken Asih memutuskan, konsep pendidikan untuk pembangunan berkelanjutan sebenarnya bukan hal baru di sekolah yang diperumum. Karena sekolah berupaya ini pernah memiliki kebebasan mengatur kunkurnyanya di bawah binaan Sampoerna Academy, ada banyak kreativitas yang dimunculkan. "Sekolah ini dipandang sudah melakukan pendidikan untuk pembangunan berkelanjutan, karena disini siswa tidak hanya diajak belajar di kelas tapi mereka juga harus bisa menghargai lingkungan sosialnya, ekonomi, lingkungan dan juga budaya di sekitar kita di mana kita tinggal.


Siswa SMK Diuiji Melalui LKS

MALANG - Siswa-siswa Perhotelan dan Tata Boga berlomba menjadi terbaik dalam Lomba Kompetensi Siswa (LKS) tingkat Kota, yang berlangsung di Edotel SMKN 2 Malang, Kamis (4/9) kemarin.


Ketua Panitia LKS tingkat Kota, Novi Arista mengatakan dalam penilaian untuk 5 tata boga serta restoran servis ada beberapa tahapan. Seperti tes wawancara, persiapan dan menyusun maklumat serta menata meja bagi para pengunjung restoran.

Untuk perhotelan, penilaiananya terletak pada kerapian, kebersihan dan tata cara memberikan pelayanan kepada pengunjung hotel.

"Meskipun sifatnya hanya latihan persiapan..." kata Dinda, salah satu peserta.

Mahasiswa Baru Kenakan Mahkota


Mahasiswa baru ini kompak mengenakan baju mahkota motif dan warna. Selain itu, setiap kelompok tampil beda antar satu dengan lainnya. Ada yang mengenakan pita merah putih dibagian baju, plastik dikenakan lanyakan baju, hingga mengenakan topeng.

Gubernur Mahasiswa FEB UMM Firman Rato Rizki mengatakan, semua mahasiswa baru pada pra pesimba memang dibuat untuk mengenakan baju mahkota. Pasalnya, mayoritas mahasiswa Ekonomi lulus dari luar provinsi.

"Dengan baju mahkota ini, akan menambah kenangan dan kebersamaan atau tidak membedakan, apalagi baju merupakan kebanggaan bangsa Indonesia," katanya.

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Ministry of Education and Culture
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Jakarta 10270

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Fax. (+62-21) 5733127
Email: aspnetind@cbn.net.id
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www.aspnetind.org