



- **Name of members/participants**

Abdul Said Hussain (SMK Penang Free School, Malaysia)

Sandy Morrison (RCE Waikato, New Zealand)

Dr Gordiamo J. Quilicot (RCE Bohol, Philipines)

Annie A. Manzano (RCE Cebu, Philipines)

Junichi Fujino (new RCE candidate in Malaysia)

Phawn Thi Hoa (RCE Southern Vietnam, Vietnam)

Shabana Kazi (RCE Goa, India)

Ingrid Mula (RCE Penang, Malaysia)



- Key questions and current activities

**SMK Free School:** Butterfly farm launched 10 years ago. Sejahtera walk as extra curricula.

**RCE Bohol:** Training of planting indigenous food crops. Embedding agricultural indigenous practices in the curriculum.

**New candiadate:** Eco education/challenge for Kyoto City primary schools. Now, 80 schools involved. Ambition 190 school sin 2015. This project is being transferred to South Malaysia.

**RCE Cebu:** Organised a roundtable discussion with schools invited to explore collaborative ventures. Training to public schools on gender issues . Embedding sustainability in NST programme. Disaster risk reduction training for school children and teachers.

**RCE Waikato:** In NZ, education in mother language. Traditional knowledge and stories are embedded in the school curriculum. Promote traditional / indigenous schooling in **Kiribati..**

**RCE Southern Vietnam:** Embedding sustainability in the syllabus of the university using participatory approaches.

**RCE Goa:** Using STARS as a way to assess ESD in school and implementing interventions taking into account the results. Embedding local cultural and heritage in schools.



- Discussions

**Local knowledge in curriculum**

Work to integrate local/indigenous knowledge in the school curriculum (mainstream and indigenous schools) through national negotiations, teacher training.

National support for education in mother tongue.

Challenge of transferring and upscaling projects to other parts of the world.

**ESD Assessment**

ESD field trips have revealed issues that never come up in schools in other activities, especially regarding the wellbeing of students and children.

**Experiential learning**

Challenge when teachers who are ESD champions leave a school

Organisational challenges when leadership changes and when there is no coordination stability

Need for new methodologies to hear the stories of children who have suffered from disasters.

Lack of funding and lack of manpower are challenges for RCEs

Participative approaches



- **Future plans**

- Address challenges through working more closely with RCE partners/through partnerships.
- Explore new funding possibilities, involving the business sector.
- Document practices and case studies through group emails.