

## SASEANEE 介紹

南亞與東南亞環境教育網絡 SASEANEE (South and Southeast Asia Network for Environmental Education) 於 1993 年 2 月由位於印度艾哈邁達巴德 (Ahmedabad) 的環境教育中心 (Centre for Environmental Education, CEE) 與世界自然保護聯盟教育及宣導委員會 (IUCN-CEC) 合作的一次工作坊時成立，是一個環境教育相關專家學者的個人及機構的區域性連結網絡，協助啟動或支持此區域環境教育計畫，以環境教育中心 (CEE) 為網絡秘書處，並且負責 SASEANEE 的行政相關作業。

CEE 於 2002 年成為南亞青年環境網絡 (South Asia Youth Environment Network, SAYEN) 的秘書處，藉由聯合國環境規劃署的亞太區域辦公室的協助，SAYEN 與聯合國環境規劃署的 TUNZA 青年策略作連結，鼓勵年輕人參與各項環境相關活動。CEE 在印度的環境教育扮演相當重要的角色，除了前述的 SAYEN，又建立了 6 個聯合國「永續發展教育區域中心」 (Regional Centres of Expertise, RCE)，以推動印度不同區域永續發展的在地實現。

而 SASEANEE 網絡所連結的組織有區域中聯合國包括政府相關的南亞合作環境方案 (South Asia Cooperative Environment Programme, SACEP)、日本的獨立行政法人國際協力機構 (Japan International Cooperation Agency, JICA) 及日本可持續發展教育委員會 (Japan Council for Education for Sustainable Development)，除此之外聯合國的環境署 (UNEP) 以及教育、科學及文化組織 (UNESCO) 等，也與 SASEANEE 合作推動多項環境教育推廣活動。例如，South Asia Youth Environment Network 就是 SASEANEE 跟 UNEP 合作的活動，有 2 萬多人的會員。除了政府與聯合國，SASEANEE 也於非政府組織合作，例如與國際創價學會 (Soka Gakkai International) 於印度的學校在三座城市中舉辦 Seeds of Hope 環境教育展。

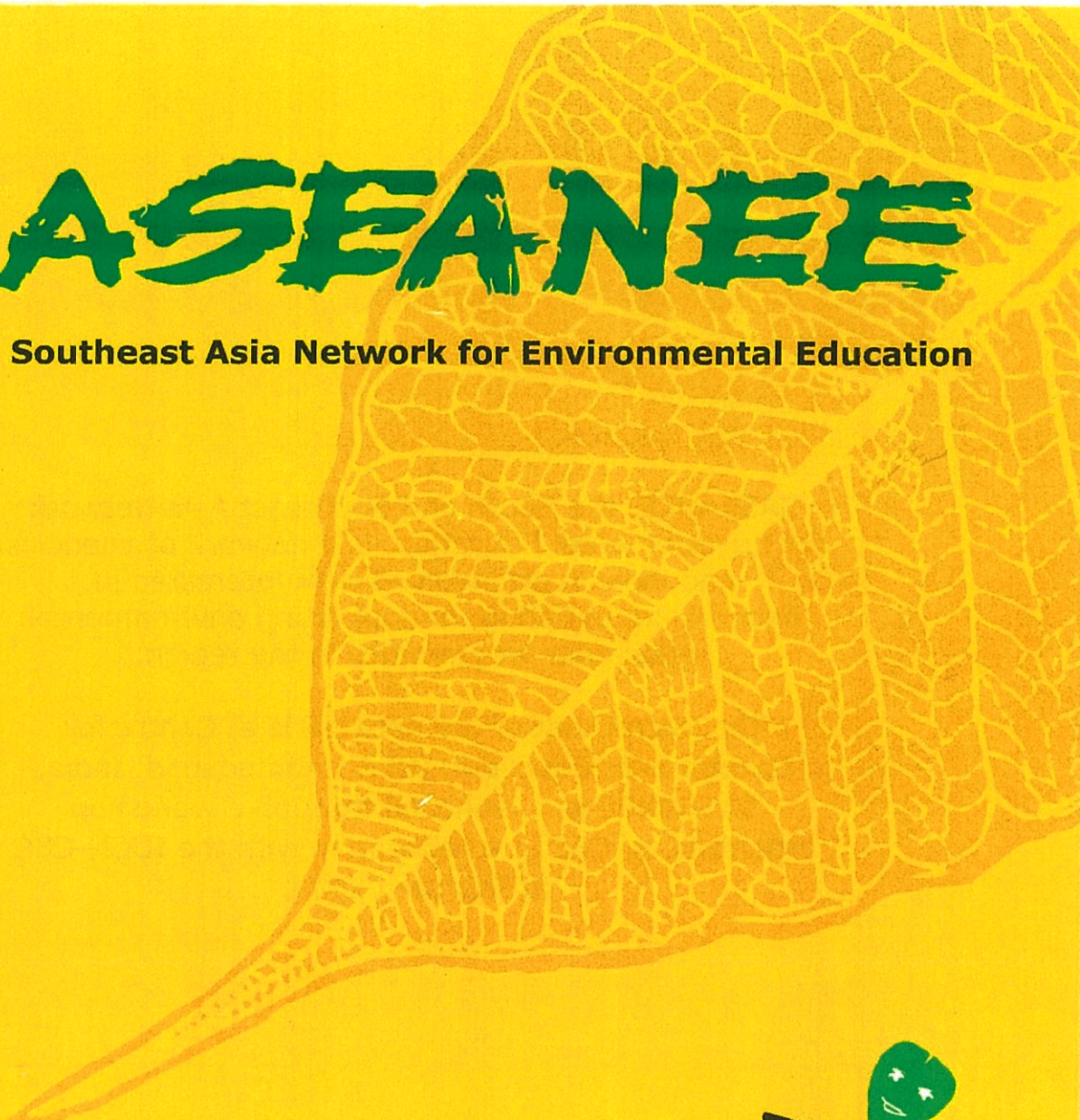
另一項 SASEANEE 擅長的是環境教育的教師訓練課程 (Certificate Course in

Environmental Education & International Training Programme)以及專業訓練課程，例如 Regional Centres of Expertise (RCEs)就是與聯合國大學合作的環境訓練計劃，目前大約有六種證書可以頒發。

SASEANEE 與國家間也有環境教育課程上的合作與研究，與 SASEANEE 有合作的國家包括阿富汗、澳洲、不丹、馬爾地夫、巴基斯坦、斯里蘭卡等，並將環境研究的成果出版於永續發展教育的學術期刊。

# SASEANEE

South and Southeast Asia Network for Environmental Education



**CEE**

Centre for Environment Education



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SASEANEE, the South and Southeast Asia Network for Environmental Education, is a network of agencies and individuals involved in or interested in networking, initiating, or supporting environmental education programmes in the region.

The Secretariat of the network is at Centre for Environment Education (CEE), Ahmedabad, India.

SASEANEE was launched through a workshop organized by CEE in collaboration with the IUCN-CEC in February 1993.



## Networks

### South and Southeast Asia Network for Environmental Education (SASEANEE)

CEE established the SASEANEE in collaboration with the IUCN-CEC in February 1993 through a workshop involving participants from 16 countries from the South and South East Asia region.

It is a network of agencies and individuals involved in or interested in networking on, initiating, or supporting environmental education programmes in the Region, with its Secretariat at CEE, Ahmedabad, India. SASEANEE organized a two-month internship in EE for in-service professionals which was re-formatted into a three month Certificate Course in Environmental Education (CCEE) in 1996-1997.



### South Asia Youth Environment Network (SAYEN)

CEE set up and hosts the Secretariat of the South Asia Youth Environment Network (SAYEN) since July 2002, with the support of the UNEP Regional Office, Asia and the Pacific. SAYEN is linked to TUNZA, UNEP's strategy for engaging young people in environmental activities and in the work of UNEP. Currently, SAYEN has more than 20,000 member including organizations, individuals, national and international agencies, and governments in the region. SAYEN uses social media to spread environmental awareness among a large section of youth.

#### SAYEN Projects

**Learnings from Tsunami:** Collated and analyzed efforts of governments, international aid agencies, donor agencies, individuals and communities in response to the India Ocean Tsunami of 2004.

**Youth for Clean Air:** Published by SAYEN and the Male Declaration to encourage various actors, especially the young people, to contribute towards the control and prevention of air pollution.

**Sub-regional Sustainable Development Strategy (SSDS):** Is a publication on the Youth perspectives on Sustainable Development (SD)

**South Asian Regional Initiative (SARI)/Energy:** A case study on energy conservation at the local level.



## Regional Centres of Expertise (RCEs)

CEE has initiated and promoted six RCEs of the United Nations University – Institute for the Advanced Study of Sustainability (UNU-IAS) in India. RCE is a network of existing formal, non-formal and informal education organizations, mobilized to deliver ESD to local and regional communities on a broad theme relevant to those communities. Over 40 RCEs have been recognized by UNU-IAS across the world.

RCE Location	Thematic Area
RCE Pune	Urban Sustainability
RCE Kodagu	Conservation of the Environment
RCE Bangalore	Waste Management (Water and Sanitation) and Biodiversity (Agrobiodiversity)
RCE Guwahati	Natural Resource Management
RCE Lucknow	Sustainable Livelihoods
RCE Srinagar	Eco-sensitive Development in Fragile Himalayan Ecosystems

### Case: RCE Pune

RCE Pune, on Sustainable Urban Development, is a network of higher education institutes, local citizens groups, and the municipality, with CEE as the Secretariat. Some projects undertaken:

- Indradhanushya: to provide urban environment education to students
- SwachaSundarShalaProgramme (SSSP): aims to improve water and sanitation facilities and practices in schools.
- Participatory Budgeting: Janwani, a programme of the Maharashtra Chamber of Commerce, Industry and Agriculture and CEE have assisted in instituting participatory budgeting processes in Pune.



## South Asia Cooperative Environment Programme (SACEP)

CEE was designated the Subject Matter Focal Point for EE in 1995 for the South Asia Cooperative Environment Programme (SACEP) - an inter-governmental organization established in 1982 by the governments in South Asia, to promote and support protection, management and enhancement of the environment in the region. SACEP member countries are Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

### Membership

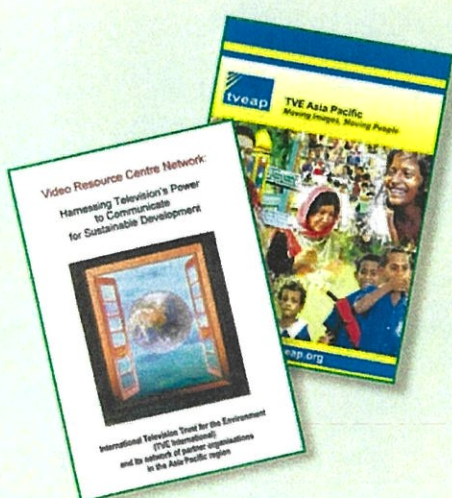
CEE is a member of Asian South Pacific Bureau of Adult Education (ASPBAE) and has conducted regional and sub-regional level projects to strengthen and support adult EE programmes in South Asia.



## Television for Education Asia Pacific (TVE AP) and TVE Japan

CEE is the Video Resource Centre of TVE-AP, which is dedicated to communicating sustainable development and social justice through the media. It tells authentic and engaging 'stories' of Asia Pacific countries and communities working to create safer, healthier and fairer societies. It works with television broadcasters, educational institutions, research and advocacy groups and NGOs like CEE across the region.

CEE also works with TVE Japan - an autonomous, non-profit organization and a member of the influential Global Environmental Forum of Japan - that shares and promotes the vision and mission of TVE within Japan and in the Asia Pacific. CEE has undertaken the language versioning of TVE Japan films and disseminated them in India.

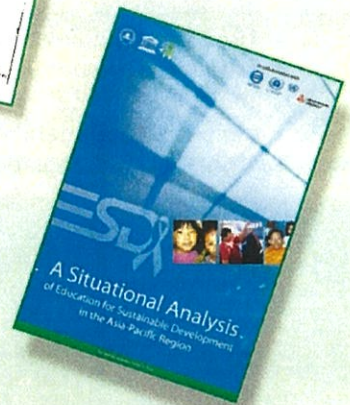


## Regional UN and Other Organizations

### UNESCO Bangkok

CEE in partnership with UNESCO produced the document, **Environmental Education in Asia: Regional Report for the UNESCO Inter-Regional Workshop on Reorienting Environmental Education for Sustainable Development** which has broadened the scope and concept of environmental education as education for sustainable development.

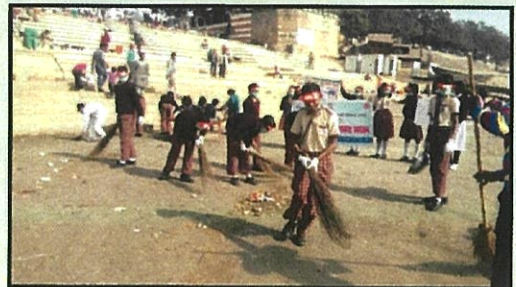
CEE contributed to the **Situational Analysis of Education for Sustainable Development (ESD) in the Asia-Pacific Region** which was commissioned by the UNESCO Asia and Pacific Regional Bureau for Education and financed by Japanese Funds-in-Trust. This Situation Analysis of ESD coupled with the Working Paper, provides an overview of the current status of ESD and, thus, serves as a foundation to further plan and implement ESD-related activities in the region.



### Japan International Cooperation Agency (JICA)

CEE implemented **Children Forest Programme (CFP)** with 100 schools in five districts under the Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (UP-PFMPAP). The objective was to develop green campuses and to introduce environmental education to create a better school environment. The programme focuses on schools - children, teachers, school management and local community.

CEE is implementing **Clean Ganga Initiative** in Varanasi under the Ganga Action Plan project in Varanasi district, and working with 50 schools to carry out various awareness events including nukkadnatak (street plays), exhibition, awareness drives, and distribution and installation of dustbins on boats.





## UNEP Asia Pacific

CEE organized the **Tunza International Youth Conference 2005** with support from United Nations Environment Programme (UNEP), Bayer AG and the Ministry of Environment and Forests (MoEF), Government of India. It brought together 140 youth from 67 countries at Bangalore, India to discuss and work towards achieving MDGs.

CEE has contributed significantly to the **development of technical publications on efficient servicing and chemicals management**, and is presently working with UNEP for the development of phase out management plans targeting hydrochlorofluorocarbons (HCFCs) and destruction of other ODS at the regional level.

CEE has been working with the **OzonAction programme** of UNEP since 1995. CEE developed an Educators' Kit in 1997 for teachers and other environmental communicators to create awareness about the science of depletion, the worldwide impacts and management aspects to protect the ozone layer. CEE provides technical assistance for the benefit of National Ozone Units, industry and other stakeholders in Article-5 countries.

CEE launched '**A Trip with the Drip - The Water Drop**', a workbook in English, French and Japanese (including an interactive CD and a web version) at the 2005 Children's World Summit for the Environment held in Aichi, Japan in 2005. The Summit was organized by UNEP and Japan Organizing Committee for the 2005 Children's World Summit for the Environment (JOC). 850 children and their chaperones from 65 countries attended this event. CEE developed and designed the publication.



### Award for CEE

CEE received the U.S. Environmental Protection Agency 2009 Stratospheric Ozone Layer Protection Award under Organization/Association category, for providing leadership in ozone layer protection globally. This award places CEE among some of the world's most accomplished organizations working to protect the Earth's Ozone layer.

## **Asia-Pacific Cultural Centre for UNESCO (ACCU)**

CEE has worked with ACCU Japan on many projects on varied themes - Intangible Cultural Heritage, Contemporary Culture, Education for All (EFA), and Education for Sustainable Development (ESD). ACCU implements cooperative activities in Asia and the Pacific region and its approaches include capacity building, materials development and networking.

### **Asian Youth Forum for Disaster Education (AYF)**

CEE was one of facilitators of the AYF, organized by ACCU, together with the Wakayama Prefectural Board of Education, Inamura no Hi Council and the AYF Organizing Committee (2006). This was attended by participants from eight Asian countries including Bangladesh, India, Indonesia, Malaysia, Philippines, Sri Lanka, Thailand and the host country of Japan. The AYF youth representatives adopted the Wakayama Declaration, expressing resolutions and the wish for disaster reduction, as the culmination of their learning from the five-day forum.

### **PLANET**

CEE contributed PLANET (Package Learning Materials on Environment) on waste management and natural disaster preparedness in a project where ACCU collaborated with specialists in non-formal education, environment and animation in Asia and the Pacific region, and UNESCO. PLANET on Waste Management was translated in Malayalam and disseminated in Kerala.

### **Photo Exhibition**

CEE is one of the international hosts of the ACCU Asia Pacific ESD Photo Message Exhibition titled Letters to Tomorrow: Celebration of Our Living Culture. In India, CEE brought the exhibition to Ahmedabad, Jaipur and Pune.

### **ESD RICE**

This project initiated by ACCU and supported by Japan Funds-in-Trust, was implemented in six countries during 2013-2015 – India, Indonesia, Japan, Philippines, Republic of Korea and Thailand. CEE, as the coordinating institution for the project in India, implemented it in nine schools in three states – Andhra Pradesh, Kerala and Tamil Nadu. The project sought to nurture and link (a) school and community based ESD and (b) interactions and exchanges among participating schools.

During the project, students from schools interacted with their counterparts in other countries to share their learnings and experiences, which promoted international cooperation and communication.

### ESD FOOD 2015

ESD Food, a collaborative learning project, was undertaken in five schools in Kerala and six schools in Japan. The schools chose specific topics within the broad themes of Food and Economy, Culture, and Environment. During the project, the students from both countries interacted with their counterparts and shared learnings and experiences.

### ESD FOOD 2016

ESD Food 2016 was implemented in four countries of the Asia Pacific Region, i.e. India, Japan, Thailand and Indonesia. Seven schools in Andhra Pradesh/Telangana participated in this with themes including traditional food in Andhra Pradesh, any time food, organic farming with bio extracts, child obesity and mental illness, agro biodiversity, food scaping and farm to table. The participating schools regularly interacted with their counterparts in other countries through Skype, Facebook, WhatsApp and emails, posting updates on activities, videos, skits and demos.

### Teacher Exchange Programme with Japan

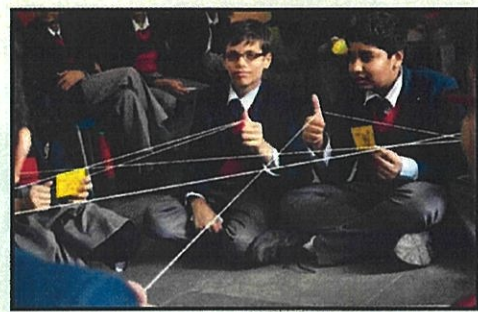
CEE facilitated an exchange programme for 14 teachers from India to Tokyo, Japan, as part of the International Educational Exchange Programme during in 2016. The programme was organized by ACCU with the objective of promoting mutual understanding and international friendship in the Asia-Pacific region. The project partners included ministries in both the countries. The highlights of the programme included an introduction to the Japanese educational system, exchange forum between teachers of India and Japan, exposure to Japanese culture and society, and school visits and interaction with students.



## Other Partners

### Soka Gakkai International (SGI)

The Seeds of Hope exhibition was created by SokaGakkai International (SGI) in partnership with the Earth Charter International as a resource for the UN Decade of Education for Sustainable Development (UNDESD). The exhibition used the "Learn, Reflect, Empower" formula. CEE partnered SGI to hold the exhibition in three Indian cities and to measure its impact among school going children. The primary aim of the exhibition is to instil a sense of belongingness among children and an awareness of how an individual can make a difference by learning, reflecting and taking action.



### Japan Council for Education for Sustainable Development (ESD-J)

CEE's **Gram Nidhi project** was selected from among the 34 Asian Good ESD Practice Projects (AGEPP) as it showcases an innovative model of using micro-credit to develop local biodiversity based eco enterprises and empowering women as eco-entrepreneurs.

ESD-J, together with CEE India and other Asian NGOs working on ESD, undertook a two year project from January 2014, funded by the TYOTA Environmental Activities Grant Programme, with the aim of developing a manual for community facilitators to:

- Provide a brief overview of the Gram Nidhi project in India as an excellent case study on eco-entrepreneurship for sustainable livelihoods and biodiversity conservation;
- Share the experience on how to infuse/integrate eco concept in micro-enterprise using micro finance strategies; and Discuss how to adapt the experience of Gram Nidhi in other Asian countries.

CEE's **Sanjeevani project**, which focuses on linking medicinal plant biodiversity conservation and experience based education, and extending it to the community level, was implemented in 10 Post Basic Schools in Gujarat, with the support of Toyota Environmental Grant Activities Programme, Japan.

# Trainings

## Certificate Course in Environmental Education (CCEE)

Three-month residential training programme for mid level in-service professionals – offered from 1998 to 2004 - in collaboration with IUCN-CEC, UNEP-ROAP and WWF International. About 84 professionals from 19 countries have been trained so far.

## International Training Programme (ITP)

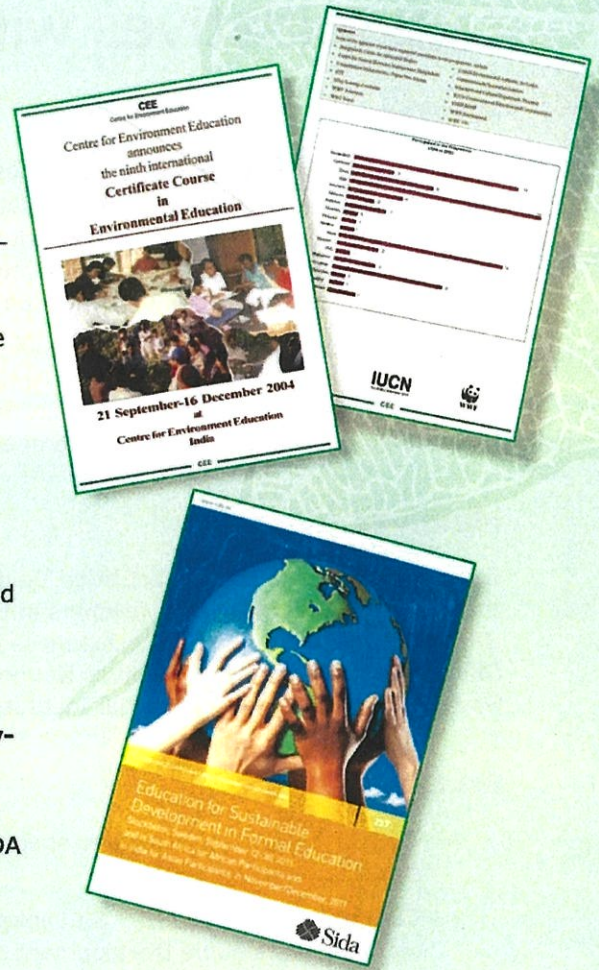
### EE Processes in Formal Education Systems

Designed for persons qualified to participate in reform processes of strategic importance on different levels – offered from 2003-2011 - CEE was the Asia Coordination partner of the ITP, which was sponsored by Swedish International Development Cooperation Agency (SIDA).

### ESD and Formal Education-SIDA ITP: An Alumni follow-up workshop

The alumni follow-up workshop of the ITP was conducted by CEE in partnership with RambollNatura AB, supported by SIDA to understand the impact of the advanced ITP in the ESD sector in formal education system in Asia region.

28 professionals (working in EE and ESD, higher education and formal education institutions, and representing textbook writing boards, ministries of education, NGOs) from eight Asian countries attended this workshop.



# CEE Initiatives with Countries in the Region

## Bhutan

- CEE organized a workshop (funded by Bhutan Trust Fund for Environmental Conservation) on "Environmental Education Needs Assessment – Linking Schools to Royal Botanical Park" (2011), to identify environmental education needs of the schools (primary, secondary and higher secondary schools); to develop relevant educational activities for schools that complements school curriculum; and develop an action plan for programme implementation.
- CEE, in partnership with the Royal Society for Protection of Nature, developed an Environmental Science framework and curriculum for classes IX and X in 2015 after assessing the existing Environment Science curriculum framework for classes Pre Primary to XII. The objective to enhance the environmental component in the education programme in Bhutan.

## Maldives

CEE was involved in the project titled 'Joyful and Effective Teaching and Learning in Science' in Maldives, that aims to build capacity in teachers in the teaching and learning of Science and Environment. This UNESCO project, funded by the Japanese Funds-in-Trust, is being implemented by UNESCO New Delhi Office, in partnership with Maldives National Commission for UNESCO, Ministry of Education, Government of Maldives (National Institute of Education) with technical support of CEE, India.

## Sri Lanka

- CEE Sri Lanka organized two special events for youth on the themes of 'clean air' and on sustainable development.
- CEE India, UNEP and CEE Sri Lanka organized the inception workshop for preparation of Sub-regional Sustainable Development Strategy (SSDS) for South Asia: Youth Perspective.

## Nepal

CEE worked with UNEP on a Green Curriculum Analysis for primary schools and a report on Youth to Schools activities in Maldives and Nepal. This will be included in the Environment Knowledge Hub (EKH) for Asia and the Pacific, an initiative of UNEP.

Based on the analysis, guidelines were suggested on how to green the curriculum. Two teams of experts from CEE visited Nepal and Maldives and met key stakeholders involved in EE in primary schools, and recommendations developed to strengthen EE in schools in the two countries.

## Afghanistan

A 10-day training supported by the SIDA was organized on science education, for experts/ master trainers from all 33 provinces of Afghanistan.

## Pakistan

CEE team facilitated sessions in the National Conference on Education for Sustainable Development, organized by IUCN Karachi in 2007 to discuss the importance and relevance of ESD in the promotion of sustainable development in Pakistan. Participants included educators - curriculum developers, textbook writers, examination board members, teacher educators, head teachers and school managers - print and electronic media journalists, civil society representatives, and community based organizers, IT and private sector professionals.

## Australia

CEE's **Global Citizenship for Sustainability (GCS)** is an action based research project involving schools in Australia and India, which offers an exciting and challenging opportunity for students to work on sustainability issues and build leadership and problem solving skills. **GCS Marine (Project 1600)** is an action based research project focused on sustainability issues on conservation of marine and coastal ecosystems.

**Sustainability Exchange Programme (SEP):** CEE hosted a group of 20 students from Central Queensland University in January 2017, who were drawn from teacher education, environmental science and digital media streams. SEP is designed to provide the participants with exposure to the social, environmental and cultural diversity of India in their respective fields with a view to understand sustainability.



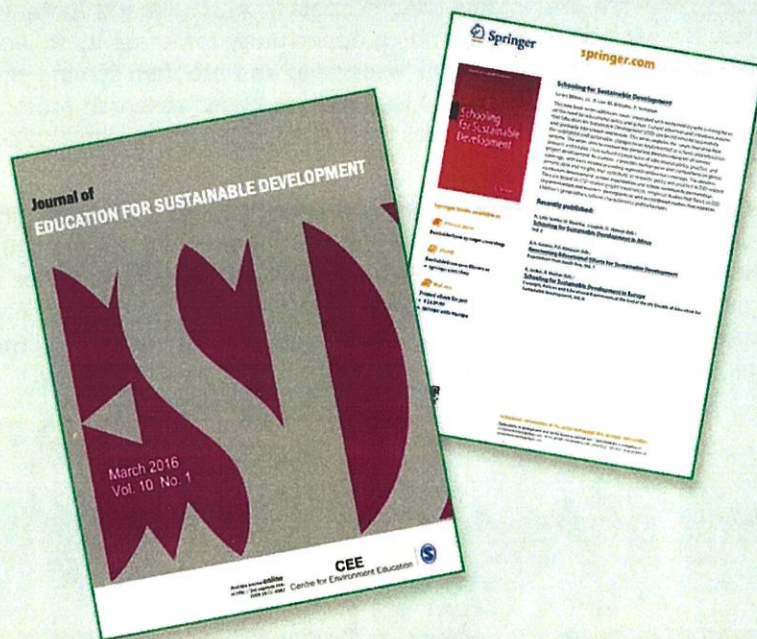
# Research

## Journal of Education for Sustainable Development (JESD)

The Journal of Education for Sustainable Development (JESD) is a peer-reviewed international journal, published by SAGE and managed by CEE. JESD aims at global readership and is published twice a year from India. It carries articles from the field of environmental education, which pioneered much of the work in ESD, as well as from economics, communications, education, social sciences and the humanities, besides reviews of books and other material, upcoming events, case studies and reports.

## Publication

CEE staff Rajeswari N Gorana and Preeti R Kanaujia, edited the South Asia publication, **Reorienting Educational Efforts for Sustainable Development: Experiences from South Asia** which is part of the Schooling for Sustainable Development series. The series which consists of eight publications is edited by Profs John Chi-Kin Lee, Michael Williams and Philip Stimpson. The South Asia book attempts to provide a close insight into how EE/ESD is being integrated and practiced by educators and institutions in the region.





## Ideas for future partnerships

CEE can play a significant role in the South & South East Asia & the Pacific Region based on their earlier activities and projects.



- **Organize sustainability exchange programmes** for students from universities of the region to India: CEE customizes these programmes for students of any stream according to their requirements and interests.
- Offer courses for different target groups:
  - **Green Teacher Diploma course** (open and distance learning mode) to in-service teachers of the region
  - **Certificate in Environment and Development courses** (online/distance mode) to those interested in writing on topics of EE & SD
  - **Specialized modules** on Zoos/Handprint Actions/Outdoors Education/Camping
- Offer **Internships** at various offices & projects of CEE for students
- Bring out special editions of JESD from time to time to reflect regional developments
- **Facilitate curriculum textbook analysis** for infusing and integrating EE
- Organize **regional level workshops and conferences**
- Develop **teaching learning material** – Handbooks/Games/Self Learning Modules

## CEE Offices

### **CEE Australia**

CEE Australia was incorporated in 2001 and is dedicated to raising awareness and supporting an informed approach to environment and development issues in Australia and the Asia Pacific region.

### **CEE Bangladesh (BCEE)**

BCEE, a partnership with the Bangladesh Centre for Advanced Studies and CEE, contributes to meeting the Environment Education and Communication needs in Bangladesh.

### **CEE Sri Lanka**

CEE Sri Lanka, registered in 2004 has a mandate to promote environmental education and communication in Sri Lanka, strengthen EE programmes and respond to local/regional needs.

## Be a part of SASEANEE

If you or your organization is involved in or interested in EE/ESD/SDG programmes in South and South East Asia region, you could be a part of SASEANEE.

Membership may be obtained by writing to us.

## CEE

Centre for Environment Education

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