



OUR FUTURE IS ROOTED IN OUR PAST

Participatory Environmental Education for Indigenous Youths

by Dr. Sudarat Tuntivivat, Ms. Nay Zar Lwin and Mrs. Maiyer Xiong

What is Environmental Education?

Environmental education is an organized effort to teach indigenous youths to manage behavior and ecosystems to live sustainably. It is also a participatory process that allows Indigenous youths to explore environmental issues and take action to improve the environment. As a result, indigenous youths develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

What are components of environmental education?

- Awareness and understanding of the environment and environmental challenges
- Attitudes and motivation to improve environmental quality
- Skills to help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

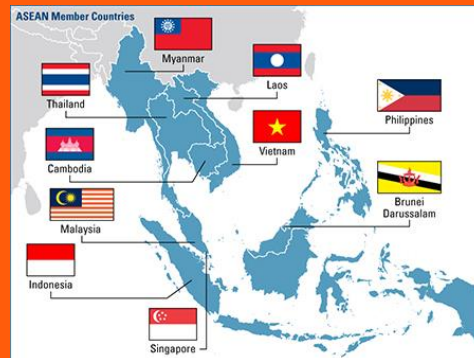
Why do Indigenous Youths need Environmental Education?

ASEAN has undergone major industrial and social transformation amid rapid economic development for over half a century. As ASEAN communities have been transitioning from an agrarian to industrial economy, they have also creating several environmental issues to indigenous communities.

The environmental problems spreading across these indigenous communities in ASEAN are floods, drowns, deforestation, irregular rainfall and soil erosion from rapid increasing of infrastructures and improper land management. All these are risks to livelihood, resources, food security and thus lead to an increase of poverty and illegal activities among indigenous people.

For decades, indigenous people in golden triangle of Myanmar, Thailand, and Laos PDR have been accused of deforestation, burning grass, causing forest fires, and backward agriculture. Consequently, indigenous communities are increasingly subjected to government policies and guidelines that are formulated without their participations but with serious implication to them.

Participatory Environmental Education for Indigenous Youths in Thailand, Myanmar and Laos PDR



These social and environmental concerns indicated the need to increase environmental awareness and education programs among indigenous communities to influence positive attitudes and appropriate behavior of the indigenous communities in ASEAN towards natural resources management and responsible environment.

**ENVIRONMENTAL EDUCATION
CREATE A SUSTAINABLE ASEAN**



Public Policies on Environmental Education in ASEAN

Many ASEAN nations adopted a range of strategies for implementing programs in environmental education.

In Thailand, the Thai government has passed several pieces of legislation to tackle environmental issues. Particularly in the Seventh Economic and Social Development Plan was declared that protecting the environment was a top priority of the Thai government. Since the environmental issues are interconnected so there is the needed to establish environmental education from international, national and indigenous communities in order to move forward and achieve these ambitious goals.

In Myanmar, the government of Myanmar has established a blueprint for sustainable development based on Agenda 21 which aims specifically at bringing environmental factors to bear on governmental policy making, it has the more general objective of making environmental awareness part of the daily lives of all citizens. At the national level, Agenda 21 calls on leaders in business, academia, and other areas to help raise the level of

environmental awareness and education in all sectors of society. The need for more environmental education programs especially in its ethnic minorities is urgent.

In Laos PDR, the government of the Lao PDR has set forth the policy framework with the ultimate objective of ridding the country of the status of the least developed country by the year 2020. This policy, which is consistent with the goals of Agenda 21, envisages the poverty eradication through eliminating inequality, improving the

indigenous people's living standard, preserving natural resources and protecting national environment.



How can YSEALI help?

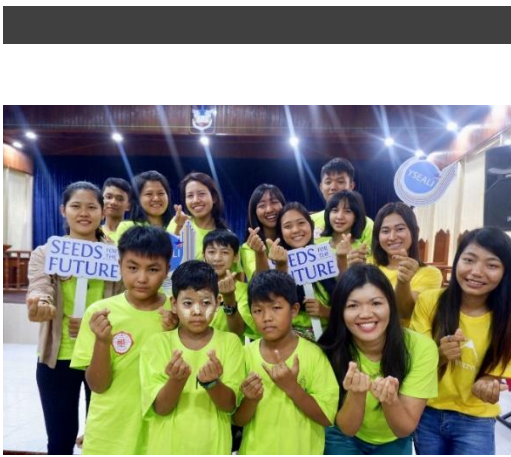
The objectives of participatory environmental education for indigenous youth in the three ASEAN countries consist of Laos, Myanmar, and Thailand are as follows:

- To educate indigenous youth on the inter-relationship between them and environment.
- To cultivate the sense of awareness among indigenous youth about environment and public policies.
- To create positive attitude about environment among the indigenous youth.

- To develop skill required for the fulfillment of the aims of environmental education among indigenous youth.
- To strengthen network of YSEALI Alumni and other ASEAN communities.



As alumni of YSEALI Environmental Sustainability Fellowship Program in the Spring of 2017. We work in partnership with international organizations, local governments, Non-government Organizations (NGOs), Community Based Organizations (CBOs) and indigenous communities to plan, organize, and coordinate environmental education to indigenous youths in ASEAN especially in Myanmar, Thailand, and Laos PDR.



TRAINING MODULES

- Introduction to Social and Environmental Soundness
- Governance for Environmental Sustainability
- Gender Equity and Women's Empowerment
- Indigenous Peoples and their Empowerment
- Local Livelihoods
- Economic and Financial Viability and Sustainability

Implementation

We used innovative climate change curriculum in which USAID LEAF, the US Forest Service and fourteen universities from ASEAN develop for the Asia-Pacific region. This is our continuation effort to strengthening the environmental education curriculum as many of our YSEALI team members are young lecturers who have frequently attending USAID LEAF Advanced Training on Curriculum Development on Climate Change since 2014 to present.



WHO WE ARE - THE INDIGENOUS PEOPLES IN ASEAN

The United Nations definition of indigenous peoples is the descendants of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived (United Nations, 2002). In ASEAN context, indigenous peoples are referred to by governments using terms like ethnic minorities, hill tribes, native, or others (Asian Development Bank, 2010)

An estimated 2/3 of the total 300 million of Indigenous population worldwide live in Asia. **In Myanmar**, indigenous population is 15-20 millions (30-40% of the total population). There is 135 indigenous groups. **In Thailand**, indigenous population is 1.1 million. There is 24 indigenous groups. **In Laos PRD**, indigenous population is 2-5 millions (35-70% of total population).



Timetables

Dates	Activities
September-November, 2017	Develop a proposal
November 2017-January, 2018	Wait for the Grant Reward
18-19 January, 2018	Attend Workshop/Booth Camp in Jakarta
February-March, 2018	Prepare for Environment Education Curriculum and Training
March-May, 2018	Environment Education Curriculum and Training in Laos PDR
May-July, 2018	Environment Education Curriculum and Training in Myanmar
July-September, 2018	Environment Education Curriculum and Training in Thailand
September-October, 2018	After Action Review
October-November, 2018	Final Report

Our Target Population

We will conduct environment education with approximately 300 indigenous youth of Thailand, Laos, Myanmar such as Hmong, Karen, Shan, Mon, Tai Yai.



Team Members

Dr. Sudarat Tuntivat
Srinakharinwirot University,
Thailand
Project Leader

Ms. Nay Zar Lwin
Myanmar Farmer Association,
Myanmar
Project Secretary

Ms. Maiyer Xiong
National University of Laos
Laos, PDR
Project Treasurer



Our Project Sponsors and Partners

