

**United Nations Decade of Education for Sustainable Development  
(2005–2014)**

# **JAPAN REPORT**



**October 2014**

**The Interministerial Meeting on the “United Nations Decade of  
Education for Sustainable Development”**



---

# United Nations Decade of Education for Sustainable Development (2005-2014) Japan Report

---

Section 1 Achievements and Issues in Japan over a Decade

Section 2 Japan's Main Implementation Systems and Efforts by Each Entity

Section 3 Good Practices in Japan

As the country that called for the United Nations Decade of Education for Sustainable Development (UNDESD) and as the country holding the 2014 UNESCO World Conference on Education for Sustainable Development, Japan has produced this report to spark efforts within the country and serve as a reference for efforts in other countries beyond 2014 by describing the efforts made under, and achievements of, Japan's Action Plan for the UNDESD (decided in an Interministerial Meeting of 2006 and revised in 2011) and providing examples of good practices in Japan identified by inviting the opinions of relevant personnel through roundtable meetings.

October 2014

The Interministerial Meeting on the "United Nations Decade of Education  
for Sustainable Development"

---

# Table of Contents

---

## Section 1 Achievements and Issues in Japan over a Decade ...P1

---

### 1. Introduction

---

- (1) The Need for Education for Sustainable Development (ESD)
- (2) The Beginning of the UNDESD through Advocacy by Japan
- (3) UNESCO World Conference on ESD Held in Japan  
ESD Beginning Afresh in 2015 from Aichi/Nagoya

### 2. Characteristics and Achievements of Japan's ESD under the UNDESD ...P4

---

- (1) Drafting of Objectives and Plans by the Government Up to 2014
- (2) Efforts in School Education
- (3) Efforts in Social Education/Regional Efforts by Various Entities to Participate and Collaborate
- (4) Integrated Linkage of Top-Down and Bottom-Up Efforts
- (5) Lessons from and Impact of the Great East Japan Earthquake and the TEPCO Fukushima Daiichi Nuclear Power Station Accident on Japan's ESD

### 3. Japan's ESD Issues and Outlook beyond 2014 ...P13

---

- (1) Rebuilding Japan's ESD Implementation Plan
- (2) Further Penetration of ESD in School Education
- (3) Further Implementation of ESD in Social Education and Regions
- (4) Contributions to the Creation of an International Framework

---

## Section 2 Japan's Main Implementation Systems and Efforts by Each Entity ...P16

---

## Section 3 Good Practices in Japan—30 Examples ...P35

---

### UNESCO World Conference on Education for Sustainable Development

In the final year of the UNDESD, the Government of Japan and UNESCO will jointly hold a conference in Nagoya, Aichi Prefecture and Okayama, Okayama Prefecture to better promote ESD beyond 2014.

The results of discussions held in Okayama between various stakeholders, such as UN organizations, researchers and school personnel will be reflected in UNESCO World Conference on ESD to be held in Nagoya.

○ Aichi/Nagoya

- UNESCO World Conference on ESD  
Dates: November 10 (Mon) to 12 (Wed), 2014  
Venue: Nagoya Congress Center

A meeting of approximately 1,000 people including cabinet ministers from the 195 member countries of UNESCO

\* A follow-up meeting for domestic personnel will be held on November 13 (Thu)

○ Okayama

- The UNESCO Associated Schools Project Network (ASPnet) International ESD Events

Dates: November 6 (Thu) to 8 (Sat), 2014

Venue: Hotel Granvia Okayama, Okayama University

Approximately 1,000 high school students and teachers from inside and outside Japan will participate.

- UNESCO ESD Youth Conference

Date: November 7 (Fri), 2014

Venue: Okayama International Center

100 ESD practitioners, etc., aged 18-35 from various countries will participate.

- Global Regional Centre of Expertise (RCE) Conference

Dates: November 4 (Tue) to 7 (Fri), 2014

Venue: Okayama Convention Center

300 ESD practitioners from various countries will participate.

## **Section 1      Achievements and Issues in Japan over a Decade**

### **1. Introduction**

#### **(1) The Need for Education for Sustainable Development (ESD)**

With the demographic and economic growth based on mass production, consumption, and disposal seen in the current generation, the world is currently faced with issues such as climate change, loss of biodiversity, depletion of resources, and the spread of poverty. Every year, mankind is losing the environment that ensures the basis for ensuring a rich lifestyle which can be enjoyed by future generations.

In this regard, the World Commission on Environment and Development emphasized sustainable development (development that meets the needs of the present without compromising the ability of future generations to meet their own needs) in a report entitled “Our Common Future” in 1987.

In order to achieve sustainable development, each person living on this planet needs to understand environmental as well as developmental issues more deeply, and transform their behavior in everyday life and economic activities.

Hence, “Education for Sustainable Development (ESD)” can be a key for achieving sustainable development.

#### **(2) The Beginning of the UNDESD through Advocacy by Japan**

Poor in natural resources, Japan has put great value on “education” in promoting development based on human resources. Believing that “education” is a key for sustainable development, Japan advocated that the years 2005 to 2014 be known as the “United Nations Decade of Education for Sustainable Development” (UNDESD) at the 2002 World Summit on Sustainable Development (the Johannesburg Summit), based on proposals by Japanese NGOs.

In response to the UNDESD unanimously adopted at the UN General



Assembly, the Government of Japan drafted an Action Plan<sup>1</sup> in March 2006, and has been promoting ESD in school education and social education settings since.

### **(3) UNESCO World Conference on ESD held in Japan: ESD Beginning Afresh in 2015 from Aichi-Nagoya**

These efforts have produced certain achievements in school education settings, resulting in the gradual spread of ESD internationally, for instance, the establishment by around 100 countries of domestic frameworks for the promotion of ESD.<sup>2</sup> However, it can hardly be said that ESD has spread widely enough to bring about a transformation into a sustainable society.

In order to promote ESD more powerfully from 2015, after the end of the UNDESD, the Government of Japan and UNESCO will jointly hold the UNESCO World Conference on Education for Sustainable Development<sup>3</sup> this November in Nagoya City (Aichi), and the Stakeholder Meetings in Okayama City (Okayama). The conference is expected to encourage the promotion of ESD.

At the world conference, an overview of the achievements of the UNDESD will be provided, and the high-profile launch of Global Action Programme on Education for Sustainable Development (GAP) as the follow up programme of the UNDESD will take place.

In addition, ESD in Japan beyond 2014 will be launched with the adoption of the “Aichi-Nagoya Declaration (tentative)” pledging that stakeholders including central governments, local governments, school personnel, NGOs, and businesses will further strengthen ESD and will take action aimed at the implementation of GAP.

It is expected that many people from around the world will participate

<sup>1</sup> Japan's Action Plan for the UNDESD (decided at the Interministerial Meeting of March 30, 2006 and revised on June 3, 2011) states that the objectives of ESD are bringing about a transformation of behavior that enables the realization of a sustainable future, in environmental, economic, and social terms, in which all people can enjoy the benefits of high-quality education and in which the principles, values, and behavior required for sustainable development are incorporated into all education and learning situations, resulting in a transformation into a sustainable society.

<sup>2</sup> As of 2009 (source: “Shaping the Education of Tomorrow: 2012 Report on the UN Decade of Education for Sustainable Development, Abridged” ).

<sup>3</sup> Stakeholder Meetings between various stakeholders, such as UN organizations, researchers, and school personnel, will be held in Okayama from November 4 to 8, 2014, and the results will be shared in UNESCO World Conference on ESD to be held in Aichi-Nagoya from November 10 to 12.

in the world conference in order to actively exchange information on their respective efforts, in addition to sharing and accumulating ideas that can serve as a reference for the implementation of GAP in their own countries and regions.

This Japan Report<sup>4</sup> was drawn up by the Interministerial Meeting<sup>5</sup> with the aim of contributing to the success of the world conference based on the opinions of relevant personnel, heard in the Roundtable Meeting on the “United Nations Decade of Education for Sustainable Development”. Section 1 covers the achievements and issues faced by Japanese efforts during the UNDESD, Section 2 describes in detail the main implementation systems in Japan and the efforts made by each stakeholder involved, and Section 3 introduces 30 good practices by various stakeholder in Japan.

We hope that the Japan Report will be referred to by many people inside and outside Japan and will provide a useful reference for considering ESD beyond 2014.

---

<sup>4</sup> See Section 2.1(1)(i).

<sup>5</sup> The Government of Japan also published a Japan Report summarizing its ESD efforts and providing examples of good practices to serve as a reference for the countries of the world at the UNESCO World Conference on ESD, held in Germany in March 2009 at the midpoint of the UNDESD.

## 2. Characteristics and Achievements of Japan's ESD under the UNDESD

In order to systematically implement ESD, the Government of Japan, which took the lead in the launch of the UNDESD, has worked with a wide range of entities to:

- establish domestic objectives for the years until 2014, which is the final year of the decade of the ESD;
- draft a plan indicating activities to be carried out by each entity toward such objectives; and
- implement efforts through the PDCA<sup>6</sup> cycle.

The characteristics of Japan's efforts over this decade can be categorized as follows.

[Characteristic 1] Drafting of objectives and plans by the government up to 2014

[Characteristic 2] Efforts in school education

[Characteristic 3] Efforts in social education/regional efforts by various entities to participate and collaborate

[Characteristic 4] Organic linkage of top-down and bottom-up efforts

[Characteristic 5] Lessons from and impact of the Great East Japan Earthquake and the TEPCO Fukushima Daiichi Nuclear Power Station Accident on Japan's ESD

### (1) Drafting of Objectives and Plans by the Government Up to 2014

#### [Characteristics]

ESD aims to help individuals “become people who serve to build a sustainable society by having a global perspective to perceive a variety of issues as their own problems and taking action nearby (think globally, act locally)” and to transform their awareness and actions accordingly. Improving the ability to acquire a systematic understanding of the backdrop to problems and phenomena, the ability to think of alternatives with an emphasis on critical thinking, and communication skills are all important to achieve this.

In addition, it is necessary for development to be conducted in a way that builds sustainable communities, sustainable nations, and a sustainable world through connections between the efforts of such individuals.

<sup>6</sup> Making ongoing improvements, managing and implementing efforts by repeating the cycle of Plan, Do, Check and Act.



In order to meet these goals, the Government of Japan established the following domestic ESD objectives to be achieved by 2014.

- (i) “Development of individuals” for a sustainable society
- (ii) “Networking” of entities promoting ESD<sup>7</sup>

In addition, to achieve these goals by 2014, the Japan’s Action Plan indicating the specific measures to be implemented by a wide range of government agencies; the specific roles expected of each entity were defined in the Interministerial Meeting in 2006, and these measures have been carried out using the PDCA cycle.<sup>8</sup>

### [Achievements]

Measures indicated in the Japan’s Action Plan have been systematically carried out by the government as a whole by cataloging and periodically reviewing ESD-related budgets in the Interministerial Meeting.

Furthermore, based on an evaluation at the midpoint of the UNDESD, the Japan’s Action Plan was revised in 2011, designating three aspects—raising awareness, efforts in educational institutions, and practices in the community—as priority initiatives during the last half of the UNDESD.

## **(2) Efforts in School Education**

### **1) Promotion of ESD through the Basic Plan for the Promotion of Education and the Courses of Study**

#### [Characteristics]

The Government of Japan positioned ESD as one of the key philosophies of the Basic Plan for the Promotion of Education, stipulating basic policy and other matters related to educational measures based on the revised Basic Act on Education in 2008, and incorporated the promotion of ESD as a measure to be implemented over the next five years. In 2013, the promotion of ESD<sup>9</sup> was positioned more clearly in

<sup>7</sup> This covers “improving visibility” to ensure activities that match the ideals of ESD are seen by many people, promoting collaboration between ESD practitioners, and “improving connections” between practitioners and supporters.

<sup>8</sup> See Section 2.1(1).

<sup>9</sup> The second Basic Plan for the Promotion of Education sets forth as a goal “the promotion of education of individuals to be able to serve in a sustainable society by thinking about modern and social issues with a global perspective, seeing them as their own problems, and working from what is close at hand.”

the second Basic Plan for the Promotion of Education.<sup>10</sup>

The perspective of constructing a sustainable society was incorporated into the Courses of Study for elementary school and junior high school in 2008 and the Courses of Study for high school in 2009.

### [Achievements]

On the basis of the Basic Plan for the Promotion of Education and the Courses of Study, education placing emphasis on building a sustainable society has been promoted in elementary, junior high, and high schools throughout Japan under the philosophy of developing “zest for life” with ability on thinking, decision-making and self-expression in addition to acquiring knowledge and skills.

For example, ESD has been carried out by utilizing Periods of Integrated Study<sup>11</sup> to take interdisciplinary familiar topics such as local nature and traditional culture.

Furthermore, due to the importance of linking between subjects and teachers, many schools engaged in ESD have systematically carried out ESD based on annual plans or ESD calendars to provide cross-cutting, integrated guidance extending beyond specific subjects and areas of study.

## 2) Efforts centered on UNESCO Associated Schools

### [Characteristics]

The Government of Japan has positioned UNESCO Associated Schools as hubs for the promotion of ESD and has worked to enhance their capabilities.<sup>12</sup>

These efforts to strengthen the network connecting UNESCO Associated Schools include promoting the exchange of information between schools by having the Asia-Pacific Cultural Centre for UNESCO establish an official website for UNESCO Associated Schools and promoting independent efforts on the part of UNESCO Associated Schools by holding National Meetings of UNESCO Associated Schools.<sup>13</sup>

Furthermore, in an effort not seen anywhere else in the world, 18 universities have taken it upon themselves to form a network called

<sup>10</sup> The conception of the promotion of ESD in the Basic Plan for the Promotion of Education also extends to educational activities outside school.

<sup>11</sup> Periods of Integrated Study, which were gradually introduced beginning in 2000, aim to enable students to think about how they live through interaction with actual society by exploring cross-cutting topics related to modern society.

<sup>12</sup> See Sections 2.2(1) and (2).

<sup>13</sup> National meetings have been hosted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Japanese National Commission for UNESCO every year since 2009, with around 500 teaching staff from throughout Japan participating each year.

ASPUnivNet to support the applications and activities of UNESCO Associated Schools.

Efforts have also been made to encourage international interaction to improve the qualifications of teaching staff, and exchanges have been conducted with Republic of Korea, China, and the United States.

In 2012, the Japanese National Commission for UNESCO drafted the Guidelines for UNESCO Associated Schools<sup>14</sup> to improve the quality of UNESCO Associated Schools.

### [Achievements]

As a result of these efforts, the number of UNESCO Associated Schools increased from 20 in 2006 to 705 as of August 2014, which is more than that in any other country. There are now UNESCO Associated Schools serving as hubs for the promotion of ESD in 44 of Japan's 47 prefectures.

Moreover, ESD is also expanding in other ways, for example through municipal governments, as seen in Tama City (Tokyo) and Omuta City (Fukuoka) where all schools established by the municipal governments have become UNESCO Associated Schools.

In 2014, the national government began providing financial support to consortiums for the promotion of ESD, centered on universities and boards of education and also including UNESCO Associated Schools in five locations nationwide, to strengthen their role as hubs promoting ESD.

## **(3) Efforts in Social Education/Regional Efforts by Various Entities to Participate and Collaborate**

### **1)Pioneering efforts involving the community through councils made up of a diverse range of entities in the community**

#### [Characteristics]

In various regions throughout Japan, governments, schools, NGOs, businesses, social education facilities such as citizens' public halls, and others have worked together to form councils that network a diverse range of entities in the community to help them conduct pioneering efforts to promote ESD in the community. These pioneering efforts have served as model cases for other regions, and along with the spread of UNESCO Associated Schools, their dissemination has served to lead ESD efforts in the community.

<sup>14</sup> The guidelines stipulate the importance of interaction between UNESCO Associated Schools, the importance of ongoing efforts throughout the school as a whole, and the need for plans for interdisciplinary guidance centered on periods of integrated study.

**[Achievements]**

Through the councils mentioned above, hands-on activities conducted with the cooperation of governments, schools, NGOs, businesses, and so on have led to the spread of efforts enabling children to learn about ESD both inside and outside the classroom.

Pilot cases of community efforts in Okayama City (Okayama) and in Kesennuma City (Miyagi) have served as models not only within Japan but also for RCEs<sup>15</sup> internationally operated by the United Nations University.

## 2) Social education and community revitalization based on lessons learned from experiencing pollution

---

**[Characteristics]**

Pollution has been produced in various parts of Japan, and NGOs, local governments, and the national government have collaborated and cooperated to actively implement efforts such as the creation of leaflets, storytelling activities, and the operation of libraries on pollution to communicate valuable lessons learned from the experience of pollution inside and outside Japan to ensure that the same mistakes are not made again.

Furthermore, efforts guided by NGOs have recently been made to form a network for collaboration between libraries on pollution in various regions of Japan.

**[Achievements]**

As a result of the promotion of learning about pollution in the community and of social education incorporating the perspective viewing the creation of a sustainable society as a priority, municipalities such as Kitakyushu City (Fukuoka), Minamata City (Kumamoto) and Nishiyodogawa-ku (Osaka City) have made efforts to go beyond the dissemination of past lessons and revitalize their communities through approaches centered on the preservation of a clean environment by cooperating with various entities such as victims of pollution, polluting companies, government agencies, schools, and public welfare personnel.

## 3) Improving the visibility of companies' efforts to reduce their environmental impact and promoting corporate social responsibility (CSR) integrated with business activities

---

**[Characteristics]**

In Japan, there is a dedicated website called "Archive of

---

<sup>15</sup> Regional Centres of Expertise on ESD.

Environmental Reports and CSR Reports of Japanese Companies”, storing over 6,100 reports from over 800 companies to help businesses accurately understand their own activities to reduce their environmental impact and to provide many people with easy and functional access to environmental reports and corporate social responsibility (CSR) reports.

Furthermore, as the importance of CSR that integrates sustainable development into business activities has increased, ESD has been increasingly promoted in education within companies, in addition to social education actively being carried out on a regional level and the level of international cooperation, using corporations’ own personnel and capital resources and networks, for example by dispatching specialized personnel to schools for onsite lessons and public lectures.<sup>16</sup>

### [Achievements]

Through the creation and publication of environmental reports and CSR reports, executives and employees are able to accurately learn about the environmental impact of their own activities and make efforts to reduce it, and shareholders, financial institutions, affiliated companies, and consumers are also provided with the opportunity to learn.

CSR activities are further promoted by identifying examples of it through the recognition of social education by companies, based on such CSR efforts, through awards for environmental preservation activities by government agencies and companies and through media coverage.

## **(4) Integrated Linkage of Top-Down and Bottom-Up Efforts**

### [Characteristics]

In response to the adoption of the UNDES by the UN General Assembly in 2002, Japan passed the Act on Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education in 2003 and proceeded to support environmental education in the classroom and the workplace and certify personnel. The revision of the Act in 2011 promoted collaborative efforts and participation of private organizations in environmental policy.

Meanwhile, a civil society network promoting ESD called the Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J<sup>17</sup>) was established in 2003; it has held national and regional meetings, issued newsletters, and implemented joint projects to

<sup>16</sup> Public lectures and onsite lectures about environmental issues are provided for companies, government agencies, NGOs, educational personnel, stay-at-home wives, and students, and support for internships for undergraduate and graduate students is provided to NGOs involved in environmental areas and other civic activity.

<sup>17</sup> See Section 2.1(3)(i).

promote ESD on a working level, centered on teachers and 100 member groups, and to make policy proposals to government agencies.

In 2007, the Roundtable Meeting on the United Nations Decade of Education for Sustainable Development, made up of experts, personnel from NPOs, educational institutions, and companies, was established, and by incorporating the achievements and successes of ESD on a working level in the process of drafting and revising the Japan's Action Plan and creating the Japan Report in the Interministerial Meeting, a system for broadly disseminating these nationwide has been established.<sup>18</sup>

In this way, ESD has been implemented in Japan through top-down efforts such as government-set objectives and plans as well as support for implementation on a working level, together with bottom-up efforts such as ESD activity put into practice by teachers and NGOs in the workplace, classroom, and community.

### [Achievements]

Details on how to learn and teach ESD and the abilities needed to foster it were set out in discussions at regional meetings held by ESD-J in over 40 locations and were incorporated into the Japan's Action Plan and the "Study on Education for Sustainable Development in Schools"<sup>19</sup> (Final Report)<sup>20</sup> in order to broadly disseminate this information.

The results of community-based pilot cases in Okayama, and Kesennuma have also been incorporated into the information on "practices in the community" in the Japan's Action Plan in order to broadly disseminate this information as well.

Finally, the ESD calendar, which was held to be a successful example in the educational workplace and is being spread to many schools engaged in ESD through the network centered on the UNESCO Associated Schools.

## **(5) Lessons from and Impact of the Great East Japan Earthquake and the TEPCO Fukushima Daiichi Nuclear Power Station Accident on Japan's ESD**

The Great East Japan Earthquake, which occurred on March 11, 2011, and the Tokyo Electric Power Company's Fukushima Daiichi Nuclear Power Station Accident that occurred as a result affected Japan's ESD in various

<sup>18</sup> See Section 2.1(1)(ii).

<sup>19</sup> The term "sustainable advancement" is used in this report with the same meaning as "sustainable development."

<sup>20</sup> See [http://www.nier.go.jp/kaihatsu/pdf/esd\\_saishuu.pdf](http://www.nier.go.jp/kaihatsu/pdf/esd_saishuu.pdf).



ways, and also provided an opportunity to reassess the need for and value of ESD.

Government and communities are continuing to consider how to utilize the lessons we learned from the earthquake and accident in ESD in the future.

It should also be noted that the areas affected by the earthquake received much warm and encouraging support from individuals and groups around the world who had dealings with Japan in the ESD realm.

## **1) ESD utilized in disaster prevention and disaster risk reduction**

---

It has been reported<sup>21</sup> that the strengths fostered through everyday ESD activities were useful in evacuation behavior and crisis management when the Great East Japan Earthquake occurred.

Furthermore, an atmosphere of dialog was created between teaching staff and students in affected areas who were engaged in ESD on an everyday basis, and collaboration with communities was also reported, including a diverse range of entities such as NGOs and NPOs.<sup>22</sup> This kind of activity should be useful for dealing with adverse conditions when evacuating and in refuge life.

Based on the lessons learned, areas that had been engaged in ESD for many years utilized their achievements in past ESD efforts to improve their education on disaster prevention, and put the new educational approaches into practice.

## **2) Heightened interest in energy and environmental issues**

---

The implementation of planned power stoppages after the nuclear power plant accident, the suspension of all nuclear power plants for review based on new criteria by the Nuclear Regulation Authority, the spread of renewable energy, and the increased costs of imported fuel and greenhouse gas emissions associated with increased operation of thermal power plants have led to greater awareness on energy issues, global warming, and its effect on people's lifestyles.

Due to the shortage of electric power after the nuclear power plant accident, electric power suppliers implemented planned power stoppages in 2011, and since then, efforts have continued; for example, electric power suppliers and the government have taken steps to save energy by

---

<sup>21</sup> By members of the Roundtable Meeting on DESD.

<sup>22</sup> Reported by members of the Roundtable Meeting on DESD.

adjusting for differences in electrical supply and demand in summer and winter, when demand for power is higher than in spring and fall.

It is in line with the goals of ESD for each person to see such issues as their own problem and to be conscious of the need to change their own lifestyle and business activities; it could also be considered to be a good opportunity to reassess the meaning of ESD.

### 3) ESD utilized in post-disaster reconstruction

There have been several reports<sup>23</sup> on children and students who have learned to think globally and act locally through years of ESD, taking the initiative to propose and carry out actions they can do for the community, including disaster prevention activities, improving morale among people rebuilding their communities.

Prominent issues in disaster-affected areas include reduced population, aging population, and hollowing out of industry. Instead of simply returning to the same conditions as before the earthquake, reconstruction should be used as an opportunity to address these issues and build a society that can serve as a model for Japan and the rest of the world. “Towards the Creation of ‘New Tohoku,’ ” published by the Reconstruction Promotion Committee in June 2013, mentions the goal of becoming “a society with sustainable energy (a society with autonomous and decentralized energy),” that is, a society with low carbon and energy-saving, one of the five types of society, as the future form of society in the Tohoku region. Fukushima Prefecture aims to meet all of its energy needs with renewable energy by 2040.<sup>24</sup>

The perspective of building a sustainable society has been emphasized as part of the reconstruction after the Great East Japan Earthquake, and ESD needs to be further promoted in order to help the Japanese people carry this out.

<sup>23</sup> Reported by members of the Roundtable Meeting on DESD

<sup>24</sup> In the “Intensive Promotion Plan” authorized by the Prime Minister based on the Act on Special Measures for Fukushima Reconstruction and Revitalization (Act No. 25 of 2012) in April 2013, renewable energy is positioned as one of the intensive ESD promotion projects to be implemented primarily by the Fukushima prefectural government to create new industry and improve the international competitiveness of industry throughout all of Fukushima Prefecture.

### **3. Japan's ESD Issues and Outlook beyond 2014**

As seen in section 2. Characteristics and Achievements of Japan's ESD Under the UNDESD, ESD was greatly advanced in a variety of situations (including school education and social education) through the efforts of many persons concerned in Japan, a country that advocated for the UNDESD.

However, these results were confined to the education and study levels and to an extent to changes to producer and consumer actions, as well as innovations in some regional communities. To transform the entire country in the future into a sound material-cycle socioeconomic system that is sustainable, low carbon, and coexists in harmony with nature, it will be necessary to more strongly implement ESD (the foundation of this system) beyond 2014 as well.

Based on the results of the world conference, the government will spearhead ESD in Asia and worldwide by enhancing Japan's ESD beyond 2014, based on GAP, which will begin in Aichi/Nagoya.

#### **(1) Rebuilding Japan's ESD Implementation Plan**

After the world conference, on November 13 (the day after the cabinet-level meeting) the government will hold a follow-up meeting for domestic concerned parties, including NGOs, corporations, and experts. Along with feedback on the results of the world conference from government officials and the UNESCO Secretariat (the organizer), discussions will take place on domestic ESD implementation methods beyond 2014, including GAP, Aichi/Nagoya declaration, and specific policies for implementing the declaration.

Based on these discussions, the Interministerial Meeting will take over Japan's current action plan (FY2005-2014), formulate an ESD promotion plan starting in 2015, and implement the PDCA cycle.

#### **(2) Further Penetration of ESD in School Education**

Based on the Basic Plan for the Promotion of Education and Courses of Study—and using UNESCO Associated Schools as the bases for implementation—it will be necessary to expand activities for ESD (which has penetrated in school education) beyond 2014 as well as the activities mentioned above, and to improve their quality.

The current Courses of Study includes perspectives related to constructing

a sustainable society, but the need to better clarify the connections between the Courses of Study text and ESD has been pointed out. This will need to be considered further in the future.

It will also be necessary to spread the ESD efforts conducted at UNESCO Associated Schools to other schools. To that end, it will be important to construct cooperative structures with related institutions (including boards of education in each region) and to cultivate teachers who will put ESD into practice.

In addition, at schools putting ESD into practice, certain beneficial effects of ESD have been reported<sup>25</sup> such as increased creativity in young students; ability to think in a multifaceted, comprehensive way; and improved ability to engage in logical discussions. To further deepen and enlarge ESD in school education, issues that need action include systematic research to verify the effects of ESD in education, and the development of objective evaluation indices.

### (3) Further Implementation of ESD in Social Education and Regions

Regarding the progress of ESD activities in social education in Japanese regions through UNDESD, major regional differences are seen depending on the existence of organizations and human resources to play central roles, as well as the structures that support them.

Even in cases in which cooperation is needed from experts, local residents, and businesses, teachers do not have enough time to ask for this cooperation. And when corporations in the region desire to cooperate, they do not understand to whom to provide support and cooperation. It has been pointed out that regional coordinators are necessary to remove these barriers to communication between stakeholders who could be in charge of regional ESD.<sup>26</sup>

Additional issues include the provision of materials such as ESD teaching materials, organized in an easy-to-understand fashion, and the establishment of ESD support systems at the regional level with a hub function for collaboration with diverse entities in the region, including governments, businesses, and NGOs/NPOs. Moreover, together with the establishment

<sup>25</sup> Refer to “Study on Education for Sustainable Development in Schools (Final Report).”

<sup>26</sup> Refer to page 68 of “Shaping the Education of Tomorrow: 2012 Full-Length Report on the UN Decade of Education for Sustainable Development” (UNESCO report).

of systems with hub functions—including the ability to connect different regions—it will be necessary to create a system that functions as a nationwide network and allows participation by a wide range of entities.

#### **(4) Contributions to the Creation of an International Framework**

2015 is the target year for the Millennium Development Goals (MDGs) and the Education for All. Accordingly, lively international discussions are being conducted on positioning education in the Post-2015 Development Agenda (which will be adopted in 2015), as well as what should be included in the Post-2015 Education Agenda.

Japan will continue proactively conveying the fact that ESD improves the quality of education and contributes to the Post-2015 Development and Education Agendas.

In addition, to improve the quality of education (including ESD) in developing countries, proactive contributions will be made in cooperation with NGOs and NPOs through bilateral and multilateral aid.

At the 37th Session of the UNESCO General Conference in 2013, GAP was adopted as a follow up programme to UNDESD, which ended in 2014.

Japan will proactively implement ESD inside the country and also continue displaying leadership in promoting ESD in the international community, including international support for the practice of various types of ESD in the five ESD priority action areas, beyond 2014, via the contribution of the Japanese Funds-in-Trust (JFTI) to UNESCO, etc.

## Contents

### [Section 2] Japan's Main Implementation Systems and Efforts by Each Entity

\*Many of Japan's ESD efforts are being implemented in cooperation with a wide range of stakeholders, as explained in Part 1. Here, we will introduce the initiatives from the perspective of the efforts of each entity.

## 1. Examples of Implementation Entities in Japan ...P18

### (1) Government Implementation Systems, etc.

- 1) The Interministerial Meeting on the "United Nations Decade of Education for Sustainable Development"
- 2) Roundtable Meeting on the "United Nations Decade of Education for Sustainable Development"
- 3) Japanese National Commission for UNESCO

### (2) Examples of Implementation Systems by Local Governments

- 1) Aichi/Nagoya Committee for UNESCO World Conference on ESD
- 2) Okayama Support Executive Committee for UNESCO World Conference on ESD

### (3) Examples of Implementation Entities by NGOs/NPOs, etc.

- 1) Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J), an NPO
- 2) National Federation of UNESCO Associations in Japan (NFUAJ)
- 3) Asia-Pacific Cultural Centre for UNESCO (ACCU)

### (4) Examples of Implementation Entities through Cooperation with International Institutions

- 1) United Nations University

## 2. Examples of Efforts by Entities ...P22

### (1) Main Efforts by Relevant Ministries

- 1) Establishing systems
  - i) Implementing ESD through the Act on the Promotion of Environmental Conservation Activities through Environmental Education
  - ii) Implementing ESD through the Basic Plan for the Promotion of Education
  - iii) Including a description of ESD in the Courses of Study, etc.
- 2) Creating proposals and reports



- i) Japanese National Commission for UNESCO's "Proposals Regarding the Invigoration of UNESCO Activities in an Increasingly Diverse Era"
- ii) Report of the Roundtable on promoting Environmental Education beyond UNDESD
- 3) Efforts targeted at school education
  - i) Formulating UNESCO Associated Schools guidelines
  - ii) ESD Implementation Program Consortium Project for Developing Global Human Resources
  - iii) Japan/UNESCO Co-Partnership Program
  - iv) Capacity Building Project for Sustainable Regional Development
  - v) Environmental Education Leader Training Project
  - vi) "Kikigaki Koshien" (Verbatim reporting tournament)
- 4) Efforts targeted at social education/communities
  - i) Challenge Project for ESD Programs in Tohoku Region
  - ii) Collaboration with the Environmental Consortium for Leadership Development (EcoLead)
  - iii) Kids Green Tourism Project
  - iv) Wood education/forest education
- 5) Cultivating public awareness of ESD
  - i) + ESD Project
  - ii) Eco-Learning Library
  - iii) Public relations events, etc.

## **(2) Main Efforts in School Education**

- 1) Efforts in primary and secondary education
  - i) UNESCO Associated Schools initiatives
  - ii) Utilizing periods for integrated study, etc.
  - iii) Utilizing the ESD Calendar
  - iv) Implementing in-school training
- 2) Efforts in higher education
  - i) ASPUnivNet

## **(3) Main Efforts in Social Education/Communities**

- 1) Efforts by councils and RCEs
- 2) Efforts by NGOs/NPOs
- 3) Efforts by corporations

## **(4) International Efforts**

- 1) Partnering with UNESCO and Other International Organizations
- 2) Implementation through United Nations University
- 3) Collaboration with Asian countries through the Asia-Pacific Cultural Centre for UNESCO (APCCU)
- 4) International initiatives by the Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J)

# 1. Examples of Implementation Entities in Japan

## (1) Government Implementation Systems, etc.

### 1) The Interministerial Meeting on the “United Nations Decade of Education for Sustainable Development”

In response to the adoption of the UNDESD by the United Nations, in December 2005, the Government of Japan established the Interministerial Meeting on the “United Nations Decade of Education for Sustainable Development” within the cabinet, in order to facilitate close partnership between the related government organizations and ensure the integrated and effective promotion of policies on the UNDESD. (The participants are the Cabinet Secretariat; the Ministry of Foreign Affairs; the Ministry of Education, Culture, Sports, Science and Technology; the Ministry of the Environment; the Cabinet Office; the Ministry of Internal Affairs and Communications; the Ministry of Agriculture, Forestry and Fisheries; the Ministry of Economy, Trade and Industry; and the Ministry of Land, Infrastructure, Transport and Tourism, with the Ministry of Justice and the Ministry of Health, Labour and Welfare participating as observers.)

Preparations are currently being made by the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of the Environment, and the Ministry of Foreign Affairs, assisted by UNESCO and local hosting government bodies, for the UNESCO World Conference on Education for Sustainable Development, to be held in the cities of Nagoya (Aichi Prefecture) and Okayama (Okayama Prefecture) in November this year, hosted jointly by UNESCO and the Government of Japan.

### 2) Roundtable Meeting on the “United Nations Decade of Education for Sustainable Development”

In order to further advance ESD in Japan, relevant specialists, NPOs, educational institutions and corporate representatives have come together to establish the Roundtable Meeting of the United Nations Decade of Education for Sustainable Development, which aims to facilitate the exchange of opinions and sharing of information regarding specific measures based on the domestic implementation plan, as well as the exchange of opinions contributing to the evaluation of UNDESD. Opinion-sharing was also implemented in regard to ESD promotional measures during the production of the 2009 Japan Report and the revision of the domestic implementation plan in 2011. The Roundtable Meeting was

convened during the production of this report, as well, and its opinions were sought.

### **3) Japanese National Commission for UNESCO**

The Japanese National Commission for UNESCO was founded as the an agency to advise the Government of Japan and other actors on UNESCO-related matters, as well as to make plans, manage communication, and implement surveys in regard to UNESCO activities, on the basis of the Law Concerning UNESCO Activities. It partners with UNESCO and other UNESCO national commissions, as well as related government departments, and is engaged in the promotion of ESD both in Japan and overseas. In addition, it works with the Ministry of Education, Culture, Sports, Science and Technology to position UNESCO Associated Schools as a focal point for the promotion of ESD and to increase the number of schools joining the network, and in August 2012 it created “Guidelines for UNESCO Associated Schools” , in order to guarantee the quality of UNESCO Associated Schools. In March 2014, it issued a set of “Proposal Regarding Invigoration of UNESCO Activities in an Era of Diversity” in which it proposed measures for the further promotion of ESD.

## **(2) Examples of Implementation Systems by Local Governments**

### **1) Aichi/Nagoya Committee for UNESCO World Conference on ESD**

This committee was established in May 2012 by Aichi Prefecture, Nagoya City, the regional business community and other ESD related organizations, with the objectives of supporting the UNESCO World Conference on ESD at a regional level, and increasing momentum through promoting the adoption of ESD. The Committee has hosted the “ESD Aichi-Nagoya Children’s Conference” in order for children to discuss and learn about creating sustainable societies, has organized ESD promotional events including ones marking one-year and six-month anniversary before the opening the World Conference, and has implemented “Partnership Program” , which introduce ESD activities by a wide range of stakeholders on its website.

Furthermore, Aichi Prefecture hosted “ESD Seminar for Local Government Employees” , compiled a handbook on local ESD activities, and has created “Environmental Learning Coordinators System” , which coordinates the assignment of lecturers, in line with the wishes of those looking for assistance. It is also making an effort to build a network for nurturing residents with roughly 150 environmental learning facilities

located in the Prefecture. In addition, Nagoya City has established the “Nagoya Open University of the Environment”, in order to collaboratively promote ESD with citizens, corporations, universities, schools and government agencies.

## 2) Okayama Committee for UNESCO World Conference on ESD

The Committee was established in January 2013 in order to support the main stakeholder meetings to be held in Okayama City(Okayama) as part of the UNESCO World Conference on ESD. In addition, it aims to contribute to the success of the World Conference through spreading the appeal of the areas of Okayama and *Bisan Seto*, as well as promoting the World Conference and ESD in partnership and cooperation with various related organizations and bodies from the Okayama region and the Kagawa region, on the other side of the Seto Inland Sea.

Okayama City as the secretariat of RCE Okayama has configured a system for the continuous and stable promotion of ESD throughout the region by the supporting activities conducted by the Okayama City ESD Promotion Commission. Specifically, this includes allocating specialist coordinators, developing agreements relating to ESD with Okayama University and Okayama Shoka University, and promoting partnerships with a wide range of organizations by approving Designated Organizations.

## (3) Examples of Implementation Entities by NGOs/NPOs, etc.

### 1) Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J), an NPO

The Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J) was founded in June 2003 with the objective of promoting ESD through partnerships in Japan and overseas. To date, it has built up a network comprising roughly 100 corporations, non-governmental organizations, and non-profit and educational organizations in the realms of environmental education, development education, human rights education, peace education, and youth development, engaged in policy advocacy, training, information dissemination, and the formation of international networks.

### 2) National Federation of UNESCO Associations in Japan (NFUAJ)

The National Federation of UNESCO Associations in Japan is a non-governmental organization aligned with the principles of the UNESCO

Constitution that aims for international peace and the realization of equal welfare for all people, as well as solutions to various educational and cultural issues. The Federation engages in a range of activities both in Japan and overseas in order to promote ESD: implementing “ESD International Exchange Programs,” running an ESD Essay Contest for high school students as a way of supporting UNESCO Associated Schools in partnership with corporations, issuing publications such as “Ten Questions, Examples and Resources from UNESCO Associated Schools,” and promoting volunteer activities through the “NFUAJ ESD Passport.”

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

The Asia-Pacific Cultural Centre for UNESCO (ACCU) was founded in 1971, and since then has been engaged in fostering cultural and educational cooperation and human exchange between Asia-Pacific countries. Since the start of the UNDESD the Centre has used forums, training, and projects to communicate the principles of ESD to domestic and overseas governments, international organizations, non-governmental organizations, universities, and so on. It implements an ESD photo message contest and photographic exhibitions, distributes teaching materials, supports UNESCO Associated Schools, and interacts with citizens' public halls and community learning centers (CLCs).

## **(4) Examples of Implementation Entities through Cooperation with International Institutions**

### 1) United Nations University (UNU)

With support from the Ministry of the Environment, in 2003 UNU established the Education for Sustainable Development programme within the UNU Institute of Advanced Studies (As of 2014, renamed the UNU Institute for the Advanced Study of Sustainability). Through its role as the Global RCE Service Centre, which coordinates RCEs worldwide, the ESD programme aims to promote ESD activities via the two flagship projects, at the regional level. As the Secretariat of ProSPER.Net,<sup>27</sup> the ESD programme aims to strengthen ESD within higher education organizations. Furthermore, as a UN think tank, UNU advocates and raises awareness of the principles of ESD, makes policy recommendations and promotes dialogue through interdisciplinary research, capacity development, and strategic engagement with the international processes of ESD policymaking.

<sup>27</sup> See Section 2, 2.(4) (2)

## 2. Examples of Efforts by Entities

### (1) Main efforts by Relevant Ministries

#### 1) Establishing systems

##### i) Implementing ESD through the Act on the Promotion of Environmental Conservation Activities through Environmental Education

In 2002, the UN General Assembly unanimously adopted the UNDESD, increasing the motivation to improve the training of people engaged in environmental conservation, and in Japan in 2003 the Act on Enhancing Motivation on Environmental Conservation and Promotion of Environmental Education was passed. This act was based on the recognition of the need for environmental education, with the objective of raising awareness and deepening understanding of environmental conservation activities, thereby facilitating voluntary engagement in environmental conservation by entities in various sectors in order to create a sustainable society. It applied not only to the Ministry of the Environment and the Ministry of Education, Culture, Sports, Science and Technology, but also to the Ministry of Agriculture, Forestry and Fisheries, the Ministry of Economy, Trade and Industry, and the Ministry of Land, Infrastructure, Transport and Tourism, and the scope of environmental education was broadened as a result. In 2011, said Act was partially revised (and its name changed to the current “Act on the Promotion of Environmental Conservation Activities through Environmental Education”, hereinafter the “Environmental Education Promotion Act”) so as to include new measures regarding the involvement of private-sector organizations in government environmental policy, and promote collaborative actions, etc., as well as to improve environmental education in schools, etc. The Environmental Education Promotion Act came into force on a full scale on October 1, 2012, and in June of the same year a Cabinet meeting determined the “Basic Policy on the Promotion of Environmental Conservation Activities, Encouragement of Willingness for Environmental Conservation and Environmental Education and Collaborative Efforts” (hereinafter the “Basic Policy”). Various environmental education measures incorporating an ESD perspective are being promoted based on these laws and Basic Policy.



## ii) Implementing ESD through the Basic Plan for the Promotion of Education

The Basic Plan for the Promotion of Education was created in order to establish basic policies for educational measures, based on the Basic Act on Education, which was revised in December 2006. In this Plan, ESD was given the status of one of the most important principles of education in Japan. The promotion of ESD was further emphasized in the second Basic Plan for the Promotion of Education, passed by Cabinet in June 2013.

## iii) Including a description of ESD in the Courses of Study, etc.

The perspective of the construction of a sustainable society was included in the Courses of Study for elementary schools and junior high schools in March 2008. This perspective was also reflected in revisions to the Courses of Study for senior high schools in March 2009. As a result, in addition to the acquisition of relevant knowledge and skills, the Courses of Study also highlighted the importance of ability thinking, decision-making and self-expression, and it is anticipated that ESD will be promoted as part of the principle of imparting “zest for life.”

## 2) Creating proposals and reports

---

### i) Japanese National Commission for UNESCO’s “Proposal Regarding Invigoration of UNESCO Activities in an Era of Diversity” (March 2014)

As noted above, the Japanese National Commission for UNESCO designated UNESCO Associated Schools as hubs for the promotion of ESD, and has worked to expand these measures. The number of UNESCO Associated Schools has increased rapidly, and it is believed that this is having a beneficial effect on the promotion of ESD.

At the same time, there has been some misunderstanding, with some people being of the opinion that only UNESCO Associated Schools should engage with ESD, and the rollout of ESD in contexts other than those of UNESCO Associated Schools has become something of an issue. Against this background, in March 2014 the Japanese National Commission for UNESCO defined its “Proposal Regarding Invigoration of UNESCO Activities in an Era of Diversity” in which it summarized policies to further promote ESD. In addition, in order to promote ESD in schools other than UNESCO Associated Schools, it proposes strengthening the role of UNESCO Associated Schools as

centers of ESD promotion and promoting partnerships between boards of education, citizens' public halls, members of ASPUnivNet (a network of universities engaged in supporting UNESCO Associated Schools), RCEs, corporations, etc. On this basis, the Ministry of Education, Culture, Sports, Science and Technology began its "ESD Promotion Projects for Global Human Resources Training" in academic year 2014, as described below.

## ii) Report of the Roundtable on promoting Environmental Education beyond UNDESD (published August 27, 2014)

The Ministry of the Environment invited specialists in relevant subjects to participate in a "Roundtable on promoting Environmental Education beyond UNDESD" (the "ESD Conference" ) in order to consider promotion strategies for ESD measures in Japan via environmental education and other measures. The Conference debated these issues from January through July 2014. As a result, the "Report of the Roundtable on promoting Environmental Education beyond UNDESD" was compiled. Further measures are to be implemented relating to environmental education, including the perspective of ESD, based on said report, focusing on the three priority areas of "capacity development," "development and preparation of learning materials and programs," and "establishment of collaboration and support system," and bearing in mind the need to contribute to the Global Action Program (GAP) expected to be adopted at the Autumn 2014 UN General Assembly.

## 3) Efforts targeted at school education

### i) Formulating UNESCO Associated Schools guidelines

UNESCO Associated Schools are a network of schools implementing high-quality education that aims to realize the ideals of UNESCO. The network was founded in 1953. Schools apply to UNESCO via the Japanese National Commission for UNESCO, and UNESCO evaluates and approves them. At present there are 9,900 Associated Schools in 180 countries. In 2006, there were 20 Associated Schools in Japan, but in August 2014 there were 705, making them the largest national group of Associated Schools in the world.

In August 2012, the Japanese National Commission for UNESCO defined guidelines for UNESCO Associated Schools in order to deal with the sudden increase in the number of such schools and with the aim of guaranteeing their quality. These guidelines were communicated

to the prefectural boards of education and other relevant bodies by the Ministry of Education, Culture, Sports, Science and Technology. They emphasize the need for interdisciplinary curriculum planning and stress the importance of exchange between UNESCO Associated Schools, the need for the continued engagement of the whole school, and the importance of time set aside for integrated learning.

## ii) ESD Implementation Program Consortium Project for Developing Global Human Resources

In 2014, the Ministry of Education, Culture, Sports, Science and Technology formed a consortium comprising mainly education committees and universities in partnership with UNESCO Associated Schools, which are centers for ESD, with the objective of rolling out ESD to organizations other than UNESCO Associated Schools as well as promoting exchange between UNESCO Associated Schools in Japan and overseas, thereby facilitating the development of global human resources with international perspectives and promoting the implementation of ESD at the regional level.

## iii) Japan/UNESCO Co-Partnership Program

The Ministry of Education, Culture, Sports, Science and Technology is promoting the exchange of information as well as physical exchanges between UNESCO Associated Schools in order to cooperate with international ESD activities and strengthen ESD measures being implemented in Japan. It is also supporting ESD activities implemented by higher education organizations.

## iv) Capacity Building Project for Sustainable Regional Development

In March 2003, the Ministry of the Environment began a three-year initiative to recruit and select environmental education programs for elementary and junior high schools that incorporate an ESD perspective, and to reorganize these, with the help of specialist guidance, into highly versatile model environmental education programs. These have been tried and tested in school environments throughout the country, and regional versions of them are now being produced that take on board local attributes (natural, cultural, and historical background, etc.) Around 60 model programs have been created, and it is expected that around 140 regional programs will ultimately be created and trialed.

This project not only allows the promotion on the national level of training for people who will in the future support sustainable regional

development, but also promotes the creation and coordination of promotion structures for ESD throughout the regions of Japan.

#### v) Environmental Education Leader Training Project

The Ministry of the Environment has partnered with the Ministry of Education, Culture, Sports, Science and Technology to implement training sessions that offer the opportunity to develop know-how in environmental education, including ESD perspectives, for teachers at elementary and junior high schools and leaders of environmental non-profit organizations, in order to improve support for and implementation of environmental education in the classrooms.

#### vi) “Kikigaki Koshien” (Verbatim reporting tournament)

The Ministry of Agriculture, Forestry and Fisheries, the Ministry of Education, Culture, Sports, Science and Technology, and the Ministry of the Environment have cooperated with NPOs in a project to encourage high school students throughout Japan to visit experts in forests, coastal areas, and rivers, engage them one on one in order to learn about their knowledge, skills, etc., and record verbatim accounts of what they have heard. Participating high school students gain a new understanding of traditional lifestyles lived alongside forests, oceans, and rivers, knowledge that helps them to consider the needs of a sustainable society of the future, and have the opportunity to think about their own futures in this context. ESD is promoted by the implementation of this sort of project, which trains the next generation to think in ESD terms.

### 4) Efforts targeted at social education/communities

#### i) Challenge Project for ESD Programs in Tohoku Region

The Ministry of the Environment (MOE) launched this capacity- and community-building ESD project in July 2013 with an eye to supporting reconstruction efforts in a region devastated by the natural disaster of the Great East Japan Earthquake. The ministry developed ten different programs in light of certain environmental protection and environmental education activities people in Tohoku initiated following the catastrophe. Schools, companies, NPOs, etc., in all six Tohoku prefectures then took those programs and put them to work in their own unique ways. In February 2014 a presentation on the Challenge Project for ESD programs in Tohoku Region was held in the city of Sendai, Miyagi

Prefecture, where the organization with the most effective program was awarded the Environment Minister's Prize.

## ii) Collaboration with the Environmental Consortium for Leadership Development (EcoLeaD)

The MOE works with the Environmental Consortium for Leadership Development (EcoLeaD), a platform that supports and promotes networking among various private, public, and academic organizations training people for jobs in the environmental field, to implement capacity-building programs targeting higher education institutions, corporations, etc. More specifically, the MOE provides model lessons to institutions of higher education and model training sessions to company owners and managers in accordance with the two environmental education program guidelines the ministry adopted in FY2010.

## iii) Kids Green Tourism Project

The Ministry of Internal Affairs and Communications (MIC), Ministry of Education, Culture, Sports, Science and Technology (MEXT), and Ministry of Agriculture, Forestry and Fisheries (MAFF) jointly promote the Kids Green Tourism Project. This project provides children with opportunities to stay in a farming, mountain, or fishing village so they can get outdoors and try their hand at farming, forestry, or fishing.

## iv) Wood education/forest education

MAFF supports ESD by highlighting wood materials and products at "wood education" events and opportunities that are designed to help people understand the benefits and significance of using wood. The ministry also promotes forest education through a forest school and nature observation programs that leverage Japan's national forests. Joint initiatives with NPOs and other organizations provide children with opportunities to share their forest activities and experiences with others.

# 5) Cultivating public awareness of ESD

---

Raising awareness has been a key focus of Japan's action plan for the second half of the UNDESD. Since last year the Government of Japan has been shifting publicity into high gear as it works on various initiatives to make the world conference a big success.

## i) + ESD Project

The+ ESD Project is a MOE-run website designed to widely publicize ESD initiatives and support programs conducted by companies, NPOs, etc., that are registered on the site. Its goal is to provide information about ongoing ESD programs as well as to build an expanding network of organizations working on ESD initiatives by visualizing and linking ESD initiatives being implemented across Japan. As of the end of June 2014 there were 214 ESD programs and 163 organizations registered on the website. The website provides a checklist that helps organizations assess whether their initiatives incorporate the key elements of ESD so that they can make improvements if and where necessary.

## ii) Eco-Learning Library

The MOE website features an online portal for practical environmental education, dubbed the Eco-Learning Library. The site provides an extensive array of learning materials and information categorized by area and target, intended to help promote environmental education and environmental protection activities. The ministry not only manages and updates the contents of this comprehensive database of environmental education and conservation initiatives but also collects information about environmental education programs as well as training and learning opportunities offered by relevant government agencies, local governments, private organizations, etc. It also provides information about educational and learning facilities, related activities, and more to keep the entire public up to date.

## iii) Public relations events, etc.

Following the June 2013 rollout of its ESD slogan, “Your Everyday Actions Shape the Future,” MEXT published ESD Quest, a storybook that provides an easy-to-understand explanation of ESD. To date, approximately 34,000 copies have been distributed. The ministry also works with “ESD Official Supporters,” who are well-known public figures from every walk of life (including Sakana-kun, Takako Shirai, Shuzo Matsuoka, and Naoko Yamazaki) to provide the public with information via its ESD Facebook page, ESD portal site,<sup>28</sup> etc.

In June 2014, MEXT hosted ESD Festa 2014 in Tokyo. The event, paving the way for the UNESCO World Conference on ESD, was spotlighted by the mass media and illustrated the concept of ESD to

<sup>28</sup> <http://www.esd-jpnatcom.jp/index.html>.



a broad audience. Working with an eye to making ESD a bigger part of everyone's lives, MEXT and the MOE jointly organized an ESD nickname contest and selected "Learning the Way to a Better Planet" as the official moniker for ESD efforts from more than 4,000 entries. MEXT is also widely promoting "Bokura wa ookina sekai no hitotsubu no inochi" (We are all One Grain of Life in this Big World), an ESD theme song written by singer/songwriter and official ESD supporter, Takako Shirai.

The MOE also hosted the National and Regional ESD Learning Forums to facilitate collaboration and networking among ESD practitioners. At the "ESD Kids Fest," another ministry-hosted national learning forum, a group of participating elementary and junior high school students were selected to serve as ESD ambassadors. The young ambassadors made stops to cheer on both Nagoya and Okayama, the two cities that will host the world conference, where they paid a visit to the cities' mayors as well as the governor of Aichi Prefecture. In fiscal 2014 the ministry introduced the ESD Photo Communication Project and solicited freestyle haiku messages for the future (in support of the UNESCO World Conference on ESD).

Among the ministry's ESD advocates is also a mascot called Hug-kun who travels to promotional events all around Japan.

The Japan Meteorological Agency organizes lectures on climate and severe weather preparedness. Designed to teach participants about weather, earthquakes, the global environment, etc., they help people to cope with emergencies and effectively use disaster mitigation information. These workshops increase awareness about ESD by painting a clearer picture of the natural environment and where we fit in.

The Ministry of Economy, Trade and Industry (METI) publicizes initiatives related to energy, the environment, recycling, etc., via advertisements, events, Web pages, pamphlets, handbooks, and more. METI also works on promoting environmentally friendly products via its carbon offset program for products, etc. Illustrating a product's total carbon emissions, quantified via METI's "Carbon Footprint of Products" (CFP) system, and how that amount is offset by credits, the program is just one of the ways METI supports ESD.

## **(2) Main Efforts in School Education**

### **1) Efforts in primary and secondary education**

#### **i) UNESCO Associated Schools initiatives**

MEXT regards UNESCO Associated Schools as bases for promoting

ESD and working on expanding the existing network. As of August 2014, the number of UNESCO Associated Schools in Japan had reached 705. These schools are implementing a diverse range of programs, some of which are included among the Good Practices in Japan presented in section 3 of this document. National meetings of all UNESCO Associated Schools as well as regional exchange meetings are held to encourage each school to work on initiatives of its own. The official website of the UNESCO Associated Schools is operated by the Asia-Pacific Cultural Centre for UNESCO (APCCU) to facilitate the sharing of information among schools.

## ii) Utilizing Periods for Integrated Studies, etc.

Periods of Integrated Studies was phased into the Japanese school system beginning in 2000. It allows schools to devise their own educational activities suited to their own needs with the local communities. Periods of Integrated Studies enables students to take a comprehensive look at a wide array of topics taking everything from global awareness to information technology, the environment, health, welfare, and more. Today there are schools that are incorporating ESD into their classes as well.

## iii) Utilizing the ESD Calendar

Teachers of different subjects must work together to make ESD a part of the school curriculum. That's why many UNESCO Associated Schools use an ESD calendar as their annual lesson plan. It provides the foundation for an integrated multidisciplinary curriculum spanning various subjects and areas of study (see Good Practices in Japan, "Development and Popularization of an ESD Calendar that Energizes School Education in Japan and the World" [Shinonome Elementary School and Yanagawa Elementary School]).

## iv) Implementing in-school training

When implementing ESD, many schools place an emphasis on problem-solving and the exploratory learning process along with collaborative learning among students through discussion-oriented classes. Some schools conduct in-school training to enhance the efficacy of their ESD practices.

## 2) Efforts in higher education

Higher education institutions are expected to play a major role in promoting ESD, from leading local initiatives to training experts in various fields as well as conducting the research that will serve as the foundation upon which Japan and the rest of the world will build sustainable societies. Many universities are working with the support of MEXT to meet these expectations through various initiatives. Those initiatives include revamping school curricula to incorporate ESD, introducing ESD into teacher training courses, conducting research on sustainability as a comprehensive and interdisciplinary academic approach to building a sustainable society, serving as leaders of local and international ESD programs, and more.

### i) ASPUnivNet

A unique Japanese higher education initiative, ASPUnivNet is a voluntary network of 18 universities from across Japan that helps schools become UNESCO Associated Schools and assists them in conducting educational activities. ASPUnivNet aims to bring ESD to new heights by connecting universities studying and implementing ESD all across Japan. As a further plus, it also provides ESD teachers with professional development opportunities.

## (3) Main Efforts in Social Education/Communities

### 1) Efforts by the councils and RCEs

At the regional level, organizations such as boards of education, citizens' public halls, museums, and other social education facilities, as well as local governments, NPOs, and local UNESCO associations are taking the lead in ESD activities related to the environment, global awareness, development, peace, and human rights. ESD is being implemented through various channels. In some cities an ESD council has been set up to run citywide ESD campaigns, while boards of education are leading the way toward implementing ESD programs at the local level via UNESCO Associated Schools.

Some of these community-based activities are being facilitated by RCEs across Japan, which act as hubs for ESD projects in their regions. Today the number of RCEs in Japan has grown to the point that they now encompass six regions, including Greater Sendai, Yokohama,

Chubu, Hyogo-Kobe, Okayama, and Kitakyushu. RCEs are tackling a host of challenges facing their communities in a bid to make them more sustainable without compromising their unique characters.

Some local governments have made ESD part of their action plans for lifelong learning. This is a good indication that an increasing number of ESD initiatives will be implemented by community and local public organizations in the form of social education and lifelong learning.

## 2) Efforts by NGOs/NPOs

Most observers expect NGOs and NPOs, which are essentially groups of people voluntarily working toward a common goal, to play a big role in ESD. In fact, a number of NGOs and NPOs are already making headway with a diverse range of initiatives. Not only are they working independently on different issues such as environmental protection, welfare improvements, community building, dietary education, and more, but they are also actively networking with other organizations.

## 3) Efforts by corporations

As corporate social responsibility (CSR) continues to move front and center as a corporate priority, more and more corporations are incorporating sustainable development into their products and services as well as business processes. Working in line with this trend, companies are implementing in-house training with a focus on ESD.

Some corporations leverage their extensive expertise, resources, and networks to help organizations across various sectors implement a broad spectrum of ESD initiatives. One such initiative is sending company employees to schools, lifelong learning institutions, communities, and so on, where they can serve as instructors.

# (4) International Efforts

The Government of Japan has provided funds to UNESCO and the United Nations University to build and expand frameworks for promoting global ESD initiatives at the grassroots level, such as UNESCO Associated Schools and RCEs. Working jointly with UNESCO, it has made a significant contribution to the development of ESD around the world.

## 1) Partnering with UNESCO and other international organizations

In fiscal 2005, the first year of the UNDESD, MEXT contributed

200 million yen to UNESCO Headquarters through Japanese Funds-in-Trust (JFIT) to UNESCO. Since then, the ministry has continued to contribute to UNESCO every year. JFIT has been used to prepare ESD monitoring reports as well as to compile and publicize good practices in ESD, focusing on climate change, biodiversity, disaster prevention, and so on. More specifically, the funds have been used to develop materials for teaching about climate change, guidelines on disaster prevention education for policymakers and curriculum developers, videos for teaching about biodiversity, and other similar items. These materials have recently been incorporated into the elementary and secondary education curricula in various countries and used for ESD.

As part of joint efforts with the Southeast Asian Ministers of Education Organization (SEAMEO), which promotes regional cooperation in education, science, and culture in Southeastern Asia, MEXT launched the SEAMEO-Japan ESD Award to promote ESD in SEAMEO member states in fiscal 2011. Since then, MEXT has been collaborating with SEAMEO in conducting the award program to commend elementary schools and junior and senior high schools in Southeast Asia that exhibit outstanding ESD practices.

## 2) Implementation through the United Nations University (UNU)

---

Japan first proposed the UNDESD, and since 2003 the Japanese MOE has been providing funds to UNU for the purpose of promulgating ESD. The funds enable UNU to implement ESD programs like those described below.

UNU launched an initiative in 2005 to create a global multi-stakeholder network of RCEs intended to make up the local foundation for a global learning space for sustainable development. As of June 2014, UNU has acknowledged a worldwide network of 129 RCEs. Rising to meet the challenges facing their local communities, these members of the global RCE network implement collaborative projects on biodiversity, climate change, sustainable consumption and production, and so on.

The Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net) was officially launched in June 2008 with the aim of building a network of higher education institutions committed to furthering ESD in the Asia-Pacific region. As of July 2014, the network includes 32 members that have integrated sustainability into their postgraduate curricula and are working on sustainable development research and capacity building activities. Joint projects are currently underway to develop teaching materials and ESD curricula for business schools, with a focus on poverty reduction, biodiversity, climate change,

and so on.

### 3) Collaboration with Asian countries through the Asia-Pacific Cultural Centre for UNESCO (ACCU)

---

Working in cooperation with the UNU and the Japan-U.S. Educational Commission, the ACCU engages in teacher exchange programs in partnership with Republic of Korea, China, and the United States. The ACCU has implemented various programs through the Japanese Funds-in-Trust (JFIT) to UNESCO, including nurturing organizations dedicated to ESD in countries throughout the Asia-Pacific region and facilitating ESD-related interactions between citizens' public halls and community learning centers (CLCs) in Asia. These experiences have provided the ACCU with the foundation for building the HOPE framework, an evaluation approach for ESD.<sup>29</sup> Focusing on rice, a common staple food throughout most of Asia, the ACCU launched its ESD Rice project in fiscal 2011 in order to foster interaction among UNESCO Associated Schools in Asia. Six countries currently participate in this project, and new projects have also been launched in Pakistan and Cambodia. These projects aim to get young people deeply involved in sustainable community development while boosting school attendance and literacy rates in local communities at the same time.

### 4) International initiatives by the Japan Council on the United Nations Decade of Education for Sustainable Development (ESD-J)

---

Working with NGOs and NPOs, ESD-J implemented the Asia Good ESD Practice Project (AGEPP). The project compiled good ESD practices at work across Asia and presented them in case reports available in six languages via its website. ESD-J is also implementing initiatives aimed at building the Asia NGO Network on ESD (ANNE).

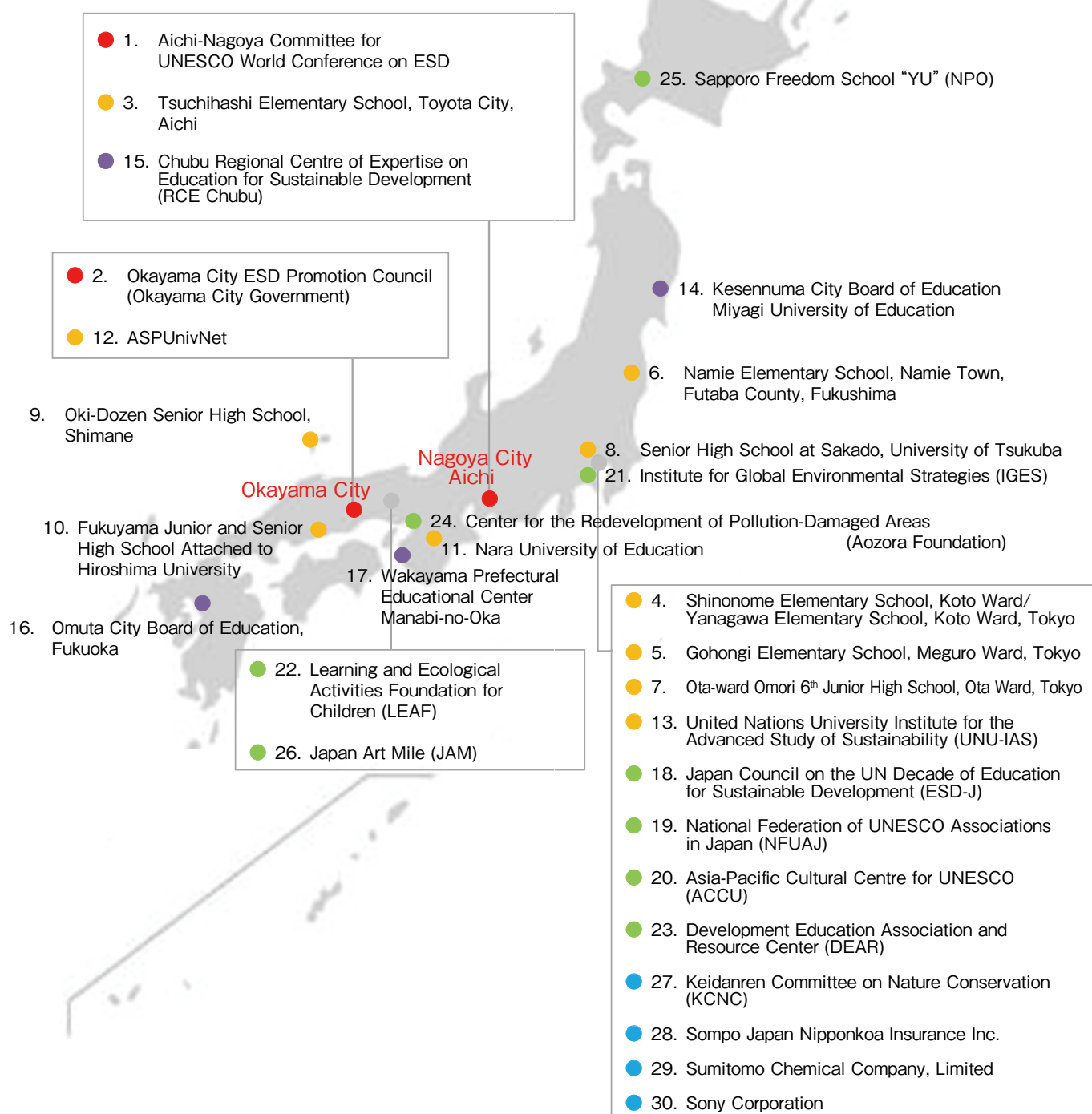
---

<sup>29</sup> See section 3, "20. HOPE: Education Weaving Hope for a Sustainable Future."



## [Section 3] Good Practices in Japan — 30 Examples

- Host City of the World Conference
- Schools (Elementary, Junior High, Senior High, Junior and Senior High Combined School, University)
- Local Government, Community
- NPO
- Private Sector



# 1. Promoting ESD through the Expo 2005 Aichi Japan, COP 10, and UNESCO World Conference on ESD

Aichi-Nagoya Committee for UNESCO World Conference on ESD

## Summary of Activities:

In Aichi Prefecture, the World Exposition (Expo 2005 Aichi Japan) was held under the theme, “Nature’s Wisdom” in 2005, the 10th Meeting of the Conference of the Parties to the Convention on Biological Diversity (COP 10) was held in 2010, and the UNESCO World Conference on ESD will be held in November 2014. These events have fostered a great awareness in the residents of Aichi Prefecture toward the creation of a sustainable society, particularly in terms of the environment. Given this, various entities in the region, including governments, universities and schools, NPOs, and companies are implementing various ESD activities based on their own perspectives, and have continued making efforts even after the conclusion of the Expo and COP 10.

These various entities have also collaborated to promote ESD initiatives in the region. These include initiatives to preserve and revive the habitats and breeding areas of living organisms in order to protect biodiversity, and the building of a recycle-oriented economic society through cooperation among local companies passionate about environmental learning and actions that utilize the array of knowledge, experiences, and awareness of issues contributed by each entity.

## 1. ESD Characteristics

Given the strong awareness the prefectural residents have toward the creation of a sustainable society, particularly in environmental terms, various entities in the region, including governments, universities and schools, NPOs, and companies are voluntarily implementing various ESD activities based on their own perspectives, and collaboration among them is on the rise.

There has also been rapid growth in the number of schools joining UNESCO Associated Schools (as of late May 2014, there are 63 member schools and 80 schools that have applied). Furthermore, as an initiative for Chubu Regional Centre of Expertise on ESD (RCE), RCE is promoting projects such as ESD lectures, which are carried out by 11 activity organizations from the upper, middle, and lower river areas of the Ise/Mikawa Gulf region, with the aim of encouraging learning that shares and resolves issues.

## 2. Aims and Background of ESD Promotion

In Aichi, the Expo 2005 Aichi Japan was held in 2005, COP 10 in 2010, and the UNESCO World Conference on ESD will be held in November 2014.

As a part of the effort to build momentum for these events, the government worked with financial circles and other mediums to communicate each event’s theme and encourage various initiatives implemented by different parties in accordance with the themes.

This fostered a strong awareness in the local prefectural residents toward the creation of a sustainable society, especially the environmental aspects, and prompted later ESD endeavors.

## 3. Achievements

The following presents three examples of the various endeavors carried out by different groups in the region.

### (1) Initiatives for the preservation of biodiversity implemented by various regional groups

Under prefectural strategy and action plan, the prefecture was divided into nine areas, and in each area an Ecological Network Council was established that consisted of different parties such as prefectural residents, businesses, NPOs, researchers, and governments. The councils carry out endeavors to preserve/revive habitats and breeding areas for living creatures, while fostering human connections.



An activity conducted on a company’s grounds in collaboration with university students

| Area              | Theme  | Participating Groups   |
|-------------------|--|--|
| Owari Tobu Hills  | Town Development by 23 universities to have damselflies and Japanese Luehdorfia fly  | 23 universities, 3 companies, 8 cities, Aichi Prefecture (Total: 35 groups)  |
| Northern Owari    | Let's rediscover <URAYAMA> where rich natural environment remains  | 4 groups including NPOs, 2 companies, 3 universities/research institutes, 4 cities, Aichi Prefecture (Total: 14 groups)                        |
| Chita Peninsula   | Let's create a new Chita Peninsula where people can live with Gon the Fox(a famous character from a children's book written by a local writer, Nankichi Niimi) | 3 universities, 15 companies, 8 groups including NPOs, 10 cities/towns, Aichi Prefecture (Total: 37 groups)                                    |
| Nishi-Mikawa      | Aiming for lifestyles where the latest manufacturing and latest ecology have a benevolent cycle  | 4 universities, 3 companies, 3 agriculture and forestry-related groups, 7 groups including NPOs, 4 cities, Aichi Prefecture (Total: 22 groups) |
| Shinshiro/Shitara | OKUMIKAWA where you make use of woods keep the community alive, are harmonize the power of forest and activities   | 1 university, 6 groups including NPOs, 4 companies, 4 cities/towns/villages, Aichi Prefecture (Total: 16 groups)                               |
| Higashi-Mikawa    | Caring for creatures <HONOKUNI>,the old name of the region meaning the land of rice plants, leaving clean water and greenery to our children                   | 8 groups including NPOs,5 universities/research institutes, 5 economic groups, 3 cities, Aichi Prefecture (Total: 22 groups)                   |

\* Districts planning to establish Councils: Southern Owari, Southern Nishi-Mikawa, Atsumi Peninsula (as of late May 2014)

## (2) Initiatives from Nagoya Open University of the Environment

Through collaboration among citizens, companies, universities, schools, and governments, initiatives have been implemented that promote the development of people and the creation of human groups that support a sustainable global society, and nurture both citizens that take action and citizens that cooperate with others. The various entities concerned with the environment provide knowledge, experience, and awareness of issues to conduct a variety of lessons that include fieldwork, discussions, and workshops (149 lectures in FY2013).



An ESD practical lecture for elementary and junior high school students

## (3) Environmental activities in industry through Environmental Partnership Organizing Club (EPOC)

Companies and groups passionate about environmental actions in industry came together (263 companies as of late May 2014) and communicated a variety of information concerning environmental responses with the goal of building a recycle-oriented economic society and an environmentally advanced region that can be boasted about to the world.

Specifically, a variety of activities have been developed that include information sharing that contributes to the practice of environmental management, research on advanced examples of a recycle-oriented society/low-carbon society/society symbiotic with nature, environmental education for youth, and opinion exchange with overseas trainees.



EPOC Energy Forum

## 4. Future Perspective and Challenges

To date, the Expo 2005 Aichi Japan and COP 10 have greatly impacted the movement to a sustainable society in Aichi. Based on this unfolding of events and the upcoming UNESCO World Conference on ESD, viewpoints on ESD have been woven into various plans drawn by Aichi Prefectural Government and the City of Nagoya (Aichi Vision 2020, the 4th Basic Environmental Plan for Aichi Prefecture, the 3rd Basic Environmental Plan for Nagoya, etc.). In the future, the hope is to deepen collaboration among various entities, including regional governments, the RCE Chubu on ESD, universities/schools such as UNESCO Associated Schools, NPOs, and companies, and work toward further promoting ESD initiatives.

CONTACT Aichi-Nagoya Committee for UNESCO World Conference on ESD  
Address : 3-2-1 Sannomaru, Naka-ku, Nagoya-shi, Aichi, JAPAN 460-0001  
TEL : +81-52-951-5350 FAX : +81-52-951-5355  
MAIL : info@esd-aichi-nagoya.jp

## 2. Regional Development Cultivating People Who Learn, Think, and Act Together

Okayama City ESD Promotion Council (Okayama City Government)

### Summary of Activities:

Okayama City has been promoting ESD throughout the city since the UN Decade of ESD(DESDE) began in 2005, and the Okayama City ESD Promotion Council was established in April of that year.

Council members consist of schools, social educational institutes, resident groups, businesses, media, and administrative body. Okayama City became the secretariat and started the Okayama ESD Project, in which multiple groups in the municipal area collaborate to promote ESD. Since then, it has carried out support for ESD activities, ESD Promotion and training, and encouraged information exchange and interaction with relevant institutes and groups both within and without the region in various fields, including the fields of environment and international understanding.

Internationally, Okayama City was acknowledged as one of the first Regional Centres of Expertise on ESD(RCE; a regional base for the promotion of ESD) in the world in 2005 by the United Nations University(UNU), and has been promoting ESD in collaboration with UNU and RCEs around the world (129 regions as of April2014).

The Stakeholder Meetings of the UNESCO World Conference on ESD will be held in Okayama City in November 2014. In addition, in October our city will host the related conference, the *Kominkan*-CLC International Conference on ESD. Based on initiatives implemented to date, it is viewed as a good opportunity to spread the ESD circle to include even more citizens, and preparations are underway to welcome relevant individuals from around the world.



Preserving the sea area in cooperation with groups such as the local fishery cooperative (at elementary school)



Regional development that makes the region more livable for non-Japanese (at community learning center)



An ESD café where people gather each month under various themes

### 1.ESD Characteristics

In 2011, citizens and persons involved in ESD summarized the characteristics of ESD promotion in the Okayama region in the following manner as Okayama Model:

- (1) Opportunities exist for many different people and groups to have a dialogue.
- (2) The Okayama City serves as a Secretariat to manage ESD steadily.
- (3) Full-time ESD coordinators are involved.
- (4) *Kominkan* (= Community Learning Centers in Japanese) serve as regional ESD promotion bases.
- (5) Universities support to solve regional issues.

Later, ESD at schools came to be promoted based on cooperation between the municipal board of education and universities, with junior high school districts serving as single units becoming ASPnet as UNESCO Associated Schools members. Thus, another characteristic of Okayama is to aim at regional development that cultivates people who are capable of solving local issues with ESD Perspectives in cooperation among while working with groups and organizations in various standpoints and fields.



## 2.Aims and Background of ESD Promotion

### (1) Activity aims

The aim of the Okayama ESD Project is regional development where people learn, think, and act together to achieve a sustainable society.

### (2) Background of ESD Promotion

In Okayama City, citizen-based activities such as for environmental preservation, and for international understanding and cooperation, and also *Kominkan* activities have been very prevalent. Various stakeholders from the municipal area joined the Environmental Partnership Project implemented by the city from 2001, an environmental preservation project conducted in collaboration with citizens, which was presented at a side event at the 2002 World Summit in Johannesburg on Sustainable Development. This project became the momentum of ESD in Okayama City.

## 3.Achievements

### (1) Changes in Local Community

1. A growing number of people, schools, groups, and organizations are involved in ESD: In 2005, 24 groups participated in the Okayama ESD Project. The number has grown to 208 groups in 2014 (including 49 elementary/junior high schools and 37 *Kominkan*).
2. Opportunities for dialogue and collaboration have increased: The number of opportunities and venues has increased to meet people who would not normally be encountered. This includes citizens' groups, specialists in different fields, and teachers from different kinds of schools, all of which were carrying out activities separately.
3. Public Awareness of ESD has risen: Public Awareness of "ESD" was close to zero in 2005, but had risen to 15% according to a 2013 poll of residents (Okayama City).

### (2) Changes in Organizations, Groups, and Individuals

1. There are a growing number of organizations taking the initiative to promote ESD: A system of voluntary promotion of ESD has taken shape that is made up of universities, *Kominkan*, boards of education, and mid-level support organizations for citizens' activities.
2. The position of *Kominkan* had been reevaluated: ESD was integrated in the policy of *Kominkan* in FY2011, and all *Kominkan* in the city reevaluated projects and management methods from the perspective as a community ESD promotion base. They also conduct capacity building of staffs.
3. The majority of people who are involved in ESD have grown through their encounters various people and values, and have come to view matters from ESD perspectives.

## 4.Future Perspective and Challenges

Okayama City will collaborate with multiple stakeholders continuously and promote ESD in the New Okayama ESD Project after the DESD. It will continue conducting promotion of ESD, nurturing of organizations which promote ESD, and enhancing community based on ESD promotion using *Kominkan* as a base. In addition, Okayama City will improve the quality of ESD activities, evaluate activities from in terms of how far the people are fostered, and create a system that enables various stakeholders to take initiative to promote ESD. The training of ESD coordinators is also considered important. The city will take measures to achieve these goals.

CONTACT Okayama ESD Promotion Council/ Okayama City UNESCO World Conference on ESD  
Promotion Bureau  
Address : 1-1-1 Daiku, Kita-ku, Okayama, JAPAN 700-8544  
TEL: +81-86-803-1354 FAX: +81-86-803-1777  
MAIL: esd@city.okayama.jp

### 3. ESD Initiatives at Tsuchihashi Elementary School and Toyota City

#### Tsuchihashi Elementary School, Toyota City, Aichi Prefecture

##### Summary of Activities:

Viewing the renovation of the school building as an opportunity to be environmentally conscious, entities including the school, companies, government, and universities collaborate to develop an environmental learning program that uses the school building as a teaching tool. Lower grades experience the abundant nature surrounding the school to nurture a rich, nature-loving spirit. Middle grades learn by taking responsibility for the care of a biotope and trees. Upper grades utilize the renovated school building to focus on the living environment and learn environmentally friendly ways to live. These lessons are linked to other teaching materials and study areas, and an ESD calendar is created to enable students to study throughout their six years of elementary school. Sixth graders become eco guides and communicate the features of the environmentally friendly school building to others, and have received a great response. The children's environmentally proactive actions continue to produce significant results, such as greatly reducing electricity and water usage at the school.

#### 1. ESD Characteristics

The intangible initiative of an education program was combined with the tangible initiative of renovation, and the targeted synergistic effect is the distinctive characteristic of this school's endeavors. Until this program, although school buildings had been newly built and remodeled, there were few examples of an endeavor to utilize it as a learning opportunity. The school, government, companies, universities, and community have come together to put a dynamic, ongoing ESD into practice. Through environmental education, this program enables children to think about a sustainable future and foster the ESD concept, abilities, and attitudes, while linking with other teaching materials and areas of study.



Children serving as "eco guides"

#### 2. Aims and Background of ESD Promotion

Since this school was established in 1979, it has practiced environmental education that focuses on the natural environment by utilizing the nearby 4,000 trees, biotope, and neighboring Tsuchihashi Park. From 2009 to 2011, the school has taken advantage of the Ministry of the Environment's Eco Flow Program to transform from an "environmentally conscious" school into an "environmental study" school. During that process, the school introduced the ESD concept. It reexamined the traditional environmental education it had been previously using and broadened the endeavor from environmental education focused on nature, to studies that included the living environment. The school has repeatedly put a program into practice that attempts to give children the ability to create a sustainable society.

The "eco guide" is the ideal embodiment of the child the school hopes to foster.



Nurturing "eco guides" over a 6-year period



An eco guide is not a child who simply provides information about and introduces the school. Rather, it is a child who, after six years of study, possesses the ability to take advisable actions that benefits the environment. With a focus on the idea of understanding phenomenon and learning principles, the school fosters children capable of thinking about the environment from various viewpoints and taking action based on the ESD concept.

### 3. Achievements

As an “eco guide” , children speak to many adults about the importance of a sustainable future. They subsequently learn the power of communicating and spreading the message, and come to understand that it leads to significant outcomes. In addition, many children now take action in consideration of how it relates to their own lives, and search for ways to resolve issues.

Today, too, children enthusiastically share their “eco guide” achievements, which include communicating them in newspapers and magazines, serving as an “eco guide” for visitors, and making presentations at symposiums.

Moreover, the school has succeeded in cutting electricity usage by 20% and water usage by 60%, and currently continues to reduce usage. The appropriate way to use resources and energy is being practiced in daily life, and has spread to the children’s families.

### 4. Future Perspective and Challenges

The school is considering creating a system of collaboration between neighboring elementary schools, kindergartens, and middle schools, and exploring whether it can be a driving force for change in the community through ESD.

In addition, an issue being considered is the creation of a system that would continue community efforts, even if the teaching staff changes, through the establishment of an initiative to unite with the community.



Learning about trees

CONTACT Tsuchihashi Elementary School, Toyota City, Aichi Prefecture  
Address : 6-117 Tsuchihashi-cho, Toyota-shi, Aichi-ken, JAPAN 471-0842  
TEL : +81-565-29-5285 FAX : +81-565-26-6278  
MAIL : s-tsuchihashi@toyota.ed.jp

## 4. Development and Popularization of an ESD Calendar that Energizes School Education in Japan and the World

Shinonome Elementary School, Koto Ward/Yanagawa Elementary School, Koto Ward, Tokyo

### Summary of Activities:

Shinonome Elementary School in Koto Ward became a UNESCO Associated School in 2006 and began school-wide efforts to implement ESD research and practices. Since developing the ESD calendar, a cross-curricular study chart, in 2007, it has been shared both in Japan and abroad, and played a large role in popularizing ESD. It was given the 1st ESD Award.

Influenced by that, from 2010 Yanagawa Elementary School in Koto Ward made improvements to the ESD calendar, added a teaching plan, and succeeded in developing it as a yearly ESD teaching curriculum for each grade that focuses on integrated study time. At the 3rd Japan's National Conference on UNESCO ASPnet in 2011, the school presented an ESD class together with the ESD goodwill ambassador, *Sakana-kun*, and the outcomes of implementation were illustrated through the children who attended the class. In addition, each year 500–1,000 CDs containing presentation data for promoting ESD and materials for creating an ESD Calendar in different languages are distributed at various workshops, such as the Japan's National Conference on UNESCO ASPnet and education groups visiting from overseas. Yanagawa Elementary School was given the 3rd ESD Award.

Both schools are proud of the fact that the initiatives have played a significant role in promoting ESD throughout Japan.

### An ESD educational program The YANAGAWA Educational Plan Fourth grader use

| Subject and a learning domain |   | The National Educational Plan |  |   |                             |   |           |         |          |                                 |         |                         |       | You are a student   |                                   |  |  |
|-------------------------------|---|-------------------------------|--|---|-----------------------------|---|-----------|---------|----------|---------------------------------|---------|-------------------------|-------|---|-----------------------------------|--|--|
|                               |   | April                         | May  | June  | July                        | August                                      | September | October | November | December                        | January | February                | March |   |                                   |  |  |
| National language             | Power of expression<br>Make it clear that you want to tell. |                               |  |   |                             |   |           |         |          |                                 |         |                         |       | You should use with an up image, and the sloppy image well. | Convey what you examined well.    |  |  |
| Arithmetic                    |   |                               |  |   |                             |   |           |         |          |                                 |         |                         |       |   |                                   |  |  |
| Society                       | A living and garbage  |                               | A living and water                         |   |                             |   |           |         |          |                                 |         |                         |       |   |                                   |  |  |
| Science                       | Creatures of the spring                                     |                               | Creatures of the summer                    |   |                             | Autumn creatures                            |           |         |          |                                 |         | Creatures of the winter |       |   |                                   |  |  |
| Synthesis                     | Our water ... and the earth                                 |                               | Kids ISO 14000<br>A saving of the energy   |   |                             |   |           |         |          |                                 |         |                         |       | Learning from a World heritage                              |                                   |  |  |
| Extracurricular activities    | Local cleaning day  |                               | Local cleaning day                         | School Festival<br>Whole school interchanging |                             |   |           |         |          |                                 |         |                         |       |   |                                   |  |  |
| Morality                      | Clean a park.   |                               | The foreign student who came from Cambodia |   | Do not call me a foreigner. | Right treatries for children (Human rights) |           |         |          |                                 |         |                         |       |   |                                   |  |  |
| Music                         | Music with the oldness                                      |                               |  |   |                             |   |           |         |          |                                 |         |                         |       |   |                                   |  |  |
| Arts and crafts               |   |                               |  |   |                             |   |           |         |          |                                 |         |                         |       | The exhibitions such as pictures                            | The picture of the foreign friend |  |  |
| Physical education            |   |                               |  |   |                             |   |           |         |          |                                 |         |                         |       | Your body which grows up                                    |                                   |  |  |
|                               |   | Environmental Education       |  |   |                             | Understanding Different Cultures            |           |         |          | Human Rights and Life Education |         |                         |       | International Cooperation                                   |                                   |  |  |

## 1. ESD Characteristics

A cross-curricular model was created that is promoted as a school-wide system. “Environment,” “multicultural understanding,” “human rights and life,” and “international cooperative systems” were established as perspectives that link subjects and areas of study. With the integrated study time begun nationwide in 1998 serving as the main field for ESD activities, instruction focuses on a study process involving problem solving and exploration. It also values the mutual learning that takes place among children and highlights not just learning knowledge, but cultivating a practical approach.

Furthermore, once a year the ESD Festival is held to create the opportunity for each grade to present their study outcomes, and interact with all other grades. This kind of opportunity encourages the children’s desire to learn and their presentation skills.

## 2. Aims and Background of ESD Promotion

An initiative was launched to switch from awareness of issues regarding an unsustainable society to ESD. The problem was how to incorporate and teach ESD within the many constraints of school education. Noting that it would not lead to the creation of a sustainable society unless it could be practiced at any school in Japan, ESD was positioned as a program to be conducted during integrated study time.

## 3. Achievements

The ESD calendar is creatively designed at nearly all 705 registered UNESCO Associated Schools in Japan. With that as a base, ESD initiatives are spreading throughout the country. School education in Japan is becoming more energized while receiving guidance from, and keeping in contact with, individuals at the Ministry of Education, Culture, Sports, Science and Technology who are in charge of integrated study time.

## 4. Future Perspective and Challenges

It is clear that a sustainable society cannot be achieved if efforts are made in Japan alone. The practice and web of collaboration must be globally expanded as quickly as possible through utilization of the UNESCO Associated Schools Project Network and other frameworks.

In addition, Japan will work to establish the promotion of ESD as a core element in the fostering of global academic ability, and treat the enrichment of school education as an important issue.

### CONTACT

Shinonome Elementary School, Koto-ku, Tokyo  
Address : 2-4-11 Shinonome, Koto-ku,  
Tokyo 135-0062  
TEL:+81-3-3529-1451 FAX:+81-3-3528-1768  
MAIL : r-haga@koto-edu.jp

Yanagawa Elementary School, Koto-ku, Tokyo  
Address : 3-1-15 Shin-ohashi, Koto-ku,  
Tokyo 135-0007  
TEL:+81-3-3631-2260 FAX : +81-3-3631-3127  
MAIL : t-tejima@koto-edu.jp

## 5. ESD Linked to Education that Raises Self-Esteem and Self-Affirmation

Gohongi Elementary School, Meguro Ward, Tokyo

### Summary of Activities:

This school established its subject of research as, “Linking, Intensifying, and Broadening Lessons for Children: Utilizing ESD concepts.” The research began in FY2011 and is now in its fourth year.

This school’s initiative is distinguished by its fundamental, ESD-based concepts (1. achievement of subject objectives/establishment of credible scholastic ability, 2. autonomy, symbiosis, 3. community, environment, international understanding, 4. reverence for life, respect for human rights) and a link to a perspective of self-esteem.

Centering primarily on life environmental studies and integrated study time, the initiative values the concepts and study of ways of living as persons bearing responsibility for a sustainable society, and aims to foster children who connect them to taking action.



Interacting with children from Korea



6th graders care for the biotope pond



Preschool children are invited to a children's festival

### 1. ESD Characteristics

This school has focused on providing children with activities that give hands-on experiences and the realization that the creation of a future society is their hands. To achieve a sustainable society, it is important that children cultivate self-consciousness and the will to live for the future, the ability to take action as those responsible for building the society of the future, and the ability to cooperate and live symbiotically on this earth with the people of the world. To do so requires boosting children’s sense of self-esteem and self-affirmation so that they will possess hope for the future and take action.

In addition, with the aim of nurturing children who value concepts and the study of ways of living and link them to taking action, this school has established the core concept of the “preciousness of life” and practiced ESD activities based on four perspectives (body and spirit, environment, welfare, and international understanding). This practice has been repeatedly implemented with the understanding that the children’s thoughts and actions will arrive at the conclusion that their own lives and the lives of others are important and priceless. This conclusion is reached by investigating questions that are unanswerable, no matter which of the four perspectives they are viewed from, such as “What is true happiness?” and “Is science the answer to everything?”

### 2. Aims and Background of ESD Promotion

When Gohongi Elementary School qualified as a UNESCO Associated Schools in 2010, it took on the role of being the only school in Meguro City serving as a base to promote ESD. From FY2011, it rolled out educational activities based on ESD concepts with learning activities in each grade that focused on life environmental studies and integrated study time.

In FY2012, after the school was designated by the Tokyo Metropolitan Board of Education as an institute that promotes education to raise self-esteem and self-affirmation, it carried out research that linked ESD and the

perspective of self-esteem. In FY2013, ESD became an established curriculum in this school, and the school reorganized ESD initiatives around the concept of the preciousness of life with the goal of drawing out the children's hidden and growing abilities, and linking them to learning about symbiosis and collaboration. This endeavor continues today.

### 3. Achievements

The following are outcomes acquired from the implementation.

- The children gained a feeling of accomplishment after completing activities they devised themselves, and experienced the joy of emotionally connecting with others through activities, which led to an increased sense of self-esteem and self-affirmation.
- By incorporating opportunities to collaborate with others and engaging with various other people, children were able to feel useful to others and acquire a greater perspective on their own self within relationships, which made them realize the importance of those around them.

The Tokyo Metropolitan School Personnel in Service Training Center indicates three factors that comprise a sense of self-esteem. They are self-assessment/self-acceptance, the self within relationships, and self-assertion/self-determination. At this school, the sense of self within relationships is slightly higher in all grades compared to other factors.

ESD at this school (1) addresses familiar issues and practical problems, and incorporates many opportunities to encounter real-life matters and experiences, (2) focuses on investigating and researching unanswerable questions that will be faced when living in society of the future, and (3) links ESD-based viewpoints with the perspective of self-esteem. Not only has ESD at this school heighten children's sense of self-esteem, but it has also connected children's voluntary collaborative efforts with ESD activities. ESD, which involves people, links with society, and temporally connects the present with the future, is believed to boost children's sense of self-esteem and self-affirmation.

### 4. Future Perspective and Challenges

Based on the awareness that the ESD-based educational activities increased children's self-esteem and self-affirmation, this school will focus on the following points and incorporate them into ESD.

- Reconcile society and people, and make use of others while utilizing yourself in society.
- Be aware of one's own existence in society through interactions with others.
- Be hopeful about not only the present, but also sustainable development of society with an eye toward the future. Think for oneself and take action.

Moreover, human resources and learning materials must be secured to spread ESD-based educational activities centered on schools. An issue to be tackled in the future is building practical points of contact (an ESD practical program that includes a setting for activities) with society that brings together children with an awareness of issues on a global scale and taking action for resolution.

In addition, the school has attempted to qualitatively and objectively grasp the relationship between ESD and the perspective of self-esteem by implementing a questionnaire three times a year. No significant change was seen in the numerical values of the above three factors. There seems to be a limit to the precision of the questionnaire. In the future, the relationship between ESD and the perspective of self-esteem will be analyzed and examined based on the qualitative content of the children's actions, conversations, worksheets, and notebook entries to understand the changes in children.

CONTACT Gohongi Elementary School, Meguro-ward , Tokyo  
Gohongi Elementary School, Meguro-ward , Tokyo  
Address : 2-24-3 Gohongi, Meguro-ward , Tokyo, JAPAN 153-0053  
TEL : +81-3-3711-8494 FAX : +81-3-3711-8420  
MAIL : meghngeh@meguro.ed.jp



## 6. Utilizing “Studies on Our Hometown of Namie” to Unite Communities

Namie Elementary School, Namie Town, Futaba County, Fukushima Prefecture

### Summary of Activities:

Before the Great East Japan Earthquake, there were 558 children in Namie Elementary School alone, and over 1,000 children when combined with the other five schools in the town of Namie. After the nuclear accident, the children took refuge in different areas of Japan. When Namie Elementary School reopened in the city of Nihonmatsu on August 1, 2011, there were 30 students that returned. Today, Namie Elementary School is attended by 19 students, or only 3.4% of the original student body.

To preserve Namie’s abundant nature, traditions, and culture for the children driven from their hometown, and with the idea that these studies can be significantly utilized in the restoration of the town, lessons about

Namie have been incorporated as a keystone of their education. “Studies on Our Hometown of Namie” teaches the traditions and culture of Namie and creates opportunities for the children to interact with the people of Namie through exploratory studies and cross-curricular/comprehensive studies, that are mindful of a link to integrated study time and various school subjects. In particular, the program incorporates an



Creating a futuristic model of Namie 30 years from now



Hands-on experience making “Oborisoma” pottery



Interacting with people from their hometown

### 1. ESD Characteristics

It is important that the children of Namie, who were driven from their hometown, are conscious of the fact that they are living in a new environment. Until now, the children have been watched over by people from school, home and the community. In this current environment, it is necessary to foster connections within the community with the school playing a central role. Therefore, it is believed that in the education setting, bringing about changes in behavior that can achieve a sustainable future, as targeted by ESD, is important.

### 2. Aims and Background of ESD Promotion

As the children continue living away from Namie following the Great East Japan Earthquake, and considering the extent to which the beautiful scenes full of nature unique to Namie and the traditional craft of “Oborisoma” pottery are remembered by the children, it is conceivable that the future of Namie Elementary School will be significantly relevant to the restoration of Namie.

Therefore, “Studies on Our Hometown of Namie” was created to foster a love of the student’s hometown using community materials and human resources, and to nurture strong individuals that can creatively embrace the future. The following aims were set:

- (1) Encourage every child to plant strong (spiritual) roots in their hometown. Strive to nurture children who love their home and school, get along well with others, are filled with self-esteem, are full of the energy to live, are steeped in the nature/traditions/culture of their community, and possess positive memories of childhood.
- (2) Teach ways of living that protect and pass on the positive aspects of the student’s hometown, and are active in ways that benefit their hometown, and instill aspiration in children. Clarify the issues children should tackle so that they possess more than just a dream by provoking them to think about life; “What kind



of athlete do I want to be?” “What do I want to do through my work?” “What kind of person do I want to become?”

### 3. Achievements: A “town” within school

After the Great East Japan Earthquake and the nuclear accident, the school and community were pulled apart, and rather than the community, the school has now taken on the role of providing community culture experiences. However, even in the places of refuge there are those who strive to maintain the culture and traditions of the displaced community. A foundation remains that creates the community, even when distanced from it. This school believes that every place that children gather is a school, and that every person that engages with children is a teacher. Based on the fundamental concept of “a ‘town’ within school,” this school has promoted learning about the children’s hometown.

“Studies on Our Hometown of Namie” is mainly carried out during integrated study time. The lessons have been developed on the following four pillars centered on exposure to community traditions and culture, and interaction with people from the community.

#### (1) Discovering positive aspects of their hometown:

Children research issues, such as culture related to their town and measures to revitalize their community, summarize them in Namie Children’s Newspaper, and hand that newspaper out to the townspeople. As a part of expressive activities, the *Namie Karuta* card game, which contains the children’s sentiments toward their hometown, has served as an opportunity to discover anew the appeal of their hometown and the merits of living there.

#### (2) Learning about hometown traditions and culture:

Children learned about the history and characteristics of the traditional craft, “*Oborisoma*” pottery, and made cups, plates, and teacups. Not only did they experience traditions and culture, but they were also able to encounter the resolve to keep traditions and culture alive, even when living away from their hometown. In addition, the study of community traditions and culture at school produced the simple joy of having one’s own activities assessed and a feeling of purpose in life.

#### (3) Interacting with people from their hometown:

The children interacted with the people of Namie by visiting the temporary homes in the evacuation sites and shared their *Namie Karuta* and traditional games. The *karuta* card game, in which familiar names appear, brought back smiles to the faces of the townspeople who are living an inconvenient life in evacuation areas. In addition, the children grew flowers in planters and presented them to the residents of the temporary homes in Spring and Fall to further interaction with their fellow townspeople.

#### (4) Thinking about their hometown’s future:

Civil servants from the town hall explained the reconstruction plan for Namie, and there were excited discussions about the town after its residents return. A study meeting titled, “The Future of Our Hometown of Namie” was also held. The children talked about welfare, industry, trade, facilities, and reconstruction/restoration in a workshop-like format. They created an image of Namie 30 years from now, built a 3D model with help from university architecture students, and showed it to the townspeople.

### 4. Future Perspective and Challenges

“Studies on Our Hometown of Namie” has exceeded the framework of a textbook to become an opportunity for explorative and cooperative learning. Teachers have also developed teaching materials. There is an enjoyment in creating new curriculum. People from the community have collaborated with the school, making it possible to implement education that nurtures the children.

In the future, based on the lessons from “Studies on Our Hometown of Namie” that have been created over a two-year period, the school will consider how to proceed with the studies and select teaching materials appropriate for each development stage. In addition, because Namie Elementary School is located in an evacuation area, the school is hoping to expose children to the townspeople’s sentiments and link these to lessons where children think about their own way of living through interaction with a variety of Namie townspeople.

CONTACT Namie Elementary School, Namie Town, Futaba County, Fukushima Prefecture  
Address : 1 Mishimadai, Shimokawasaki, Nihonmatsu-shi, Fukushima-ken, JAPAN 969-1511  
TEL: +81-24-567-3970 FAX: +81-24-567-6886  
MAIL: bz008611@bz04.plala.or.jp

## 7. Self-Affirmation/Self-Regard Nurtured Through Education for Sustainable Development (ESD)

Ota-ward Omori 6th Junior High School, Tokyo

### Summary of Activities:

Over three years have passed since this school became a member of UNESCO Associated Schools on January 11, 2011. Students feel a heightened sense of self-affirmation and self-regard by having their own roles and fulfilling responsibilities through numerous activities.

In environmental education, students experience connections to people and society through environmental preservation in the community, such as the project to bring back fireflies and maintain flower beds in front of the station. The student volunteer group, Noentai has voluntarily participated in these activities.

In addition, in disaster prevention education, students worked together with people in the community on school disaster-prevention drills that were conducted before the Great East Japan Earthquake, while thinking about what they could do themselves.

In education on international understanding, students learned anew the importance of knowing Japan's culture and history through cross-cultural understanding carried out in a program inviting Chinese guests, a tour of Indonesian government, and a visit by teachers from Mongolia.

During class, students often have discussions to foster problem-solving abilities. School-wide workshops involving all teaching staff are held to nurture expressiveness, communication skills, educational values for sustainable development, the ability to think of alternative solutions, and comprehensive cognitive capacity. ESD is understood and practiced by the entire teaching staff.

Moreover, three times a year the school invites a speaker active on the world stage and holds a lecture to deepen insight into ESD.



Releasing firefly larvae



A C-type pump is used in a school disaster-prevention drill



A program inviting Chinese guests

### 1. ESD Characteristics

This school understands Education for Sustainable Development (ESD) as creating bearers of responsibility for a sustainable society, and carries out activities centering on environmental education, disaster-prevention education, and education for international understanding.

In addition, through community activities, this school increases expressiveness and communication skills, boosts self-affirmation and self-regard, and nurtures humanity and sociality through broad-based collaboration among NPOs (Hana to Midori no Machizukuri, Green Works), Tokyu Corporation, neighborhood associations, shopping districts, branch offices, fire stations, fire brigades, Tokyo Institute of Technology volunteers, Ota City Chofu Machinami Maintenance Section, School Support Regional Office, and PTAs.

### 2. Aims and Background of ESD Promotion

"I don't know why students are studying, even if they have the desire to learn." "Students make decisions about further education based on grades alone, without discovering a purpose for their studies." "I don't have

specific goals for my future, but will just go on to high school anyway.” Going through school with these kinds of thoughts lowers concerns about bullying and gives rise to trouble among students. Introducing ESD was effective in breaking through this situation.

The school became tranquil, students became considerate of others, and the student council became active. Connections in the community deepened, the school was looked after, and the students’ recognized their own necessity. That was cultivated by ESD and is a nurturing power.

When we put into practice what we can do for others, it leads to the joy of being helpful to others. The students have realized there is nothing as wonderful as that.

### 3. Achievements

With the key phrase, “the community is a school without a roof,” the school is treating community connections as a learning opportunity.

Through environmental preservation activities in the neighboring landscape area, the students are fostering a love of their hometown and country, and a love of the world.

During school disaster-prevention drills, the students thought about what they are capable of doing for others as junior high school students, took action, and are fostering a sense of self-regard.

Also, in school events and special activities, the students cooperate with friends, take on their own roles, and fulfill their own responsibilities, which leads to a heightened sense of self-affirmation.

The Ministry of Education, Culture, Sports, Science and Technology conducted a survey on nationwide scholastic ability and learning contexts that asked students questions such as, “Have you ever thought about what should be done to make your community and society better?” “Do you abide by school rules?” “Do you want to become a person who helps others?” “Do you want to become a person who understands other people’s feelings?” The students at this school gave responses that significantly exceeded the mean value of schools in Tokyo and elsewhere in Japan. The students also produced high scores in scholastic ability. It can be said that there is substance to learning that occurs in ESD activities.

### 4. Future Perspective and Challenges

Recognition of ESD is still lacking, and even in the school neighborhoods people ask, “What is UNESCO Associated School?” Having many people in the community know about, and boosting interest in, the activities carried out by this school’s students will energize community revitalization and become a driving force that raises students’ motivation and ability to take on the future.

CONTACT Ota-ward Omori 6th Junior High School, Tokyo  
Address : 1-33-1 Minamisenzoku, Ota-ku, Tokyo, JAPAN 145-0063  
TEL : +81-3-3726-7155 FAX : +81-3-3726-7157  
MAIL : om6-j03@educet01.plala.or.jp

## 8. ESD Implementation that Leverages the Characteristics of an Integrated High School & Overseas Collaborative School Network

Senior High School at Sakado, University of Tsukuba

### Summary of Activities:

This school was the first integrated high school in Japan. It practices ESD that leverages a network of overseas schools and the characteristics of integrated studies that focus on the joy of learning and studies that allow students to experience a sense of accomplishment. This is achieved through independent learning that makes the most of students' personalities and learning that deepens students' awareness of their own future with a view toward choosing a future profession.

Specifically, through collaboration with a sister school in Indonesia, Kornita, Senior High School Affiliated with Bogor Agricultural University, students from both high schools think of ideas and take action to resolve the issue of waste in both countries.

From the 2012 academic year, the school extended an invitation to students from Indonesia, Thailand, Taiwan, and the Philippines, and held an International ESD Symposium for High School Students where students shared information and exchanged opinions on ESD activities at each school.



3R activities in collaboration with Indonesia



An on-demand ESD class conducted by Japanese and Indonesian high school students



The International ESD Symposium for High School Students at Tokyo

### 1. ESD Characteristics

Integrated high schools are notable for the fact that students choose elective subjects in consideration of their future profession and societal connections, and create and follow their own study plan. In addition, there are many established school subjects and flexible curriculums. The school nurtures abilities so that students can actively participate in social issues. The education objectives of the integrated high school are extremely compatible with the ESD objective to foster human resources that face factors hindering society's continuous development and become actively involved in problem-solving.

Today, there are approximately 350 integrated high schools in Japan. Though among them, this school is characterized by a focus on international education based on collaborative projects. Everything in the world is connected, and as new problems arise, the people of the world must work together to solve those issues. To cultivate the abilities to do so, this school is conducting activities with an Indonesian high school to resolve problems based on the key words, "the problem of waste." In addition, to create means of livelihood that do not depend on deforestation, the school is involved in matters such as the development of goods that utilize special regional products. Through the students' own ideas, a wide range of activities is being implemented from the regional to international level.

All 3rd-year students select a theme and work on their graduation research (project study), which can also be considered a culmination of studies at the integrated high school. For example, there are students who take on preservation activities in collaboration with local NPOs to save organisms that may be facing regional extinction, students who raise farm animals by using vegetables from local supermarkets, and students who conduct graduation research overseas. Within the active discussions between students and teachers that take place during the graduate research, students boost their ability to analyze data and information, the ability to create alternative solutions, and communication skills, as well as take action on their own to solve problems.



## 2. Aims and Background of ESD Promotion

In 1994, this school transformed to an integrated high school from a vocational high school that had an agriculture course, technical course, and domestic science course. Integrated studies is the third course of study after general studies and special studies. Students can create their own schedule from general studies and special studies to accommodate their course of study and interests. In addition, the Industrial Society and Humans course required in the first year often incorporates hands-on classes and lecturers who work in the real world. The entire school is engaged in implementing ESD through this type of cross-curricular learning and career education under the theme, “ESD implementation through a multifaceted approach that makes the most of the characteristics of integrated studies.”

Integrated studies possesses diverse classes and flexible curriculum encompassing not only various educational fields such as international education, environmental education, welfare education, and dietary education, but also exchange with overseas schools, regional collaboration, and social contributions through activities actually conducted in the city. It is precisely because of this that the school is able to implement ESD practices.

## 3. Achievements

In FY2008, the school began the unique Support Program for Graduation Research from an International Perspective, which provides assistance to students traveling overseas with the aim of conducting research activities on international issues. To date, eleven students have been sent to seven countries.

From 2010 to 2011, with help from the Toyota Foundation Asian Neighbors Program, the school implemented Proposals and Practices for Ways to Solve Regional Waste Issues Through Collaboration Between High School Students in Indonesia and Japan: Creating a regional community centered around schools, 3R activities led by high school students, and ESD. In this project, high school students from Japan and Indonesia created a book titled, *Kira-kira 3R* written in three languages (Japanese, English, Indonesian) for the purpose of solving waste problems. During the period of assistance, this school entered into an agreement to become a sister school with Kornita Senior High School and decided to continue the activities. There was active exchange between the students, and the number of exchange students also grew.

In January 2011, this school qualified as a UNESCO Associated School, and in FY2013 was selected as one of the schools in Japan to participate in the Asia-Pacific Cultural Centre for UNESCO (APCCU) ESD Rice Project.

In March 2013, this school entered into an international collaborative agreement with a high school affiliated with the Ministry of Forestry in Indonesia and began ESD activities based on the theme of “forests.”

The outcomes are shared nationally at the Integrated Studies Research Conference, which this school holds each year in February.

## 4. Future Perspective and Challenges

This school has been designated a super global high school for five years from FY2014 by the Ministry of Education, Culture, Sports, Science and Technology. The Senior High School at Sakado plans to further promote ESD activities in relation to various overseas institutions that center on high schools in ASEAN countries. In particular, the school would like to launch a new collaborative program that hinges on the ESD Rice Project mentioned earlier, together with schools in Thailand and the Philippines that now have deeper ties to this school because of the symposium.

The school is considering teaching lessons on the Indonesian and Thai languages, since even more intensive overseas activities can be carried out if students have the skills to speak not only English, but also local languages.

Securing funds is an issue if continuous activities are to be implemented with overseas schools. The school is considering the continuation of actively appealing for outside funding, but it is anticipated that the support of the alumni association and supporters groups will have a significant impact.

CONTACT Senior High School at Sakado, University of Tsukuba  
Address : 1-24-1 Chiyoda, Sakado-shi, Saitama-ken, JAPAN 350-0214  
TEL : +81-49-281-1541 FAX : +81-49-283-8017  
MAIL : tatemoto@sakado-s.tsukuba.ac.jp

## 9. Creating Attractive Challenging School & Sustainable Islands (Dozen High School Miryokuka Project)

Oki-Dozen Senior High School, Shimane Prefecture

### Summary of Activities:

The Dozen High School Miryokuka Project is an endeavor to create a sustainable future through education. It is being jointly implemented by three local towns and villages, local residents, and various groups. The project started with Oki-Dozen Senior High School in Shimane Prefecture (hereafter, Dozen High School), which was facing closure because of a decrease in the local population and a decline in the number of children. With the aim of nurturing “glocal” human resources that possess a global viewpoint and can create a sustainable regional society from their own backyard, the school is developing unique measures that include (1) studies where students take on actual town planning and regional problem-solving, (2) the establishment of the Oki no Kuni Learning Center, a temple school (public cram school) created through school-community collaboration, (3) education that focuses on dialogue with experts from Japan and overseas using ICT, and (4) Island Study Abroad, which accepts students from throughout Japan and overseas.



Oki Islands and Dozen High School



Planting rice with local residents through organic farming



Creating new tourism plans with foreign university students

### 1. ESD Characteristics

- (1) Regional partnership system: A regional system is being built in which various entities participate and collaborate. It centers on a promotional team created through cooperation among industry, governments, and schools, and is comprised of participants such as Dozen High School, the mayors of three local towns and villages, chairpersons, superintendents of education, and principals of junior high schools. In addition, town hall employees, elementary school teachers (social education directors), individuals from urban areas with experience in private enterprise, and international exchange support staff from Ghana work in the high school to build a system that connects the school with the community, society, and other countries.
- (2) Nurturing “glocal” human resources: With the idea that factors such as low birthrate and longevity, fiscal difficulties, and small outlying islands are advantages, “glocal” human resources are being fostered that can create a sustainable local society through learning that solves issues faced by the islands. Entities such as foreign companies and universities are asked for their cooperation in “Exploring Dreams” (integrated study time) and the unique subject, “Local & Global Studies” to promote various student-led projects, including proposals to government for measures regarding energy self-sufficiency, videos that coincide with the authorization of the island’s Global Geopark, and the creation of a voice-guided tour.
- (3) Establishing a modern temple school: Utilizing empty houses nearby the high school and a part of the school building, the public cram school called the “Oki no Kuni Learning Center” was established through school-community collaboration. It carries out project studies and independent learning linked to school studies. The Dream Seminar, which addresses issues born out of individual interests and awareness of issues, creates opportunities for dialogue with persons such as experts from Japan and abroad, and high school students from various regions through the utilization of ICT.
- (4) Island Study Abroad for multicultural collaboration: The Island Study Abroad program that welcomes students from outside the island cultivates the ability to live in harmony and collaborate within a multicultural environment by allowing students to encounter people with different values. In addition, local volunteers become island parents and take on the role of passing on the island’s traditions and cultures, and wisdom for living in harmony with nature.

### 2. Aims and Background of ESD Promotion

Dozen High School was on the verge of shutting its doors due to a regional decrease in population and an



aging population combined with a diminishing number of children. “The school’s continued existence is directly linked to the region’s continued existence.” “I want to invigorate our school and community.” “Let’s change this critical situation into a chance to promote education reform and the creation of a sustainable future.” Based on these ideas, the high school, local government, parents, local residents, and various groups collaborated to launch initiatives to promote the creation of a dynamic school, population, and community.



Learning wisdom for living from elders of islands



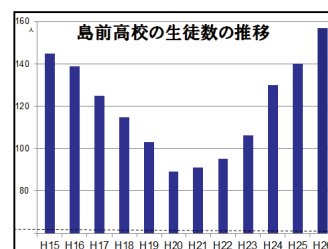
An activity to explore next-generation energy sources such as solar power



A Dream Seminar at the Oki no Kuni Learning Center

### 3. Achievements

- (1) The student-proposed tourism plan, *Hitotsunagi* that aimed to revitalize human connections was awarded the grand prix prize at the 1st Tourism Tournament, a national competition among high school students for local tourism plans. The students worked with local residents to accomplish the plan, and today it is the only plan in the world to be continuously implemented as a club activity. It has spread to the community and given rise to related events, products, and tours, and has also been mentioned in a guidebook (*Amajin*, Eiji Press).
- (2) There is a growing number of students who choose their future with an eye toward dreams, such as wanting to return to the island at 30, become the mayor, and create a town that becomes a global model, is sustainable, and has a high level of happiness. Human capabilities are increasing along with scholastic ability, and the number of students advancing to highly selective universities is growing as well. There is also a rising number of graduates of advanced education who go on to study abroad or experience life overseas, and work on revitalizing disaster-stricken areas and remote areas.
- (3) Since starting the program, the number of students wishing to enter Dozen High School has increased. The student population has grown from 89 in 2008 to 156 in 2014.
- (4) More than 40% of students come from places outside the island such as Tokyo, Kyoto, Tohoku, and Dubai, and there are now even parents and children who move to the island. The population of the town of *Ama*, which had continuously been declining for 60 years, has been growing over the past few years.
- (5) With this program, the Remote Islands Development Act and the Act on Appropriate Location, Standards for Fixed Number of School Personnel and Other Matters Related to Public High Schools have been revised, leading to an improved educational environment on remote islands throughout Japan. In addition, tours and workshops from other schools, municipalities, and research institutes, as well as news coverage occur an average of at least four times a month. This program has begun to spread nationwide.



Changes in the student population at Dozen High School

### 4. Future Perspective and Challenges

- (1) To foster “glocal” human resources, the school hopes to promote membership in UNESCO Associated Schools, advance international exchange, support studying abroad, accept foreign students, establish a base for utilizing ICT, become designated as a super global high school, revise courses of study, create a major for regional creation, and establish a university-related research institute.
- (2) The school would like to promote education that teaches lifestyles rooted in the community through dormitory life and, to encourage education on regional jurisdiction, promote utilization of a designated manager system for prefectural dormitories, the adoption of community schools, and local management of prefectural schools that are not publicly built and privately operated.
- (3) As a model Oki-Dozen Senior High School, Shimane Prefecture reging population, this school will examine and study the practical applications to date and contribute to society by proposing programs for junior and senior high school students nationwide, and workshops for persons in education.

CONTACT Oki-Dozen Senior High School, Shimane Prefecture  
 Address : 1403 Fukui, Ama-cho, Oki-gun, Shimane, JAPAN 684-0404  
 TEL : +81-8514-2-0731 FAX : +81-8514-2-0035  
 MAIL : miryokuka@gmail.com

## 10. Creating a Junior and Senior High School Curriculum that Fosters Critical Thinking with a View to Building a Sustainable Society

Fukuyama Junior and Senior High School Attached to Hiroshima University

### Summary of Activities:

Our school was designated as one of the experimental schools by Japanese Ministry of Education, Culture, Sports, Science and Technology in 2012, and since then we have been attempting to develop our new curriculum for secondary school education throughout all the regular subjects by introducing the new subject entitled “Views on Modern Times,” which is designed to nurture students’ critical thinking with the aim of building a sustainable society.

In order to build a sustainable society, it is crucial to develop critical thinking skills by which students discover issues and consider them from multifaceted viewpoints and to cultivate a tenacious attitude to solve such issues.

On the basis of the new subject, we have been developing the innovative curriculum which aims at fostering students’ critical thinking with the collaboration of Integrated Studies (Cross-curricular studies) and advanced learning units in the other regular subjects and also at helping students think deeply, judge appropriately, and express themselves. All these are essential for building a sustainable society. Furthermore, our newly developed curriculum is structured according to students’ developmental stages: from concrete and familiar to abstract and complicated issues.

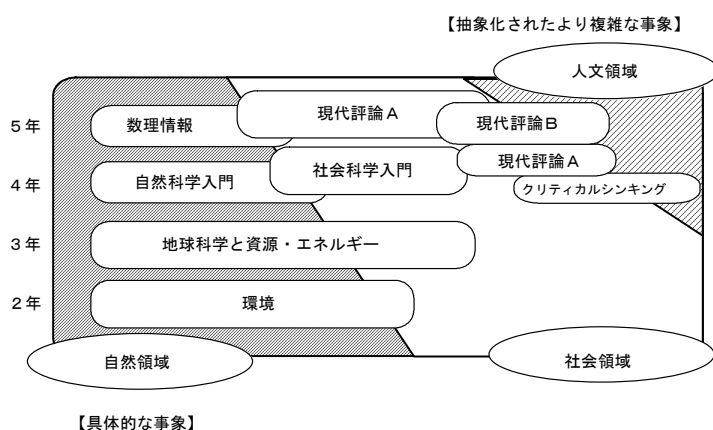


Figure.

Top: Course frameworks for the new course of study, A Viewpoint on Modern Times

Right: A structural diagram of the curriculum

\* In the figure, 4th to 6th years indicate 1st to 3rd years of high school.

### 1. ESD Characteristics

As specific topics related ESD, the following themes are set up and put into practice in accordance with studies in each subject: resources/energy, environment/disaster prevention, safety/health, internationalization/globalization, and regional culture. Through this, multifaceted and diverse thinking skills are fostered that are closely related to various fields of natural sciences, humanities, and social sciences.

To conduct classes from the viewpoint of ESD, it is important to take such aspects into consideration as interrelatedness in the field of teaching materials, human resources, and abilities and attitudes. We implement our daily practice by developing materials among different subjects, introducing collaborative and exploratory activities, and keeping the overall curriculum coherent.



## 2. Aims and Background of ESD promotion

We have been conducting curriculum research and developing for long: in 2003 the theme of “nurturing scientific thinking,” and in 2009 the new topic of “critical thinking.” After the Great East Japan Earthquake in 2011, with a view to building a sustainable society, school education was asked to develop such attitude and abilities as to tackle issues for which there is no immediate and single answer. In other words fostering critical thinking was highlighted in education.

Let us add that this does not mean that developing critical thinking in and of itself is an objective. Rather, we should aim at building a better society by utilizing critical thinking skills. Therefore we started to conduct curriculum research and development by incorporating what we had done so far into the wider concept of building a sustainable society.

## 3. Achievements

To promote conscious, critical thinking during class, all the teachers share and address specific questions, such as those shown in the figure on the right. Through this repeated effort, we attempted to develop critical thinking so that our students could analyze issues from various viewpoints and discuss them in creative manners.

Also, while referring to some previous research done by the National Institute for Educational Policy Research\*, we carefully examined our curriculum construct by considering the relationships between our new curricular topics, its constructs, its targeted attitudes and abilities and the contents of other regular subjects.

### Specific questions for class that foster critical thinking

- Is the premise uncertain?
- Are there hidden assumptions?
- Is there a leap of logic?
- Is there a mismatch between the major premise (rule) and the assumptions (case)?
- Is there a hasty (premature) generalization?
- Is there inappropriate sampling?
- Are there any other possibilities (alternative hypothesis)?

\* National Institute for Educational Policy Research:  
Research on Education for Sustainable Development (ESD) at schools (final report)

Furthermore, we were able to conduct educational practice with a specific focus on relationships in teaching/ learning materials, human resources and students’ attitudes and abilities. Students were involved in setting up their own research topics and pursuing them, in making an informed decision based on data, and in doing the peer feedback or review. By incorporating these activities into collaborative learning, our students conducted a lively and creative discussion and they also considered issues deeply and analyzed them from various viewpoints.

## 4. Future Perspective and Challenges

By developing our new curriculum that is to be implemented in all the regular subjects, not only the teachers but students have come to appreciate the importance of critical thinking and ESD principles. We are planning to assess the validity of our new curriculum where students learn from the past, understand and analyze the present, and create a better future.

We are also going to further improve and deepen our ESD education by incorporating the idea of consensus building and of international cooperation into Special Activities with the collaboration of the Graduate School for International Development and Cooperation, Hiroshima University.

CONTACT Fukuyama Junior and Senior High School Attached to Hiroshima University  
Address : 5-14-1 Kasuga-cho, Fukuyama-shi, Hiroshima-ken, JAPAN 721-8551  
TEL : +81-84-941-8350 (switchboard number)  
+81-84-941-8424 (Curriculum Research and Development Department)  
FAX : +81-84-941-8356 (switchboard number)  
MAIL : fkenkyu@hiroshima-u.ac.jp



## 11. “Totsukawa Route Repair” Hands-on ESD Volunteer Activity

Nara University of Education

### Summary of Activities:

Nara University of Education, which was the first university in Japan to qualify as a UNESCO Associated School in 2007, has established recommended UNESCO Associated School class subjects and is engaged in teacher training that incorporates ESD. Local in-service teachers and students study the practice and theory of ESD together, and events such as ESD children’s camps and ESD public lectures are held on campus.

As a part of collaborative ESD initiatives, the “Totsukawa Route Repair” Hands-on ESD Volunteer activity has dispatched volunteer students and teachers eight times over the past three years to help repair the World



Site of collapsed route along the Kohechi stretch of Kumano Kodo



The UNESCO Club that carried out route repair



Working hard on repairing the route

### 1. ESD Characteristics

Mountain routes such as Okugake and Kohechi have been subject to rain-induced landslides and an accumulation of dead leaves and branches. They must be repaired if they are to be maintained. It is precisely because people have carried out such repairs over many years that the routes have been preserved for hundreds of years and the pilgrimage route was registered as a World Heritage Site. The cultural heritage has survived because it was not neglected. It remains today because of the efforts of the many people who have continued over these long years to preserve it.

ESD focuses on hands-on activities, and by carrying out the same protective activities in the same location, volunteers who repair the routes can experience the very same emotions as those who came before. The repair work allows volunteers to witness the restoration of the wiped out roads and experience a sense of fulfillment because they were able to participate in an activity that leaves behind something better to future generations. It also serves as an opportunity to deepen understanding of the difficulty of maintaining cultural heritage and the importance of ESD.

### 2. Aims and Background of ESD Promotion

In the past, the people living in the village of Totsukawa repaired the pilgrimage routes. However, after major flooding in the Kii Peninsula that occurred in 2011, it was determined that such repairs would no longer suffice given the tremendous amount of damage and the aging of the residents. Nara University of Education was also called on to provide volunteers. The university has been utilizing cultural heritage to implement ESD research

and education with the aim of training teachers capable of giving ESD instruction. Thus, the university UNESCO Club took on the task of providing volunteers for the repair work.

### 3. Achievements

The biggest outcome has been the near restoration of the village roads almost completed due to the activities of many volunteers and the efforts of the Totsukawa village office.

There have also been three major outcomes for the students who participated.

First was friendly communication with the village residents, who treat volunteers to homemade meals and *dango* sweets after coming down from the mountain. They spoke about the wonderful interaction among people that is unique to the villagers.

Second was a visit to a village school. Students wanting to become teachers visited a school and learned about crisis management during times of natural disaster, which served as a great learning experience.

Third was interaction with working adults. The collaboration and communication with the adults who participated in the volunteer activity has given students a broader perspective.

The students saw many people who took part in the route repair and were able to truly feel that it is possible to create a sustainable society.

### 4. Future Perspective and Challenges

What emerged during the repair work was the fact that the village population is aging and forestry is declining. It is becoming increasingly the case that, even if the forest is thinned, the felled timber cannot be hauled away and is left on the mountain. Protecting the forest environment entails measures to curtail natural disasters such as typhoons and heavy rain, and at the same time, activities that lead to the creation of a sustainable society, including securing carbon neutral energy sources and habitats for diverse creatures, and passing down traditions and culture related to forestry work. In the future, we will challenge a variety of UNESCO activities by collaborating with various stakeholders both in Japan and abroad.

CONTACT Nara University of Education Teacher Education Center for the Future Generation  
Address : Takabatake-cho, Nara City 630-8528  
TEL : +81-742-26-9269 FAX : +81-742-26-9269  
MAIL : nakazawa@nara-edu.ac.jp

## 12. Interuniversity Network Supporting The UNESCO Associated Schools Project NetWork (ASPUnivNet)

Interuniversity Network Supporting The UNESCO Associated Schools Project NetWork Secretariat (ASPUnivNet)

### Summary of Activities:

As a partner to UNESCO Associated Schools that serves as base for promoting ESD in Japan, the Interuniversity Network Supporting The UNESCO Associated Schools Project NetWork (ASPUnivNet) is a network of universities that support activities at UNESCO Associated Schools as their partners.

As of May 2014, ASPUnivNet has 18 university members and carries out the following activities.

1. Assists schools in becoming a UNESCO Associated Schools
2. Offers intellectual university resources to UNESCO Associated Schools activities
3. Supports the creation of a network of UNESCO Associated Schools in Japan and abroad
4. Encourages collaboration between regional educational facilities and UNESCO Associated Schools

ASPUnivNet activities have resulted in a rapid rise in the understanding of ESD at schools in Japan, and the number of UNESCO Associated Schools has grown sharply. In addition, efforts at each school to pursue the implementation of high-quality ESD practices have expanded.



An ASPUnivNet liaison conference



A workshop for assisting application for UNESCO Associated Schools membership

### 1. ESD Characteristics

To promote ESD in school education, ASPUnivNet connects universities that research and practice ESD in various locations throughout Japan, and offers the varied and abundant intellectual resources held by each university in order to help schools create and spread ESD practices of even higher quality. It is also engaged in teacher education to boost teachers' abilities to put ESD into practice. Furthermore, to help promote ESD at schools, ASPUnivNet utilizes existing university networks and serves as a coordinator of various stakeholders related to ESD, including international facilities, regional municipalities, boards of education, social educational facilities, UNESCO Associations, companies, and NPOs.

### 2. Aims and Background of ESD Promotion

Under the supervision of each university, ASPUnivNet attempts to provide as much support as possible for the implementation of ESD by utilizing the networks of schools qualified as UNESCO Associated Schools or schools wanting to become UNESCO Associated Schools members. Member universities exchange information to support schools with the goal of helping improve ESD quality in school education.

In 2008, persons involved in universities gathered to think about support for UNESCO Associated Schools and proposed the establishment of an interuniversity network. In the same year, ASPUnivNet was officially



launched. Though there were eight universities at the start, the network is currently comprised of 18 universities. They are, Kushiro Campus at Hokkaido University of Education, Iwate University, Graduate School of Environmental Studies at Tohoku University, Miyagi University of Education, College of Education at Tamagawa University, Faculty of Education at Shizuoka University, Kanazawa University, Gifu University, Aichi University of Education, Chubu University, Mie University, Osaka Prefecture University, Nara University of Education, Okayama University, Graduate School of Education at Hiroshima University, Naruto University of Education, Fukuoka University of Education, and Okinawa Christian University/Okinawa Christian Junior College.

### 3. Achievements

To promote ESD at schools, ASPUnivNet has held workshops and study sessions, and submitted proposals and implemented model projects for regions. With the participation of school staff in these efforts, interaction among UNESCO Associated Schools from different regions has been advanced through the exchange of ESD information and the sharing of excellent class practices.

Internationally, the Rice Project has been proposed and promoted in Asia under the theme of rice and rice plants to encourage exchange among UNESCO Associated Schools that goes beyond borders.

Such activities have resulted in a deeper understanding of ESD in Japan, a rapid increase in the number of UNESCO Associated Schools members that serve as promotional bases, and a growing pool of examples of outstanding ESD implementation at schools in Japan.

### 4. Future Perspective and Challenges

As for support for UNESCO Associated Schools, not only has the number of member schools grown, but it has also become important to ensure the quality of activities. In Japan, the fact that interschool exchange and international exchange utilizing the UNESCO Associated Schools Network are not being actively implemented is an issue. Therefore, ASPUnivNet is hoping to leverage the outcomes of the heretofore-advocated Rice Project to help promote interschool exchange and international exchange, while expanding the activity theme. It also hopes to deepen relationships between the various member universities, regional boards of education, and schools, as well as encourage interschool exchange in various regions and link to a strengthened network of UNESCO Associated Schools.

ASPUnivNet will take advantage of the 2014 UNESCO World Conference on ESD to further develop activities so that it can help ensure the quality of UNESCO Associated Schools activities, enhance ESD, and share examples of outstanding practices in Japanese schools.

CONTACT Interuniversity Network Supporting The UNESCO Associated Schools Project NetWork Secretariat (ASPUnivNet)

Address : Okayama University Academic Planning Division of Academic Affairs Department 2-1-1 Tsushimanaka, Kita-ku, Okayama-ken, JAPAN 700-8530

TEL: +81-86-251-7170 FAX: +81-86-251-8440

MAIL : [gkikaku@adm.okayama-u.ac.jp](mailto:gkikaku@adm.okayama-u.ac.jp)

## 13. ESD Initiatives at the United Nations University (UNU)

### United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)

#### Summary of Activities:

The Education for Sustainable Development (ESD) Programme at UNU-IAS focuses on promoting and enhancing ESD through the global multi-stakeholder network of Regional Centres of Expertise on ESD (RCEs) and the network of higher education institutions in the Asia-Pacific region called Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net).

Each individual RCE is a network of diverse stakeholders, including educational institutions, local governments, NGOs, companies, museums, and the media that promote and implement ESD in their respective communities. At present, 129\* communities have been acknowledged as RCEs by UNU.

An RCE serves as a platform for cross-sectoral, interdisciplinary information exchange, dialogue, and collaboration. ProSPER.Net is a network of 32\* higher education institutions in the Asia-Pacific region. It works on initiatives and joint projects, designed to promote research and capacity building, in the field of sustainable development by integrating sustainability into postgraduate curricula. (\*as of September 2014)

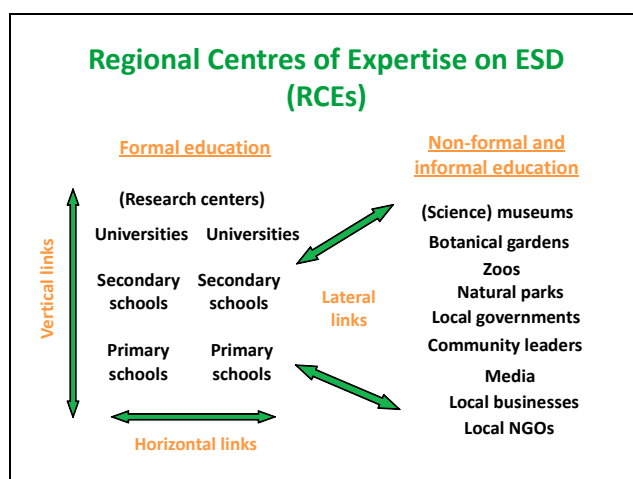


Diagram showing collaborative links within an RCE



Youth Unite for Voluntary Action Meet (YUVA Meet) organized by RCE Delhi, India

#### 1. ESD Characteristics

What makes an RCE unique is its ability to translate the global agenda of the UN Decade of ESD (DESD) into localized actions to address local sustainability challenges. An RCE functions as a voluntary, flexible and inclusive network in the local community. It implements ESD programmes, tailored to the needs of the local community and the challenges that community faces. The RCE's major strength is that it provides a platform where people, who normally do not work together in society, can be bound by mutual sustainability challenges, and take innovative actions at the local level with an eye to a better future for all.

#### 2. Aims and Background of ESD Promotion

In 2002, the United Nations General Assembly adopted a resolution on the DESD based on the Johannesburg Plan of Implementation. A year later, in response to this move, and with funding support from the Ministry of the Environment, Japan, UNU launched the ESD Programme at the United Nations University Institute of Advanced Studies (now the United Nations University Institute for the Advanced Study of Sustainability). Focusing on

research, capacity development, and strategic engagement with international sustainability processes, the ESD Programme is designed to advocate and disseminate the principles of ESD, promote multi-stakeholder ESD initiatives, strengthen ESD activities in higher education institutions, and contribute to relevant policy dialogue.

### 3. Achievements

Since the initial seven RCEs were acknowledged by UNU in 2005, the network has expanded to 129. The RCE Network organizes the annual Global RCE Conference to discuss continental issues as well as strategic and operational issues such as governance, R&D, inter-RCE collaboration and fundraising. The conference also fosters thematic networks and collaboration in areas such as climate change, biodiversity and traditional knowledge, sustainable consumption and production, disaster risk reduction, youth, and higher education. Dedicated to cultivating a new generation of leaders, ProSPER.Net has worked on developing curricula and teaching materials through joint research projects among its members. It implements the Young Scientist Award in Sustainable Development as well as the Leadership Programme, which is designed to help participants develop the inter-disciplinary skills required to lead sustainable development initiatives. Serving as the Global RCE Service Center and ProSPER.Net Secretariat, UNU-IAS not only provides support to individual members but also promotes communication, networking, and collaboration among the networks.

### 4. Future Perspective and Challenges

UNU-IAS was established in January 2014 through the consolidation of two former UNU institutes (the UNU Institute of Advanced Studies and the UNU Institute for Sustainability and Peace). Our activities focus on three thematic areas: sustainable societies, natural capital and biodiversity, as well as global change and resilience. Since ESD is a major undercurrent running through all these areas, we will continue to press forward with all-out efforts to promote ESD.

UNESCO, as the lead agency for the DESD, has developed the Global Action Programme on ESD (GAP) in order to further promote and upscale ESD actions beyond the DESD. The GAP is slated to be officially launched at the UNESCO World Conference on ESD to be held in November 2014. It identifies five priority action areas, advancing policy, transforming learning and training environments (whole-institution approaches), increasing capacities of educators and trainers, empowering and mobilizing youth, and accelerating sustainable solutions at the local level. UNU is committed to making a difference in these priority action areas through the RCE and ProSPER.Net initiatives.

CONTACT United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)  
Address : 5-53-70 Jingumae, Shibuya-ku, Tokyo 150-8925, Japan  
TEL: +81-3-5467-1212 FAX: +81-3-3499-2828  
MAIL : rceservicecentre@unu.edu, prospernet@unu.edu

## 14. Fostering Human Resources that Tackling Creation & Revitalization Based on the ESD Principles in the Post-disaster of the East Japan Earthquake and Tsunami

Kesennuma City Board of Education, Miyagi University of Education

### Summary of Activities:

Since the latter half of the 20th century, Kesennuma City has made the most of its abundant nature to promote special activities with the aim of creating a sustainable society. In addition, since 2002 the city has developed and implemented a systematic, community-based ESD program in collaboration with specialized agencies and overseas organizations that centers on school education. These efforts have played a leading role in pioneering ESD in Japan.

In June 2005, the Sendai Metropolitan Area was designated by the United Nations University as one of Regional Centres of Expertise (RCE) on the UN Decade of ESD (DESD). From 2008, with the aim of further improving the quality of ESD and under the leadership of the municipal board of education, nearly all schools including kindergartens, elementary schools, junior high schools, and senior high schools became members of UNESCO Associated Schools and have promoted ESD (35 school/kindergarten members as of 2014).

However, Kesennuma City suffered unprecedented damage from the East Japan Earthquake and Tsunami that occurred in March 2011. Even so, the city aims for sustainable reconstruction and is working to foster human resources that can create and revitalize the region based on the fundamental principles of ESD by enhancing and developing education on topics such as disaster risk reduction and reconstruction.



Learning about their hometown through fishing by stationary nets  
(Nakai Elementary School)



The traditional performing dance of *Waseya Shishi Odori*  
(Tsukidate Elementary School)



The practice of setting a refuge shelter during a disaster prevention drill  
(Hashikami Junior High School)

### 1. ESD Characteristics

- (1) Development of unique ESD based on multiple approaches that address issues and merits in the region and schools
- (2) Construction of a system by various actors to promote ESD through participation and collaboration that is centered on the Regional Centres of Expertise (RCE)
- (3) Development and practice of hands-on/ inquiry-based ESD curriculum in schools through UNESCO Associated Schools
- (4) Improved quality of ESD that leverages specialized knowledge and skills through collaboration with the community and specialized agencies, such as universities
- (5) Promotion of ESD that fosters international perspectives through collaboration/cooperation with overseas schools and international organizations
- (6) Promotion of disaster risk reduction/reconstruction education based on the principles of ESD with an eye toward recovering from the East Japan Earthquake and Tsunami

### 2. Aims and Background of ESD Promotion

- (1) Activity aims
  1. The city hopes to cultivate enriched human resources that live in an international society and have pride and love for their hometown by reviewing the merits and problems in one's own region from an international perspective, while based on the community.
  2. With the goal of reconstruction following the East Japan Earthquake and Tsunami, the city aims to foster human resources who can undertake the reconstruction and creation of the region, and promote creative education based on the principles of ESD.



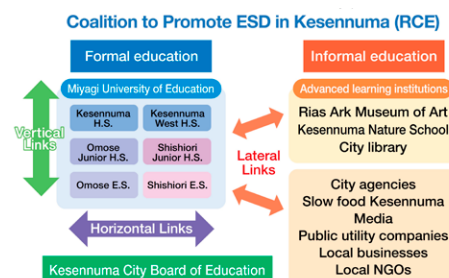
## (2) Introduction of ESD

With the concept of creating a sustainable society, Kesennuma City has promoted unique activities that utilized the abundance of nature, including the pioneering “Forest is Sweet Heart of the Ocean” and “Kesennuma’s Slow Food Declaration.” Meanwhile, in school education, from 2002 the city has developed a community-based systematic program that advocates ESD, and together with the schools in United States developed international environmental education that combines local and global perspectives. This has become the foundation for ESD in Kesennuma City. Through encouraging membership in UNESCO Associated Schools it has spread to other schools, and due to the RCE designation the city has developed initiatives that involve the community and specialized organizations.

However, the city was catastrophically impacted by the huge tsunami caused by the East Japan Earthquake and Tsunami. Based on this tragic experience and the lessons learned from the earthquake, new directions for recovery have been added to the ESD practiced to date, such as disaster risk reduction, securing the safety of people, the environment, economy, and community revitalization. The significance of ESD has become increasingly important.

## 3. Achievements

- (1) The strengths and problems in the region and schools have been addressed to develop unique and interdisciplinary ESD programs, such as food education and environmental education that utilizes the nature of Rias coast, international education as an international fishing city, regional heritage education that passes on ancient traditions, and energy education that builds a sustainable society. The city has developed a variety of endeavors and has worked hard to improve the quality of ESD practices.
- (2) As the model of Greater Sendai RCE for that is designated by the United Nations University, Kesennuma City has built a collaborative system centering on the Kesennuma ESD/RCE Promotion Committee in which various sectors and stakeholders participate, including schools, regional residents, governments, museums, industrial groups, and media in order to promote community-based ESD.
- (3) Kesennuma City was the first in Japan to join UNESCO Associated Schools activity as a city involved (38 schools and kindergartens), and has striven to spread and promote ESD in school education. Each school has developed and practiced hands-on, inquiry-based ESD curriculum of high quality, and actively shared those practices with the rest of Japan and other countries.
- (4) In 2006, Kesennuma City entered into a collaborative agreement with Miyagi University of Education and has jointly practiced, researched, and shared ESD. Later, this system developed into the Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet) proposed by Miyagi University of Education. After the earthquake, ties were also made with Kyoto University, Ochanomizu University, and the University of Tokyo, and efforts were made to pioneer new fields of education, such as disaster risk reduction. The city has endeavored to improve the quality of education toward reconstruction.
- (5) In the process of advancing ESD, joint studies with overseas organizations have been conducted that utilize programs such as the Fulbright Japan and ACCU, and teacher training and international forums have been developed. In addition, ties have been made with UNESCO, the United Nations University, and OECD to implement joint projects in an effort to foster international perspectives in children and teachers.
- (6) As evidence of the ESD carried out to date at Kesennuma, the lives of many people were saved even in the midst of the calamity of the East Japan Earthquake and Tsunami through the abilities of children, teachers, and local residents, and great contributions were made to the subsequent recovery of schools and communities.



## 4. Future Perspective and Challenges

From now on, through the process of working toward reconstruction, the city will make the most of the lessons learned from the disaster and strive to establish the following basic principles of ESD: (1) disaster risk reduction education that fosters abilities for self-help and mutual-help collaborating with the community, (2) environmental education that aims for harmony with nature, (3) regional heritage education that passes on hometown traditions and culture, (4) international education that exceeds borders and shares learning, and (5) recovery education that builds the future. With the goal of enhancing that education and recovering from the disaster, the city will work to foster human resources who can tackle the creation and reconstruction of the region.

To do so, the city will construct a regional ESD consortium for sustainable initiatives.

### CONTACT

Kesennuma City Board of Education  
 Address : 1-1, Uoichibamae, Kesennuma-Shi  
 Miyagi, Japan, 988-8502  
 TEL : +81-226-22-3441 FAX : +81-226-23-0943  
 MAIL : kyogaku@city.kesennuma.lg.jp

Miyagi University of Education  
 Address : 149Aoba, Aza-Aramaki, Aoba-ku, Sendai-shi  
 Miyagi, Japan, 980-0845  
 TEL : +81-22-214-3382 FAX : +81-22-214-3382  
 MAIL : rciue@adm.staff.miyakyo-u.ac.jp



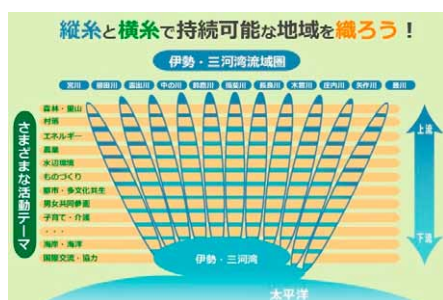
## 15. The Bio-regional ESD Model for “Manufacturing, Human Development, and Future Creation” in the Ise-Mikawa Bay Watershed

Chubu Regional Centre of Expertise on Education for Sustainable Development (RCE Chubu)

### Summary of Activities:

The Regional Centre of Expertise on Education for Sustainable Development (RCE Chubu) is a network organization for promoting ESD based in the Tokai-Chubu region and has approximately 80 group members (educational institutes, NPOs, governments, companies, etc.). The basins of the rivers that flows into Ise Bay and Mikawa Bay, which covers nearly all of Aichi, Gifu, and Mie prefectures, is referred to as the Ise-Mikawa Bay Watershed. This Bio-region is the target area for ESD activities. Within this framework, natural, social, and economic problems that hamper regional sustainable development are clarified, and a network is being built to nurture human resources to solve these problems.

Under the theme, “Manufacturing, Human Development and Future Creation”, and with regard for regional diversity and traditional knowledge, RCE Chubu is implementing a project to build a Chubu model for advancing ESD with the goal of serving as a venue network for the 2014 UNESCO World Conference on ESD. The management structure will have the chancellors of both Chubu University and Nagoya University as representatives and the secretariat located at Chubu University. The steering committee, made up of 9 groups and 16 individuals, is undertaking core operational tasks.



A chart of the each river basins and its challenges



A watershed ESD lecture



Subcommittee activities

### 1. ESD Characteristics

RCE Chubu ESD activities are characterized by (1) the establishment of targeted activity areas, (2) themes that take locality into consideration, and (3) the creation of a network of various entities. The targeted activity areas utilized the concept of the Watershed Area as a Bio-region, with the area containing rivers flowing into Ise Bay and Mikawa Bay designated as the Watershed Area. Various divisions within the Watershed Area are thought to be a reason for the unsustainability of continued development. In addition, because this region is a global base for manufacturing, human development is carried out premised on the ESD theme of manufacturing. In doing so, the aim is to create a structure that allows various players such as higher education, school education, companies, and NPOs to practice ESD from different perspectives, while at the same time collaborating with one another. A sustainable future is believed to be built on the wisdom of the past and present, so the future is created with respect to regional and traditional knowledge.

### 2. Aims and Background of ESD Promotion

RCE Chubu is a network organization created in accordance with the start of the UN Decade of ESD and in support of the aims of the United Nations University's call for regional ESD bases. With Chubu University as the managing entity, Nagoya University, Nagoya Open University of the Environment, and the Tokai-Chubu ESD Citizen's Promotional Committee established RCE Chubu in November, 2007, which was later acknowledged by the United Nations University. Since then, other institutions such as Mie University, Gifu University, and Environmental Partnership Office Chubu (EPO Chubu) have been added to the steering body. It currently shares

information and conducts collaborative activities on ESD with approximately 80 member groups for the target area of Aichi, Gifu, and Mie prefectures.

The activity aims are to clarify environmental, economic, and social issues that hinder regional sustainable development, and foster individuals who can take action to resolve those issues. Specifically, the following initiatives are carried out.

- (1) Practice education and mutual learning at all levels (formal, non-formal, informal)
- (2) Create a toolbox that assists ESD and includes research, networks, databases, teaching materials, and educational methods
- (3) Nurture human resources that possess holistic and critical perspectives, can understand the relationship between humans and nature, and spread ESD in the region

### 3. Achievements

Since its establishment, RCE Chubu has carried out activities to popularize and communicate ESD in the region. During the 10th Meeting of the Conference of the Parties to the Convention on Biological Diversity (COP 10) held in 2010, it implemented international discussion projects. From 2012, it has succeeded in implementing the following activities with the goal of creating a Chubu model to promote ESD.

- (1) Establishment and management of subcommittees by entity

Separate subcommittees were launched categorized by i) Companies and NPOs, ii) school education, and iii) higher education. Research, discussions, model creation, and trials were implemented to explore how to promote ESD and the kind of mutual collaboration that can be conducted.

- (2) Establishment and management of subcommittees by theme

Activities were implemented by laterally themed subcommittees categorized by iv) international cooperation and v) traditions and culture. In addition to education on international understanding and development education, the iv) international cooperation subcommittee created learning opportunities and explored new types of international cooperation, such as cooperation based on mutual understanding akin to multicultural symbiosis with non-Japanese living in the region. The v) traditions and culture subcommittee carried out workshops to examine the creation of a sustainable society based on traditional and regional knowledge entrenched in lifestyles, including traditional foods, festivals, and the old calendar.

- (3) Implementation of ESD lectures on the Ise-Mikawa Bay Watershed

To encourage sustainable learning in each basin of the Ise-Mikawa Bay Watershed, ESD lectures were held in collaboration with both public and non-public education institutes and activity organizations on the upper, middle, and lower streams of the 11 major rivers flowing in Aichi, Gifu, and Mie prefectures. A general forum was also held to share information on activities for the purpose of presenting ESD lecture examples, and regional problems and resolutions in the 33 parts of the Watershed Area.

### 4. Future Perspective and Challenges

Given the activity outcomes of RCE Chubu over the past 7 years, and viewing the UNESCO World Conference on ESD as a great opportunity, the venue will contribute to encouraging further collaboration among various entities. Involvement will deepen with the RCE network, as well as with education institutes such as UNESCO Associated Schools, boards of education, government agencies, companies, and NPOs. The creation of an ESD framework in the region after 2014 is an issue to be addressed in the future.

Moreover, RCE Chubu will continue to utilize connections with international RCE networks around the world, contribute as much as possible to the Global Action Program advocated by UNESCO, and implement dialogues for the creation of a sustainable society and promotion of ESD both within and without the region and Japan.

CONTACT Chubu Regional Centre of Expertise on Education for Sustainable Development (RCE Chubu)  
Address : International ESD Center, Chubu University 1200 Matsumoto-cho, Kasugai-shi, JAPAN 145-0063  
TEL : +81-568-51-7618 FAX: +81-568-51-1141  
MAIL : office@chubu-esd.net

## 16. Promoting ESD Independently Tackled by Children

Omuta City Board of Education, Fukuoka Prefecture

### Summary of Activities:

Omuta City is located in the far southern edge of Fukuoka Prefecture. The land is blessed with nature, with the Ariake Sea to the west and mountains to the east connecting to the outer rim of Aso crater. As the “city of coal,” the city’s development centered on the coal industry, as it is home to Miike coalfield, which in the past greatly contributed to the modernization of Japan. The city’s Heritage of Industrial Modernization submitted by the government in the fall of 2013 as a UNESCO World Cultural Heritage Site under the title, “Sites of Japan’s Meiji Industrial Revolution: Kyushu-Yamaguchi and Related Areas.” The proposal is currently in the final stage of preparation for registration as a World Heritage site.

All 34 elementary, junior high, and special support schools in this city simultaneously became UNESCO Associated Schools members at the start of 2012, and each school promotes ESD based on themes such as world heritage studies and welfare studies. The board of education is striving to enhance UNESCO Associated Schools through support for each school, exchange among schools, and communication outside of the schools.

### 1. ESD Characteristics

All elementary, junior high, and special support schools in Omuta City strive for innovation based on various themes that allows students to independently learn about people, things, and matters that are treasured historical or cultural assets in Omuta. The children deepen understanding and interest in Omuta through their studies. The schools also attempt to instill in the children a love for their hometown of Omuta, foster a spirit that respects others and different cultures, and educate children to take action and communicate with the idea of creating a sustainable society.

### 2. Board of Education initiatives

#### (1) Omuta City UNESCO Associated Schools Children’s Summit

Each January, Omuta City holds a UNESCO Associated Schools Children’s Summit, providing the opportunity to share practices carried out at different schools in the city. Not only do all schools present world heritage studies and hometown studies, but they also share and exchange ESD initiatives on topics such as the environment, welfare, and careers. Presentations are made on stage and in the venue lobby, and many people including parents and residents participate to see the summit presentations. The summit garners a great response.

This initiative has become a chance for children as well as teachers, parents, and residents to reaffirm the significance of ESD in Omuta.



Children give a presentation at the summit

#### (2) Volunteer activities related to the World Heritage

Children from the schools in the school district in which the nomination for World Heritage inscription is located serve as volunteer guides for the heritage site and carry out volunteer beautification activities in and around the facilities. They learn more about the merits of Omuta and Omuta town planning while collaborating with local residents. In addition, a municipal project started in FY2013 offers tours of historic spots to all children in the city so they can



Volunteer guides

actually view the nominated World Heritage site. The tour teaches students about the merits of Omuta, and shares those merits with others within and without the city.

### (3) The Omuta Exam for Children

Since FY2011, children from third grade have studied Omuta's treasured assets that appear in the *Guidebook to the Omuta Exam for Children*. Twice a year they take an exam based on that guidebook. Through this exam, the children learn more about their hometown and deepen their interest in the city's merits. There is a growing number of children who take it upon themselves to study further.



The guidebook and exam questions

## 3. Achievements

According to a survey of students, the children are greatly interested in and concerned with ESD, and have been seen taking actions in their own way.

In addition, there has been considerable news coverage of these initiatives by newspapers and TV stations, and inquiries from both within and without Omuta City, which suggests that interest in the city as a whole has increased.

## 4. Future Perspective and Challenges

Through the various ESD initiatives conducted throughout the city, the board of education hopes to further children's understanding of, and pride in, people, things, and matters in Omuta, as well as boost each child's awareness of themselves as an individual who furthers the creation of a sustainable society. The city believes that the encouragement of love for one's hometown and region, and the creation of a climate rich with the desire to value them, will support and create the next generation in Japan and the world and foster global human resources that live on this earth.

CONTACT Omuta City Board of Education  
Address : 2-3 Ariake-Cho, Omuta-shi, Fukuoka, JAPAN 836-8666  
TEL: +81-944-41-2861 FAX: +81-944-41-2862  
MAIL : n-koga@st.city.omuta.fukuoka.jp



## 17. Seminar on Education on Sustainable Development (ESD) that Starts with Hometown Education— Joint Research between Wakayama Prefectural Educational Center and Cooperating Schools Wakayama Prefectural Educational Center Manabi-no-Oka

### Summary of Activities:

For three years from FY2011–FY2013, Wakayama Prefectural Educational Center Manabi-no-Oka has conducted joint research on ESD that focuses on hometown education. Ten schools are asked to cooperate each year (11 schools in FY2011), while taking into consideration a balance of types of schools and the region. The unique hometown education carried out by each school has been catalogued and examined from ESD perspectives.

The schools' initiatives have all been organized in the same format and uploaded to groupware managed by the Center. Research reports and summaries of initiatives can be viewed at the following.

URL: [http://www.wakayama-edc.big-u.jp/e\\_curriculum/link/esd/h23-25esd.html](http://www.wakayama-edc.big-u.jp/e_curriculum/link/esd/h23-25esd.html)

Some of the ESD initiatives compiled at the FY2013 seminar



Taking ducklings for a walk that were carefully raised for Aigamo duck farming



Children learn how to make compost for growing flowers and vegetables



Sophisticated replicas created with a 3D printer for purposes such as protection of cultural properties

### 1. The objectives of hometown education that incorporate ESD perspectives

Each year, the Wakayama Prefecture Board of Education issues the booklet, *Policies & Focus of School Education Instruction*, which expresses the principles and orientation of school education instruction.<sup>1)</sup> The booklet notes hometown education as one of the focuses of instruction, and that each school carries out study activities and hands-on activities that actively incorporate region-based education resources. Through these activities, children realize the wonder of the region, and a love of hometown and rich humanity and sociability are nurtured. Hometown education also aims to deepen understanding of Japan and the region's traditions and culture, and cultivate human resources capable of respecting other countries' traditions and culture. Hometown education aims to foster in children an awareness that they are a member of an international society.

Believing that the principles of this hometown education and the principles targeted by ESD are essentially identical, Wakayama Prefectural Educational Center Manabi-no-Oka aimed to promote ESD in the prefecture by conducting research that catalogues the hometown education that is widely implemented in prefectural schools using ESD perspectives and an ESD framework. The hometown education covered by this research makes children aware of both regional merits and problems. For this reason, children are able to deal with problem-solving with a sense of ownership. Through these string of initiatives, the seminar aimed to foster actors who can create a sustainable society.

### 2. Aims and Background of ESD Promotion

Japan is experiencing a growing population decline combined with an aging population and lower birthrate. The situation is serious in Wakayama Prefecture where the population has continued to decline for 18 years



running, dropping to 1 million in FY2011.<sup>2)</sup> Wakayama Prefecture also has a high aging rate that ranks 5th in Japan.<sup>3)</sup> Currently, 43.3% of cities, towns, and villages in the prefecture are underpopulated areas.<sup>4)</sup> Today, when the future of rapid globalization is unclear, there is a pressing need to cultivate human resources with the ability to live resolutely in order to overcome these problems and build a productive future in Wakayama Prefecture. Therefore, there are increasing expectations placed on education.

Hometown education often addresses content that includes nature, history, culture, lifestyles, and industry in the children's hometown. The seminar adds ESD perspectives to associate regional people, things, and matters with the construction of a sustainable society. By attempting to instill understanding of regional characteristics and issues within the context of not only Japan, but also connections to the world as a whole, the endeavor aims to foster an attitude and desire in children to participate in society.

### 3.Seminar outcomes and issues

In three years of research, the Center was able to collect and catalogue 31 initiatives. Reports on practices at each school were all organized into the same format and uploaded to groupware managed by the Center, thereby facilitating sharing of each school's practices and energizing interaction.

The major outcomes and issues noted by the teachers that participated in the seminar are shown on the right.

#### Outcomes:

- Teachers confirmed that initiatives at schools often include attitudes and skills valued by ESD.
- Study objectives were further clarified. Also, teachers felt the studies expanded since the connections and relationships to subjects and other practices were clear.

#### Issues:

- Teachers realized that to build up ESD initiatives, the students must gain more capabilities in each subject.
- There is a need to restructure the yearly teaching plan based on ESD perspectives.

### 4.Future Perspective

Reviewing the reports on implementation of practices shows that most elementary and junior high schools carried out hometown education in the class of integrated study, and that senior high schools strongly express subject characteristics in hometown education. Going forward, it is thought that there is a need to actively introduce ESD perspectives into coursework and moral studies, as well as special activities. With the idea that any kind of learning is invaluable, the desire is to promote initiatives that enable children to learn qualities and values that are appropriate to their role as creators of a sustainable society.

#### References:

- 1) FY2014 Policies & Focus of School Education Instruction, Wakayama Prefecture Board of Education
- 2) Results of a Wakayama Prefecture census as of October 1, 2013, Wakayama Prefecture Information Center  
[http://www.pref.wakayama.lg.jp/prefg/020300/suikai/2013\\_10/sui\\_1.html](http://www.pref.wakayama.lg.jp/prefg/020300/suikai/2013_10/sui_1.html) (as of May 8, 2014)
- 3) FY2013 White Paper on the Aging Population (full version), Cabinet Office, Government of Japan  
[http://www8.cao.go.jp/kourei/whitepaper/w-2013/zenbun/25pdf\\_index.html](http://www8.cao.go.jp/kourei/whitepaper/w-2013/zenbun/25pdf_index.html)(as of May 8, 2014)
- 4) The Number of Underpopulated Cities, Towns, and Villages (by prefecture), National Federation to Promote Independence in Underpopulated Regions  
<http://www.kaso-net.or.jp/kaso-db.htm#001> (as of May 8, 2014)

CONTACT Wakayama Prefectural Educational Center Manabi-no-Oka  
Address : 3353-9 Shinjyo-cho, Tanobe-shi, Wakayama, JAPAN 646-0011  
TEL : +81-739-26-3494 FAX : +81-739-26-8120  
MAIL : morita.kouji@wakayama-edc.big-u.jp

## 18. Documenting Good Community-based ESD Practices in Asia and Building a Network of Asian NGOs for ESD

Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)

### Summary of Activities:

The Japan Council on the UN Decade of ESD(ESD-J) is an NGO networking organizations and individuals across a wide range of fields who are working on sustainable development and capacity building (see: [www.esd-j.org](http://www.esd-j.org)). ESD-J was established in June 2003 by NGOs and individuals who proposed the UN Decade of ESD (DESD) with the Japanese Government.

Since its beginning, ESD-J has emphasized promoting ESD and partnerships with NGOs in Asia through building an Asian regional network. In 2006, ESD-J launched the Asia Good ESD Practice Project (AGEPP), a three-year project (2006-2008) aimed at sharing experiences of community-based ESD practices and bringing NGO's together for their mutual learnings.

Working with NGOs in six Asian countries, ESD-J compiled 43 case reports, which were made available in English and six Asian languages via a multilingual database. While implementing the AGEPP, ESD-J worked on advocacy activities to send messages to the global community on the need to strengthen NGOs' roles and more attention to community views in the process of building sustainable communities.

Following the AGEPP, ESD-J has been promoting a network of NGOs who could share, in their own words, experiences and challenges they faced in implementing ESD in their communities and learn from one another. Currently ESD-J is working on initiatives aimed at building the Asia NGO Network on ESD (ANNE) by 2014, the final year of the DESD.



Website featuring 34 case reports by NGOs



Addressing the importance of Asian NGOs and community-based ESD practices to the international community (Rio+20)



Empowerment of socially vulnerable groups lies at the heart of sustainable community development (initiative by CEE in India)

### 1. ESD Characteristics

Asian communities have been saddled with the challenge of many sustainability issues that community people, especially women, children, the poor, small farmers, and indigenous peoples have to face. It is crucial towards sustainable development in Asia for empowering them to play an active role in building their communities. ESD in the context of community development is a process where local community people from diverse backgrounds learn from one another and create a new, better community with sustainability knowledge that can be created by integrating both modern scientific knowledge and indigenous practices. NGOs, in particular, play a big role in empowering and educating communities by tapping the innate strengths of different stakeholders in areas where UN and government agencies cannot reach.

### 2. Aims and Historical Background of ESD Activities

Since its foundation, ESD-J has focused on partnering with NGOs in Asia to build an international, especially

Asian regional network. In the course of developing a network among Asian NGOs, the UN agencies, researchers, ODA-related staff as well as international organizations, ESD-J came to realize how important it was that NGOs in Asia share their experiences in implementing ESD and that the best way to promote ESD was to bring NGOs together so they could learn from each other. With this in mind, ESD-J implemented the Asia Good ESD Practice Project (AGEPP) from 2006 through 2008. By reviewing applications from NGOs in Asia, the project selected organizations from seven Asian countries. Thanks to the insights gained via the AGEPP, ESD-J is now working on initiatives aimed at building the Asia NGO Network on ESD (ANNE). The network will link NGOs in the region and enable them to work together in implementing projects.

### 3. Achievements

Forty-three case reports from the participating countries were collected through the AGEPP and published in English. These reports and a summary have been translated into six Asian languages and made available on the AGEPP's multilingual website ([www.agepp.net/](http://www.agepp.net/)). In the process of compiling case reports, the AGEPP participants discussed what ESD is really all about and the role of NGOs that they can play for implementing ESD in the local communities. They shared ideas on making communities sustainable while empowering local community people, especially women, children, the poor, small farmers, and indigenous peoples, and identified the roles NGOs in breaking through the obstacles blocking the way to sustainable development. Discussions among NGOs about their views and possible roles of NGOs on ESD in their own language resulted in their empowerment and willingness to participate in international discussions on ESD.

The discussions through the AGEPP revealed how weak the presence of community development NGOs was in the UNDESD initiatives. Aware of the problem, the AGEPP participants worked as advocates for ESD at the international community such as the G8 Hokkaido Toyako Summit (2008), the World Conference on ESD (2009), the tenth meeting of the Conference of the Parties to the Convention on Biological Diversity (CBD COP10, 2010), the United Nations Conference on Sustainable Development (Rio+20, 2012), etc. Their advocacy efforts led to the forging of cooperative ties with the UN and other international organizations.

### 4. Future Perspective and Challenges

We, the AGEPP participants, have been moving forward with plans to establish the Asian NGO Network on ESD (ANNE) by 2014, the final year of the DESD, through a field visit on the AGEPP site of Indonesian NGO programs as well as strategic meetings in Tokyo and Bangkok. Rather than simply constructing a network for networking purpose we made a conscious decision to create substantive benefits by learning experiences of concrete projects on the ground. We are currently carrying out a project to develop educational modules for the NGO workers, based on the in-depth study of experiences gained through the micro-finance project targeting women and indigenous peoples in poor farming communities in India, using one of the AGEPP case reports. The biggest challenge we face now is securing sustainable funding needed to implement/continue substantive projects on the ground.

CONTACT Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)  
Address : 5-38-5-201 Nishinippori, Arakawa-ku, Tokyo Japan 116-0013  
TEL: +81-3-5834-2061 FAX: +81-3-5834-2062  
MAIL: [anne@esd-j.org](mailto:anne@esd-j.org)

## 19. Moving Ahead toward a Sustainable Future

### National Federation of UNESCO Associations in Japan (NFUAJ)

#### Summary of Activities:

Founded in 1947, the NFUAJ is a civil volunteer organization that works for international peace in the spirit of the UNESCO Constitution. Today it conducts activities in about 300 locations across Japan. When ESD was launched in 2002, we decided to take a second look at our various educational and cultural initiatives in light of sustainability and still are to this day.

The NFUAJ's educational initiatives have focused on promoting literacy in developing countries since 1989 as part of the Education for All (EFA) movement. Our ongoing domestic activities include building global awareness among Japanese children as well as a scholarship program for some 3,000 children living in the areas impacted by the 2011 Great East Japan Earthquake.

Under our cultural programs, we work to protect and preserve World Heritage Sites as well as preserve Japan's cultural and natural heritages in order to pass them on to future generations so they still can be enjoyed a hundred years from now.

In carrying out our new initiative to promote ESD, we work with the Japanese National Commission for UNESCO to promote the UNESCO Associated Schools Project Network (ASPNet) and assist schools with their ESD activities.



Teaching material, "Save Our Common Treasures of the Earth - Our Precious Environment"



NFUAJ ESD Passports



Planting trees

#### 1. ESD Characteristics

Our ESD initiatives entail promoting UNESCO Associated Schools in line with the basic policies of UNESCO and the Japanese National Commission for UNESCO. At the same time, we work with local UNESCO Associations and UNESCO Associated Schools to facilitate community-wide ESD initiatives. Our ESD initiatives since 2008 can be outlined as follows:

##### (1) Promoting UNESCO Associated Schools

We have provided local Boards of Education and teachers with UNESCO Associated Schools workshops in 23 prefectures across Japan. This training underscores the significance of UNESCO Associated Schools and ESD in addition to spelling out guidelines for implementing ESD.

##### (2) Providing ESD support for UNESCO Associated Schools

We provide UNESCO Associated Schools with an UNESCO Associated Schools plate, issue ESD materials ("Save Our Common Treasures of the Earth"), subsidize ESD programs, as well as organize Study tours to Germany and France for high school students.

##### (3) Turning local students into global thinkers

Aiming to provide young people with a global perspective, we issue "NFUAJ ESD Passports" to students of UNESCO Associated Schools and encourage them to participate in practical volunteer activities with a commitment to solving the problems facing their communities.



## 2. Aims and Background of ESD Promotion

Our goal is to work with local UNESCO Associations and UNESCO Associated Schools to enhance their ESD capabilities. We specifically provide schools with teaching materials, visit schools to deliver lessons, organize contests, and more. Encouraging students to participate in extracurricular and other volunteer activities via the UNESCO “NFUAJ ESD Passport” program, we promote opportunities where they can learn about various aspects of ESD through hands-on experience. Building ties among local governments, companies, universities, and NPOs, the “NFUAJ ESD Passport” program also enhances local ESD capabilities. When the Japanese National Commission for UNESCO decided that it would urge schools to affiliate themselves with UNESCO Associated Schools and serve as bases for promoting ESD, it enabled us to paint a clear picture of what we want to do. We had been stumbling to find a common vision and that decision really led us to discover better ways to promote ESD and enabled us to implement a number of specific strategies.

## 3. Achievements

Our ESD initiatives produced the following six results.

### (1) More UNESCO Associated Schools

We inspired Boards of Education and schools to become affiliated with UNESCO Associated Schools through UNESCO Associated Schools workshops and joint efforts with local UNESCO Associations.

### (2) Distributed teaching materials worldwide

We printed 1,000 copies each of "Save Our Common Treasures of the Earth - Our Precious Environment" and "Save Our Common Treasures of the Earth - Our Precious World Heritage" and distributed them to schools. The materials were also made available on our website for downloading. Not only that, "Save Our Common Treasures of the Earth - Our Precious Environment" has been translated into English and Chinese. The English version was donated to schools in seven Asian countries while the Chinese version was donated to schools in China.

### (3) Motivated schools to improve ESD

We provided schools with subsidies for incorporating ESD into their curricula as well as UNESCO Associated Schools plate. On top of that we organized a high school essay contest that sent winners to Europe as part of an international exchange program. At the end of the day, these programs worked in motivating educators to enhance ESD at their institutions.

### (4) Cultivated a global perspective

With some 20,000 “NFUAJ ESD Passport” -carrying students regularly participating in local volunteer activities, we inspired students to work on ESD and engage in voluntary initiatives throughout the year.

### (5) Worked on solving problems to achieve EFA

We helped promote EFA in Cambodia, Afghanistan, Nepal, India, Laos, and elsewhere.

### (6) Boosted environmental and cultural heritage conservation activities

Encouraging people to work on protecting their local natural environment and cultural heritage of their community, we triggered the implementation of related initiatives.

## 4. Future Perspective and Challenges

While the Global Action Program on ESD will be launched in an effort to ratchet up ESD activities following the UN Decade of ESD (DESD), ESD has really not taken root in people's minds. As we move forward to expand our activities with a focus on promoting the NFUAJ ESD Passport program, we will leverage the strengths of the initiatives we have implemented so far to realize ESD's objective of building a sustainable future.

CONTACT National Federation of UNESCO Associations in Japan (NFUAJ)

Address : 12th floor Asahiseimei-Ebisu Building., 1-3-1 Ebisu, Shibuya-ku, Tokyo Japan 150-0013

TEL: +81-3-5424-1121 FAX: +81-3-5424-1126

MAIL : [nfuj@unesco.or.jp](mailto:nfuaj@unesco.or.jp)



## 20. HOPE: Education Weaving Hope for a Sustainable Future - Promoting ESD in the Asia-Pacific Region -

Asia-Pacific Cultural Centre for UNESCO (ACCU)

### Summary of Activities:

ACCU promotes ESD in its international exchange programs for teachers and education cooperation programs.

Our international exchange programs for teachers focus on interactions with Republic of Korea, China, and the United States through school visits, field activities, discussions, etc. that will facilitate ongoing exchanges and joint projects.

Working to ensure that those without immediate access to educational opportunities will not be left out of ESD, we promote ESD in the Asia-Pacific region with an emphasis on synergy with Education for All (EFA) initiative and ESD into our Educational Cooperation Programme.

We provide assistance with programs in developing countries, nurture organizations dedicated to ESD, conduct documentation, publish case studies, and organize a series of Asia-Pacific Forum in order to share successful experiences and put them into further practice.

A number of the projects we implement focus on the power of young people, including ESD-based international disaster preparedness education programs for the students of UNESCO Associated Schools as well as the ESD Rice project for international collaborative learning.



A Korean teacher teaching a class in Japan



HOPE evaluation mission in Viet Nam



International youth workshop on ESD and disaster preparedness

### 1. ESD Characteristics

ACCU believes it is vital to promote ESD in both developed and developing countries. We also enhance existing initiatives with sustainability in mind and create opportunities for various stakeholders to work together. We emphasize sustainability for the environment, society, economy as well as culture.



Six countries currently participate in the ESD Rice Project

### 2. Aims and Background of ESD Promotion

The Educational Cooperation Programme for people in the Asia-Pacific region who lack access to education began with the launch of a literacy program in the early 1980s. When the UN Decade of ESD (DESD) kicked off in 2005, we launched ESD programs focused on non-formal education in developing countries including literacy education. We then expanded the scope of our activities to include personnel exchange programs, which we had been working on before the start of DESD. Our aim was to equip adults and children in both the developed and developing world with the tools needed to work together on building a sustainable future.

Working under the ESD framework, we aim to accumulate knowledge and share information across national boundaries.

### 3. Achievements

We have been running exchange programs for teachers from Republic of Korea since fiscal 2000 and have done the same with China since fiscal 2002. In addition to these programs is the Japan-U.S. Teacher Exchange Program for ESD which was launched in fiscal 2009. As of March 2014, a total of 3,032 teachers were invited from China and Republic of Korea to more than 650 schools in Japan, and a total of 643 Japanese teachers visited China and Republic of Korea with the support of both governments. The teachers who participated in our exchange programs have contributed to promoting intercultural understanding and enhancing the quality of education in each other's countries. Under our Japan-U.S. Teacher Exchange Program for ESD, altogether 286 teachers in Japan and the United States have visited each other's countries and cooperated in ongoing joint ESD projects.

In the field of education cooperation, we have organized various forums focused on ESD for practitioners and researchers in the Asia-Pacific region. The first such forum was the ACCU-UNESCO Joint Regional Seminar for the Promotion of Education for Sustainable Development in Asia and the Pacific that we co-hosted with UNESCO Bangkok in February 2006. Since then, we have implemented the Education Cooperation Programme focusing on (1) how to connect non-formal community learning to schools to promote ESD; (2) linking ESD more closely with EFA as well as the roles played by UNESCO Associated Schools; and (3) establishing international collaborative learning program themed on rice.

We have also provided support for community-based non-formal education and school ESD projects in ten countries in the Asia-Pacific region through the ACCU-UNESCO Innovation Programme for ESD. These initiatives have put us in close touch with ESD practitioners and researchers and have enabled us to work together on developing and firmly establishing the HOPE framework.

HOPE is an acronym standing for "holistic, ownership-based, participatory/in partnership, and empowering" and makes a point of putting global perspective in a local context.

The idea behind HOPE began in 2008 as an approach to evaluating educational programs in light of UNESCO's efforts to develop ESD guidelines, etc. The HOPE evaluation approach calls for the participation of everyone involved, including learners, practitioners, and external evaluators. It aims to help all participants learn from the evaluation process and acquire skills that they can then apply in future initiatives.

Through a questionnaire survey conducted among more than 1,000 learners, small group discussions, sharing sessions, seven projects in seven countries employing the HOPE evaluation approach revealed that ESD programs boosted their hopes for the future. This finding was included in UNESCO's DESD monitoring report (Review of Contexts and Structures for Education for Sustainable Development: Learning for a Sustainable World 2009).

In addition to evaluating ESD projects, HOPE has also been used for developing plans as well as analyzing one country's educational curricula. We are now looking at ways of applying this framework when looking at the quality of education with an eye to sustainable development.

### 4. Future Perspective and Challenges

We will continue to implement programs aimed at providing people who do not have access to education with opportunities to learn and participate in developing a sustainable community/society as we facilitate exchanges among teachers, educational institutions and schools.

We must build stronger links between ESD initiatives at educational institutions, including UNESCO Associated Schools, and community-based non-formal education programs. Children and youth must play a bigger role to bring any solution to the challenges facing local communities and the world today.

ACCU takes the framework of HOPE to new heights.

CONTACT Asia-Pacific Cultural Centre for UNESCO (ACCU)

Address : Japan Publishers Building, 6 Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 Japan

TEL: +81-3-3269-4435 FAX: +81-3-3269-4510

MAIL : [general@accu.or.jp](mailto:general@accu.or.jp), [education@accu.or.jp](mailto:education@accu.or.jp), [exchange@accu.or.jp](mailto:exchange@accu.or.jp)

## 21. Research and Capacity Building for Education on Sustainable Development, Consumption, Lifestyles, and Responsible Living

Institute for Global Environmental Strategies (IGES)

### Summary of Activities:

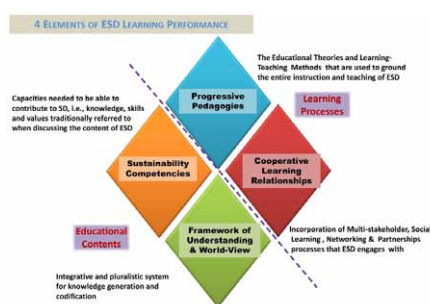
IGES works on a variety of ESD-related research and capacity development projects as part of initiatives designed to support the UN Decade of ESD (DESD).

It is moving forward with a keen focus on monitoring and evaluating ESD, education for sustainable consumption (ESC), as well as education for sustainable lifestyles and responsible living. Research conducted by IGES falls within the following areas:

- (1) Monitoring and evaluating ESD in addition to preparing country DESD progress reports
- (2) Augmenting the role of government in ESC
- (3) Supporting ESD and ESC curriculum development and learning skills
- (4) Building and operating a multi-national research network for ESD and ESC
- (5) Promoting education on sustainable lifestyles through non-formal and informal avenues of learning



Expert consultation on Strengthening Monitoring and Evaluation of ESD in Asia-Pacific (Bangkok, December 2012)



Four elements of the IGES framework for ESD learning skills



East Asia Workshop on Education for Sustainable Consumption and Promoting Sustainable Lifestyles (Beijing, December 2010)

### 1. ESD Characteristics

IGES activities can be characterized by active participation in international joint research projects and initiatives with a focus on the Asia-Pacific region at the national as well as regional level. Based on its expertise in ESD monitoring and evaluation, IGES provides various countries with support in developing policies aimed at enhancing their ESD initiatives. IGES has played an active role in DESD-associated international policymaking processes related to lifestyles and education under the 10-Year Framework of Programmes on Sustainable Consumption and Production (SCP-10YFP), as well as other international initiatives. It has also formed partnerships with various organizations at the international (UNESCO, UNU-IAS, UNEP, etc.), regional (SEAMEO, TEMM, PERL, etc.), and national level (environmental and educational ministries, etc. of various Asian and European countries).

### 2. Aims and Background of ESD Promotion

The mission of IGES is to conduct research that will pave the way to a sustainable Asia-Pacific via low-carbon and resource-saving economies. It keeps an active hand in relevant policy-making processes to ensure effective policy proposals. IGES is at heart a change agent helping society to make the transition to sustainability and improve the lives of people all over the region. Recognizing ESD as a vitally important tool, IGES implements initiatives designed to achieve the following main objectives:

- (1) Strengthen frameworks for international agendas on education, sustainability, and development
- (2) Enhance ESD initiatives at the national and regional level
- (3) Provide capacity development and training opportunities for policymakers and practitioners of ESD

### 3. Achievements

Major outcomes of IGES activities include the following:

- (1) Leveraged IGES' expertise in ESD monitoring and evaluation to support UNESCO-organized ESD training and workshops
- (2) Took advantage of its location in the Asia-Pacific region to serve as a regional coordinator of international networks and a facilitator of inter-regional joint research in addition to helping draft ESD and ESC country reports and guidelines
- (3) Helped set the international agenda and develop programs during the process of discussing sustainable development goals (SDGs) and the post-2015 development agenda

Major projects IGES was involved in during the DESD (2005-2014) include:

1. The "Study of Environmental Leadership Training Programmes in the World," commissioned by the Ministry of the Environment (2008-2009)
2. The Environmental Consortium for Leadership Development (EcoLeaD), a project commissioned by the Ministry of the Environment (2009-2010)
3. "Education for Sustainable Consumption (2009-2013)," a component of an IGES research project
4. Partnership for Education and Research about Responsible Living (PERL), regional coordinator (2010-present)
5. "Country Reports on ESD: The Five Cluster Countries of UNESCO Office, Jakarta (2010-2011)," a report commissioned by the UNESCO Office in Jakarta
6. "Monitoring and Evaluation of ESD in Asia-Pacific" (2011-2013), an IGES/UNU-IAS joint research project
7. The United Nations Environment Programme (UNEP) pilot project on the Institutional Strengthening of Education for Sustainable Consumption (2011-2014), advisory committee member and consultant
8. UNESCO-APRBE's Expert Consultation on Strengthening Monitoring and Evaluation of ESD in Asia-Pacific (2012), organizer
9. "Stocktaking on Sustainable Lifestyles and Education" (2014), a UNEP-commissioned report

### 4. Future Perspective and Challenges

Working with an eye to promoting education that will help realize a shift to a sustainable society, IGES makes specific contributions to the Global Action Programs on ESD and Sustainable Lifestyles and Education (SLE) Programme under the SCP-10YFP via research and advisement in the following areas:

- (1) Optimal policies, human resources, and techniques needed to implement ESD and SLE
- (2) Monitoring and evaluation techniques in the review cycle for ESD initiatives
- (3) Widely introducing the concept and process of social learning to planning and implementation of sustainable development
- (4) Means for realizing transformative learning and qualitative change in the context of ESD

IGES will also expand its network of ESD and SLE researchers and practitioners in the Asia-Pacific region to strengthen the science policy interface.

At the same time, it will give priority to enhancing capacity development programs in order to improve the techniques as well as environment for implementing ESD.

CONTACT Institute for Global Environmental Strategies  
Address : 2108-11 Kamiyamaguchi, Hayama, Kanagawa, Japan 240-0115  
TEL: +81-46-855-3700 FAX: +81-46-855-3709  
MAIL : [iges@iges.or.jp](mailto:iges@iges.or.jp)



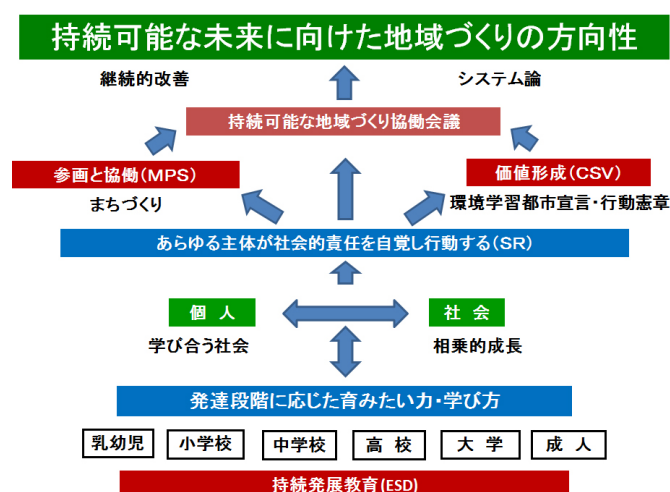
## 22. Building Sustainable Social Systems on a Solid ESD Foundation

### Learning and Ecological Activities Foundation for Children (LEAF)

#### Summary of Activities:

LEAF focuses on working with citizens, businesses, and governments to implement hands-on educational programs in Nishinomiya, which declared itself an Environmental Learning City in 2003. These programs are aimed at preparing young people for the task of building sustainable communities as well as developing the social systems upon which community development lies.

Specific initiatives include (1) the Safety and Eco-guide Project that incorporates the lessons learned from the 1995 Great Hanshin-Awaji Earthquake (a community-based storytelling project designed to teach about disaster preparedness as well as about the local environment and history); (2) the Eco-Card System and other programs designed to support environmental activities at the elementary school level with an eye to involving communities, schools, and families; (3) environmental and ESD workshops for early childhood education professionals, teachers, local residents, and businesses; (4) preparing study guides for nursery school, kindergarten, and elementary school teachers; (5) providing support for eco-community meetings; (6) Furusato Walks, community walking tours organized jointly with multiple organizations; (7) establishing the Sustainable Community Development Support Fund with an eye to connecting civic activities and communities; (8) urban woodlands (or satoyama) projects using farmland and forests found within urban boundaries; (9) joint international projects in cooperation with the Japan International Cooperation Agency (JICA) and other organizations.



Sustainable community development and ESD



ESD support guide for infants and toddlers (published by Nishinomiya City with planning and editing support from LEAF)

#### 1. ESD Characteristics

##### (1) Partnership programs to promote mutual learning

Our projects are systematically organized around the five focuses of the Environmental Learning City Declaration action charter. Everything we do is geared to co-learning, participation and collaboration, recycling, co-existence, and networking. We plan and run projects that create co-learning opportunities for all sorts of organizations, people of all ages, and various communities. These are projects where everyone, including children and adults, citizens and companies, government and citizens, the international community and Nishinomiya City residents, has an opportunity to learn from one another.

##### (2) Focus on ties (strategies, challenges, organization)

In working to build a sustainable society we've learned that if we simply hold an event or a class here and there, the final picture will look like nothing more than a few dots spread out across a broad canvas. We connect the dots to make the blueprint that will enable communities to build their own three dimensional



social system across space and time.

### (3) Fostering a zest for living through farming experiences

In order to build a sustainable society we must have the tools to live independently, commune with nature, talk with others, and work together. Our agricultural coop activities equip people with the tools they need to achieve those goals. Emphasizing the link between agriculture, forestry and fisheries, and consumers, we work on collaborative initiatives aimed at complete sustainability.

## 2. Aims and Background of ESD Promotion

Our ESD work in Nishinomiya City focuses on simultaneously implementing initiatives that embody our three objectives; i) putting pedagogical theory and methodology into practice; ii) enhancing human civilization; iii) community development through participation and cooperation). We have worked on creating organic links among these initiatives to weave them into the fabric of our community. Our environmental learning project, which started out as the Earth Watching Club (EWC) project in 1992, is now in its 22nd year. Over the years we have continually looked for ways to incorporate the idea of education for sustainability (EFS), or ESD as it is more widely known today, into our work. Since the integrated learning class was first introduced to the school system, we have keenly focused on instilling a zest for life in our students. Rather than using one theme as a spring board to the next, this central focus serves as the foundation lying at the heart of every special themed class that is taught. We view and implement ESD in light of an educational philosophy grounded in the belief that “learning is living and living is learning.” Learning is a lifelong journey and we are continually moving forward with an eye to working with the community, Japan as a whole, and the entire world in the 21st century.

## 3. Achievements

Today we in some way touch the lives of 190,000 people in Nishinomiya City via our projects and learning facilities. Nearly 19% of public elementary school students have earned the 10 stamps, from their schools, communities, and local stores, needed to be certified as Earth Rangers under our Eco-Card program, an initiative for elementary school students that is now in its 16th year. Eco-Stamps are distributed to 2,000 adults who form a local network that supports kid’s environmental actions. It’s a program that will soon span two generations as we are already seeing some newly minted elementary school teachers who grew up carrying Eco-Cards themselves. ESD workshops for new elementary and junior high school teachers as well as childcare professionals have taken root and ESD is now part of the Education Road Map that the Board of Education distributes to all teachers every year.

## 4. Future Perspective and Challenges

If the philosophy of ESD is to flourish in the school system, it will take hard work on the part of not only teachers but everyone in the community. Every adult, including those in government and business, must recognize their responsibility to educate the next generation and get involved in some way. Schools must also provide students with opportunities to learn from the real world by getting the community, especially the business community, involved in initiatives that will equip children with the kind of abilities and perspectives they need to make the most of ESD. Before we can reach the goal of sustainability, we must enable different stakeholders to find some common ground where they can take responsibility and work together as a team to educate our citizenry and build better communities for all.

CONTACT Learning and Ecological Activities Foundation for Children (LEAF)  
Address : 1-8-1 Kofuen, Nishinomiya, Hyogo 662-0832 JAPAN  
TEL: +81-798-69-1185 FAX: +81-798-69-1186  
MAIL : kodomo@leaf.or.jp

## 23. Implementing ESD as Alternative Development and Education

### Development Education Association and Resource Center (DEAR)

#### Summary of Activities:

The Development Education Association and Resource Center (DEAR) is an educational NGO with a network of about 50 private organizations, including international NGOs, UN-related organizations, and local civic organizations, as well as some 700 individuals. Since its launch in 1982, DEAR has been promoting educational activities and participatory learning programs focused on Development Education that highlights issues involving the global North-South divide, poverty, human rights, and the environment. Our goal is to create a fair society where everyone can live together. We aim to achieve this goal by raising awareness about global issues and cultivating the capacity and skills needed to participate in the process of solving the problems facing the world today.

Specifically, we do everything from making policy recommendations to building international networks, conducting research and studies, providing information, publishing, organizing workshops and lectures, etc. Our learning objectives include respecting diversity, examining development issues from the roots up, looking at the big picture to see how the challenges facing the world are interrelated as well as where we fit in, and implementing our own homegrown solutions.

Working with an eye to realizing these objectives, we develop and promote the widespread use of teaching materials for development education, such as “The Trade Game” and “If the World Were a Village of 100 People,” in addition to conducting facilitator training at schools and elsewhere.



“If the World Were a Village of 100 People”  
workshop



ESD seminar (*Shodo* Island)



Field trip (Wakayama)

#### 1. ESD Characteristics

ESD lies at the heart of our development education initiatives and you can see it at work in everything we do. If social equality and environmental justice are the bricks and mortar upon which sustainable development rests, you could say we specialize in delivering the building blocks of social equality. We believe reaching the Millennium Development Goals (MDGs) is crucial to ESD. At the same time we keep environmental justice squarely in our sights with educational objectives for sustainable development that include instilling a real understanding of the close relation between development-related problems and global issues like environmental destruction. We also work to raise awareness about efforts and initiatives aimed at overcoming development problems while cultivating the capacity and perspective needed to help make a difference in the world. Taking a participatory approach to learning, we motivate people to get involved in social actions, like playing a part in the decision-making processes for Agenda 21.

We view the concept of development in an alternative context that emphasizes community participation (participatory development), social development, and human development. Our view of development departs from orthodox and standardized concepts. Development should never take a “one-size fits all” approach but instead embody the diverse views of a society that encompasses different cultures, ethnic groups, and communities.

## 2. Aims and Background of ESD Promotion

As already noted, we believe ESD lies at the heart of all our initiatives. Following our participation in the 2002 Johannesburg Summit and the launch of the UN Decade of ESD(DESD), we have continually made a conscious effort to focus on developing sustainable communities in line with the first guiding principle under Japan's action plan aimed at education for community development. We have repeatedly spotlighted the social backdrop of increasingly serious challenges facing communities in Japan. This is a landscape that encompasses changing local economies, communities affected by globalization, domestic poverty triggered by growing disparities as well as broader issues of global poverty. We have also focused on making communities launching pads for local initiatives with an eye to fulfilling one of our primary ESD learning objectives. Working against this backdrop, we have tapped into our nationwide Development Education network to share the challenges facing communities and initiatives implemented to overcome these hurdles via ESD seminars, workshops, and study sessions which have been made part and parcel of our operational plans.

## 3. Achievements

We implemented ESD initiatives in line with the key strategies outlined in our medium-term operational plan (2008-2012). These include initiatives taking a look at problems associated with globalization from a local perspective, rebuilding an organic network with the community, and proposing Development Education and ESD models to schools. All produced results in the form of extensive projects and deliverables. Specifically, we (1) organized ESD forums (shared challenges facing the community and actions taken with local development education practitioners.); (2) developed an integrated curriculum for ESD/Development Education (hosted a curriculum workshop and drafted a report); (3) built a network between Japan and the Asia Pacific region (organized exchange programs in Malaysia and Thailand for instructors of ESD/Development Education and invited instructors to Japan for ESD seminars and workshops held in several locations across the country to examine how the participatory development approach could be linked to community development); (4) implemented a training program for junior staff in cooperation with the Institute for Sustainable Development, Education, and Promotion, a Thai NGO, (adapted DEAR instructional materials to the Thai context and discovered that the impact of globalization, a universally recognized phenomenon, is being felt by both developing and advanced countries); and (5) organized a study group for facilitators assisting the community (shared experiences and produced the "Facilitator Handbook for Solving Problems Facing the Community," as well as shed new light on the concept of spontaneous development).

## 4. Future Perspective and Challenges

As outlined above, DEAR has implemented and studied ESD with a focus on Development Education. In order to promote ESD further, it is imperative that we work with civic organizations around the world that engage in alternative education to take ESD to new heights. We must also build a stronger foundation for maintaining grassroots efforts. That means collaborating on civic learning initiatives geared toward education on development, peace, human rights, and working to achieve multicultural harmony. We will also continue to work with NGOs to solve global development issues via our ongoing ESD efforts to realize a sustainable global community through community-based educational activities.

CONTACT Development Education Association and Resource Center (DEAR)  
Address : 2-17-41-3F Koishikawa Bunkyo-ku, Tokyo 112-0002 JAPAN  
TEL: +81-3-5844-3630 FAX: +81-3-3818-5940  
MAIL : main@dear.or.jp

## 24. ESD in Pollution-Damaged Areas

### Center for the Redevelopment of Pollution-Damaged Areas (Aozora Foundation)

#### Summary of Activities:

Between 1950-1970, the Nishiyodogawa Ward in Osaka City suffered severe air pollution from factories and automobile emissions, resulting in many people with respiratory illnesses. After victims won their 21-year court case that began in 1978, polluters and victims have now agreed to take steps to redevelop the pollution-damaged areas. Redeveloping pollution-damaged areas becomes possible when partnerships between business, government, and citizens are rebuilt. With this goal, various activities have been undertaken around community-building, environmental education, and archival history.

As part of these efforts, ESD activities were launched in 2007 to bring together elementary, junior high, senior high, and university-level educational partners involved in environmental education in the Nishiyodogawa area. Seeking to "build community-level connections," the Nanohana Project originally centered on Osaka Nishiyodogawa High School has grown today to include activities that involved not only educational partners but also government, business, and local shops as well.

Also, as part of efforts to communicate the experience of pollution, narratives that were focused mainly on damage now incorporate other perspectives, such as those of government, corporations, schools, medical professionals, and local communities. In short, pollution education has adopted an ESD perspective, as seen in the exhibition panels "Joining Forces Against Pollution: Records and Testimony from the Osaka Nishiyodogawa Area" and "Study Tour:

Understanding Pollution-Damaged Areas Today" (Toyama, Niigata, Osaka), and in the creation of a community cafe (*Aozora Eco-Bar*).

Building on this experience, study forums have been held since 2013 to promote collaborative network-building between pollution archives across Japan.



Pollution Archives Collaborative Forum



Amagasaki Power Plant, Pollution Archives Collaborative Forum January 22, 1963



Presentation at Kamioka Mining and Smelting during Pollution Study Tour

#### 1. ESD Characteristics

Pollution divides communities. Divisions arise not only between victims and the companies that caused the pollution and government offices that failed to regulate it, but also within the community, in terms of perceptions of pollution, between people who suffered damage to their health and those who did not. Different positions produce different perspectives that can become prejudices that lead to discrimination.

Community-building in such an emotionally charged environment can be extremely difficult. One characteristic of ESD is the role it has played in helping to reconnect these divisions.

#### 2. Aims and Background of ESD Promotion

Pollution-damaged area-redevelopment ideals share much in common with ESD principles. Given the UN Decade of ESD, our previous "environmental education" has been translated into the terms of ESD and "new connections" formed within this framework.

In the field of environmental education, our community activities over ten years beginning in 1996 achieved results, for instance, through events for children, curriculum development, and bird-watching societies.



Unfortunately, however, these activities tended to become self-isolated over time. With the introduction of ESD as a framework, however, it became possible to share thoughts and feelings about local community, as well as a common purpose across individual activities. This nurtured a resulting awareness that education could serve as a site for local community coordination and it helped to advance coordination in local environmental education as a means of collecting waste oil.

At the same time, the earlier "pollution education" focused on learning about past damage, making it difficult to grasp the significance of the experience of pollution for the present and future. For pollution education to be of use in sustainable community-building, learning needs to include not only the perspective of victims but also those of corporations and government. By including various perspectives, it becomes possible to grasp the complex issue of "pollution" in three dimensions, as well as to notice the issues that still exist in pollution-damaged areas today and how difficult it is to resolve them.

Through the "Study Tour: Understanding Pollution-Damaged Areas Today," during which students visited victims, polluter corporations, government, mass media, redevelopment NPOs and other such actors, they were able to validate not only the depth of their learning but also the effectiveness of its impact on the communities they visited.

The study tour also revealed that there is no exchange between local pollution archives in their educational programs and that their very valuable initiatives are not being shared between them. Accordingly, we began network-building to reconnect these pollution archives.

Locally in Nishiyodogawa, we launched a community cafe called the *Aozora Eco-Bar*. The idea came from an experiment, called Robadan (literally, "fireside conversation"), being used to redevelop the Aganogawa area that we encountered during a study tour. Robadan in Niigata is an experiment to reconnect a community divided over the Minamata pollution trials through a series of small, face-to-face conversations. In Nishiyodogawa, we have designed it as place where people can meet to enjoy homemade meals while talking about various current topics, such as everyday culture and local micro-history.

### 3. Achievements

Centered on "education" as our venue, we have successfully shown how it is possible to overcome differences, reestablish relationships, and build a new future among residents in damaged areas despite deep, long-standing divisions between victims and corporations.

Important changes have been seen in children who participated in ESD activities such as the Nanohana Project. Despite the tendency for children to live within their own generation, these children successfully improved their communication skills through interactions with various generations. And by coming into contact with various local issues, their awareness of themselves as citizens was also heightened.

With respect to coordination between archives, we have taken the first steps toward uncovering the potential to connect a wealth of global learning with memories of pollution in Japan from various perspectives that transcend the positions of earlier opposition movements by victims on the one hand, and the government, which is responsible for establishing archives, on the other.

### 4. Future Perspective and Challenges

Placing importance on both the future (the vertical axis) and the local community (the horizontal axis), as ESD does, from the perspective of pollution, we have sought to uncover the potential for collaboration with polluter corporations and the government. Making these achievements visible for everyone to see is our next step. The history that runs from tragic pollution experiences through the redevelopment of those areas today is a history that offers numerous hints for painting a sustainable future.

From any angle, the essential role played up until now by the coordinators who have connected individual communities has been well noted. Currently, researchers at our foundation have been the ones to take on this role, but the nature of the work makes it very difficult to operate as a business. To make education itself sustainable, an important issue now is how to gain the support of government and business.

CONTACT Center for the Redevelopment of Pollution-damaged Areas in JAPAN (Aozora Foundation)  
Address : Aozora Bldg. 4th floor, 1-1-1 Chifune, Nishiyodogawa-ku, Osaka-shi, Osaka, Japan 555-0013  
TEL : +81-6-6475-8885 FAX : +81-6-6478-5885  
MAIL : webmaster@aozora.or.jp



## 25. Mopet Sanctuary - Restoration of Ainu Rights in Okhotsk-Monbetsu and ESD -

Sapporo Freedom School "YU" (NPO)

### Summary of Activities:

Our ESD initiatives in Monbetsu City, a port town located in northeastern Hokkaido facing the Sea of Okhotsk, began in January 2009 when we hosted an ESD leadership meeting in Sapporo. That meeting featured an Ainu speaker, Satoshi Hatakeyama, who talked about the sea, the fishing industry, and his perspective as an Ainu.

In September of that year, we organized an ESD tour in the Okhotsk-Monbetsu area, providing some 30 participants from inside and outside Hokkaido with an opportunity to observe a wide range of community building initiatives taking place in Monbetsu. In February 2010, we hosted a workshop in Monbetsu City entitled "Toward a Sustainable Monbetsu." During the workshop we shared our vision of restoring the Ainu people's rights while conserving and effectively using Monbetsu's natural environment (the sea, rivers and forests). We called it the Mopet Sanctuary Vision and formed a network to help us move ahead with an eye to realizing that vision.

Not long ago a stretch of land along the upper reaches of a Mobetsu River tributary, which falls within the scope of our Mopet Sanctuary Vision, was unfortunately turned into an industrial waste landfill. Working with the Pollution Review Board and the industrial waste company we were able to resolve the landfill issue. That's just one example of the kinds of activities we engage in, from organizing citizens to conduct environment research along the river to sharing our insights with organizations in Japan and around the world, as well as running workshops designed to instill a better understanding of Ainu history and culture.



Satoshi Hatakeyama speaking at a meeting



Studying aquatic organism in a Mobetsu River tributary



Fishing for salmon the traditional Ainu way

### 1. ESD Characteristics

#### (1) Rediscovering local history

ESD takes a look at not only what your community is like now but also how it has changed over the years. Hokkaido saw its communities grow under the government's development and immigration policy that was put into place at the beginning of the Meiji period (1868-1912). Yet as the ancestral home of the Ainu people it has an even richer history that stretches back far beyond that. Exploring and shedding new light on local history is crucial to the future of Hokkaido's communities.

#### (2) Restoring indigenous people's rights in light of local culture and environment

Today indigenous people across the world are fighting for their rights. Recognizing the Ainu as its indigenous people, Japan has begun moving forward with a new policy aimed at restoring their rights. If any movement to restore Ainu rights is to take hold, it must be rooted in the local communities. We must nurture an understanding and sense of ownership that is shared equally among everyone in the community.

#### (3) Challenging conventional development norms and meeting with stakeholders

As the concept of sustainable development takes root, conventional forms of development are coming under increasing fire. Yet conventional development practices that damage our precious natural environment and the values of a local culture born from a unique historical context still prevail over our communities. ESD must address these practices, propose more sustainable forms of development, and provide opportunities

where stakeholders can make their voices heard.

#### (4) Rebuilding and restoring traditional cultures and livelihoods

The interactive relationships and spiritual ties with nature that are often found in indigenous cultures have significant implications for building a sustainable society. Their values and spirituality must be incorporated into our real-life social relations and livelihoods.

## 2. Aims and Background of ESD Promotion

Located in Hokkaido's Sapporo City, Sapporo Freedom School "YU" is an educational center made by the people for the people. Having learned that the UN Decade of ESD was to start in 2005, we saw similarities between ESD and our public education programs and set to work on developing initiatives focused on local communities and the challenges they face.

These initiatives include local workshops held across Hokkaido, ESD leader meetings, and field tours that open a window on the culture and history of the Ainu people.

Working with an eye to realizing the Mopet Sanctuary Vision, our Monbetsu program aims to restore the rights of the Ainu people while conserving as well as utilizing this area's unique natural environment. We look forward to seeing the rebirth of a sustainable local community where everyone can look beyond the differences that separate them and live together in harmony.

## 3. Achievements

(1) After working via the Pollution Review Board to seek reconciliation over the construction of an industrial waste landfill, a pollution prevention agreement was signed between the local Ainu and the industrial waste management company. As key stakeholders in any development project implemented on their ancestral homeland, the Ainu must be a part of any future development process.

(2) Our seminars and workshops have laid a foundation for local elementary and junior high schools to build upon with the incorporation of Ainu studies in their curricula. During a February 2011 workshop in Monbetsu City, entitled "Look Around You to See the Future," local Ainu residents and teachers worked on developing an Ainu studies program. If similar initiatives are implemented beyond Monbetsu, it will expand the horizons of more students who will have the opportunity to learn about the history and rights of the Ainu people at school.

(3) Another key ingredient to the success of these initiatives was the mix of Ainu and non-Ainu (i.e. the "Japanese" majority), local communities, NGOs, and researchers from Sapporo and Tokyo all pulling together to make it work. When it comes to the issue of minority rights, the path to harmonious coexistence lies on an even playing field where the majority and the minority can stand together on an equal footing.

## 4. Future Perspective and Challenges

Salmon and whale, two species that are deeply connected with the Ainu, hold the key to the future. Salmon is an important fish essential to the Ainu diet and economy. Natural runs and spawning salmon are observed along the Mobetsu River every year. Wild salmon management and conservation are now front and center in the biodiversity conservation spotlight. The Ainu, who have traditionally caught salmon in fresh water, must participate in the management and conservation of wild salmon.

Whales are also important to the Ainu economy, and records indicate that whaling has long been part of traditional Ainu culture. Although whaling is a sensitive issue in the international community today, whale hunting by certain indigenous peoples is permitted by the International Whaling Commission (IWC), which prohibits commercial whaling. In fairness, the IWC should consider granting whaling rights to the indigenous people of Japan as well.

We hope to tie our Ainu and citizen-centered initiatives with public sector initiatives to create a bond that will strengthen our efforts aimed at restoring Ainu rights and build communities where people from different ethnic backgrounds can live together in peace and harmony.

CONTACT Sapporo Freedom School "Yu"

Address : Aiseikan Bldg. 6th floor, Minami 1 jou Nishi 5 chome, Chuo-ku, Sapporo-shi, Hokkaido JAPAN  
060-0061

TEL : +81-11-252-6752 FAX: +81-11-252-6751

MAIL:syu@sapporoyu.org

## 26. International Collaborative Learning between Children from Around the World: Art Mile International Intercultural Mural Exchange (IIME) Project

Japan Art Mile (JAM)

### Summary of Activities:

Japan Art Mile (JAM) supports on-site international collaborative learning initiatives in schools throughout Japan whose goal is to nurture future generations so they can take pride in the traditional cultures of their own country while thinking and acting independently from a global perspective to collaborate with people around the world to achieve global harmony and peace.

The Art Mile International Intercultural Mural Exchange (IIME) Project (MEXT/MOFA-sponsored project) is an international collaborative learning program that enables schools in Japan and schools overseas to engage in interactive learning on a shared topic using ICT in order to jointly produce a single mural (large 1.5 m x 3.6 m picture) as one of the learning outcomes.

This learning program is ideally suited to ESD because it is project-based learning that transcends national borders. To date, a total of 28,780 school-age students from 57 countries and regions have participated in



Teleconference with an elementary school in Australia



Creating a mural at a junior high school in Uganda



"Symbiosis," a mural completed together with an Indonesian junior high school

### 1. ESD Characteristics

#### (1) IIME learning objective

The learning objective of IIME is to cultivate human resources capable of solving problems from a global perspective collaboratively with people around the world. Through learning undertaken collaboratively between schools in Japan and overseas about topics such as the environment, culture, peace, international understanding, the program supports the ESD goal of "reorienting values and behaviors to achieve a sustainable future."

#### (2) Strengths developed through IIME

Through IIME, students develop strengths in 1) intercultural understanding, 2) self-cultural understanding, 3) communication, 4) information utilization, 5) interpersonal relationships, 6) collaboration, 7) active self-motivated learning, 8) expression, and 9) art appreciation. By developing these strengths through collaborative learning with peers around the world, students develop the ESD-oriented values of respect for people, respect for diversity, non-exclusion, equality of opportunity, and respect for the environment, as well as strengths in systematic thinking, criticism, and analytical skills.

#### (3) From "Think Globally, Act Locally" to "Act Globally"

Students engaged in international collaborative learning through IIME do not simply acquire knowledge. By making a statement to the world while jointly producing a visible product for their peers around to see, students develop the ability to think globally and act globally.

### 2. Aims and Background of ESD Promotion

#### (1) Activity aims

IIME aims to nurture future generations capable of building a peaceful, sustainable society for the future in collaboration with people around the world by connecting students to their peers in the world with real

friendship, enabling them to experience what it means to learn together collaboratively and work together to create something tangible.

## (2) Introduction of ESD

The Art Miles Mural Project was started in 1997 by a former United Nations official. The project brings people from all parts of the world together to create murals in the name of world harmony and peace. In 2001, UNESCO designated the project under the International Decade for a Culture of Peace. To date, a half million people from 125 countries have participated.

JAM's Art Mile International Intercultural Mural Exchange (IIME) Project was developed in 2006 as an independent project based on the Art Miles Mural Project. It is an international collaborative learning program that puts ESD principles into action by connecting schools in Japan and overseas via the internet. Through IIME, JAM has provided support to participating schools the world over to make their learning fruitful.

## 3. Achievements

### (1) Global reach

IIME has grown to become a truly global project, with a total participation to date of 860 schools and 28,780 students from 57 countries and regions. In 2014 alone, a total of 104 schools and 5,178 students from 28 countries and regions participated in the program.

### (2) Changes in children's consciousness

Children who participate in IIME develop a sense of pride in their home countries as they come to see their home regions and national cultures in a new way, while at the same time learning to understand and respect the world's diverse cultures. Discovering that the world shares problems in common, they learn to ask what they can do and then take action beginning with the things around them. Furthermore, they develop "confidence" in collaborating with people around the world and learn to think about their own future "way of living" from a global perspective.

### (3) JAM support for learning

When implementing IIME with overseas schools that have different school systems, breaks in communication and other problems can arise during the program. JAM provides participating schools with various forms of support to ensure international collaborative learning can be undertaken smoothly in formal classes. JAM has a system in place to respond quickly to problems as they arise. To date, all participating schools have completed the program.

## 4. Future Perspective and Challenges

### (1) Future Perspective

Children will be the ones who build a peaceful, sustainable future. What children experience through the program -- connecting with the world, making friends, learning together, and producing something tangible -- will help them as adults to become human resources capable of collaborating with people of the world to build a peaceful, sustainable society. JAM aims to further extend IIME globally as an ESD learning program through the ASPnet network.

### (2) Challenges

For countries to introduce IIME into their country's schools and implement international collaborative learning through ASPnet requires an organization with the ability to support teachers as JAM does. JAM intends to cooperate actively with ESD organizations in these countries, for instance, by sharing its accumulated know-how with them.

CONTACT Japan Art Mile  
Address : 2-16 Ohmachi Ako-city, Hyogo, JAPAN, 678-0205  
TEL : +81-791-43-5629 FAX: +81-791-43-5640  
MAIL:jam@artmile.jp



## 27. Bridging Private Companies and NGOs via ESD

## Keidanren Committee on Nature Conservation (KCNC)

## Summary of Activities:

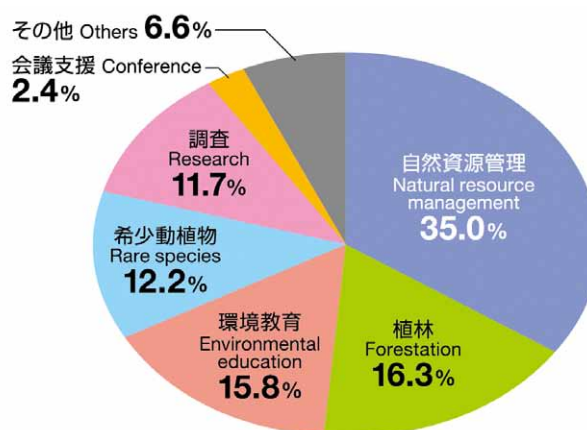
KCNC was established along with the Keidanren Nature Conservation Fund in 1992, the same year the United Nations Conference on Environment and Development (a.k.a. the Earth Summit) was held in Rio de Janeiro. In 1996, KCNC became the first industry organization to officially join the International Union for Conservation of Nature (IUCN).

Since its foundation, KCNC has provided NGOs around the world with support for their nature and biodiversity conservation projects. Over the years it has worked to enhance and strengthen partnerships between private companies and NGOs while promoting nature and biodiversity conservation initiatives in the private sector. KCNC has also provided special support for nature conservation and restoration in Japan's disaster-stricken Tohoku region.

With the dawn of the UN Decade on Biodiversity in 2011, KCNC is picking up pace as it moves forward to reach the Aichi Targets adopted at the Tenth meeting of the Conference of the Parties to the Convention on Biological Diversity (COP 10) held in Aichi Prefecture.



On-site monitoring of KNCF-supported project (2012, Laos)



KNCF-supported Projects by Category (1993-2013)

## 1. ESD Initiatives and Achievements

ESD equips people with the knowledge and skills needed to build a sustainable society. KCNC activities are all deeply rooted in ESD.

## (1) Supporting NGO initiatives

Over the past 22 years about 3.3 billion yen has been granted to some 1,100 NGO projects through the Keidanren Nature Conservation Fund (KNCF). These have been wide-ranging projects covering everything from environmental education to natural resources management, forestation, rare species protection, various research projects, and more. Developing human resources and gaining a good understanding of local communities and governments for environmental conservation is crucial to implementing effective projects on a long-term basis. Each year, a mission headed by KCNC's chairman visits overseas project sites to assess the progress of KNCF-supported projects and interact with local NGOs and residents all with an eye to making ongoing improvements to the NGO assistance program. The mission also meets and engages in discussions with local leaders and government officials in an effort to promote a better understanding of nature conservation activities and facilitate their implementation. At the same time representatives from



KCNC-affiliated companies visit project sites in Japan to increase mutual understanding between NGOs and private companies.

(2) Promoting partnerships between companies and NGOs

KCNC organizes and holds “NGO project report meetings” and “business-NGO exchange meetings” to facilitate dialogues, interactions, and partnerships between private companies and NGOs. These meetings provide a forum for highlighting initiatives implemented by private companies and NGOs as well as joint projects between them. KCNC uses the opportunity to drive home the importance of partnerships and spotlight crucial initiatives.

(3) Promoting private sector initiatives

In promoting awareness of the Declaration of Keidanren on Nature Conservation (2003) and the Declaration of Biodiversity by Keidanren (2009), KCNC hopes companies will implement their own custom-made environmental management systems. It strongly suggests companies to do everything possible to minimize environmental risks associated with their operations. Companies are encouraged to conduct employee training that underscores their reliance on both internal and external ecosystem services. They are also urged to provide hands-on training that enables employees to experience the natural world in a way that will appeal to their individual views of nature with an eye to raising awareness about ecosystem services.

KCNC also encourages companies to work on environmental initiatives involving people other than their employees. Suggested activities include: (1) using company-owned forests to provide environmental education for families; (2) trial promotions of environmentally-friendly products; (3) incorporating environmental workshops and special class visitors into the elementary school curriculum; and (4) promoting environmentally-friendly business practices at subsidiaries, affiliated companies, etc.

At the same time COP 10 was held, KCNC launched its Japan Business and Biodiversity Partnership. It's designed to provide the Japanese business sector with a framework for implementing nature and biodiversity conservation initiatives. KCNC promotes partnerships by sharing relevant case studies and experiences as well as hosting seminars on the latest topics of interest. KCNC also works with the International Union for Conservation of Nature (IUCN) and other organizations to provide updates on the latest international trends.

(4) Support for Japan's Tohoku region

The Japan Committee for the UN Decade on Biodiversity (UNDB-J) selected 100 books to help nurture children's understanding and awareness of biodiversity and enhance environmental education. KCNC supports this initiative and donates UNDB-J recommended books and bookshelves to areas hit by the Great East Japan Earthquake. Books and bookshelves were donated to facilities in Iwate Prefecture's Miyako City and Miyagi Prefecture's town of Shichigahama in April 2014.

## 2. Future Strategies

Sustainable environmental conservation and restoration rests upon the efforts of all stakeholders, no matter how small they may be. Those efforts can be multiplied if companies, NGOs, employees, local communities, and children, who represent the future, come together to share information and learn from one another. KCNC will continue working to make a brighter tomorrow in light of the principles of ESD.

CONTACT Keidanren Committee on Nature Conservation  
Address : Keidanren Kaikan  
1-3-2, Otemachi, Chiyoda-ku, Tokyo, 100-8188 Japan  
TEL : +81-3-6741-0981 FAX : +81-3-6741-0982  
MAIL : kncf@keidanren.or.jp

## 28. CSO Learning Scholarship Program Teaching People to Solve Society's Problems

Sompo Japan Nipponkoa Insurance Inc.

### Summary of Activities:

At the heart of the Sompo Japan Nipponkoa Group's basic management policies lies a commitment to being socially responsible. Our basic CSR policy states: "In addressing corporate social responsibility as the Sompo Japan Nipponkoa Group, we respect international regulations and norms of conduct and undertake business by high ethical standards while actively engaging stakeholders through forward-looking dialogue. We integrate broad environmental and social considerations into our core business operations, including tackling environmental challenges such as climate change and biodiversity loss, respect for human dignity and diversity, and proactive community involvement." Working in line with that policy, the Sompo Japan Nipponkoa Group has implemented various programs cultivate to prepare young people for the task of building a sustainable society.

True to our motto of "fostering people who plant trees," the Group works with civil society organizations (CSOs), also known as non-profit organizations (NPOs) or non-governmental organizations (NGOs), to provide programs that cultivate people to work in the environmental field.

These programs, delivered through the Sompo Japan Nippon Koua Environment Foundation, include the CSO Learning Scholarship Program featured in this article, as well as the Public Seminars on the Environment. The latter is a program launched jointly with the Japan Environmental Education Forum in 1993 and one of the first joint initiatives between a private corporation and an NPO.



All Japan Camp



Workshop



Planting rice in a paddy

### 1. Characteristics of the CSO Learning Scholarship Program, a Practical ESD Initiative

Launched in 2000, the CSO Learning Scholarship Program has been providing university undergraduate and graduate students with opportunities to participate in internships at NPOs and NGOs engaged in environmental or civic activities for 15 consecutive years. About 60 students selected from across Japan are sent to 35 organizations in four different regions of the country, including Kanto, Kansai, Aichi, and Miyagi. The scholarship program includes an eight-month paid internship where students are paid 800 yen for every hour they spend engaged in internship activities. The program covers a wide range of activities, including planning and running seminars, preparing publications, outdoor experiences, and more.

Monthly meetings are held in each area to provide interns with the opportunity to share their experiences and discuss common issues with an eye to building strong ties with like-minded peers. The long internship program focuses on bringing participants together so they can learn from each other's experiences. It's a great opportunity to hear CSO representatives and staff talk about how their organizations came about as well as the mission and vision they are working towards. This window on the inner workings of different CSOs offers invaluable insights. There is also a biannual All Japan Camp that brings every student intern from all four areas together and gives them a chance to talk about their CSO activities with others. It also brings people together with their peers, through workshops and assignments, in which they can envision their future and the future of the global environment. The CSO Learning Scholarship Program enables those CSOs participating in the

internship program to share their mission and vision with the students and spread the word about what they are doing among the younger generation. In passing the torch to the next generation the program breathes new life into the entire NPO/NGO sector.

## 2. Aims and Background of ESD Promotion

The CSO Learning Scholarship Program has two objectives. One is to give environmentally aware students an opportunity to think about environmental issues and building an ideal civil society with an eye to encouraging them to look at the big picture and take an active role in society. The other is to give CSOs working to solve the problems facing our society a helping hand.

The Sampo Japan Nipponkoa Group's initiatives aimed at overcoming the challenges facing the world today all started in 1992. That's when Yasuo Goto, then president of the Yasuda Fire & Marine Insurance Company (which was later merged into Sampo Japan) went to Rio de Janeiro to participate in the United Nations Conference on Environment and Development (a.k.a. the Earth Summit) as the head of the Japan Business Federation's mission. Based on his belief that companies of the future must have both virtue and power, Goto established the Global Environmental Office, making the company one of the first in the financial industry to address environmental issues. The Sampo Japan Nipponkoa Group focuses keenly on developing human resources in the environmental field through programs that enable young people to experience the roles played by CSOs. Above all, Sampo Japan Nipponkoa believes that people are the key to building a sustainable society.

## 3. Achievements

As of the end of fiscal 2013, 783 students had completed the program since its launch in 2000. Some have chosen career paths that have led to jobs with private corporations, NPOs, and NGOs, or in the field of agriculture while others have moved on to engage in environmental work in the public and private sectors. We have heard from many students who completed the program and they've all said that participating in the program was a major turning point in their lives that directed them to chosen career paths and lifestyles. Some of them have noted that the program provided them with a meaningful experience that helped broaden their outlook on the future and the world. On top of that we are seeing a ripple effect as word of their positive experiences reaches the ears of friends and younger students.

The CSOs participating in the internship program have also been pleased, commenting that the students we send them are always very capable, highly environmentally conscious, and of great help. They say the hardworking interns have played a crucial role in helping them fulfill their mission and have shed new light in discussions the meetings.

## 4. Future Perspective and Challenges

The way we view environmental challenges has evolved since the program was first launched and the problems facing us today are more diverse and complex than ever before. Working against this backdrop, we believe it's vital that we interact and dialogue with diverse stakeholders. We, as Sampo Japan Nipponkoa Group's, will further harness on work toward a sustainable society by building stronger ties with CSOs and taking another look at our relationships with them in order to enhance corporate-CSO partnerships.

### CONTACT

Sampo Japan Nipponkoa Insurance Inc.

Sampo Japan Nipponkoa Environment Foundation

Address : 1-26-1 Nishi-Shinjuku, Shinjuku-ku, Tokyo, JAPAN 160-8338

TEL : +81-3-3349-4614 FAX : +81-3-3348-8140

MAIL: office@sjnkef.org

## 29. Supporting the Development of the Children Who Are the Future of Africa

Sumitomo Chemical Company, Limited

### Summary of Activities:

Sumitomo Chemical has been working with the NGO, World Vision Japan, since 2005 and Plan Japan, since 2010 to provide support for education in Africa. It has provided support to a total of 16 projects for the construction of elementary and junior high school buildings, teachers' residences, girls' dormitories, food service facilities, sanitary equipment, and other auxiliary facilities in 10 countries.

### 1. Background of ESD promotion, and ESD Characteristics

Sub-Saharan Africa, the part of the African continent lying south of the Sahara, is the poorest region in the world. There the spread of malaria, a mosquito-borne infectious disease, is one of the biggest factors hampering the continent's development. Every year more than 200 million people around the world develop malaria and approximately 630,000 people die from the disease. Ninety percent of those deaths occur in Africa and most of the victims are children under the age of five living in the Sub-Saharan region. Malaria also deprives countless people of the opportunity to work and attend school while incurring high costs for medical treatment. It all results in a vicious cycle of poverty from which it is difficult to escape.

That's why Sumitomo Chemical developed the Olyset™ Net, an insecticidal mosquito net that helps prevent the spread of malaria. Saving children from the deadly grip of malaria, the Olyset™ Net is working to eradicate the disease that has long impeded the development of Africa. In 2001, the World Health Organization (WHO) recommended the Olyset™ Net as an effective tool for malaria prevention. Since then, the Olyset™ Net has been distributed to more than 80 nations, mainly in Africa, via WHO, the United Nations Children's Fund (UNICEF), and other UN bodies. The results have been positive with reported declines in malaria infections, including parasite carriers, in areas where the net was introduced.

Like this, Sumitomo Chemical is contributing to the prevention of malaria through our Olyset™ Net business and at the same time, it is supporting the education of Africa by using a portion of proceeds from the Olyset™ Net business since 2005. This was based on the idea that in order to achieve the sustainable development in Africa, it is important not only to eliminate diseases such as malaria but also to improve the inadequate educational system of the region.

### 2. Achievements

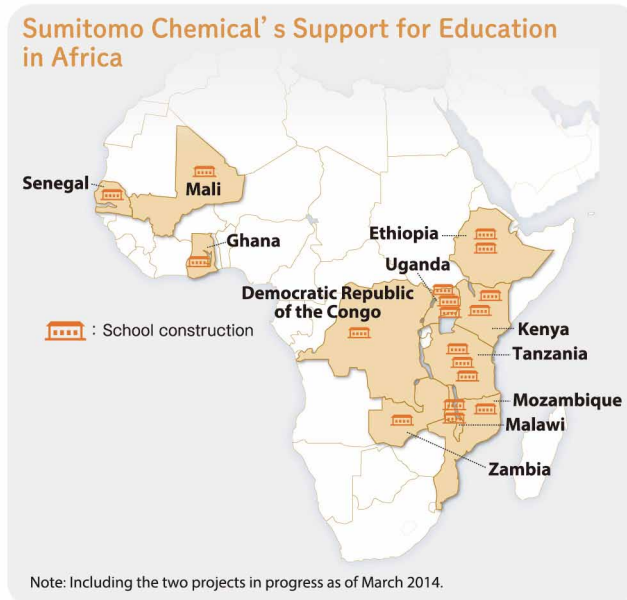
Our initiatives launched in 2005 have expanded and gradually produced results, including improved school attendance and reduced dropout rates. The schools we have worked with, say they can really see a difference. Shapei Primary School in Kenya notes that enrollment has grown from the 290 students who attended before the project started in 2005 to 379. At Kyakijuuto Primary School in Uganda, school officials say "Often times we had to stop class because of rain. That put a real damper on the students' performance which sunk below the average. The new school building has put a stop to that and now everybody is able to study to their heart's desire." The improvements made at Kyakijuuto Primary School in Uganda, included separate lavatories for teachers, boys, and girls as well as a rainwater storage tank. Both students and teachers appreciate the hygienic upgrades.



In Kenya the Maasai people traditionally consider girls who reach their 12th birthday to be of marrying age and no longer in need of any formal schooling despite the country's commitment to eight years of compulsory education. To discourage girls from dropping out of school, we built a girls' dormitory at Shapei Primary School located in an area that is home to a number of Maasai communities. "My house is 20 km away from school, so it was really tough to walk to and from school every day. The new dormitory has made it much easier. Now I can study as much as I like and I'm getting better grades than ever," says a girl who lives in the dormitory.



Students from a primary school that was given support



### 3. Future Perspective and Challenges

In fiscal 2014, two new initiatives are underway in Tanzania and Senegal.

In May 2014, we have also conducted a fundraising activity involving all employees of Sumitomo Chemical Group from around the globe where we plan to donate desks, chairs, textbooks, and dictionaries to two primary schools we built in Mali and Malawi between 2010 and 2012.

Sumitomo Chemical is committed to moving forward with initiatives aimed at creating a better and safer learning environment for children across Africa.

CONTACT Sumitomo Chemical Company, Limited CSR Office  
 Address : 2-27-1 Shinkawa, Chuo-ku, Tokyo, JAPAN 104-8260  
 TEL : +81-3-5543-5107 FAX : +81-3-5543-5814  
 MAIL : 01132001D3@yb.sumitomo-chem.co.jp



## 30. "For the Next Generation," A Sony Community Engagement Program

Sony Corporation

### Summary of Activities:

Aiming to make his company socially responsible, Sony co-founder Masaru Ibuka made "the promotion of education in science among the general public" one of the primary goals in Sony's Founding Prospectus he drew up in 1946. Recognizing children as the hope for the future, he set up the Sony Fund for the Promotion of Science Education to support elementary schools in the pursuit of science education excellence. Following in Ibuka's footsteps and guided by its "For the Next Generation" CSR philosophy, Sony continues to support science education for children and undertakes community engagement around the world in pursuit of solutions to global issues.

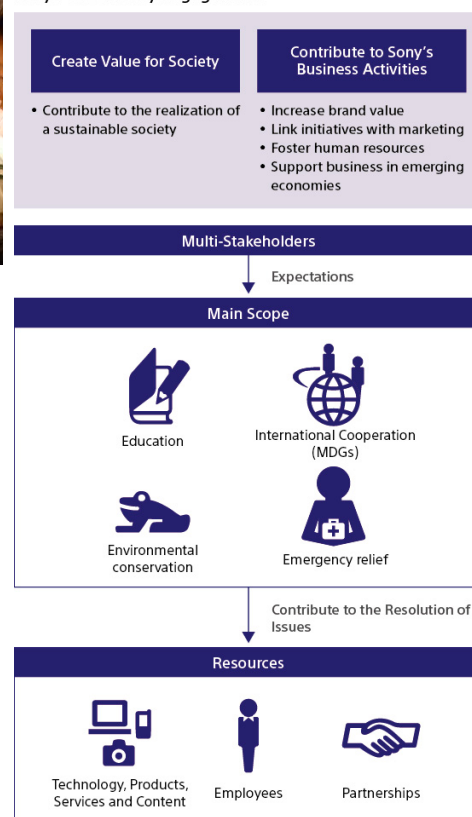


Storytelling in Malawi



Sony Science Program workshop

### Sony's Community Engagement



Sony's Community Engagement Policy and Focus

### 1. ESD Characteristics

It is the core corporate responsibility of Sony Group to the society to realize the sustainability through innovation and sound business practice, with following in footsteps of our co-founder, Masaru Ibuka. That means harnessing the power of our products, technologies, innovation, employees, and partnerships with our stakeholders to make ESD a reality.

### 2. Power of Science for the Next Generation

The Sony Science Program is a science education program for children that Sony has run for more than five decades. It provides children, tomorrow's leaders, with hands-on learning opportunities in science that will foster logical thinking, curiosity, and creativity. Sony believes that cultivating these qualities in children will help them to solve environmental problems, poverty and other major global challenges that lie ahead as they move forward to create a better world for all.

Sony engineers and employees serve as instructors for Sony Science Program workshops. Designed to teach children about the principles of cutting-edge science and technology, these workshops feature fun experiments and hands-on experiences using Sony products and services. Currently more than 15 types of workshops are being offered in 11 different countries and areas, including Japan along with countries throughout the rest of Asia as well as Central and South America. In addition, Sony/Taiyo Corporation, Sony's special subsidiary,

offers inclusion workshops. Designed to make participants aware of the varied individuality of each and every one of them, and to deepen mutual understanding through this experience of diversity and inclusion, the workshops act to heighten the interest and joy in creating things, regardless of whether or not the participants are challenged by disabilities. Sony also conducts workshops at schools and other venues in areas affected by the March 2011 Great East Japan Earthquake jointly with Save the Children Japan in order to support recovery efforts. In fiscal 2013, about 5,500 people participated in these workshops worldwide.

Additionally Sony operates interactive science, technology and entertainment museums in Japan, China, and the United States.

In fiscal 2013, Sony ExploraScience in both Tokyo and Beijing along with Sony Wonder Technology Lab in New York attracted approximately 450,000 visitors.

On top of all that Sony hosts a wide range of programs around the globe, including career-oriented classes focused on professions that use the power of technology and entertainment to benefit society, science contests, and more. Through these programs Sony strives to foster the capabilities of today's youth, the leaders of tomorrow.

### 3. Documenting Folktales for the Next Generation

Focusing on the Millennium Development Goals (MDGs), which seek to resolve global development challenges, such as ensuring the right to education, Sony conducts various activities in cooperation with international organizations and NGOs.

In 2012, Malawi National Commission for UNESCO, Global Future Charitable Trust (GFCT), and Sony launched the Malawi Folktales project in southern Africa's Republic of Malawi. The project is designed to document folktales that have long been handed down orally over generations throughout the country using Sony audio-visual recording equipment and then passing them on to children of the next generation. Some 16 different languages are spoken in Malawi by a diversity of ethnic groups, each with its own stories that are handed down from generation to generation. Folktales and story-telling play an integral role in the lives of Malawians. They are used to educate children and deliver moral lessons for all. And yet because they are circulated within communities by word of mouth, they are seldom recorded in print or audio format. This oral tradition is vanishing with the aging of community figures, and with changes in lifestyle..

Sony is providing audio-visual recording equipment and technical training to local engineers with an eye to safeguarding this precious intangible heritage. The project aims to finish collecting a total of 240 folktales in eight communities by December 2014.

### 4. Future Perspective and Challenges

Sony will continue to leverage the power of its products, technologies and services to take ESD to new heights as it lives up to public expectations that continually evolve in line with changing concerns of internal and external multi-stakeholders.

CONTACT CSR Section, Corporate Communication and CSR Dept, Sony Corporation  
Address : 1-7-1 Ko-nan, Minato-ku, Tokyo, JAPAN 108-0075  
TEL : +81-3-6748-2155 FAX: +81-3-6748-2157  
MAIL : corporate-social-responsibility@jp.sony.com





