

**For Further Promotion of Education for Sustainable Development
(ESD)**

August 4, 2015

**ESD Special Subcommittee, Education Committee, Japanese National
Commission for UNESCO**

Table of contents

1. Introduction.....	1
2. Outcomes from Past ESD Activities.....	3
(1) Efforts made in School Education.....	3
i. Positioning of education for creating a sustainable society as defined in the Basic Plan for the Promotion of Education and courses of study.....	3
ii. Practice of cross-organizational, comprehensive guidance in schools.....	3
iii. Expansion of ASPnet schools, hubs for the promotion of ESD.....	12
(2) Formation of the Interuniversity Network Supporting the ASPnet schools Project.....	13
(3) Various ESD practices by municipalities, social educational facilities, NGOs, businesses sectors, etc.....	13
3. Issues in promotion of ESD activities.....	14
(1) Issues in penetration of ESD in schools.....	14
(2) Issues in vitalization of activities of ASPnet schools Network.....	16
(3) Issues in ESD practices in universities and in strengthening the roles of ASPUnivNet.....	17
(4) Issues in participation and collaboration in ESD for various entities in communities.....	19
(5) Issues in international ESD promotion.....	19
4. Future measures for the promotion of ESD.....	20
(1) Efforts for disseminating ESD.....	20
i. Provision of concrete ideas on ESD for the promotion of ESD at educational sites.....	21
ii. Enhancement of training for the improvement of teaching skills of teachers.....	24
iii. Promotion of ESD in universities.....	25
iv. Promotion of the participation in ESD of social education facilities, NPOs, business sectors, etc. in local communities.....	26
v. Promotion of youth participation.....	26
(2) Efforts for deepening ESD (enhancing the capability to practice ESD).....	28
i. Support for vitalizing exchanges between ASPnet schools.....	28
ii. Strengthening of collaboration between schools and universities through ASPUnivNet.....	31
iii. Fostering of coordinators and formation of networks for the strengthening of collaboration between relevant parties in local communities including schools, NGOs, and business sectors.....	32
(3) Efforts made for promoting ESD on a global scale.....	34

References

- *Efforts Made for Further Promotion of ESD, Current Status and Issues*
- *Considerations on Educational Guidelines in Primary and Secondary Education (advisory)*, Central Council for Education, November 20, 2014 (extract)
- *Integrated Reforms in Upper Secondary and University Education and University Entrance Examinations Aimed at Realizing an Upper Secondary School and University Articulation System Appropriate for a New Era —Creating a Future for the Realization of the Dreams and Goals of All Young People— (report)*, Central Council for Education, December 22, 2014 (extract)
- *The Qualities and Abilities Required from the Next Generations and Ideal Education and Teachers to Develop Them*, seventh proposal by the Council for the Implementation of the Revitalization of Education, May 14, 2015 (extract)

Relevant materials

- Outline of Establishment of the ESD Special Subcommittee, Education Committee, Japanese National Commission for UNESCO
- List of Members of ESD Special Subcommittee, Education Committee, Japanese National Commission for UNESCO
- Meeting History of ESD Special Subcommittee, Education Committee, Japanese National Commission for UNESCO

1. Introduction

With economic growth marked by mass production, mass consumption, and mass disposal, and population growth accelerating climate change on earth, the world is faced with issues such as flooding, drought, the loss of biodiversity, the depletion of resources, negative influences on food production, and the spread of poverty. The average global temperature is expected to rise by 4.8 degrees at a maximum by the end of the century, and the situation is taking on greater urgency. In order to bequeath the earth's rich resources to future generations, each person needs to transform his or her own behavior immediately and tackle these issues for the realization of a sustainable society.

With such a sense of crisis and an increased need for "Sustainable Development" in international society, as proposed by then-Prime Minister Junichiro Koizumi at the World Summit on Sustainable Development (Johannesburg Summit) held in 2002, a resolution designating the 10 years from 2005 to 2014 as the United Nations Decade of Education for Sustainable Development (UNDESD) was unanimously adopted by the United Nations General Assembly at its 57th session in the same year.

Over this decade, with UNESCO as the lead agency, ESD activities have been conducted around the world. Japan, as the country that proposed the resolution, has also promoted ESD domestically and contributed to the promotion of international ESD activities through funds-in-trust to UNESCO and other means. Furthermore, in November of 2014, the last year of the UNDESD, the Government of Japan and UNESCO co-organized the "UNESCO World Conference on ESD," and the conference was attended by approximately 3,000 people from 153 Member States and regions, including 76 ministerial level representatives, and various stakeholders who are carrying out ESD, such as UN organizations, researchers, and school personnel. At this conference, the achievements of the ESD activities of each stakeholder were acknowledged, and under the Global Action Programme on ESD (GAP), a follow-up program for the UNDESD, the "Aichi-Nagoya Declaration," pledging that stakeholders will further scale-up ESD and will take action, was adopted.

As stated in the GAP, sustainable development cannot be achieved by political agreements, financial incentives or technological solutions alone, but it requires changes in the way we think and act. [A1] Education plays a critical role in achieving this change. Particularly, various issues surrounding the environment, energy, disaster management, and international understanding, which we need to overcome

to build a sustainable society, are very complicated by themselves, and the circumstances surrounding these issues are dramatically changing. In addition, in order to build a sustainable society, it is necessary to consider these issues not only independently but also comprehensively. Also, the progress of globalization is deepening the relationship between issues in Japan and those in other countries with respect to the environment, economy, and society, and considering things globally is becoming increasingly important when examining the solutions to these issues.

ESD plays a role in developing human resources who learn these ways of thinking and can take action accordingly. In addition to the acquisition of basic knowledge and skills, ESD aims to develop values for sustainable development such as respect for human beings, diversity, non-exclusiveness, equal opportunity, and the environment. ESD also aims to improve systematic thinking, critical thinking, the ability to analyze data and information, communication skills, and leadership skills. These skills and abilities correspond to key competencies advocated by the OECD.

In the Central Council for Education’s “Considerations on Educational Guidelines in Primary and Secondary Education” (advisory), ESD was introduced as an example of activities that have been conducted with regard to the skills and abilities required for the new era. Also, in “Integrated Reforms in Upper Secondary and University Education and University Entrance Examinations Aimed at Realizing an Upper Secondary School and University Articulation System Appropriate for a New Era —Creating a Future for the Realization of the Dreams and Goals of All Young People—” (report), ESD was taken up as an example of proactive efforts that take into account the abilities that will be necessary in the new era. Furthermore, in the seventh proposal by the Council for the Implementation of the Rebuilding of Education^[A2], promotion of ESD was mentioned, and the importance of ESD is considered to further increase from now on. Japan, based on the GAP, needs to further promote ESD activities domestically.

The Great East Japan Earthquake, which occurred on March 11, 2011, and the accident at Tokyo Electric Power Company’s Fukushima Daiichi Nuclear Power Plant caused by the earthquake have affected Japan’s ESD in various ways and have also provided an opportunity to reconsider sustainability and reassess the need for and value of ESD. It is important to present Japan’s achievements and good practices in Japan, including these experiences, to international society actively, and therefore to continue play a leading role in the international ESD arena.^[A3]

This time, discussions at the meeting of the ESD Special Subcommittee focused on measures for Japan to promote more concrete ESD practices based on international trends. In this report, first we organize issues in each field by reviewing the achievements of the UNDESD, and then we discuss measures for further promotion of ESD.

2. Outcomes from Past ESD Activities

Through UNDESD, awareness^[A4] of ESD has been raised in the national government, local governments, schools, and communities, and the efforts of stakeholders have reached a certain level.

(1) Efforts made in School Education

i. Positioning of education for creating a sustainable society as defined in the Basic Plan for the Promotion of Education and courses of study

The Government of Japan has positioned ESD as one of the key concepts in the Basic Plan for the Promotion of Education, which stipulates basic policies and other matters related to educational measures, and has incorporated the promotion of ESD as a measure to be implemented over the next five years. The promotion of ESD has been positioned more clearly in the second Basic Plan for the Promotion of Education, revised in 2013.

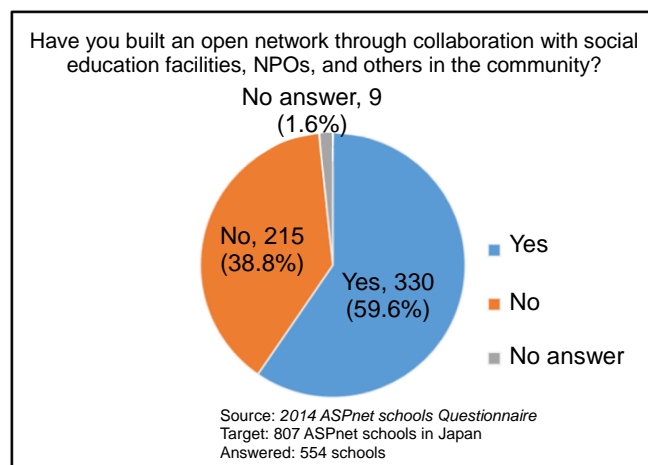
In addition, perspectives on achieving sustainable development in Japan and overseas through actively tackling various issues cooperatively have been incorporated into the courses of study for elementary school, lower secondary school, and upper secondary school. Hence, in elementary school, lower secondary school, and upper secondary school nationwide, education for building a sustainable society has been promoted in school education as a whole, such as through each subject, periods of integrated study, and special activities.

ii. Practice of cross-organizational, comprehensive guidance in schools

In order to practice ESD, due^[A5] to the importance of linking subjects and teachers, many schools that are engaged in ESD further promote cross-organizational, integrated guidance extending beyond specific subjects and

areas of study and have carried out ESD systematically using annual teaching plans (including ESD calendars¹) based on learning activities implemented in light of the perspectives of the courses of study at each school. Also, approximately 60% of UNESCO Associated Schools (ASPnet schools) collaborate with social education facilities, NPOs, and others in the community² in the practice of ESD. Through these ESD practices, the following achievements have been reported.

Fig. 1. 2014 ASPnet schools Questionnaire



- Reforms in schools and communities³ brought about through ESD activities can be seen; for example, “collaborative activities which is implemented beyond school grades and classes have come to be carried out,” and “local people and NPOs have become involved in educational activities.”
- With networking among schools, interactions with communities, and connections among students expanding through ESD practices, children’s interest in and enthusiasm toward learning have been improved,⁴ and they have come to learn more deeply. In addition, a transformation in children’s awareness has been seen, such as a boosted sense of self-affirmation,⁵ as a result of an increased interest in solving their own issues.

¹ An example of “annual teaching plans” to promote systematic, integrated guidance extending beyond subjects and school grades

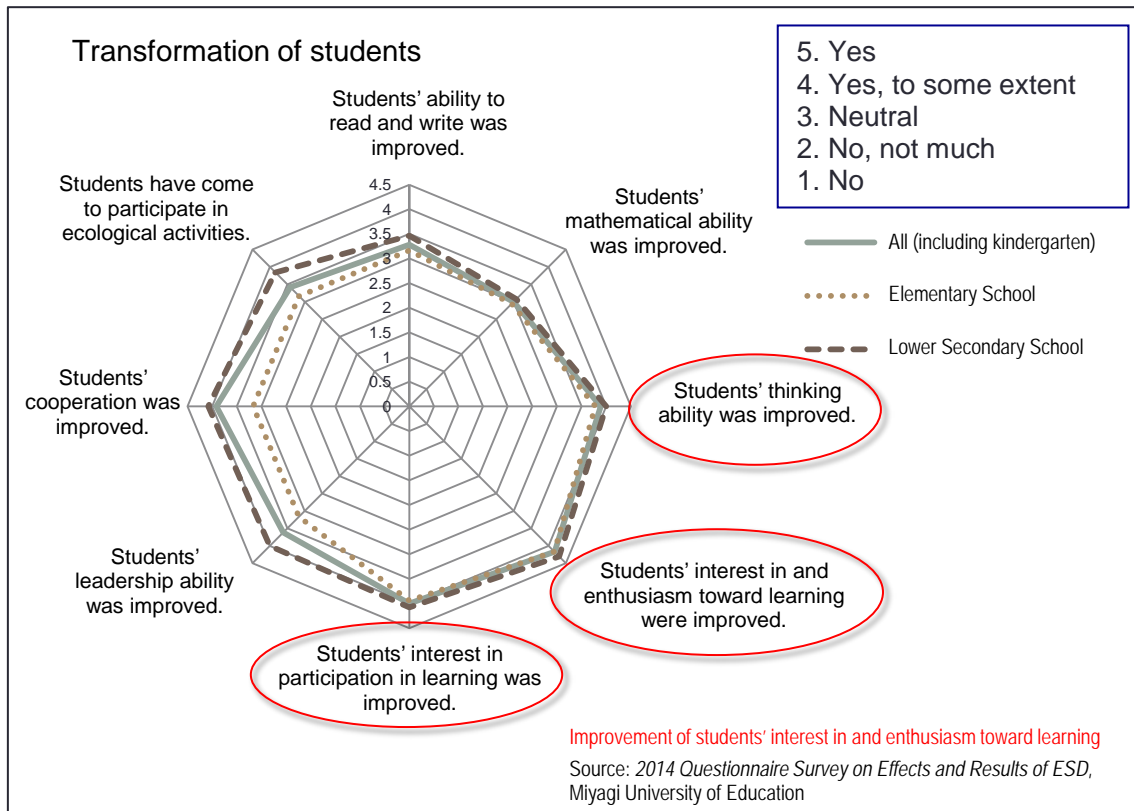
² 2014 ASPnet schools Questionnaire

³ *2014 Questionnaire Survey on Effects and Results of ESD*, Miyagi University of Education

⁴ The same as 3.

⁵ From the example of Tama City Tamadaichi Elementary School from the National Institute for Educational Policy Research’s Curriculum Research Center’s FY 2014 related designated project *Research Council Material 1*

Fig. 2. 2014 Questionnaire Survey on Effects and Results of ESD, Miyagi University of Education



- Practicing ESD through taking up familiar topics such as energy in the period of integrated study or in other subjects, the students' abilities such as their abilities to think, judge, and express themselves have been improved, and the students have come to be creative and carry out discussions and communication proactively and cooperatively.⁶ For example, at one school, in order for students to understand how to be creative and make efforts proactively, they go down a river with their handmade rafts, and if the rafts break, they discuss the causes to improve and perfect the raft. By knowing the joy of accomplishment, they practice proactive and cooperative learning which is intended to set the issues and find the solution.⁷
- Under the theme "local river", by making presentations on the things they learned together with students from the schools located at the upper, middle, and lower sections of the river through Internet teleconferences and their findings about the river, the students' attitude of trying to transmit messages in a way that is easy to understand, while being aware

⁶ From the example of Okayama City Kyoyama Junior High School from the National Institute for Educational Policy Research's Curriculum Research Center's FY 2014 related designated project *Research Council Material 1*

⁷ The same as 5.

of the others, was observed. Also, by paying attention to commonalities and differences in what they learned, they could grasp the theme from broader perspectives than when they had acted only by themselves. This led to an increased motivation to pursue their goals, and increased attachment to the local area.⁸

- By using annual teaching plans such as ESD calendars, classifying units for each subject according to perspectives such as the environment, human rights, and international understanding, connecting them beyond subjects, and furthermore linking them to learning activities in the period of integrated study, cross-curricular classes for themes rooted in society were conducted, which provided an opportunity for students to learn knowledge about real life, enriched classes, deepened collaboration among teachers, and resulted in the improvement of classes.⁹
- Repeating the learning process of considering and analyzing issues concerning specified themes in a cross-curricular way and presenting the results has broadened students' perspectives and increased their interest in social contributions and volunteering locally.¹⁰

Example 1. Efforts of Tama Municipal Tamadaichi Elementary School (Efforts for ESD during Period of Integrated Study)

For the purpose of the development of children's willingness and abilities to take action toward solving problems, which is necessary for creating a sustainable society, Tamadaichi Elementary School, in light of the developmental stage of children in elementary school, focused on fostering their practical abilities and attitudes and set "problem-solving abilities," "interaction," and "willingness" as their target abilities and attitudes to be improved through ESD. In particular, in order to foster children's problem-solving abilities, the school utilizes "problem-solving study in the Tamadaichi way," which repeats the process of "understanding the problem," "getting experience," "defining the problem," "forming a hypothesis," "planning," "testing the hypothesis," "producing results / reaching conclusions" and "communicating the achievements / taking action" (see the figure below), as a practical approach to ESD. The children are willingly working on such activities on their own initiatives.

⁸ From *2014 Research Bulletin* (Compiled by Tama City Tamadaichi Elementary School)

⁹ The same as 6.

¹⁰ From the example of Okayama City Kyoyama Junior High School from *Examples of Good ESD Practices of ASPnet schools* (Compiled by MEXT / Japanese National Commission for UNESCO)

Evaluations were made through a survey on children's attitudes, portfolio analyses, and other methods. These results showed that the children improved their independence and abilities to think and judge through ESD and that they also began to conduct survey activities in cooperation with each other and to actively work on discussions and presenting their activities to other schools. Furthermore, the children improved their self-esteem. Overall, ESD for six years at elementary school enabled the children to increase their willingness to solve problems by means such as environmental conservation.

In addition, through acquiring teaching methods for learning about problem solving, teachers found that it was important to provide cross-sectional teaching in subject-based classes and the period of integrated study for the enhancement of ESD. Thus, the teachers utilized problem-solving learning when teaching subjects, which made it possible to improve all daily learning activities, transforming them into activities for students to learn on their own initiatives.

[Examples of actual activities]

	First and second grade	Third grade	Fourth grade	Fifth grade	Sixth grade
First term	-Cultivation -Nature experiences	-Exploration of local community	-Learning on Tama River -Interaction with other schools	-Environmental learning -Harvesting rice	-International understanding -Learning about energy
Second term	-Old games -Involvement in local community	-Exploration of Tama River -Research in local community	through the Internet -Learning about welfare	-World rice cuisine -Interaction with other schools	-Interaction with overseas schools
Third term	School-wide presentations				

- First- and second-grade students have many nature experiences as part of human life and environmental studies by utilizing nature games, and they work on activities that allow them to be aware of the wonders and characteristics of nature. They also work on cultivation and activities to discover the region's nature and the town.

- Third-grade students sail down the Tama River on their handmade rafts during the period of integrated study, while safety is sufficiently taken into consideration. If the rafts break, the students discuss the reason and improve them, which can make them learn to enjoy the completion of their rafts.

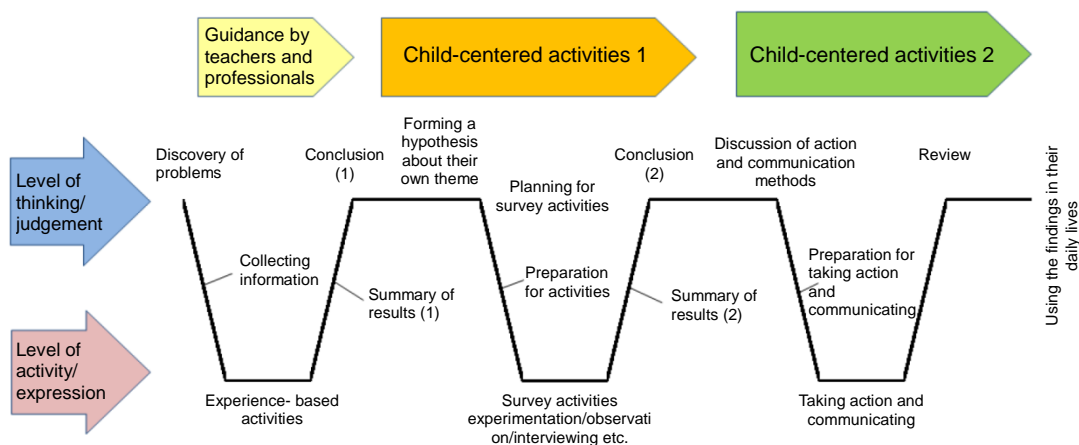
Also, they learn the basics of how to conduct surveys and make presentations while they gain experience conducting interview surveys by visiting farmers and shops, recording them with digital cameras, and making presentations at poster sessions.

- Fourth-grade students learn how to research rivers from external instructors and experience activities including a water quality investigation. After that, they make projections of the

research results in groups, decide on their research methods, prepare plans, conduct field research, and summarize the results. On top of that, they interact with other schools along the Tama River by utilizing video conferences and give presentations on their own research to each other.

- Fifth-grade students experience rice cultivation under the guidance of local farmers. They cook the rice which they harvest with international students from six different countries, enjoy world rice cuisine, learn about the diversity of food culture, and disseminate their findings to other schools. Interactions with a Japanese school in Brazil are planned for the future. In addition, based on lectures by external instructors and the outcomes of their research learning activities on environmental problems, they summarize their opinions about the problems. These activities contribute to energy-related activities and exchange activities in sixth grade.
- Sixth-grade students work on energy-related activities and exchange activities. They learn the importance of energy saving in their daily lives through examining various methods of power generation about which they then make presentations and through making wind power generators by themselves. Furthermore, they think about the future of Japan and world energy problems, summarize their ideas, and make presentations on how energy in Tama City 20 years in the future will be, as well as interacting with schools in Sweden and making presentations on energy to each other through web conferences.

Flow of “problem-solving study in the Tamadaichi way” during period of integrated study



**Example 2. Examples of efforts made by Okayama City Kyoyama Junior High School
(cross-curricular ESD activities)**

This school has set its management policy as "To Be the School That Visualizes the World from[A6] Kyoyama: Developing Compassion, Dreams, and Ambition through Classes and Activities Utilizing a *Glocal* Viewpoint." It has implemented ESD activities through all its educational activities, guidelines which clarify what abilities to develop with ESD calendars, cross-curricular classes making use of the viewpoint of ESD, and so on.

The school has reconstructed its curriculum from the viewpoint of ESD, creating its own guide for curriculum guidelines and evaluation criteria for the Period for Integrated Studies that consists of "exploration activities," "peace education," "human rights education and education on international understanding," "career education," and "environmental education." At this time, it has tried to clarify the viewpoint of ESD using six constituent concepts and seven abilities and attitudes.

Moreover, the school has carried out school evaluation questionnaires twice a year, has reviewed the curriculum, and has presented measures for improvement. In addition, the school has established a unit-based learning program in which it has expanded classes and the coordination of two or more subjects from the viewpoint of ESD, leading to improvements in classes.

Reorganizing the program from the viewpoint of ESD and creating ESD calendars have allowed the school to avoid overlap between the contents of each subject and to share class contents and instructional methods between subjects. Also, enhancing exploration activities has led to the development of students' abilities including their abilities to think, judge, and express themselves. It has also broadened their horizons and has increased their motivation for social contributions and volunteering for the community.

Furthermore, organizing the teaching of subjects from the viewpoint of ESD has led teachers in the school to learn about classroom teaching for other subjects from each other and to improve their teaching skills. This has led to the improvement of the inspirations and ideas of the teachers, changes in their awareness, and the deepening of cross-curricular learning coordination and teamwork as well as the improvement of

classes.

[Specific learning activities]

★ Education for all children in the world (case studies on collaboration in foreign languages, homeroom activities, and social studies)

(1) Examples of abilities and attitudes to focus on¹¹

- The ability to think critically... It enables the students to understand poverty issues, economic gaps, and so on based on objective information and to think about better solutions for them.
- The ability to think multilaterally and comprehensively... It enables the students to multilaterally understand issues which arise in the world and consider the issues' links with Japan or themselves.

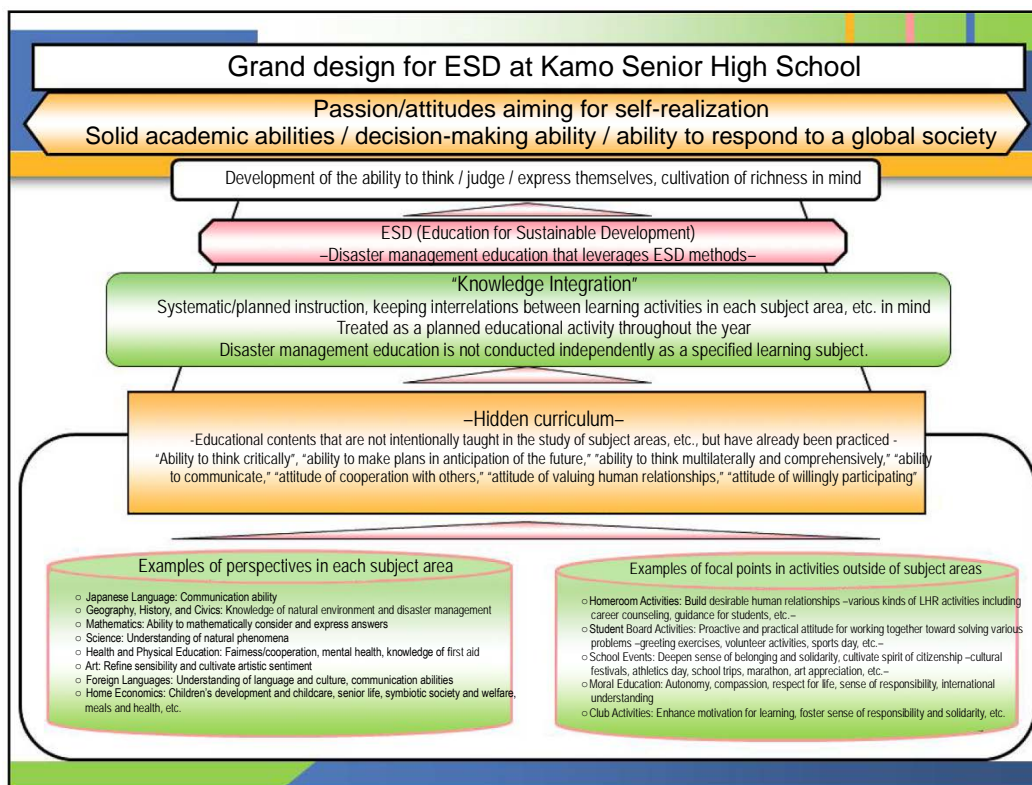
(2) Course Unit Plans (excerpts) «Total course unit hours: 8 hours (homeroom activities:1, social studies: 2, English lessons: 5)»

- (i) Knowing about African plantations (social studies)
- (ii) Knowing about the present situation of education in the world (watching DVDs) (English lessons)
- (iii) Realizing inequalities in the world through trading games (homeroom activities)
- (iv) Listening to Malala's speech and writing own ideas (English lessons)

¹¹ Refer to p. 17 of the National Institute for Educational Policy Research's "Abilities and Attitudes to Focus on in Curricula from the Viewpoint of ESD" (examples).

Example 3. An Example of the Efforts Made by Kamo Senior High School, Hiroshima Prefecture (Efforts for ESD across Subject Areas)

Under the theme “Disaster Management,” Kamo Senior High School aims to encourage students to develop integrated knowledge and to enhance their abilities such as their abilities to think / judge / express themselves, by giving instructions across different subject areas and relating the content of each unit to the content of others. As a result of these practices, it was confirmed that three abilities/attitudes had been enhanced. These three were “the attitude of cooperation with others,” “the ability to make plans in anticipation of the future,” and “the attitude of valuing human relationships.” In addition, students’ abilities to think/judge were also enhanced, and their attitude of collaboration showed improvement.¹²



Source: Compiled from a brochure titled *ASPnet schools and Education for Sustainable Development (ESD)* by MEXT

¹² The questionnaire surveys were conducted before, during, and after these efforts.

iii. Expansion of ASPnet schools, hubs for the promotion of ESD

MEXT and the Japanese National Commission for UNESCO have positioned ASPnet schools as hubs for the promotion of ESD and have enhanced them in both quality and quantity. At present, the number of ASPnet schools has increased to 939, and there are ASPnet schools in almost all prefectures. Furthermore, in Tama City (Tokyo) and Omuta City (Fukuoka), where all schools established by the municipal governments have become ASPnet schools, ESD is promoted city-wide in a multifaceted way

National UNESCO ASPnet Conferences are held yearly to promote interaction among ASPnet schools and to share excellent practices, and “UNESCO Associated Schools ESD Good Practice in Japan” were compiled and presented at the 2014 UNESCO World Conference on ESD. Also, regional training workshops^[A7] for ASPnet schools are held by ASPUnivNet.¹³

In 2012, the Japanese National Commission for UNESCO created the Guidelines for the UNESCO Associated Schools to guarantee the quality of the Schools, stipulating “key points as a UNESCO Associated Schools” and “key points for hubs for the promotion of ESD,” and disseminated them to ASPnet schools throughout the country.

In addition, since 2014, boards of education and universities have led activities to implement a consortium project in partnership with ASPnet schools, the hubs for the promotion of ESD,¹⁴ supported by UNESCO associations^[A8] and corporations (hereinafter referred to as the “ESD Implementation Programme for Developing Global Human Resources”), and have provided financial support to ten consortiums nationwide.

¹³ The Interuniversity Network Supporting the ASPnet schools Project Network. It plays the following four roles. 1. Assists schools in joining ASPnet schools. 2. Provide universities’ intellectual resources for school . 3. Supports the creation of networks of ASPnet schools in Japan and overseas. 4. Encourages cooperation between regional educational facilities and ASPnet schools. Refer to the section 2. (2)

¹⁴ “ESD Implementation Programme for Developing Global Human Resources” (forming consortiums for ESD promotion): Formed consortiums with ASPnet schools, comprising mainly boards of education and universities, supported by UNESCO and corporations, which practice and spread ESD as well as promoting exchanges between ASPnet schools in Japan and overseas.

(2) Formation of the Interuniversity Network Supporting the ASPnet schools Project Network

The Interuniversity Network Supporting the ASPnet schools Project Network, ASPUnivNet, a voluntary network of 17 universities, has carried out activities to support the applications and activities of ASPnet schools, which are efforts that are unprecedented anywhere in the world. ASPUnivNet also engages in teacher education to boost the educational skills of teachers who put ESD into practice and promotes the exchange of ESD-related information and the sharing of excellent class teaching practices among teachers through workshops and study sessions.

(3) Various ESD practices by municipalities, social educational facilities, NGOs, business sectors, etc.

Various entities such as schools, community learning centers^[A9], and NGOs have been working together loosely in the form of councils and other bodies and are making efforts to promote locally oriented ESD throughout its entire region. Also, NGOs/NPOs and business sectors conduct many various ESD practices that match the characteristics of the region.

–An Example of the Establishment of a Council in the Local Community: Okayama City–

In Okayama City, different kinds of activities had been conducted. For example, prior to the launch of the UNDESD , an environmental activity called the Environmental Partnership Project had been conducted under the leadership of the city government with the participation of the citizens and enterprises. Another environmental activity had been carried out in a community center called Kyoyama Kominkan as the activity’s nucleus, and also another international exchange / international contribution activity had been conducted by local NGOs and municipalities. Integrating these separate efforts, the city government launched the Okayama ESD Project with the activities of the area’s RCE¹⁵ in 2005. In addition, due to the fact that Okayama University participated in the establishment of the Interuniversity Network Supporting the ASPnet schools Project Network (ASPUnivNet) in December 2008, along with the efforts that have been made by elementary and lower secondary schools in the city as

¹⁵ RCE: Regional Centre of Expertise on ESD: The United Nations University approves regions that have appropriately established networks between organizations and bodies concerned with ESD as RCEs. Six regions in Japan have been approved out of a total of 138 areas around the world as of the end of June 2015.

designated ASPnet schools since around 2010, ESD activities are now being carried out that are well-balanced between school education and social education.

As a result, the number of groups of people, schools, bodies, and organizations involved in ESD projects increased to 208 in 2014 from 24 in 2005, which led to an increase in opportunities for dialogue as well as a growing trend of collaboration. Furthermore, a system was created allowing the university, community centers, boards of education, and other entities to voluntarily promote ESD projects. In addition, since ESD came to be included in one of the community centers' policies on projects, all the community centers in Okayama City have started making various efforts for ESD as its community's ESD promotion hub.

3. Issues in promotion of ESD activities

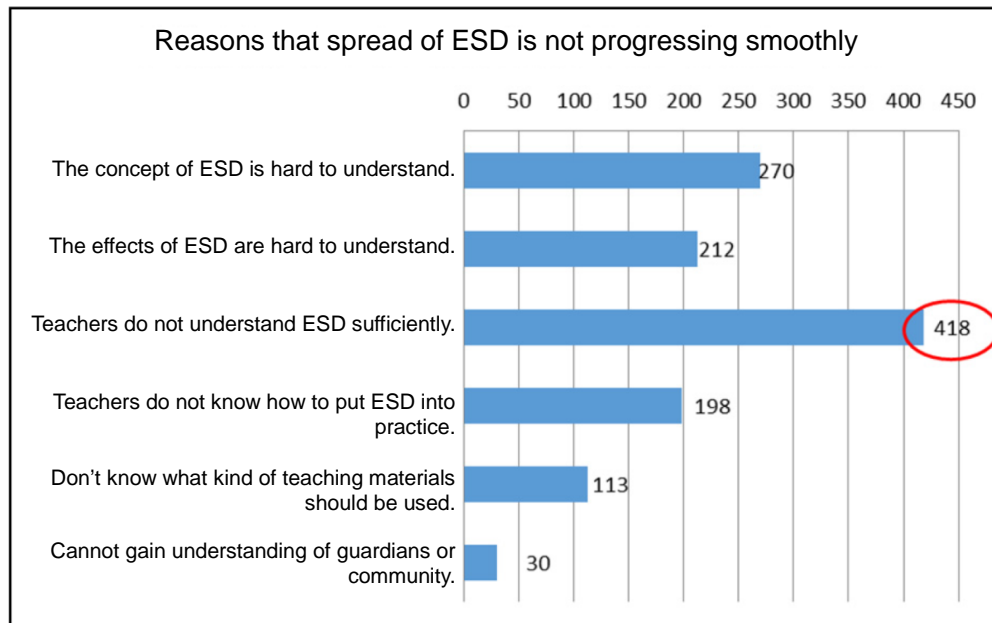
(1) Issues in penetration of ESD in schools

Through the UNDESD [A10], ESD efforts have been promoted mainly in ASPnet schools; however, the creation of a sustainable society is a subject that needs to be addressed by the whole society, and efforts need to be made not only in ASPnet schools but also in all schools. Meanwhile, there are issues, as below, in further [A11]promoting ESD in schools.

- Since the concept of ESD is abstract and includes various fields such as the environment, peace, international understanding, and human rights, it cannot be confirmed that ESD is understood well enough in general.
- Regarding the reasons why the spread of ESD is not progressing smoothly, 75% of ASPnet schools cited “teachers do not understand ESD sufficiently,” and 50% cited “the concept of ESD is hard to understand.”¹⁶

¹⁶ FY 2014 Questionnaire Survey for ASPnet School

Fig. 3. 2014 ASPnet schools Questionnaire



Target: 807 ASPnet schools in Japan
 Answered: 554 schools
 * multiple answers allowed

- The aims of ESD, which is encouraging students to think and act to solve issues by utilizing knowledge learned from existing curricula and other sources and putting a value on links between curricula and links with people in the region, are not fully understood, and it is often considered as supplementary education.
- Systematic and continuous learning is not being carried out because schools and boards of education do not have enough information on what kind of learning activities should be conducted in schools, or because appropriate curriculum arrangements have not been adequately devised. And, as a result, even though activities that can be regarded as ESD are conducted, it does not lead to the development of the skills and abilities that ESD aims for.
- ESD is not necessarily conducted systematically in schools, and, for example, even when there are teachers who are enthusiastic about ESD, their efforts are not continued due to their transfers to other schools or other reasons, or their efforts are not sufficiently understood in schools, and thus, conducting cross-curricular activities becomes difficult.
- Although improvements in the awareness and leadership of teachers are indispensable for effective ESD practices in schools, training of

teachers for ESD is inadequate.

(2) Issues in vitalization of activities of ASPnet schools

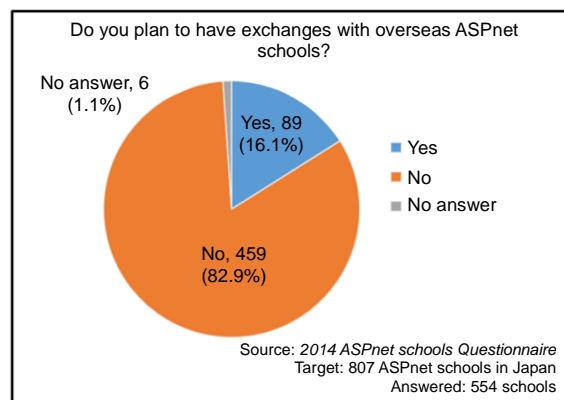
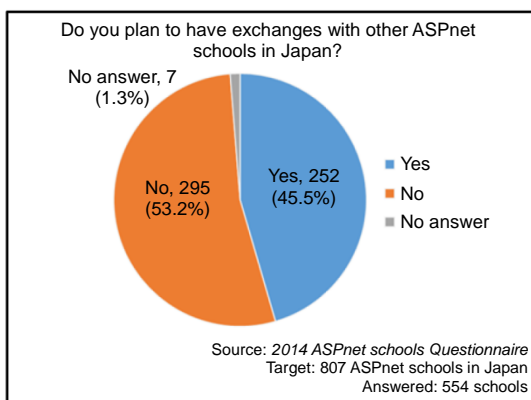
ESD is meaningful for the effectiveness of education and should be conducted in all schools. Meanwhile, ASPnet schools in particular are expected to vitalize their activities further and improve their qualities based on their experiences and achievements so that they can serve as models for ESD practices. Also, making use of the characteristics of ASPnet schools, as an international network, more active interactions in Japan and overseas are expected. (See the following 2014 ASPnet schools Questionnaire)

- Good practices have been conducted in ASPnet schools. However, the opportunities to effectively transmit and share these practices are limited.
- ASPnet schools are bases for ESD promotion in Japan, and further guaranteeing the quality of their ESD practices in the future will be necessary.
- ASPnet schools that plan to have exchanges with other ASPnet schools account for 46% of the total number, less than half of all ASPnet schools in Japan.

[A12]

- Only 16% of ASPnet schools plan to have exchanges with overseas ASPnet schools.

Fig. 4 (Left), Fig. 5 (Right): 2014 ASPnet schools Questionnaire

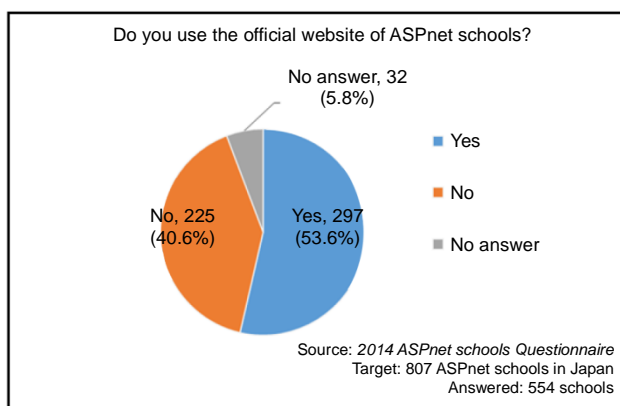


- For exchanges between overseas ASPnet schools, coordinators to find

overseas ASPnet schools are needed. Also, language support such as interpretation and translation and facilities to be used for exchanges are necessary.

- Although collaboration with business sectors and other entities is necessary to enhance ESD practices, in schools, there is currently no such connection with appropriate contact persons within such entities.
- For activities conducted in collaboration with ASPnet schools in other regions, support such as funds for activities and teachers' travel expenses are needed.
- Regarding interactions between ASPnet schools, since we don't know what kind of interactions other schools expect, it is difficult to find schools whose needs are the same as ours.
- We don't know specifically what kind of activities we should conduct through collaboration with other ASPnet schools.
- Only 53.6% of ASPnet schools use the official website, and the percentage of those that actively use the official website is low.

Fig. 6: 2014 ASPnet schools Questionnaire

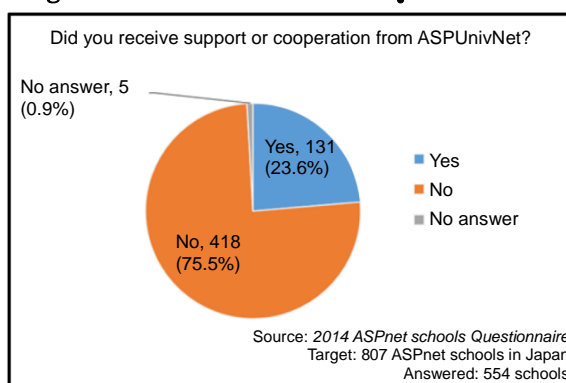


(3) Issues in ESD practices in universities and in strengthening the roles of ASPUnivNet

While ASPUnivNet has been formed, there are voices calling for more substantial support from universities for the practice of ESD in schools. Furthermore, as global issues are becoming complicated and sophisticated, there are high expectations for the roles of universities in solving these issues, and universities themselves need to conduct the practice of ESD. The following are specific issues.

- In university education, as a prerequisite for learning in each specialized field, it is necessary for students to understand the necessity of cross-field integrated approaches for solving global issues and the meaning of ESD.
- There is not enough collaboration among researchers and universities engaged in sustainability science,¹⁷ ESD-related network organizations of universities,¹⁸ or the RCEs designated by United Nations University.
- Although it is desirable for teachers to deepen their understanding of ESD at the teacher training stage, a limited number of universities incorporate ESD into teacher training, and therefore, ESD practices should be further promoted mainly at universities that have joined ASPUnivNet.
- Regarding ESD practices, collaboration between universities and schools has not necessarily been established.
- Only 23.6% of ASPnet schools received support or cooperation from ASPUnivNet, and ASPUnivNet does not necessarily fulfill its role adequately.¹⁹

Fig. 7: 2014 ASPnet schools Questionnaire



- In addition to support for language [A13] issues and facilities for learning activities in schools, there are voices from ASPnet schools

¹⁷ Sustainability science is an approach promoting efforts aiming to solve urgent global challenges, not through segmentalized academic disciplines but through the integrated intelligence of the various academic disciplines of the natural sciences, humanities, and social sciences.

¹⁸ Includes the Interuniversity Network Supporting the ASPnet schools Project Network (ASPUnivNet), Postgraduate Education and Research Network at United Nations University (ProSPER.Net), and HESD Forum (a network of universities in Japan engaging in ESD, the first meeting of which was held in 2007).

¹⁹ FY 2014 Questionnaire Survey for ASPnet School

calling for more substantial support. These consists of instructions and advice on how to effectively proceed with UNESCO Associated School activities by making use of the characteristics of each school and advice on the creation of learning programs and evaluation methods connecting theory and practice.

(4) Issues in participation and collaboration in ESD for various entities in communities

Although there are several communities that promote ESD throughout the entire community, the degree of engagement differs greatly among communities. Since efforts in local area are essential for solving global issues, and also collaboration with communities is indispensable for ESD practice in schools, we need to consider measures for many more communities to conduct ESD activities. The following are specific issues.

- Collaboration among various entities is not necessarily easy as there is insufficient information to connect ESD activities that are conducted independently by schools, NGOs, business sectors, and social education facilities etc.
- The participation of young people, who are necessary for making local ESD activities sustainable and the training of the next generations who will be responsible for these efforts, are not adequate.
- There are limited human resources that can be responsible for ESD in communities.

(5) Issues in international ESD promotion

At the “UNESCO World Conference on ESD,” held in Japan last November, the start of the Global Action Programme on ESD (GAP), as the follow-up program for the UNDESD, was officially announced. Also, ESD is expected to be included in the education targets of the post-2015 development agenda²⁰

²⁰ This refers to the international goals that follow the Millennium Development Goals (MDGs) and are the common goals that international society needs to achieve in the field of development. Currently, discussions for formulating goals beyond 2015 (post-MDGs) are well underway, and among such goals, Goal 4 (educational development) includes the securement of the acquisition of the knowledge and skills required for the promotion of sustainable development through ESD and other means.

to be adopted at the United Nations Summit meeting this September. In response, Japan, as the country that proposed the UNDESD, needs to consider how to contribute to the promotion of international ESD in the future. Specifically, the following issues need to be considered.

- It is necessary to implement global ESD programs and continue to show leadership in the promotion of international ESD through UNESCO by means such as GAP funds-in-trust.
- It is necessary to consider measures for cooperation and collaboration with countries that are advanced in ESD such as Germany.
- For ESD to be incorporated in education targets in the post-2015 development agenda, Japan needs to continue to convey the importance of ESD and contribute to the creation of future international indicators.

4. Further measures for the promotion of ESD

Because the aforementioned issues are interrelated, when considering measures for solving such issues, it is necessary to comprehensively consider the measures, rather than independently considering them in terms of each issue. Therefore, this report reviews measures for the promotion of ESD by classifying such measures as (1) efforts for disseminating ESD, (2) efforts for deepening ESD (for enhancing the capacity [A14]to practice ESD), and (3) efforts for promoting ESD on a global scale.

(1) Efforts for disseminating ESD

It is necessary to provide ESD with a focus more on relations between learning and society than on knowledge transfer alone. ESD is also effective as an approach to practicing proactive and collaborative learning (so-called “Active Learning”). In addition to the acquisition of basic knowledge and skills, all citizens are required to utilize those in a real life. Furthermore, citizens are to have the ability to identify issues by themselves, to seek the solutions of the issues in a proactive and cooperative manner. It is required to practice such understanding while utilizing acquired basic knowledge and skills[A15] especially in a rapidly changing age. It is also expected that the more effective practice of ESD through contributions to the development of such abilities and the broad sharing of cases of such practices will trigger the reorientation of education as described in the Global Action Programme (GAP) on ESD.

As for the ASPnet schools Project Network (ASPnet), ASPnet schools were positioned as bases for ESD promotion, and efforts were made for the expansion of the Schools through the UNDESD. Consequently, although the number of ASPnet schools was 20 in 2006, it has increased to 939 (as of June 2015), which is the largest number in the world, and ASPnet schools, which serve as bases to promote ESD, have begun to be found in almost all prefectures, demonstrating their expansion to some extent.

On the other hand, although we made efforts for improving the awareness rate of ESD through diverse dissemination activities, the Public Opinion Survey on ESD by Cabinet Office, which was released in October 2014, showed that the rate was extremely low, specifically, about 2%. Therefore, it is necessary to further disseminate ESD. In particular, it is important to deepen the understanding of ESD by entities including boards of education and each school, and it is necessary to consider specific measures.

i. Provision of concrete ideas on ESD for the promotion of ESD at educational sites

Since ESD has been promoted through ASPnet schools, which are designated as bases for the promotion of ESD, there seems to be a misunderstanding that as if ASPnet schools alone make efforts for ESD, and other entities do not need to make such efforts. However, in light of the increasing importance of ESD, it is necessary not only for ASPnet schools but also for all other schools to promote the practice of ESD. In promoting it, it is necessary to clarify that ESD is not an effort that provides additional perspectives for educational sites but an effort whose perspectives have already been incorporated into the Courses of Study, and that the practice of ESD contributes to the enrichment of the daily classroom teaching provided at schools which is conducted based on guidelines including the Courses of Study.

Therefore, it is necessary to prepare the “Guidebook for the Practice of ESD” (tentative title), which is to describe ideas on matters such as how to specifically practice ESD in each subject, the period of integrated study, and the like and how to proceed with preparations for such practices. When preparing the Guidebook, it is necessary to clarify that its goal is not to force teachers to employ a single model for the practice of ESD but to specifically

describe cases of learning activities including the process of preparation in order to promote the diverse practice of ESD at educational sites. Based on this, it is necessary to describe the matters mentioned below so that such matters can be utilized when planning learning activities at educational sites.

- Aims of ESD at schools
- Skills and abilities to be developed in a focused manner through ESD
- Significance of putting ESD into practice and effects obtained through its practice
- Examples of specific learning activities depending on the skills and abilities that are desirable to develop and appropriate to each theme
- Organization of cross-subject curricula from an ESD perspective
- Teaching methods, evaluation [A16]of learning outcomes, teaching systems, etc.

It is appropriate to describe examples of the skills and abilities that are desirable to develop through ESD at schools as examples that more specifically indicate the aims of ESD. When describing such examples, keeping in mind the development stages of students it is necessary to consider if it is appropriate to describe examples of the skills and abilities that are particularly required in specific fields such as the environment, international understanding, and disaster management, which corresponds to “the concepts for building a sustainable society”, “the abilities and attitudes emphasized by learning instructions from the viewpoint of ESD” which is mentioned by the National Institute for Educational Policy Research (NIER), and “the abilities and attitudes that students ought to acquire” [A17] as defined in the Teaching Materials for Environmental Education. Also it is necessary to consider how to organize the relationships between subjects.

<Reference> **Figure 8: Framework for ESD developed by the National Institute for Educational Policy Research**

<p>Concepts of sustainable society-building and of ESD (example)</p> <p>I Diversity</p> <p>II Interdependence</p> <p>III Limitation</p> <p>IV Fairness</p> <p>V Cooperation</p> <p>VI Responsibility, etc.</p>	<p>[Abilities and attitudes emphasized by the learning instructions for ESD] (example)</p> <p>(1) Critical thinking Ability</p> <p>(2) Ability to predict future image for making plan</p> <p>(3) Ability to think multifaced and comprehensive ways</p> <p>(4) Ability to communicate</p> <p>(5) Attitude of cooperation with other people</p> <p>(6) Attitude to respect for connections</p> <p>(7) Attitude to participate willingly</p>
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(Research on Education for Sustainable Development (ESD) in Schools [source: final report prepared by the National Institute for Education Policy Research])

<Reference> **Figure 9: Abilities and attitudes that students ought to acquire (example)**

An Instructional Guide to Environmental Education: for Kindergarten and Elementary School)

- Ability to feel the environment
- Attitude of having interest in and enthusiasm toward the environment and of proactively being involved in environmental issues
- Ability to identify issues and to make plans to solve the issues
- Ability to organize and interpret data, facts, and survey results
- Ability to leverage information
- Ability to carry out critical thinking and improvements
- Attitude of endeavoring to form a consensus
- Attitude of endeavoring to carry out fair decision making
- Attitude of endeavoring to proactively contribute to the protection and preservation of the environment

Furthermore, it is important to also describe the process of preparation for the practice of ESD, for example, how to organize units, by incorporating the process^[A18] into the contents of the Guidebook so that there will be no gap between the cases introduced in the Guidebook and actual daily practices. Also, regarding the matters such as teaching methods, the evaluation of learning outcomes, and teaching systems, these should be further enhanced

as necessary in light of the conclusions of the discussions in Central Council for Education on the criteria for curricula for elementary and secondary education.

In preparing the Guidebook, it is necessary to place emphasis on the following matters.

- ESD is not a kind of education that is practiced only when teaching specific subjects but education that should be practiced throughout the whole curriculum.
- It is effective to practice ESD regarding issues in line with the characteristics of local communities, and these practices will be diverse in terms of contents and formats depending on the characteristics of each school.

ii. Enhancement of training for the improvement of teaching skills of teachers

Because educational personnel's inadequate understanding of ESD is frequently listed as a reason why ESD is not being thoroughly understood ²¹[A19] the enhancement of training for the improvement of teachers' teaching skills regarding ESD is needed. In such training, it is necessary that the training will not merely let teachers recognize the importance of ESD, but also to let teachers connect their specific practice to ESD, such as by employing the aforementioned Guidebook for the Practice of ESD (tentative name) as a teaching material. Also, mainly led by teachers who play the roles of leaders under the leadership of principals or with the principals' understanding, it is necessary to make curriculum adjustments through collaboration between the teachers in charge of each subject and other duties, . Therefore, it is desirable to consider measures to drive more teachers including managerial personnel to participate in training. Also, it is desirable to establish more effective training methods through collaboration with the Next-Generation Education Promotion Center[A20] established in the National Center for Teachers' Development.

ESD is an important type of education that develops human resources who will play key roles for sustainable development of local communities. When providing training, it is also effective to have ESD discussed in the existing trainings which have similarities , such as the teacher training regarding the

²¹ FY 2014 ASPnet Questionnaire Survey (see Figure 3 on page 11)

period of integrated study and environmental education provided by education centers of boards of education or by National Center for Teacher's Development^[A21]. It is also effective to actively incorporate ESD into the contents of teacher certificate renewal courses, whose decision should be made by the entities such as universities that are providing such courses. Besides that, ESD can also be incorporated into the training provided by universities including those involved in ASPUnivNet ^[A22].

Furthermore, it is desirable to inform prefectural boards of education including superintendents in charge of the period of integrated study, science, social studies, international understanding, and other subjects, of the Guidebook for the Practice of ESD (tentative name). It is also important to propose those boards of education to utilize the Guidebook in relevant training.

iii. Promotion of ESD in universities

Although the promotion of ESD in universities has been limited so far, universities are expected to play major roles in the solution of global-scale issues and the establishment of the sustainability of local communities. Therefore, opportunities to learn about sustainability should be fully provided. Also, it is desirable for universities themselves to promote the practice of ESD, mainly led by ESD-related network organizations of universities, universities that have facilities such as centers for education and research on ESD, and UNESCO Chairs. Also, it is expected that surveys and research activities on the practice of ESD involving ESD practitioners in schools and society will be conducted. Specifically, in order to have students understand the necessity of cross-field and integrated approaches as a precondition for learning in universities, it is necessary for universities to promote the practice of ESD by collecting and sharing good ESD practices in universities.

Furthermore, a perspective of "Sustainability Science" is required when deliberating global-scale issues, and it is important to collaborate with Regional Centers of Expertise (RCEs), and in relation to research on sustainability, to collaborate with entities including the United Nations University when considering the promotion of ESD in universities.

Also, the practice of ESD is effective as learning^[A23] for having students practice proactively and collaboratively (so-called "Active Learning") for the

identification of issues and its solution, and the significance of incorporating ESD in the contents of teacher training is enormous. It is desirable that the practice of ESD to be proactively conducted by member universities of ASPUnivNet and also universities providing ESD courses.

iv. Promotion of the participation in ESD of social education facilities, NPOs, business sectors, etc. in local communities

ESD aims to help usher in a change in attitudes, behaviors, and values to ensure a more sustainable future in social, environmental, and economic aspects, and it plays an important role in the continuation of local cultures and the establishment of sustainable local communities. Community-wide efforts involving relevant entities including not only schools but also social education facilities, UNESCO Associations, NPOs, and business sectors are indispensable for the higher-quality practice of ESD.

However, only some local communities are conducting the practice of ESD in line with the characteristics of the local communities and through collaboration with diverse entities. The differences in the progress of efforts among local communities are huge. Therefore, it is necessary to further disseminate ESD to relevant parties in local communities. “ESD Implementation Programme for Developing Global Human Resources” and RCEs are bases of ESD practices in local communities which conduct various activities. It is desirable to proactively spread these efforts to relevant parties in local communities.

In addition, business sectors are conducting the practice of ESD in their internal training and dispatching human resources with utilizing their expertise to schools to conduct activities such as visiting lessons and extension courses. It is desirable to continue to promote such activities as well as to proactively provide information on such activities for schools.

v. Promotion of youth participation

With a view to securing the sustainability of efforts on ESD by youth in local communities, who belong to schools, NPOs, and business sectors, and activities done by UNESCO-clubs in universities, and also taking into account the fact the enhanced participation of youth as a change agents towards building sustainable society is one of the priority action area of the GAP, it is necessary to promote youth participation in efforts for ESD made in local communities . Therefore, it is necessary to continue holding UNESCO Youth Forums in the field of ESD. Also, it is desirable to build

networks between youths who are making efforts for ESD so that such youths can continue to share and disseminate information on ESD and carry out relevant activities. When building such networks, it is desirable to take measures leveraging creative ideas that will enable a wide range of youths to participate, such as encouraging youths who have experience as Japan Overseas Cooperation Volunteers (JOCVs) to participate. Furthermore, in order to enable youths who participate in ESD to have connections with the world, it is important to secure exchanges with participants at UNESCO Youth Forums, which are held at the UNESCO World Conference on Education for Sustainable Development, and to secure coordination with UNESCO's international projects.

(2) Efforts for deepening ESD (enhancing the capability to practice ESD)

Although ASPnet schools have been classified so far as bases for the promotion of ESD to make efforts for the enhancement of both the quality and quantity of such schools, it cannot be said that all ASPnet schools are adequately conducting activities. In order to deepen ESD (enhance the capability to practice ESD), it is necessary to continue to enhance the quality and increase the number of ASPnet schools [A24] and also to further stimulate their activities and improve the quality of their activities so that ASPnet schools will be a model for the future practice of ESD in schools by making use of the networking characteristics of ASPnet schools, in light of their past experiences and achievements.

Also, in order for schools including ASPnet schools to further enhance the practice of ESD, it is important to vitalize activities in universities and local communities that support learning activities in schools.

i. Support for vitalizing exchanges between ASPnet schools

According to the results of questionnaire surveys for ASPnet schools, it can be said that more than 70% of them are making efforts for UNESCO activities including ESD in an organized manner. For example, some of them clearly describe the activities of ASPnet schools in their school management policies and the like, some make efforts to improve the quality of their activities by incorporating activities performed as ASPnet schools into the items for their own school assessments, some make efforts to clarify the qualities and abilities that ought to be developed through ESD and to organize educational curriculum by incorporating an ESD perspective through such clarification, and others make efforts for the ingenious improvement of teaching methods by preparing cross-curricular teaching plans.²² It can be said that the sharing of experiences and achievements obtained through such efforts between ASPnet schools or with schools other [A25] than ASPnet schools will lead to further improvement of quality in their activities.

In order to do so, it is desirable to effectively and continuously make efforts such as information exchanges between ASPnet schools and the sharing of examples of good practices by leveraging the characteristics of ASPnet schools as a network to the maximum extent possible. Specifically, it is

²² FY 2014 Questionnaire Survey for ASPnet Schools

necessary to further improve the existing official websites of ASPnet schools and to consider the provision of opportunities to enable teachers to share information on matters including ESD practices ,including the practices conducted based on the “Guidebook for the Practice of ESD (tentative name)”. It is also important to provide opportunities that the teachers to share those teaching materials they have used through this website^[A26] so that they can utilize information on matters including other teachers’ practices and teaching materials in addition to such enhancements. Moreover, in order to more broadly disseminate ESD, it is necessary to also share information on matters including examples of practices with schools other than ASPnet schools. In addition to this, it is desirable to deliberate measures to develop leaders who will drive such exchanges.

Furthermore, it is necessary to provide opportunities such as training where managerial personnel including principals and teachers of ASPnet schools participate, teach one another, and learn from one another, utilizing the “Guidebook for the Practice of ESD (tentative name)”. As the first step for providing such opportunities, it is necessary to reconsider the NationalUNESCO ASPnet Conference, which has been annually held as an event for introducing examples of good practices, and to have the National UNESCO ASPnet Conference serve as an opportunity for participation-based training where participants hold more active discussions. Also, as the involvement of managerial personnel including principals is indispensable for the practice of ESD, it is desirable to promote principals’ participation in such opportunities.

In addition, because the practice of ESD is closely related to local communities, it is necessary to more systematically provide training for ASPnet schools in local communities than member universities of ASPUnivNet have voluntarily provided so far. Also, it is thought that universities’ advices regarding the practice of ESD in schools will improve the quality of education.

It is important to continue to regularly conduct exchanges between personnel including teachers rather than to complete such exchanges as one-time events such as National Conferences and training. Therefore, with a view to strengthening the functions of ASPnet schools as a network, it is also necessary to provide opportunities^[A27] such as National Conference and

trainings that will promote the establishment of proactive networks between ASPnet schools.

In addition to these, because only a limited number of schools are conducting international exchanges between domestic and foreign ASPnet schools from among the activities that ASPnet schools are expected to conduct, it is necessary to take measures for promoting such exchanges. As for the reasons why most ASPnet schools are not conducting such exchanges, a lack of information such as the means for and partner schools for exchanges, besides shortages of human resources and financial resources for exchanges, can be listed.²³ The enhancement of the websites of ASPnet schools and the expansion and enhancement of opportunities for the training mentioned above will also lead to the promotion of exchanges between domestic ASPnet schools.

Meanwhile, abilities such as linguistic skills and know-how are necessary to launch international exchanges, and it cannot necessarily be said that environments where such exchanges can be conducted by ASPnet schools alone have been developed. Therefore, it is necessary to improve measures to support ASPnet schools. “ESD Implementation Programme for Developing Global Human Resources” is a project that aims to promote collaboration between relevant parties in local communities and exchanges with entities including domestic and foreign ASPnet schools, and at first, it will be necessary to have an adequate number of proposals from the Project adopted nationwide. Furthermore, it is necessary to examine the past achievements of the Project and to broadly spread the ideal situation for means for effective exchanges between ASPnet schools and support for such exchanges. In addition, it is desirable to strengthen collaboration between ASPnet schools and member universities of ASPUnivNet.

It is also important to provide support such as proactive information provision in order to make it easier for ASPnet schools in Japan to participate in various international exchange projects conducted by entities including UNESCO. In particular, it is desirable to consult with UNESCO in order to build a framework in which it will be easy for ASPnet schools in Japan to participate in projects for which funds-in-trust contributed to

²³ FY 2014 Questionnaire Survey for ASPnet Schools

UNESCO have been provided and in which ASPnet schools will participate. Meanwhile, it is desirable to select certain schools from among ASPnet schools that can be a model for other ASPnet schools and for schools other than ASPnet schools, taking into account the possibility of financial support for excellent efforts regarding ESD taken by ASPnet schools, such as exchanges with foreign ASPnet schools and ESD practices through the proactive use of the Guidebook.

ii. Strengthening of collaboration between schools and universities through ASPUnivNet

A system for supporting ASPnet schools through universities was established and ASPUnivNet was formed as an outcome of the DESD[A28]. . Meanwhile, there are also the issues that ASPUnivNet is not adequately recognized and that there are expectations for more substantial support.²⁴ When making efforts for the practice of ESD in schools to lead to the improvement of classes in the future, universities are expected to play significant roles as bases of intelligence. Therefore, at first, it is important to drive the strengthening of collaboration with schools involved in the practice of ESD, mainly led by the member universities of ASPUnivNet.

It is desirable for the member universities of ASPUnivNet to deepen their studies for the practice of ESD for the enhancement of support. Also, it is desirable for such universities to provide support for schools other than ASPnet schools in response to requests from such schools, leveraging their experiences of support for ASPnet schools. In particular, it is desirable to make efforts for support for the excellent practice of ESD in schools in which the “Guidebook for the Practice of ESD (tentative name)” is used, such as by providing training for teachers in local communities through the utilization of the “Guidebook for the Practice of ESD (tentative name)” mainly led by the member universities of ASPUnivNet. Also, it is thought that support from universities, primarily the member universities of ASPUnivNet, is particularly meaningful in order for domestic ASPnet schools to improve the quality of their activities for the practice of ESD and to conduct exchanges with foreign ASPnet schools.

²⁴ FY 2014 Questionnaire Survey for ASPnet Schools

When considering the promotion of collaboration between universities and schools, it is necessary for consortiums established through “ESD Implementation Programme for Developing Global Human Resources” to examine the support that universities are providing for schools including ASPnet schools and to take the outcomes of such support into consideration. Also, when promoting the practice of ESD in schools, it is essential to collaborate with prefectural and municipal boards of education and to establish community-based themes and challenges, and it is necessary to also consider how universities can contribute to such efforts.

In light of the aforementioned matters, the roles that ASPUnivNet is expected to play are to strengthen collaboration between schools and universities, mainly led by the member universities of ASPUnivNet, and to start discussions on matters such as the ideal state of support from universities regarding the practice of ESD in schools. Furthermore, ASPUnivNet^[A29] also has the duty to properly inform educational sites in schools of the outcomes of sustainability science through such collaboration.

iii. Fostering of coordinators and formation of networks for the strengthening of collaboration between relevant parties in local communities including schools, NGOs, and business sectors/companies^[A30]

Establishing themes of the materials for teaching ESD in line with the characteristics of local communities is indispensable for the effective practice of ESD in schools, and it is desirable to conduct the practice of ESD in an open manner, involving local communities. Also, it is desirable that the practice of ESD that involves local communities will lead to an improvement in students’ sense of being useful for others such that if each student faces familiar challenges and takes action, it will lead to the solution of global-scale issues. Various kinds of ESD practices are being conducted by entities including NGOs in local communities, and it is also effective to coordinate with such activities when making efforts for ESD in schools.

When conducting ESD practices that involve local communities, mainly led by schools, there is a wide range of relevant parties including local governments, boards of education, universities, NGOs, and business sectors. Therefore, it is important to discover and foster coordinators who will play a role in coordinating collaboration between schools and local communities

inside and outside schools. Also, it is desirable to promote collaboration between schools and sites for social education by deepening the understanding of ESD by personnel including social education supervisors and personnel in citizens' public halls as well as to make efforts for collaboration with coordinators in such local communities.

When coordinators support the practice of ESD in schools, it is necessary for them to at least have a minimum of knowledge about educational sites, such as how syllabuses are developed in schools. In order to connect schools and local communities, it is important to clarify what kinds of skills and knowledge are required as well as to specifically inform associations and individuals who are playing roles as coordinators including NGOs supporting ESD practitioners in local communities of the needs of educational sites. For example, it is considered effective to provide training in which teachers and relevant parties in local communities participate together.

Also, it is necessary to deliberate the ideal state of information-sharing that will lead to the promotion of ESD through participation by various entities in communities and collaboration between such entities. While the development of systems that enable entities, primarily the Ministry of the Environment (MOE) in collaboration with MEXT, to provide flexible support to meet the characteristics and needs of each local community for practitioners of environmental education and learning is being considered,²⁵ it is necessary to form networks that connect various kinds of ESD practices in local communities across the boundaries between the fields of environmental education through coordination with such efforts.

²⁵ The Ministry of the Environment has held meetings of the Discussion Group on Measures for the Promotion of Environmental Education Following the DESD (Chairperson: Mr. Tomokatsu Kitagawa, former State Minister of the Environment) since January 2014 and compiled reports on the outcomes of the meetings of the Discussion Group. In the reports, it was reported that it was necessary to take efforts such as the development of systems for nationwide networks in which various entities can participate. (August 2014)

(3) Efforts made for promoting ESD on a global scale

Japan has the responsibility to continue to take leadership in promoting ESD on a global scale as a country that advocated the UNDESD and as a country hosting the UNESCO World Conference on ESD to mark the last year of the UNDESD. In particular, it is necessary to make efforts for the five priority action areas, namely, policy support, whole-institution approaches, educators, youth, and local communities, as defined in the GAP on ESD, which is the new framework following the UNDESD, in a focused manner.

Therefore, it is desirable to suggest proposals to UNESCO so that ESD will continue to be discussed as a prioritized challenge at meetings such as UNESCO's General Conference. Also, it is necessary to utilize the funds-in-trust for the GAP on ESD that Japan is contributing to UNESCO and to further promote ESD projects for member countries through UNESCO. When UNESCO conducts ESD projects, it is important for Japan to proactively provide input for such projects, leveraging its experience with the promotion of ESD in Japan. Also, it is necessary to be creative to achieve effective information provision so that domestic ASPnet schools and youths, in particular, can proactively participate in projects sponsored by UNESCO and can have a connection with the world.

Furthermore, in order to effectively utilize the UNESCO-Japan Prize on ESD,²⁶ which was founded through financial support from Japan for the purpose of motivating ESD practitioners all over the world to strive to make better efforts and providing opportunities to disseminate excellent efforts all over the world, it is necessary for Japan to suggest that UNESCO more proactively disseminate the examples that the Prize honors to lead to improvement in the practice of ESD in Japan and foreign countries. Also, since 2012, examples of good practices regarding ESD in elementary, lower secondary, and upper secondary schools within the member countries of the Southeast Asian Ministers of Education Organization (SEAMEO) have been honored, using funds contributed by Japan, and Japan will continue to promote efforts for ESD in member countries. It is necessary to proactively

²⁶ This Prize was founded through financial support provided by the government of Japan for the purpose of providing incentives for superior efforts regarding ESD and disseminating excellent efforts to the world. UNESCO annually honors three excellent efforts regarding ESD and individuals or associations that are proactively involved in one or more of the five priority action areas as defined in the GAP on ESD, which is to be continued for five years, from 2015 through 2019.

inform relevant parties in Japan and foreign countries of these awards whenever there is a chance, so that these awards will serve as incentives for ESD practitioners all over the world.

It is desirable to strengthen collaboration with countries where the practice of ESD has been pioneered including Germany and Sweden in addition to the framework under UNESCO, to take measures such as the sharing of information on measures for the promotion of ESD. At the same time, it is also desirable to consider measures such as the promotion of exchanges between ASPnet schools.

Also, while at present, it has been decided that ESD should be clearly incorporated into the post-2015 development agenda, Japan also needs to continue to disseminate the importance of ESD so that it will finally be incorporated in the targets specified in the Agenda. Also, because indicators for monitoring such targets are particularly meaningful for the future promotion of ESD on a global scale, Japan also needs to proactively contribute to the formulation of such indicators through collaboration with UNESCO.

Outline of Establishment of the ESD Special Subcommittee

(Establishment)

Article 1. Based on the “Proposal Regarding Invigoration of UNESCO Activities in an Era of Diversity” (Japanese National Commission for UNESCO (JNCU), March 2014) and the outcomes of the UNESCO World Conference on Education for Sustainable Development (ESD), which was held in Japan in November 2014, a Special Subcommittee on ESD (hereinafter referred to as the “Special Subcommittee”) shall be established in the JNCU Education Committee, for the purpose of deliberations toward further promotion of ESD.

(Matters to be considered)

Article 2. The Special Subcommittee shall mainly consider the following matters:

- (1) Measures to further promote ESD both internally and externally
- (2) Other matters concerning ESD

(Organization)

Article 3. 1. The Special Subcommittee shall consist of the chairperson and members of the committee.

2. The chairperson of the JNCU Education Committee shall serve as the chairperson of the Special Subcommittee, and he or she shall appoint members from the following list:

- (1) JNCU Education Committee members
- (2) Those involved in ESD
- (3) Those involved in ASPnet schools
- (4) Others that are deemed to be needed by the chairperson

3. The chairperson shall have overall control of the Special Subcommittee.

4. When the chairperson is unable to attend to his/her duties, or the position of chairperson is vacant, one designated by the chairperson in advance

shall represent the chairperson in his/her duties or perform them.

(Hearing of opinions of those concerned)

Article 4. The chairperson may request that JNCU members who do not belong to the Special Subcommittee, those with academic backgrounds, or others concerned attend meetings to hear their opinions as necessary.

(Convocation)

Article 5. Meetings of the Special Subcommittee shall be convened as necessary by the chairperson.

(Reporting)

Article 6. The chairperson of the Special Subcommittee shall, after such meetings, report the matters discussed at the Special Subcommittee meeting at the soonest opportunity at a meeting of the JNCU Education Committee.

(Disclosure of meetings)

Article 7. Meetings of the Special Subcommittee and the materials therefrom shall be open to the public in principle.

(Operating regulations)

Article 8. The JNCU Education Committee may lay down detailed regulations necessary for the operation of the Special Subcommittee through deliberations by the same committee.

(Secretariat)

Article 9. The Director-General for International Affairs shall conduct the affairs of the Special Subcommittee.

(Supplementary Provision)

This Outline of Establishment shall apply from February 13, 2015.

List of Members of ESD Special Subcommittee, Education Committee, Japanese National Commission for UNESCO

◎Chairperson, ◦Chairperson Deputy (appointed by the chairperson)

Nami Akinaga	Leave a Nest Co., Ltd. (Japan's representative at UNESCO ESD Youth Conference)
◦Hirofumi Abe	Vice President, Okayama University, ASPUnivNet Secretariat
Yuichiro Anzai	President, Japan Society for the Promotion of Science
Yasuhiko Okamoto	Professor, Faculty of Science, Okayama University of Science
Yuto Kitamura	Associate Professor, Graduate School of Education, University of Tokyo
Yoichi Kiyohara	Chief Inspector, Elementary and Secondary Education Bureau, MEXT
Kenichi Goto	Senior Researcher, Department of Curriculum Research, Curriculum Research Center, National Institute for Educational Policy Research
Gunei Sato	President, Mejiro University
Masako Shige	Representative Director, Japan Council on the UN Decade of Education for Sustainable Development
Tetsuya Shimizu	Superintendent, Tama City Board of Education
Kayo Takahashi	Dean, Faculty of Child Education, Kurashiki Sakuyo University
Manabu Tamura	Senior Specialist for Curriculum, Department for Curriculum Development, Curriculum Research Center, National Institute for Educational Policy Research
Toshio Tejima	Principal, Yanagawa Elementary School, Koto Ward

Sawako Hanyu Executive Director, RIKEN

©Kazuyuki Mikami President, Miyagi University of Education

Yukio Rimbara Statutory Auditor, Citigroup Japan Holdings Corp.

(in Japanese syllabic order, without honorifics)

Meeting History of ESD Special Subcommittee, Education Committee, Japanese National Commission for UNESCO

- First meeting Date: March 26 (Thu.), 2015
Agenda items: 1. Future measures to promote ESD
 - Presentation by Manabu Tamura, Subcommittee member
 - Presentation by Toshio Tejima, Subcommittee member2. Other

- Second meeting Date: April 21 (Tue.), 2015
Agenda items: 1. Future measures to promote ESD
 - (1) Implementation of ESD in regions
 - Presentation by Hirofumi Abe, Subcommittee member
 - Presentation by Tetsuya Shimizu, Subcommittee member
 - (2) Discussion paper (draft) on the review of issues and measures to promote ESD2. Other

- Third meeting Date: May 18 (Mon.), 2015
Agenda items: 1. Future measures to promote ESD
2. Other

- Fourth meeting Date: June 16 (Tue.), 2015
Agenda items: 1. Future measures to promote ESD
2. Other

- Fifth meeting Date: July 24 (Fri.), 2015
Agenda items: 1. Future measures to promote ESD
2. Other