

Overview of ESD activities in Japan

Japan has drawn up a domestic action plan for DESD. In the above ESD action plan, Japan addresses the integrated development of the environment, economy, and society, while dealing with issues that focus on environmental conservation as a starting point. Japan's goals by the final year of DESD include "helping everybody to participate in the creation of a sustainable society." Related ministries and agencies are working on the creation of vision, policy-making based on consultation, network construction and management, human resource development, survey studies, and the use of information and communications technologies in order to achieve the above goals.

The ESD activities, mainly for environment conservation, are conducted in Japan, while the current Courses of Study for elementary and secondary education seek to further improve the environment-related contents in respective subjects such as social studies, science. Moreover, during the "Period for Integrated Study," which allows schools to implement unique educational activities, it is possible to deepen integrated and interdisciplinary learning concerning environmental problems. Under these circumstances, certain regions, including their schools, have been designated to implement environmental education based on ESD by the Japanese government, where various efforts are being made, including the survey and analysis of actual circumstances and activities to support the preparation and publication of a collection of case examples. Various other implemented activities include the preparation and distribution of educational materials for teachers that describe the basic ideas and teaching methods of environmental education for the establishment of a sustainable society and examples of actual implementation as well as database construction.

Furthermore, examples of related activities in higher educational institutions include a project to collect class subject ideas that involve ESD from liberal arts teachers, the construction of a network to establish and develop sustainability science in order to resolve global issues by linking existing academic fields from a comprehensive and panoramic viewpoint, and educational programs for the development of human resources, which are capable of contributing to the formation of an interdisciplinary, interregional and intergeneration understanding to resolve sustainability-related issues.

Additionally, various activities are implemented by various entities, including NPOs that engage in offering of policy proposals, collection and provision of information inside and outside Japan, and construction of regional networks.

Moreover, the Japanese government contributes to a trust fund to support the ESD efforts of UNESCO. In particular, the Asia/Pacific Cultural Centre for UNESCO (ACCU) uses part of the above trust fund to select some of the organizations that have many years of practical accomplishments and a broad network in the Asia Pacific region to support their activities. Furthermore, the Japanese Government makes contributions to the United Nations University to support its activities, including those to promote establishment of Regional Centres of Expertise (RCE) promoted by the said university.

You will find attached below major examples of the above-mentioned efforts and activities:

Major examples of efforts and activities in Japan

<Basic policies>

- 1) Japan's Action Plan
- 2) Examples of "values," "capacities," and "methods of learning," which ESD prioritizes

<Examples of efforts of respective entities>

(Regions, including their schools)

[Collaboration of schools and regions]

- 3) Project for the promotion of the United Nations Decade of Education for Sustainable Development
- 4) Survey studies on the desirable nature for the new environmental education
- 5) Major knowledge base of Orose Elementary School

(Elementary and secondary education)

[Development of educational materials for teachers]

- 6) Overview of the Guide to Environmental Education Teaching (Elementary school version)

[Provision of information such as case examples]

- 7) Environmental education / Environmental study database

(Higher education)

[Teachers' training programs]

- 8) Example of the Training Curriculum on Education for Sustainable Development (ESD) for in-service teachers

[Higher education programs]

- 9) Restructuring of liberal arts education for a sustainable society
- 10) Master's Program in Sustainability Science
- 11) A Project on Asian ESD Professional Development in Higher Education

[Research and development]

- 12) The Integrated Research System for Sustainability Science (IR3S)

(NPOs)

- 13) The Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)
- 14) Living in Harmony with the Earth--School Project

<Examples of cooperation activities for international organizations>

- 15) Efforts of the United Nations University - Establishment of Regional Centres of Expertise (RCE)- (Part of the Contribution to the United Nations University)
- 16) ACCU-UNESCO Asia-Pacific ESD Programme
(Part of the UNESCO/Japan Funds-in-Trust for ESD)

Japan's Action Plan for the "United Nations Decade of Education for Sustainable Development" (structure)

1. Introduction

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

2. Basic Concept

Prepared in March 2006

- to encourage everyone and every organization to participate in the creation of a sustainable society within the period 2005 to 2014;
- to address the integrated development of the environment, economy, and society, with issues that focus on environmental conservation as a starting point;
- to increase awareness of the challenges facing developing countries, and strengthen cooperation with the same.

3. Guidelines for Implementing ESD

<p>(1) Programs leading to community building</p> <p>Implementation of ESD based on regional characteristics; Promoting children's participation; Enhancing existing activities</p>	<p>(2) Places of education and implementing organs</p> <p>Every organization, including public organizations such as schools, local communities, NPOs, enterprises, mass media, becomes an implementing organ.</p>	<p>(3) Educational curriculums</p> <p>A wide variety of interdisciplinary and comprehensive subjects are taught from the aspects of environment, economy, and society.</p>	<p>(4) How to learn and teach</p> <p>Participatory approaches; Problem-solving ability</p>	<p>(5) Abilities to be developed</p> <p>Systematic thinking; Logical power to offer alternatives; A sense of values related to sustainable development</p>	<p>(6) Coordination and collaboration between diverse organs</p> <p>Enhanced collaboration between entities; The needs for human resources and organizations that serve as the coordinator/the producer.</p>	<p>(7) Evaluation</p> <p>Prioritizing the processes of planning, implementation, evaluation, and improvement</p>
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4. Promotional Method of ESD

(1) Key programs

<p>(A) Dissemination and enlightenment To promote the understanding of ESD in every classroom</p>	<p>(B) Implementation in the community To promote activities that accommodate regional characteristics</p>	<p>(C) Programs at institutions of higher education To support the implementation of ESD in respective specialized courses; To support survey studies; To support activities conducted as entities in respective regions</p>
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(2) Concrete measures to promote in Japan

- (A) Creation of vision and exchange of opinions
- (B) Promoting negotiated policy-making and autonomy of the parties concerned
- (C) Building and management of partnerships and networks
- (D) Development of skills and human resources
- (E) Survey study and program development
- (F) Utilizing information and communications technology (ICT)

(3) Programs expected of each organization

- (A) Individuals and families
- (B) Schools
- (C) Local communities
- (D) NPOs
- (E) Enterprises and industrial organizations
- (F) Farming, forestry and fishery operators, and related organizations
- (G) Mass media
- (H) Teacher-training institutions
- (I) Social educational facilities, and public centers
- (J) Local authorities

(4) Promotion of international cooperation

- (A) Collaboration and cooperation with U.N. agencies
- (B) Promoting regional cooperation in Asia
- (C) Support for the development of human resources in developing countries
- (D) Collaboration with organizations and support for programs by private organizations
- (E) Increasing global understanding by the public
- (F) Disseminating information to the international community

5. Evaluation and Review

Discussion on the methods of evaluation; Mid-year review; Evaluation of the decade in 2014, the final year of the decade

Examples of “values,” “capacities,” and “methods of learning,” which ESD prioritizes

The organizations and individuals from various fields of education, that are covering various social issues, including environment, development, human right, peace, gender, cultural diversity and social welfare, are now getting connected under the umbrella of ESD. They share the following views and ESD-J is calling these views as "the essence of ESD".

1. "Abilities desirable to be developed", such as the multilateral point of views and communication skills.
2. "Methods of learning", such as the method of participatory learning and the method of consensus-building.
3. "Values" including human co-existence and human dignity.

<Values which ESD prioritizes >

- Human dignity is invaluable.
- We are responsible for establishing a socially and economically fair society.
- The current generation is responsible for the future generations.
- Human beings are a part of the nature.
- Cultural diversity should be respected.



<Abilities desirable to be developed through ESD>

- The ability to feel and think on its own
- The ability to see through the essence of specific problems/ the capacity to think and make a constructive criticism
- The ability to express own feelings and thinkings.
- The ability to accept and respect different values.
- The ability to work cooperatively with others.
- The ability to seek concrete solutions.
- The ability to imagine an ideal society.
- The ability to understand the environmental carrying capacity of the community, country, and earth.
- The ability to implement spontaneously.

<Methods of learning which ESD prioritizes>

- Participatory methods are utilized.
- Learners work on real issues in a practical manner.
- Processes to enable learners to learn continuously are appreciated.
- Learners to learn with the interaction of people from various positions and various generations
- Individual initiatives of the learners are respected.
- The potential power of people and community is activated to a maximum extent.
- The parties involved can learn from each other.
- Learners are not induced to the one and only correct answer prepared preliminarily.

*Source: Based on the public relations materials prepared by ESD-J.

**Project for the promotion of the United Nations Decade of Education
for Sustainable Development (Ministry of the Environment)**

<Overview of the project>

This project has been implemented in two phases in FY2006 and 2007. In FY 2006, ten regions were selected, whereby local committees to promote community-based ESD (local ESD committee) were established, and an action plan for the following fiscal year was drawn up. For FY 2007, it is necessary to implement community-based ESD projects (Session programs, projects, etc.) carried out jointly by a variety of entities and based on the action plan prepared in the preceding year.

<Major accomplishments in FY2006>

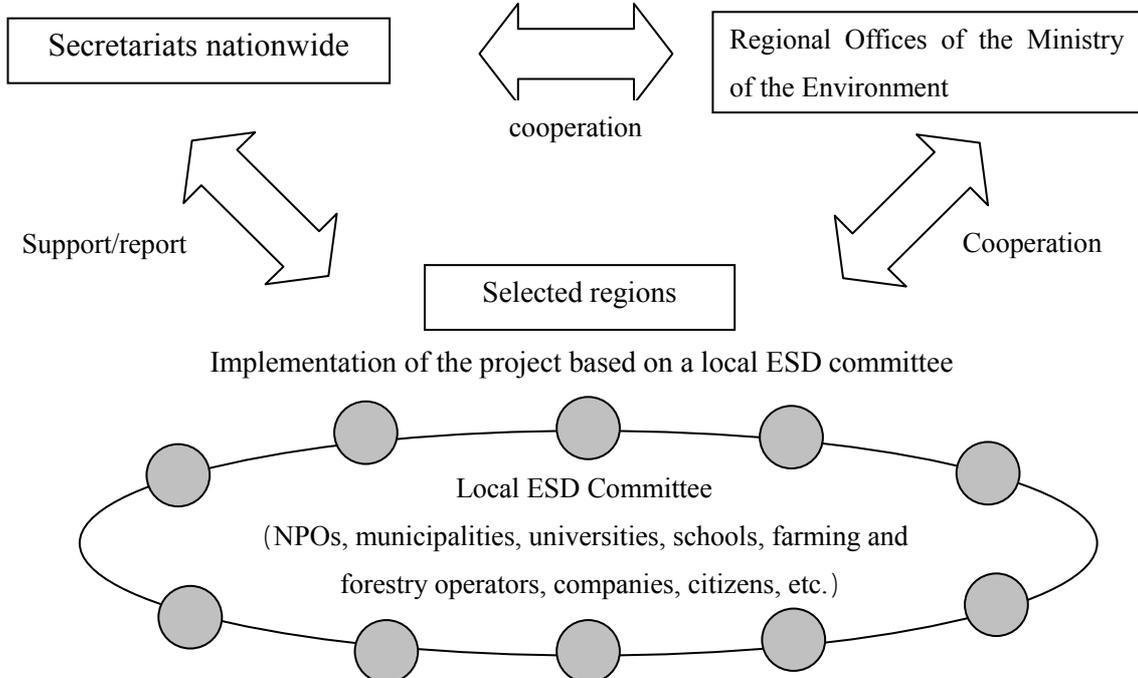
- Specific plans for ESD have been prepared in ten regions in Japan, taking the issues and situations specific to respective regions into consideration.
- Various issues that may occur in the course of implementation of the ESD project in respective regions, efforts toward solution and key points, etc. have been identified and extracted during the review process conducted in respective regions.
- Effective external support for the regional promotion of ESD and its possible effects and problems were identified and extracted.
- Dissemination activities for ESD were implemented in respective regional blocks (leaflets, seminars, etc.), which served as publicity activities for ESD in a manner easy to understand for the citizens in the region.

Hearings on project progress

Advice and support provided by experts

Extraction of achievements

Spread of achievements to various parts
of the regional blocks



Implementation of the project based on a local ESD committee

Local ESD Committee

(NPOs, municipalities, universities, schools, farming and forestry operators, companies, citizens, etc.)

Survey studies on the desirable nature for the new environmental education
 - Promotion of new environmental education that responds to contemporary needs, including ESD

Survey studies on the Education for Sustainable Development (ESD)

The Ministry of Education, Culture, Sports, Science and Technology

- Required guidance/advices
- Diffusion of study results
- Implementation of field surveys

Appoint/commission

Regions for implementation (local authorities)

Environmental Education Promotional Committee (14 regions)

- Planning of activities to promote new environmental education
- Holding of workshops



Schools (Schools participating in the implementation)

- Implementation concerning teaching contents and methods of environmental education in respective subjects, etc.
 - Development and use of educational materials, etc. of respective subjects, etc.
 - Implementation of school-wide environmental education
 - Implementation of environmental education for inter-school collaboration
 - Implementation of environmental education for collaboration with households and the community
- And others.



Survey study meetings, etc.
 (Implementation of the analysis of case examples, field survey, preparation of the collection of case examples, etc.)

Survey study cooperators' meeting



Fact-finding survey of environmental education

- Implementation of a fact-finding survey of school education

Analysis of the examples of Implementation, etc.

- Analysis of collated Implementation examples

Preparation of collated implementation examples

- Preparation of collated implementation examples of environmental education

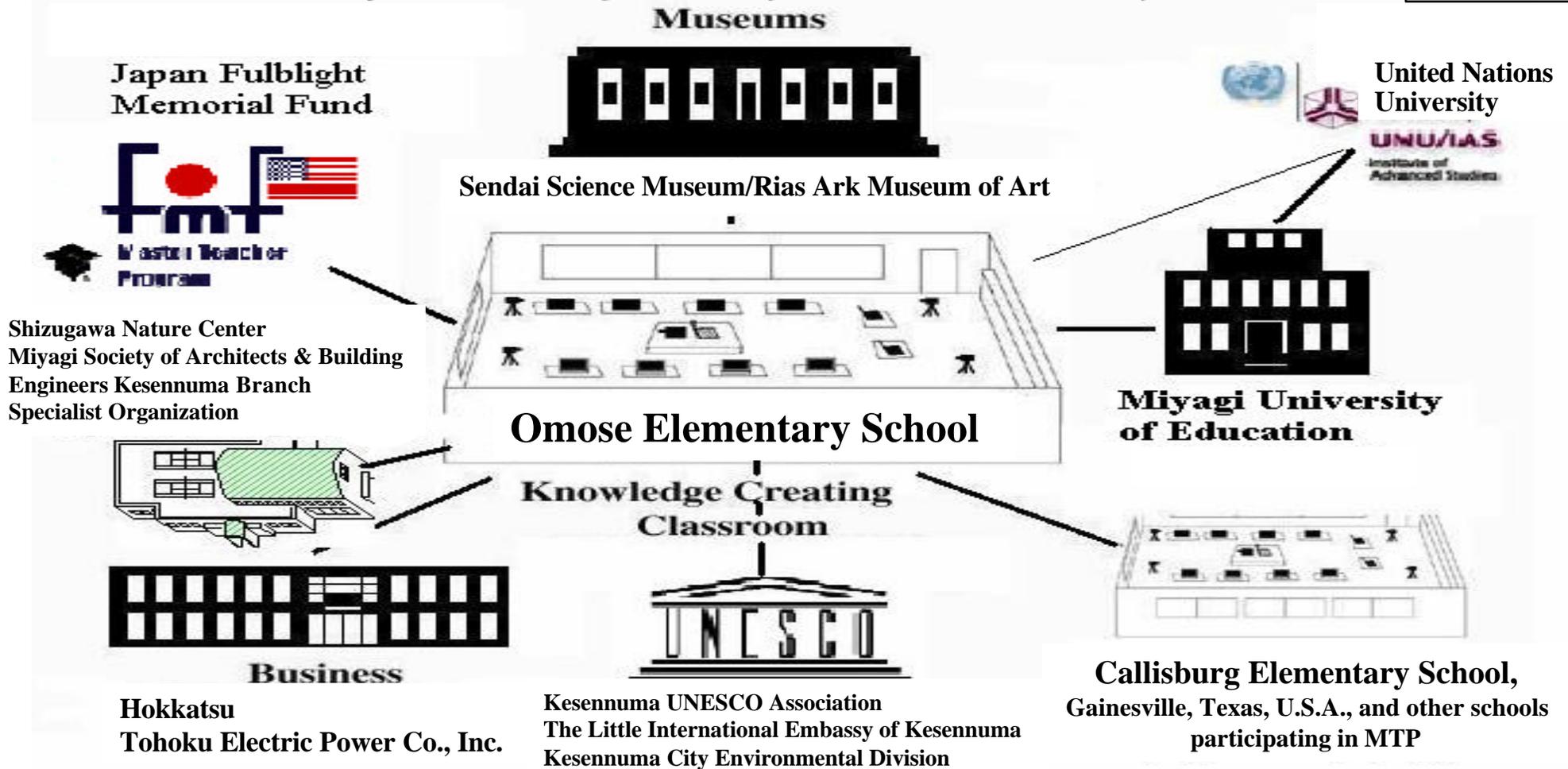
Dissemination of results, such as those of case examples of implementation

- Review of methods involving spreading the positive results of case examples
- Provision of the results of case examples of implementation

And others.



Major knowledge base of Omore Elementary School



Members of the Omore Elementary School Project Collaboration Promotional Committee (20 groups and 31 individuals)

Universities/Specialized institutions	Administrative agencies	Regional/Industrial groups	Education institutions
Miyagi University of Education (Environmental Education Center)	Miyagi Prefectural Government Kesennuma Public Works Office	Tohoku Electric Power Co., Inc. Kesennuma Office	Kesennuma Nature Academy
Sendai Science Museum	Kesennuma City Environment Division	Miyagi Society of Architects & Building Engineers Kesennuma Branch	Omore Junior High School
Shizugawa Nature Center	Kesennuma City Planning and Policy Division	Miyagi Northern Tuna Fishermen's Association	Kesennuma High School
Rias Ark Museum of Art	The Little International Embassy of Kesennuma	Hashikami Fisheries Cooperative Association	Omore Elementary School Parent-Teacher Association
Kesennuma UNESCO Association	Kesennuma City Board of Education	Matsuiwa School Lunch Kitchen	Omore Elementary School Council

Overview of the Guide to Environmental Education Teaching (Elementary school version)

(Curriculum Research Center, National Institute for Educational Policy Research)

Purpose of publishing the Guide to Environmental Education Teaching

- The above Guide has been prepared to help further promote environmental education in schools, pursuant to the United Nations Decade of Education for Sustainable Development, adopted at the 57th session of the UN General Assembly (in 2002), and other international movements concerning environmental education and the problems we currently face .
- This is a significantly revised version to respond to the new century of the environment, although it remains in line with the basic policies and ideas stated in the previous “Guide to Environmental Education Teaching (Elementary school version),” etc.

Structure of the Guide to Environmental Education Teaching

Chapter 1: Environmental education and environment conservation

The ideas and efforts necessary to establish a sustainable society are explained along with related international movements.

- This chapter explains international trends in activities concerning environment conservation as well as those in Japan and shows the purposes of environmental education and major viewpoints when giving environmental education, based on activities, etc. for the establishment of a sustainable society in Japan.

Chapter 2: Environmental education in elementary schools

Basic ideas, teaching, expansion, etc. for the positive promotion of environmental education in elementary schools are explained.

- This chapter presents the purposes of environmental education in elementary schools, capacities and attitudes valued in environmental education, and viewpoints for understanding the environment. Moreover, the chapter summarizes the points to consider when giving environmental education and guidance, including system construction by school, inter-school collaboration, and collaboration with households and communities.
- As for the implementation in respective subject classes, ethics classes, special activity classes, and during the periods of integrated study, points to consider in giving education and guidance are specifically described; based on the purposes of the current Courses of Study and latest movements of the Central Education Council.

Chapter 3: Case examples of implementation related to environmental education

Case examples of implementation in respective subject classes, ethics classes, special activity classes, and during the periods of integrated study and other examples implemented in collaboration with households and communities, and still others implemented for the collaboration with social education facilities, etc. are presented.

- The chapter clarifies the viewpoints of respective examples as cases of environmental education and points to consider when using the above examples, etc.



Environmental education/Environmental study database for school teachers and community leaders

● Environmental education/Environmental study database



<http://www.eeel.jp/>

Best for research and study as well as information retrieval!

Many educational materials and programs are contained on this website.

- Explanation of environmental issues in respective areas
- Teaching program for teachers
- Literature and materials in the area of environmental education
- Information on support for study available in the community
- Webpage for children's research and study
- Webpage with information on eco-life for families etc.

● For those seeking environmental education leaders:



The following website present enterprises that train and accredit environmental education leaders:

<http://www.env.go.jp/policy/edu/reg/>

Database of projects and programs for human resources development and certification for environmental education

The website presents not only the enterprises of private bodies but also those implemented by national and local governments.

The following website gives information on environmental counselors:

<http://www.env.go.jp/policy/counsel/>

You can search and retrieve information on environmental counselors registered in the Ministry of the Environment by region and by area of expertise.

*The environmental counselors are human resources registered by the Ministry of the Environment registers as those who have expertise and rich experience in environment conservation and who provide advice, etc. to citizens' activities and businesses concerning environment conservation.

● For those willing to be educated and trained to become environmental education leaders:



Environmental education leaders' basic training program (given in collaboration with the Ministry of Education, Culture, Sports, Science and Technology):

<http://www.env.go.jp/policy/info/kyouiku/>

The program is targeted for school teachers and members of regional NPOs. Education and training to acquire basic knowledge with a focus on on-site training is provided nationwide. Please take advantage of the program for the improvement of teaching abilities and as a venue for exchange.

● Other information related to environmental education:



The Ministry of the Environment's webpage on environmental education/environmental study

<http://www.env.go.jp/policy/edu/>

■ For inquiries ■
 Office of Environmental Education,
 Environmental Policy Bureau, Ministry of the Environment
 Tel : 03-5521-8231
 Fax : 03-3580-9568
 E-mail : sokan-kyoiku@env.go.jp

Example of Training Curriculum on Education for Sustainable Development (ESD) for in-service teachers (Miyagi University of Education)

~ Training on ESD, focusing on environmental education ~

1) Purpose

It is the basis of education for the establishment of a sustainable society to study the regional nature and culture and notice the beauty of the same while in childhood. Therefore, a training curriculum has been developed for in-service teachers to allow them learn the method to implement activities of environmental education during the period of integrated study as education to establish a sustainable society from the viewpoint of regional environment and livelihood.

2) Example of training contents

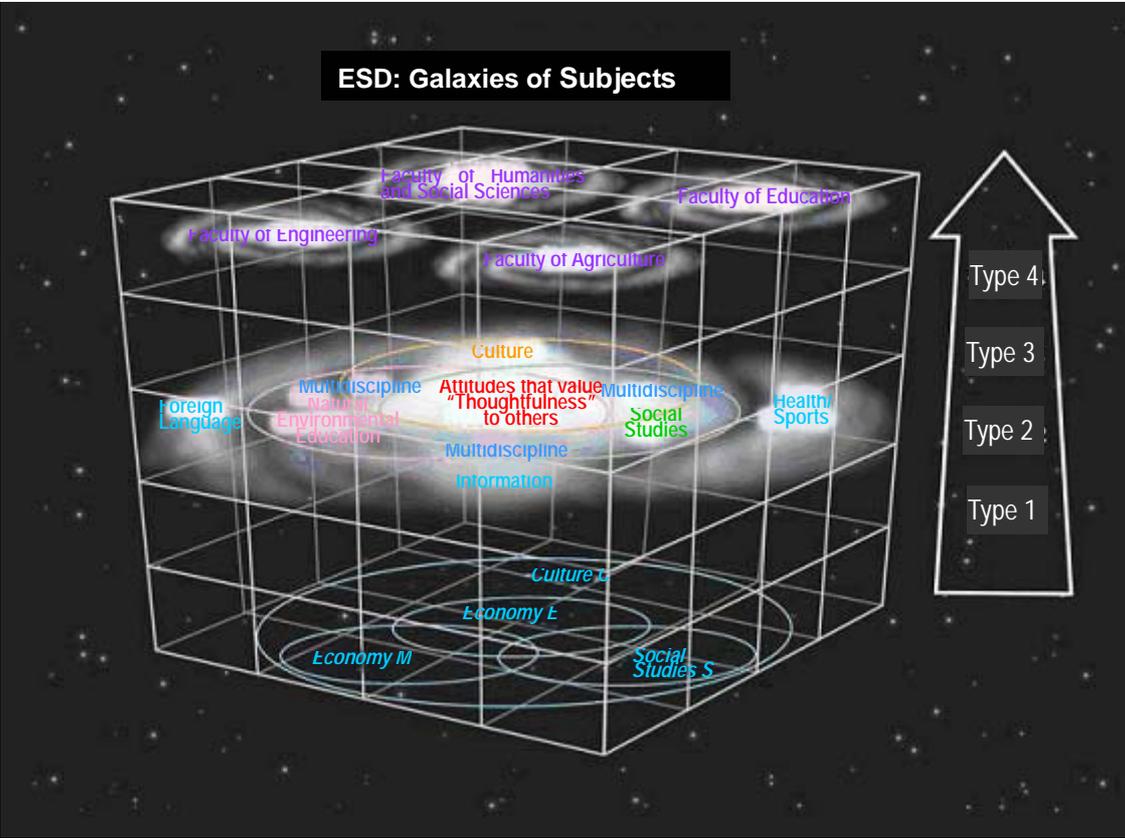
* The training is designed for in-service teachers (of kindergartens, elementary schools, junior high schools, and high schools)

Session	Title	Contents
1	ESD and environmental education	Lecture on the positioning of environmental education and the targets of ESD as you implement ESD
2	Preparation and use of environmental education implementation program	Material circulation, biodiversity, interdependency of environmental factors, etc., which are the basis of environmental education, will be explained. Furthermore, a method to prepare and use the implementation program for classroom and outdoor activities, in order to promote understanding of the nature of Kesenuma, will be explained.
3·4	Computerization in school education	A lecture on education, based on the use of ICT in school education, literacy required for the above, and the method in case of education network development
5	Environmental indicators and their meanings	Explanation concerning the types and interpretation methods of environmental indicators to assess the actual state of the environment
6	Environmental analysis based on water quality indices	Rivers flowing through the Kesenuma City will be analyzed based on water quality indices. Moreover, the method to prepare the study program on water quality environment will be explained.
7·8	Collection of creature specimens and its use in environmental education	You will learn how to know the regional environment through insects. Explanation will also be made concerning the method of selection/classification of habitats of insects, insect collecting, preparation of specimens and their storage and management, and preparation of environmental study program, etc.
9·10	Method of environmental assessment and method of observation using soil animals	Explanation concerning the method to observe soil animals in the area around Kesenuma and that to the assess environment based on the observation. You will actually take soil specimens, observe soil animals with a stereomicroscope, and learn how to use them as materials of environmental education.
11·12	Fieldwork taking advantage of the nature in your region	Explanation on how to implement an environmental study based on fieldwork as well as observation methodology. Fieldwork will be implemented, based on the observation methodology of regional nature, with a specific view to disaster prevention, food production, and food safety.
13·14	Food and environment	Explanation on proper lifestyle-oriented activities for environment conservation and the significance of environmental education from the viewpoint of the promotion of understanding of regional food culture. Moreover, the regional diet will be discussed (including its production, distribution, consumption, and disposal) and explanation will be made concerning the method to use it as a material of environmental education in order to establish a sustainable society.
15	Examination	

Restructuring of liberal arts education for a sustainable society (Iwate University)

<Overview>

- 1) Iwate University will include ESD, not only in the environmental education subjects, which have represented the core curriculum to date, but also in all the other liberal arts subjects, in order to restructure its liberal arts education as an education program for nurturing 21st-century citizens.
- 2) The liberal arts subjects will be structured into 4 disciplines, consisting of the environment, society, economy, and culture, with 4 types, consisting of “the creation of interest,” “broadening and deepening of understanding,” “participation of students,” and “experience of problem solving.” Students are required to select subjects to study by imaging the above as an assembly of stars. This is to allow them to develop a pantoscopic view. (“Galaxies of Subjects”)
- 3) New liberal arts subjects will be set for higher grade students with specific regional issues as themes, such as the issue of industrial waste disposal close to the border between prefectures, in collaboration with organizations outside the University.
- 4) Liberal arts education and professional education will be crossed to establish ESD sub-majors and accrediting subjects related to ESD in specialized courses of respective faculties, in order to develop human resources who will voluntarily participate in activities to establish a sustainable society.



Master's Program in Sustainability Science

(The University of Tokyo)

1) Purpose:

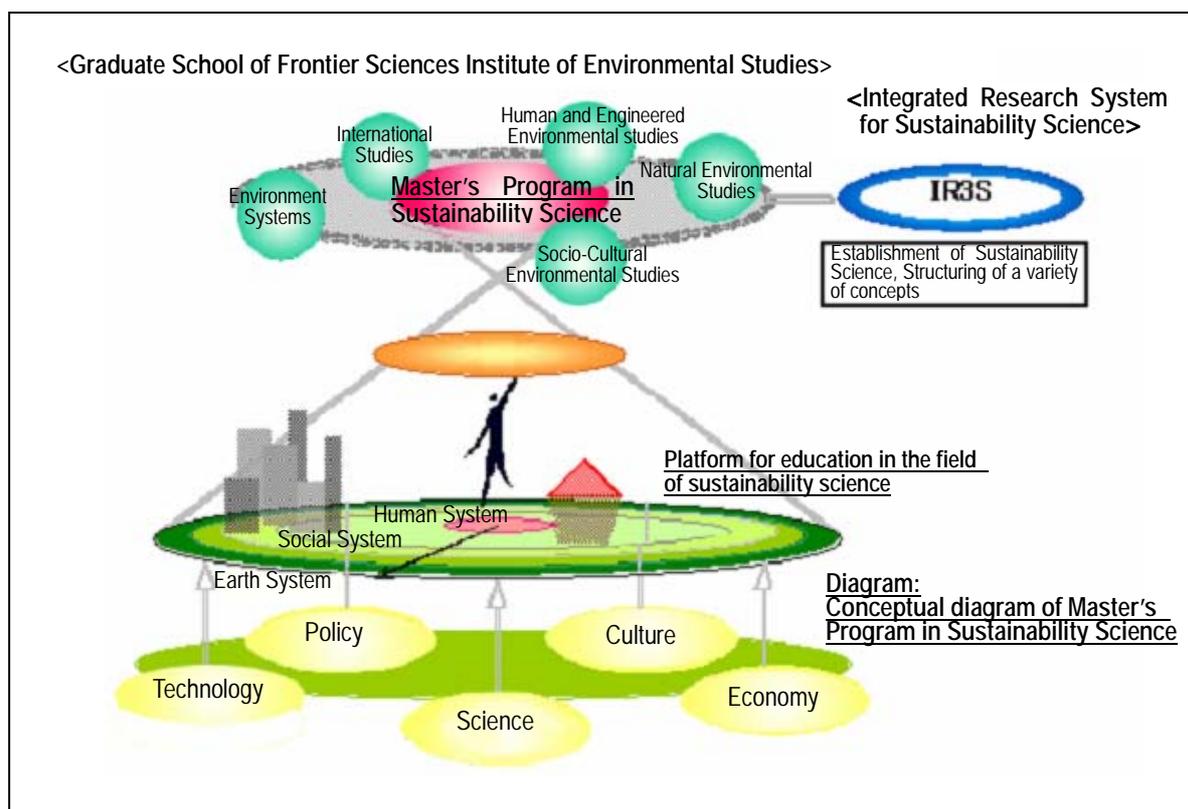
- To train internationally-minded professionals that can help create a sustainable society (This program will start in October, 2007)

2) Examples of abilities expected to be developed:

- To understand a variety of issues related to sustainability
- To master a set of skills to propose new systems, to develop interdisciplinary, interregional, and intergenerational understanding, etc. for the solution of problems related to sustainability.

3) Examples of expected activities in future:

- Participation in resolving various problems in international institutions, when the interests of different nations and regions clash.
- Performing coordinating roles to ensure that aid given to developing countries goes to their sustainability
- Contributing to the proposal of new, more sustainable systems within local authorities, corporations, non-governmental organizations and other social entities to resolve environmental problems where there are conflicting interests through the objective coordination of relevant information and opinions from the parties concerned.
- Contributing to a company's future strategy or decision-making by helping it to fulfill its social responsibilities and approaching the company's sustainability from a wide perspective, which takes into consideration not only economical factors but also the company's relationship with society.

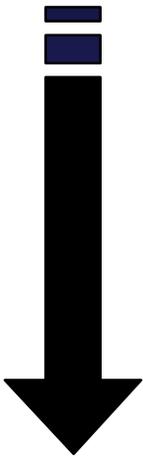


A Project on Asian ESD Professional Development in Higher Education (Ministry of the Environment)

1. Overview

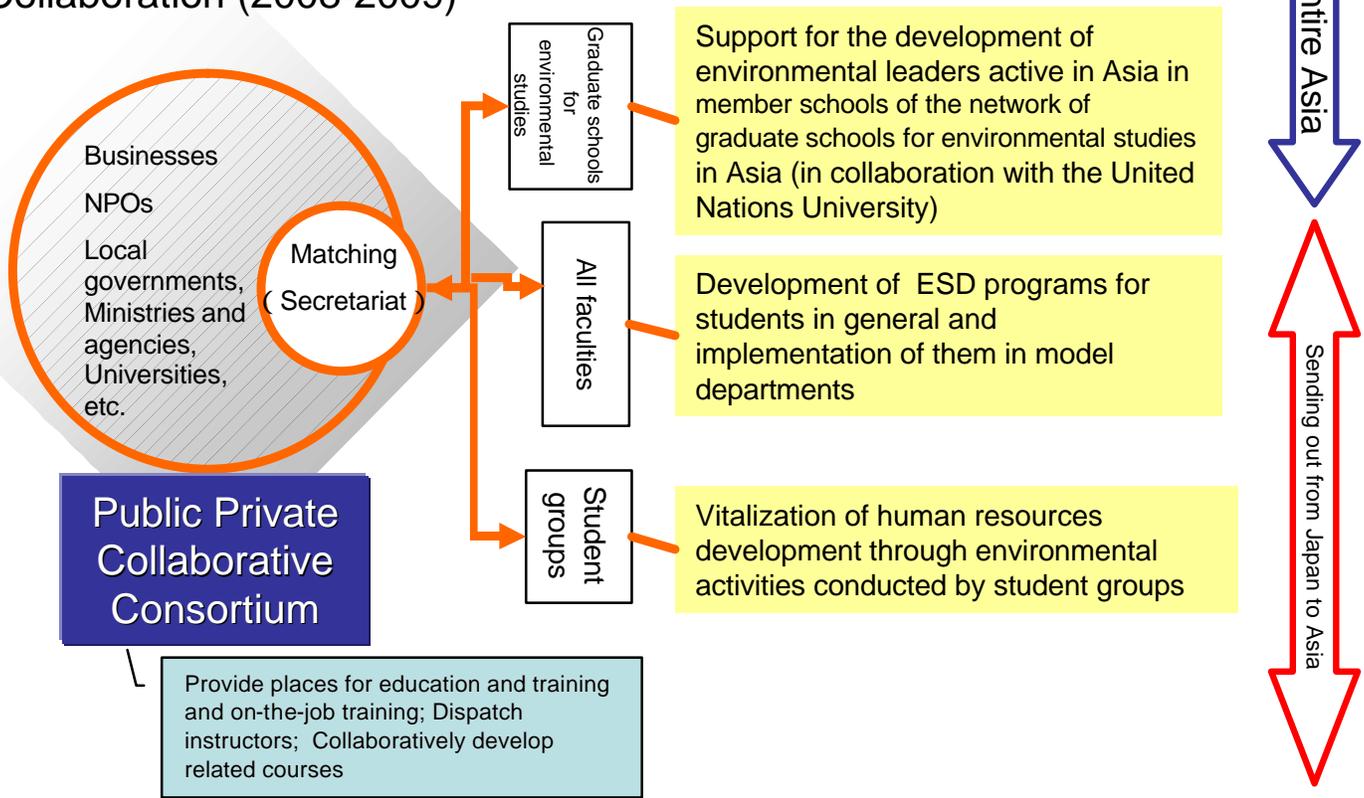
ESD professionals, who work in a variety of fields (industry sector, type of business, etc.) for the greening of socioeconomic systems such as corporate activities, are essential in the realization of a sustainable Asia. Therefore, ESD professionals are to be developed in universities and graduate schools where students receive wide-ranging education and acquire expertise which will profoundly impact their career and the direction of their work after graduation.

2. Set out a “Vision for the Development of ESD Professionals for a Sustainable Asia” (2007)



Clarify the image of ESD professionals to be developed intensively for a sustainable Asia
How ESD professionals are currently developed in universities; The human resources development system we should aim to provide; How ESD professionals are accepted in society at present
Solve the current problem areas; Review measures and systems to encourage the development of ESD professionals
Set up support measures by the government for the establishment of a system for developing ESD professionals; Draw up a roadmap up to 2014.

3. Develop Environmental Professionals through Public Private Collaboration (2008-2009)



What is IR3S?

IR3S is a research network founded with the aim of serving as a global research and educational platform for sustainability scientists.

Administered by the University of Tokyo, it consists of five participating universities — Kyoto University, Osaka University, Hokkaido University, Ibaraki University, and the University of Tokyo — and six cooperating institutions — Toyo University, the National Institute for Environmental Studies, Tohoku University, Chiba University, Waseda University and Ritsumeikan University.

Joint research by a close alliance of universities and institutes

Sustainability science by definition embraces a broad range of phenomena and principles. The goal of IR3S is to help develop and expand sustainability science as an academic discipline, beginning with collaborative efforts by nine Japanese institutions with demonstrated potential for research and education in this field. Emblematic of these joint efforts are the flagship projects of IR3S in the three categories of Philosophy, Research and Education. The Research category comprises the following three flagship projects.

●Flagship project ①

〈Sustainable measures to mitigate and adapt to global warming〉

The University of Tokyo, project leader;
Ibaraki University, co-leader

●Flagship project ②

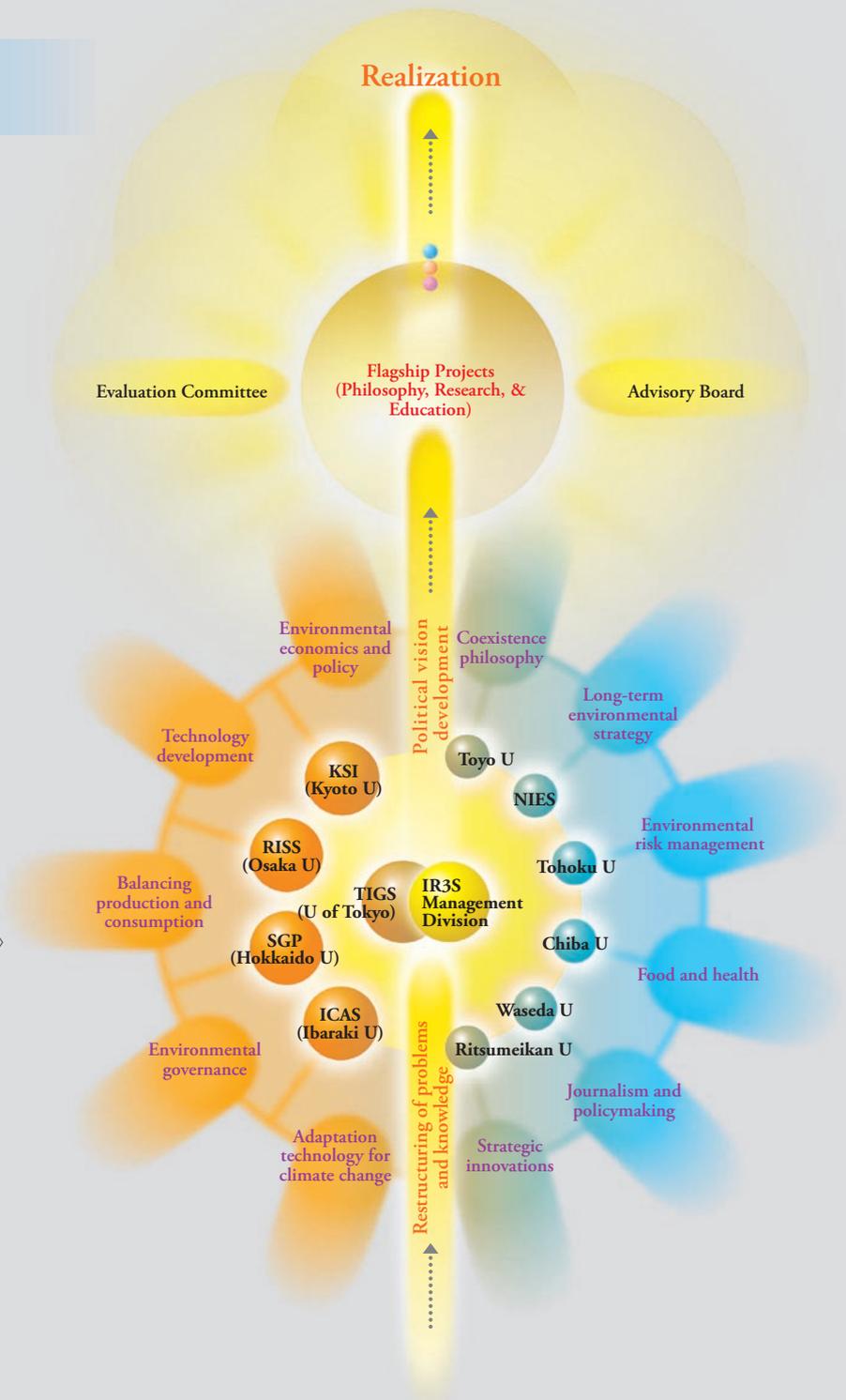
〈Building a resource-circulating society in Asia〉

Osaka University, project leader;
Hokkaido University, co-leader

●Flagship project ③

〈Global sustainability — conception and development〉

Kyoto University, project leader



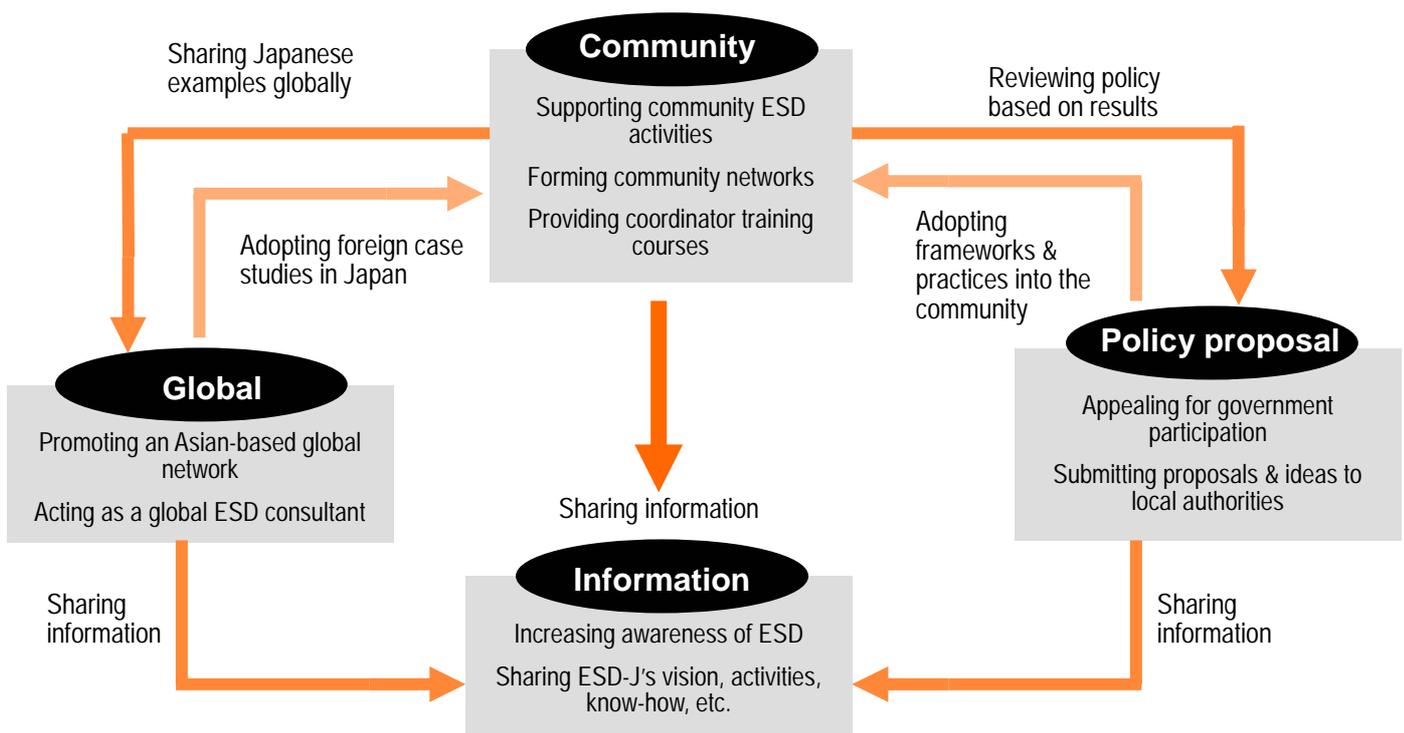
The Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)



ESD-J is a networking organization founded in June 2003, given the impetus by the UN Decade of Education for Sustainable Development that started in 2005. It promotes to connect the activities of NGO/NPOs and individuals involved in various type of education related to sustainable development and creates a major force for the promotion of education toward achieving a sustainable society in Japan. ESD-J members are consisted of more than 100 organizations from various fields, covering environment, human rights, peace, social welfare and so on.

Activities of ESD-J

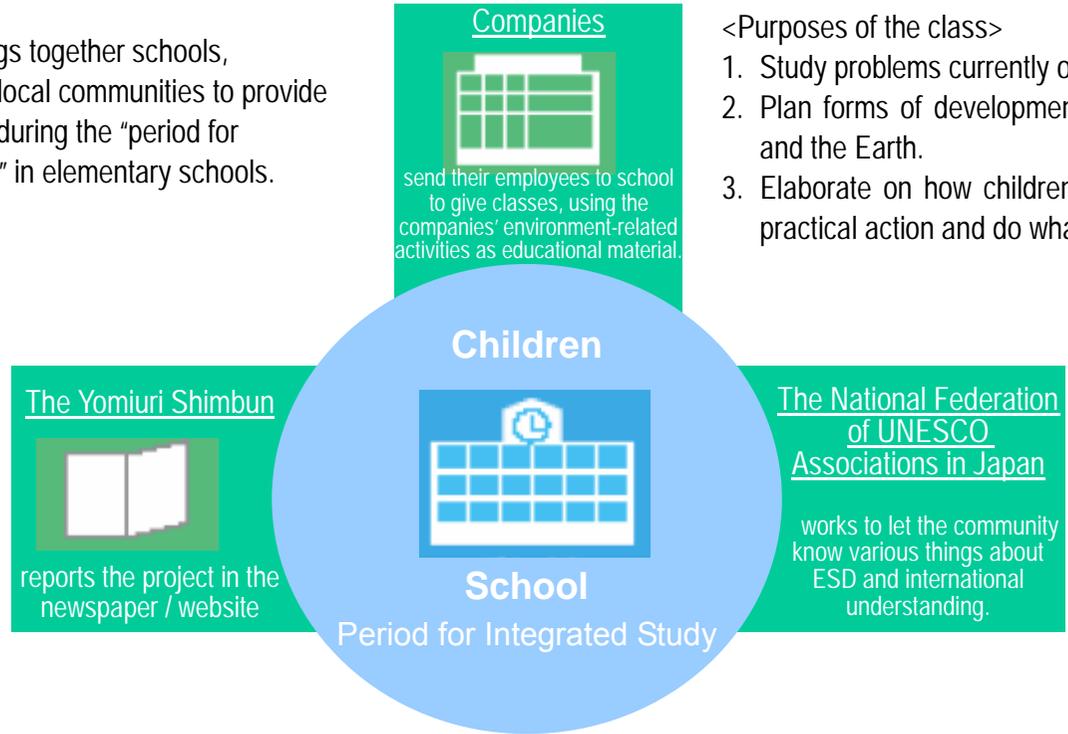
- ✦ Supporting ESD activities in the community and building community networks focused on networking.
- ✦ Policy advocacy to realize a policy to support ESD and ESD activities.
- ✦ Training, dissemination and learning activities, such as ESD seminars and the development of coordinators.
- ✦ Sharing information through various media, through ESD-J website or a quarterly newsletter “ESD Report.”
- ✦ Promoting an Asian-based ESD global network.



Living in Harmony with the Earth--School Project

(sponsored by: the National Federation of UNESCO Associations in Japan and The Yomiuri Shimbun)

The project brings together schools, companies and local communities to provide special classes during the "period for integrated study" in elementary schools.



<Purposes of the class>

1. Study problems currently occurring on a global scale.
2. Plan forms of development that benefit both humanity and the Earth.
3. Elaborate on how children can be achieved, and take practical action and do whatever they can for the future.

The above project is to be implemented nationwide.

- Special classes are given in schools, in cooperation with companies and NGOs, in order to encourage children to consider a sustainable society. Class instructors are sent from companies and the National Federation of UNESCO Associations in Japan, etc., who will discuss activities to combat environmental problems in order to improve the current society, which is unsustainable.
- After the class, the classroom teacher will take the lead and encourage the children to consider what they can do for the environment and the earth to deepen children's understanding of the issue.
- The classroom activities will be reported on the Yomiuri Shimbun as an article and on the School Project's exclusive website.
- The sponsors also work to develop facilitators through programs implemented by the National Federation of UNESCO Associations in Japan for its youth members in order to learn and disseminate the ESD efforts based on private UNESCO activities.

Efforts of the United Nations University for the promotion of the United Nations
Decade of Education for Sustainable Development
- Establishment of Regional Centres of Expertise (RCE) -

United Nations University Institute of Advanced Studies (UNU-IAS)

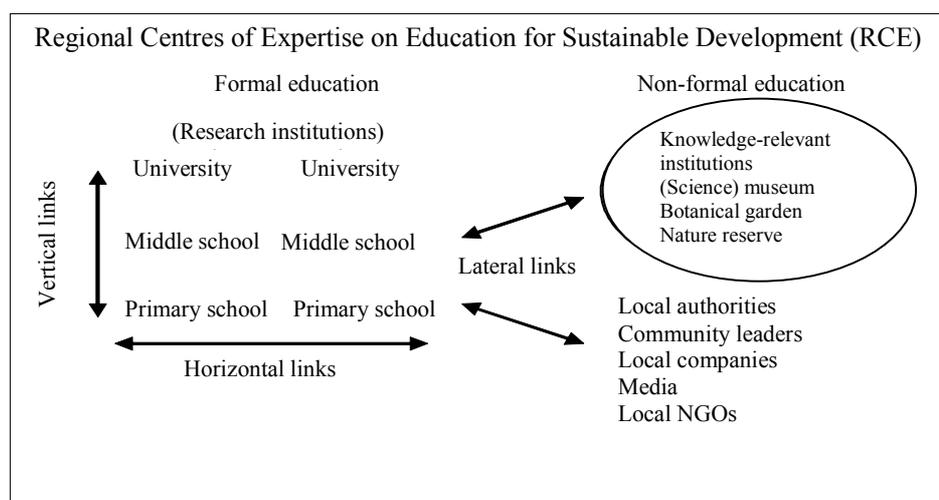
The United Nations University advocates the establishment of Regional Centres of Expertise (RCE) for the promotion of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014)

1. What is RCE?

RCE stands for Regional Centres of Expertise on Education for Sustainable Development.

- RCE works to build a network of organizations, groups, etc. related to ESD in the region, in order to promote sharing of information and experiences and collaboration among ESD stakeholders for effective ESD implementation.

<ESD is more effectively promoted by setting up regional-level platform for dialogue. >



2. Major functions of RCE

- RCEs will create platform for dialogue among regional/local ESD stakeholders and contribute to developing collaboration among different regional/local ESD stakeholders;
- RCEs will develop regional/local knowledge base for the provision of appropriate advice and materials to various related parties who promote ESD.

3. Prospect of the establishment of RCE in future

- As of July 2007, 35 RCEs, including Greater Sendai, Okayama, Yokohama, and Kitakyushu, have been acknowledged by the United Nations University. It is expected that the number of RCE will increase by approximately 50 or so before the end of 2007.
 - UNU aims to increase the number of RCEs to disseminate and firmly implement ESD worldwide. It plans to set up an RCE or two in each block in Japan, including Tohoku and Kanto, to serve as the major ESD promoter within the block.

UNESCO/Japan Funds-in-Trust

ACCU-UNESCO Asia-Pacific ESD Programme



➤ **COE Programme for ESD (2006-2010)**

[Objective of the program] The overall objective of the program involves supporting existing institutions engaging in meaningful activities to diffuse the concept of ESD and the promotion of related projects as Centre of Excellence (COE) for ESD.

Implementing organization	Major project theme
Asia South Pacific Bureau of Adult Education (ASPBAE)(NGO)	To promote the inclusion of factors of ESD to policy proposals by citizens' groups and implementation of data research method training sessions
Dhaka Ahsania Mission (DAM) (NGO)	Program to raise awareness through community-based activities
Thailand Environment Institute (TEI) (NGO)	To support innovative projects by teachers and other leaders and to prepare educational materials for ESD
Television for Education-Asia Pacific (TVEAP) (NGO)	To invite information concerning cases of innovative ESD activities from the public and produce a regional TV series that will showcase the above.
The University of the South Pacific (USP)	To develop teachers, improve existing lectures, and set up new courses

➤ **Innovation Programme for ESD (2006-2007)**

[Objective of the program] The overall objective of the Innovation Programme involves initiating and supporting projects that will serve as good examples for the implementation and promotion of ESD in the Asia-Pacific region.

Implementing organization	Major project theme
The Indonesian Forum for Environment: Walhi West Java (NGO) [Indonesia]	To raise disaster prevention awareness and develop the abilities to respond
National Resource Center for Non-Formal Education (NGO) [Nepal]	Income generation and quality of life improvement of girls and women and disadvantaged populations
Emmaus High School Vocational Education Program (NGO) [Palau]	To nurture youth through vocational training
Non-formal & Continuing Education Division, Department of Adult and Higher Education, Ministry of Education [Bhutan]	Enhancement of farm products based on learning and featuring citizens' participation
Center for Education of Exceptional Children (CEEC) National Institute for Education Strategy and Curriculum [Viet Nam]	Developing a model for home-based early intervention for pre-school children with disabilities
Kadazandusun Language Foundation (KLF) (NGO) [Malaysia]	Project to improve the literacy of minority language families and teacher training
National Centre for Non-Formal and Distance Education (NFDE), Ministry of Education, Culture and Science [Mongolia]	To develop materials for non-formal education for ESD and human resources development.
Resource Centre on Special Education under the Republican Education Centre, Ministry of Public Education of the Republic of Uzbekistan [Uzbekistan]	Experimental implementation of inclusive education
Bureau for Innovative Development in Education (BIDE), The Office of the Basic Education Commission (OBEC), Ministry of Education [Thailand]	Participatory learning and development of guidelines for teachers
China Program Committee of Education for Sustainable Development (CPCEDSD) [China]	Implementation of ESD activities in rural primary and secondary school and teacher training

Note:Package Learning Materials on Environment (PLANET) prepared by ACCU are also used in the Innovation Programme for ESD <http://www.accu.or.jp/esd/index.html>