

**List of Participants at Ministerial Level at the
UNESCO World Conference on Education for Sustainable Development**
10-12 November 2014, Aichi-Nagoya, Japan

Antigua and Barbuda	Mr	Michael Browne	Minister of Education, Science and Technology
Azerbaijan	Mr	Jeyhun Bayramov	Deputy-Minister of Education
Bangladesh	Mr	Nurul Islam Nahid	Minister of Education
Burundi	Ms	Rose Gahiru	Minister of Basic and Secondary Education, Vocational Training and Literacy
Cambodia	Mr	Yin Kim Sean	Secretary of State of the Ministry of Environment
Canada	Ms	Susan Sullivan	Minister of Education and Early Childhood Development for Newfoundland and Labrador
Canada	Mr	Gerald Farthing	Deputy-Minister, Department of Education and Advanced Learning, Manitoba
China	Mr	Limin Liu	Vice-Minister of Education
Costa Rica	Ms	Alicia Vargas Porras	Academic Vice-Minister of Public Education
Cuba	Mr	Rolando Alberto Forneiro Rodriguez	Vice-Minister of Education
Cyprus	Mr	Costas Kadis	Minister of Education and Culture
Democratic Republic of the Congo	Mr	Maker Mwangu Famba	Minister of Education
Ecuador	Mr	Jaime Roca	Vice-Minister of Education
Eritrea	Mr	Semere Russom Hadera	Minister of Education
Ethiopia	Mr	Fuad Ibrahim Omar	Minister of Education

Finland	Mr	Kari Tapani	Anttila	Vice-Minister of Education and Culture
Gabon	Mr	Calixte Isidore	Nsie Edang	Vice-Minister of Education and Technical and Vocational Education
Germany	Ms	Cornelia	Quennet-Thielen	Vice-Minister of Federal Ministry of Education and Research
Ghana	Ms	Naana Jane	Opoku-Agyemang	Minister of Education
Greece	Mr	Andreas	Loverdos	Minister of Education and Religious Affairs
Honduras	Mr	Marlon-Oniel	Escoto-Valerio	Minister of Education
Hungary	Mr	László	Palkovics	Minister of State for Higher Education
Iran (Islamic Republic of)	Mr	Ali Asghar	Fani	Minister of Education
	Mr	Khalilollah	Babaloo	Vice-Minister of Education
Iraq	Mr	Mohammed	Mahmood	Minister of Education
	Mr	Awadh	Mohamad	Vice-Minister for Science, Ministry of Education
Israel	Mr	Shai	Piron	Minister of National Education
Japan	Mr	Hakubun	Shimomura	Minister of Education, Culture, Sports, Science and Technology
	Mr	Hideki	Niwa	State Minister of Education, Culture, Sports, Science and Technology
	Ms	Hinako	Takahashi	Parliamentary Vice-Minister of the Environment
Jordan	Mr	Mohammad Moh'd	Thneibat	Minister of Education
Kenya	Mr	Jacob Thuranira	Kaimenyi	Cabinet Secretary, Ministry of Education Science and Technology
Kiribati	Ms	Maere	Tekanene	Minister of Education

Lao People's Democratic Republic	Ms	Sengdeuane	Lachanthaboune	Vice-Minister of Education and Sports
Lesotho	Ms	Makabelo	Mosothoane	Minister of Education and Training
Libya	Mr	Ali M. Ali	Abied	Minister of Education
Malawi	Mr	Emmanuel	Fabiano	Minister of Education, Science and Technology
Malaysia	Mr	Tan Sri Dato' Haji Muhyiddin	bin Haji Mohd Yassin	Deputy Prime Minister, Minister of Education
Mali	Mr	Mountaga	Tall	Minister of Higher Education and Science Research
Mauritania	Mr	Ousmane	Ba	Minister of Education
Morocco	Mr	Rachid	Benmokhtar	Minister of National Education
Mozambique	Mr	Augusto	Jone Luis	Minister of Education
Myanmar	Mr	Zaw Min	Aung	Deputy-Minister of Education
Namibia	Mr	Jahekua	Herunga	Minister of Environment and Tourism
Nepal	Ms	Sylvia Gonaone	Makgone	Deputy-Minister of Education
Nepal	Ms	Chitralekha	Yadav	Minister of Education
Oman	Ms	Madiha Ahmed	Al Shaibaniya	Minister of Education
Palestine	Ms	Khawla Ragueb	Alshakhsheer	Minister of Education
Panama	Mr	Carlos	Staff	Vice-Minister of Education
Philippines	Mr	Reynaldo Antonio	Laguda	Assistant Secretary of Department of Education

Qatar	Mr	Mohammed	Al Hammadi Bin Abdul Wahid	Minister of Education
Republic of Korea	Mr	Hwang	Woo Yea	Minister of Education
Samoa	Mr	Magele Mauiliu	Magele	Minister of Education, Sports and Culture
Saudi Arabia	Mr	Khalid Abdullah	Alsabti	Vice-Minister of Education
	Mr	Mohammad A.	Alohali	Deputy-Minister of Higher Education
Senegal	Mr	El Hadji Serigne Mbaye	Thiam	Minister of National Education
Seychelles	Ms	Macsuzy Helena Jerrence	Mondon	Minister of Education
South Africa	Ms	Angelina	Motshekga	Minister of Basic Education
South Sudan	Mr	John Gai	Yoh	Minister of Education, Science and Technology
Sri Lanka	Mr	Bandula Chandrasiri	Gunawardhana	Minister of Education
Sudan	Ms	Souad	Abdelrazig Muhammad	Minister of Education
Swaziland	Mr	Phineas Langa	Magagula	Ministry of Education and Training
Sweden	Ms	Aida	Hadzialic	Minister for Upper Secondary School and Adult Education and Training
Switzerland	Mr	Reto	Wyss	Minister, Swiss Conference of Cantonal Ministers of Education

Thailand	Mr	Krissanapong	Kirtikara	Deputy-Minister of Education
Togo	Mr	Kuété Nicoué	Broohm	Minister of Higher Education and Research
Tonga	Mr	Yao Badjom	Maganawe	Minister of Primarily and Secondary Education
Tonga	Mr	Ana Maui	Taufe'ulungaki	Minister of Education and Training
Tunisia	Mr	Fethi	Jarray	Minister of Education
Turkey	Mr	Nabi	Avcı	Minister of National Education
Tuvalu	Mr	Fauoa	Maani	Minister of Education, Youth and Sports
Uganda	Mr	Bataringaya	Cos Kamanda	Minister of State for Primary Education
United Arab Emirates	Mr	Hussein Bin Ibrahim Mohamed	Al-Hamadi	Minister of Education
United Republic of Tanzania	Mr	Shukuru Jumanne	Kawambwa	Minister of Education and Vocation Training
Viet Nam	Mr	Ga Van	Bui	Vice-Minister of Education and Training
Macao, China	Mr	U	Cheong	Secretary for Social Affairs and Culture

For any corrections, please write to the UNESCO Secretariat at ed.esd@unesco.org.

**Participants Nominated by
Member States / Associate Member States to UNESCO**

Algeria

H. E. Mr Sid Ali Ketrandji
Ambassador
Embassy of Algeria in Japan

Angola

Ms Maria Augusta Almeida da Silva
Martins
Secretary of State
Ministry of Higher Education

Mr Manuel Octavio Isaac Spinola
Director-General
Kwanza Sul Polytechnic Institute
Ministry of Higher Education

LIST OF PARTICIPANTS

Ms Maria Andrina de Lemos Neto
Director
International Relations
Ministry of Higher Education

Mr Roger Mafua Mahima
Deputy Director-General
National Institute for Evaluation,
Accreditation and Recognition of Higher
Education Studies (INAAAREES)
Ministry of Higher Education



Note: This list is based on information extracted from the online registration system of the conference. For any corrections, please write to the UNESCO Secretariat at ed.esd@unesco.org.

Mr José Luis Mateus Alexandre
Vice-Rector
Mandume Ya Ndemufayo University

Mr Jose Van-Dunem
First Secretary
Embassy of Angola in Japan

Antigua and Barbuda

Mr Michael Sherwin Browne
Minister
Ministry of Education, Science and
Technology

Armenia

Ms Monika Simonian
Third secretary
Embassy of the Republic of Armenia in
Japan

Mr Faiz Ahmed
Joint Secretary
Ministry of Environment and Forests

Mr Shaikh Yusuf Harun
Education Manager
Ministry of Education

Austria

Mr Peter Iwaniewicz
Head of Unit
Federal Ministry of Agriculture, Forestry,
Environment and Water

Mr A. K. M. Monirul Islam
Bangladesh National Commission for
UNESCO

Mr Md. Rashidul Islam
Commercial Counsellor
Embassy of Bangladesh in Japan

Ms Petra Maria Wlasak
Operational Manager
RCE Graz-Styria
University of Graz

Mr Thomas Drage
Assistant Professor
RCE Graz-Styria
University of Graz

Mr Mohammed Nore-Alam
Counsellor
Embassy of Bangladesh in Japan

Mr Kazi Rafiqul Alam
Education, Science & Culture
Dhaka Ahsania Mission

Ms Marlene Mader
Research Associate
RCE Graz-Styria
University of Graz

Azerbaijan

Mr Jeyhun Bayramov
Deputy Minister
Ministry of Education

Mr Emin Amrullayev
Head of Unit
Department of Statistics and Quality
Assurance
Ministry of Education

Ms Irima Semko
Head

The Coordination Centre on ESD
International Sakharov Environmental
University, Ministry of Education

Belarus**Bangladesh**

Mr Nurul Islam Nahid
Minister
Ministry of Education

Belgium

Mr Matthias De Moor
Policy Advisor
Department of Environment, Nature and
Energy
Government of Flanders

Mr Matthieu Branders
First Secretary
Embassy of Belgium in Japan

Benin

Mr Yotto Thomas Kouagou
First Secretary, Chief of Chancellery
Embassy of Benin in Japan

Mr Mohammad Ariffin bin Haji Matusin
Education Officer
Principal of the Sufri Bolkihah Secondary
School
Ministry of Education

Ms Nor Asurah Haji Meluddin
Education Officer
Department of Schools (Primary Section)
Ministry of Education

Bhutan

Ms Jamyang Choeden
Chief Program Officer
Ministry of Education

Ms Paimma Lhakden
Officiating Secretary
Bhutan National Commission for
UNESCO

H. E. Mr Georgi Konstantinov Vassilev
Ambassador
Embassy of Bulgaria in Japan

Bulgaria**Bosnia and Herzegovina**

H. E. Ms Anesa Kundurovic
Ambassador
Embassy of Bosnia and Herzegovina in
Japan

Burundi

Ms Rose Gahiru
Minister
Ministry of Basic and Secondary
Education, Vocational Training and
Literacy

Mr Salvator Nyabenda
Secretary-General
Burundi National Commission for
UNESCO
Ministry of Higher Education and
Scientific Research

Brazil

Ms Gabriela Maria Resendes
First Secretary
General-Consulate in Nagoya
Ministry of External Relations

Mr Yin Kim Sean
Secretary of State
Ministry of Environment

Cambodia**Brunei Darussalam**

Ms Hjh Romaizah Hj Mohd Salleh
Deputy Permanent Secretary (Core
Education)
Ministry of Education

Cameroon

Mr Ada Owona
Secretary-General
Cameroon National Commission for
UNESCO

Mr Mairiga Sally
Director
Ministry of Basic Education

Central African Republic

Ms Georgette Florence Koyt Deballé
Secretary-General
Central African Republic National
Commission for UNESCO

Ms Valerie Mengue Ango
Sector Chief
Education and Training
Cameroon National Commission for
UNESCO

Mr Simon Pierre Fouda
Inspector of pedagogy, Nursery education
Ministry of Basic Education

Chad

Mr Abdelkerim Adoum Bahar
Secretary-General
Chadian National Commission for
UNESCO

Mr Michel Mvogo
Coordinator
MINEDUB

Mr Oumara Ousmanou
Technical Adviser
Ministry of Basic Education

Canada

Ms Susan Sullivan
Minister of Education and Early Childhood
Development
Government of Newfoundland and
Labrador

China

Mr Limin Liu
Vice-Minister
Ministry of Education

Mr Han Min
Deputy Director -General
National Center for Education
Development Research
Ministry of Education

Mr Changwei Qin
Deputy Secretary-General
Chinese National Commission for
UNESCO

Ms Antonella Manca-Mangoff
Coordinator
Council of Ministers of Education, Canada
(CMEC)

Ms Jennifer Tulk
Director of Communications
Government of Newfoundland and
Labrador

Mr Yang Nianlu
Secretary-General
The Chinese Society of Education

Ms Yu Xiaoping
Director
Chinese National Commission for
UNESCO

Mr Marcel Courchesne
Analyst
Council of Ministers of Education, Canada
(CMEC)

Ms. Carolee Lynn Buckler
Sustainable Development Coordinator
Council of Ministers of Education, Canada
(CMEC)

Mr Zhang Quan
Division Director
General Office
Ministry of Education

Mr Huisheng Tian
Director
National Center for School Curriculum and
Textbook Development of Ministry of
Education of P.R. China

Mr Gendong Shi
Secretariat
Chinese National Working Committee for
ESD

Mr Shihua Chen
Second Secretary
Embassy of the People's Republic of
China in Japan

Mr Wu Ming
Second Secretary
Embassy of the People's Republic of
China in Japan

Comoros

H. E. Mr Amir Ali
Ambassador
Permanent Delegation of Comoros to
UNESCO

Mr Gang Bai
Minister-Counsellor
Embassy of the People's Republic of
China in Japan

Ms Jia Nan
Programme Specialist
Chinese National Commission for
UNESCO

Mr Taowei Chen
Second Secretary
Embassy of the People's Republic of
China in Japan

Mr Haofan Zhang
Second Secretary
Embassy of the People's Republic of
China in Japan

Ms Alfeine Amina
Counsellor
Permanent Delegation of Comoros to
UNESCO

Costa Rica

Ms Alicia Vargas Porras
Academic Vice-Minister
Ministry of Public Education

Côte d'Ivoire

H. E. Mr Jérôme Klòh Weya
Ambassador
Embassy of Côte d'Ivoire in Japan

Mr Mabea Fulgence Messan
Director
Ministry of State, Ministry of Planning and
Development

Cuba

Mr Rolando Alberto Forneiro Rodríguez
Vice-Minister
Ministry of Education

Cyprus

Mr Costas Kadis
Minister
Ministry of Education and Culture

M. Patrice Silue Nanzouan
Director of Pedagogy and Continuous
Training
Ministry of National Education and
Technical Training

Mr Madhy Mamadou Bamba
Special Counsellor
Ministry of State, Ministry of Planning and
Development

Mr Andreas Christou Kasoulides
Head of Minister's Office
Ministry of Education and Culture

Ms Aravella Zachariou
Coordinator for Environmental Education
Environmental Education and ESD Unit
Cyprus Pedagogical Institute

Czech Republic

Ms Jana Dlouhá
ESD Expert
Department of Economic and Voluntary
Instruments
Ministry of Environment

Democratic Republic of the Congo

Mr Maker Mwangu Famba
Minister
Ministry of Education

M. Jovin Mukadi
Conseiller chargé de la coopération
internationale
Ministère de l'Enseignement primaire,
secondaire et professionnel

Mr Manda Kizabi
Deputy Permanent Delegate of the
Democratic Republic of the Congo to
UNESCO

Mr Jean-Baptiste Kushinganine Ntagoma
Senior Adviser
Primature RDC

Denmark

Mr Jens Dalsgaard
Secretary-General
Denmark National Commission for
UNESCO

Mr Laust Joen Jakobsen
Denmark National Commission for
UNESCO

Ms Ditte Louise Weldingh
Head of Education Services at I/S
Vestforbrænding
Member of the Board of RCE Denmark

Mr Lars Myrthu-Nielsen
Secretarial Manager
ECO-NET / The Danish 92 Group / RCE
Denmark

Djibouti

H. E. Mr Ahmed Araita Ali
Ambassador
Embassy of the Republic of Djibouti in
Japan

Ecuador

Mr Jaime Roca
Vice-Minister
Ministry of Education

Ms Alia Hassan
Director of International Cooperation
Ministry of Education

Egypt

Mr. Mohamed Elsharkawi
Cultural Counsellor
Embassy of the Arab Republic of Egypt in
Japan

Eritrea

Mr Semere Russom Hadera
Minister
Ministry of Education

H. E. Mr Estifanos Haile Afeworki
Ambassador
Embassy of the State of Eritrea in Japan

Mr Hailu Asfaha Foto
Director
Research and Statistics
Ministry of Education

Estonia

Ms Kerli Gutman
Secretary-General
Estonian National Commission for
UNESCO

Ms Imbi Henno
Chief Expert
Ministry of Education and Research

Ethiopia

Mr Fuad Ibrahim Omer
Minister
Ministry of Education

Mr Mehari Berhane Tesfu
First Secretary
Embassy of the F.D.R. of Ethiopia in Japan

Fiji

Mr Seci Waqabaca
Curriculum Advisory Service
Curriculum Development Unit
Ministry of Education

Finland

Mr Kari Tapani Anttila
Vice-Minister
Ministry of Education and Culture

Ms Rilli Lappalainen
Secretary-General
Finnish NGDO platform to the EU

Mr Hannu Ensio Vainonen
Special Advisor
International Relations
Ministry of Education and Culture

Mr Anssi Piirttijärvi
Senior Advisor
Department for Educational Policy
Ministry of Education and Culture

Ms Lea Houtsonen
Counsellor for Education
Development of General Education
Finnish National Board of Education

Mr Justin W. Cook
Senior Lead, Sustainable Development
Strategy Unit
Finnish Innovation Fund, Sitra

Ms Tove Johanna Holm
Specialist in Sustainable Development
SYKLI Helsinki
SYKLI Environmental School of Finland

Mr Walter Hirsche
President
German National Commission for
UNESCO

Mr Achim Beule
Ständdirektor
Ministerium für Kultus, Jugend und Sport

France

M. Jean-Pierre Poncet
Deuxième Conseiller
Délégation permanente de la France auprès
de l'UNESCO

Ms Annette Dieckmann
Chairwoman
Arbeitsgemeinschaft Natur- und
Umweltbildung Bundesverband e. V.

Mr Johannes Geibel
Chief Executive Officer
Netzwerk Nachhaltigkeitsinitiativen
(netzwerk n) e. V.

Gabon

M. Calixte Isidore Nsie Edang
Ministre Délégué auprès du
Ministre de l'Education nationale et de
l'Enseignement technique et professionnel

Ms Cornelia Gräsel
Professor
University of Wuppertal

Mr Jorg Robert Schreiber
Representative
Delegierter der NGO VENRO

Gambia

Mr Muhammed Jallow
Deputy Permanent Secretary
Ministry of Basic and Secondary
Education

Mr Ousmane Senghor
Principal Programme Officer
Gambia National Commission for
UNESCO/Ministry of Basic and
Secondary Education

Mr Andreas Kirchner
Counsellor
Embassy of the Federal Republic of
Germany in Japan

Germany

Ms Cornelia Quennet-Thielen
Vice-Minister
Federal Ministry of Education and
Research

Ms Meike Paprotta
Head of department
Federal Ministry of Education and
Research

Ghana

Ms Jane Naana Opoku-Agyemang
Minister
Ministry of Education

Mr Emmanuel Newman
Head of Department
Research, Planning and Policy
Development
National Council for Tertiary Education

Greece

Mr Andreas Loverdos
Minister
Ministry of Education and Religious
Affairs

Ms Athina Plessa
Acting Director-General
European and International Educational
Affairs
Ministry of Education and Religious
Affairs

Mr Ioannis Kazazis
President
Centre for Greek Language

Ms Konstantina Kottaridi
Adviser to the Minister
Ministry of Education and Religious
Affairs

Mr Vasileios Christou
Scientific Collaborator
Ministry of Education and Religious
Affairs

Mr Efthymios Theodoros Kardaras
Minister's Office
Ministry of Education and Religious
Affairs

Guinea

H. E. Mr Senkoun Sylla
Ambassador
Embassy of the Republic of Guinea in
Japan

Mr Amadou Tidjane Diallo
Adviser for Higher Education
Ministry of Higher Education and
Scientific Research

Honduras

Mr Marlon Oniel Escoto-Valerio
Secretario de Estado
Secretaría de Estado en el Despacho de
Educación

Mr Atsushi Nakahara
Experto on Education
Japan International Cooperation Agency-
JICA

Hungary

Mr László Palkovics
Minister of State for Higher Education

Ms Kata Annamária Andrási
Ministerial Chief Press Officer
Press and Communications Department
Ministry of Human Capacities

Ms Györgyi Juhász Kolossváryné
Counsellor
Embassy of Hungary in Japan

Ms Andrea Kálmán
Second Secretary
Embassy of Hungary in Japan

India

Ms Madhavi Sarjay Joshi
Programme Director
Centre for Environment Education

Indonesia

Mr Arief Rachman
Executive Chairman
Indonesian National Commission for
UNESCO

Ms Noor Endah Mochtar
National Coordinator of ESD
Indonesian National Commission for
UNESCO

Ms Hasnah Gasim
ASPnet National Coordinator
Indonesian National Commission for
UNESCO

Ms Santi Laila Tartila
Indonesian National Commission for
UNESCO

Ms Ella Yulaelawati
Directorate General of Early Childhood,
Non-Formal and Informal Education
Ministry of Education and Culture

Mr Wartanto
Director of Community Education
Development
Ministry of Education and Culture

Mr Nur Malik Maulana
TV Edukasi
Pustekkom

Mr Yayak Rukiyana
Head of Administration
Education and Training Center
Ministry of Public Works

Ms Sri Renani Pantjastuti
Director
PKLK
Ministry of Education and Culture

Mr Sediono Miselan
Director
Science Education Development Centre
Ministry of Education and Culture

Iran (Islamic Republic of)

Mr. Ali Asghar Fani
Minister
Ministry of Education

Mr Khailollah Babaloo
Vice-Minister
Ministry of Education

Mr. Ali Asghar Fani
Minister
Ministry of Education

Mr Djajeng Baskoro
Head of Center for Development of Early
Childhood Education, Non Formal and
Informal Region I Bandung
Ministry of Education and Culture

Mr Fahturahman Fahturahman
Head of Program Evaluation Section
Directorate of Junior Secondary Education
Directorate General of Basic Education

Mr Ataollah Soltani Saboor
Member of Parliament
Parliament

Mr Mahmud Negahban Salami
Member of Parliament
Parliament

Ms Dian Srinursih
Head Division
Public Relations
Ministry of Education and Culture

Ms Yeni Hendriani
Trainer
Science Education Development and
Empowerment Center
Ministry of Education and Culture

H. E. Mr Reza Nazar Ahari,
Ambassador
Embassy of the Islamic Republic of Iran in
Japan

Mr Mohammadreza Saeidabadi
Secretary-General
Iranian National Commission for
UNESCO

Mr Dedi Herawadi
Trainer
Science Education Development and
Empowerment Center
Ministry of Education and Culture

Mr Suharto Lasmono
ICT Center for Education
Ministry of Education and Culture

Ms Zahra Shirmohammadi
Principal
Secondary Education
Ministry of Education

Mr Davood Karimi
Director
International Social Cooperation
Department
Ministry of Foreign Affairs

Mr. Abass Yazdi
Expert
Minister's Office
Ministry of Education

Mr Mahmoud Mehrmohammadi
Chancellor
Farhangian University

Ireland

Ms Elaine Nevin
National Director
ECO-UNESCO (Clubs, Ireland)

Mr Mohammadreza Hafezi
General Manager
Head Office
School Makers Charity

Mr Abolfazl Amouei
Third Secretary
Embassy of the Islamic Republic of Iran in
Japan

Israel

Mr Shai Piron
Minister
Ministry of Education

H. E. Ms Ruth Kahanoff
Ambassador
Embassy of Israel in Japan
Ministry of Education

Mr Hossein Javaherian
Attache
Embassy of the Islamic Republic of Iran in
Japan

Mr Alon Roth-Smir
Director
External Relations and UNESCO

Mr Chili Tropper
Senior Advisor
Minister's Bureau
Ministry of Education

Iraq

Mr Mohammed Mahmood
Minister
Ministry of Education

Mr Awadh Mohamad
Vice-Minister for Science
Ministry of Education

Mr Ofer Han
Chief of Staff
Ministry of Education

Mr Peleg Lewi
Deputy Chief of Mission
Embassy of Israel in Japan

Mr Raad Alwan Hussein
Director
Minister's Office
Ministry of Education

Ms Naoko Takasaki
Political Assistant
Embassy of Israel in Japan

Japan

Mr Hakubun Shimomura
Minister
Ministry of Education, Culture, Sports,
Science and Technology

Mr Hideki Niwa
State Minister
Ministry of Education, Culture, Sports,
Science and Technology

Ms Hinako Takahashi
Parliamentary Vice-Minister
Ministry of the Environment

Mr Shinichi Yamanaka
Vice-Minister
Ministry of Education, Culture, Sports,
Science and Technology

Mr Kihei Maekawa
Deputy Minister
Ministry of Education, Culture, Sports,
Science and Technology

Mr Ryutaro Yatsu
Former Vice-Minister
Ministry of the Environment

Mr Kenjiro Monji
Ambassador
Permanent Delegation of Japan
to UNESCO

Mr Shigeharu Kato
Director-General for International Affairs
Ministry of Education, Culture, Sports,
Science and Technology
Secretary-General of the Japanese National
Commission to UNESCO

Mr Masaaki Kobayashi
Director-General
Environmental Policy Bureau
Ministry of the Environment

Mr Hideaki Mizukoshi
Deputy Director-General for Global Issues
International Cooperation Bureau
Ministry of Foreign Affairs

Jordan

Mr Mohammad Moh'd Thneibat
Minister
Ministry of Education

Kenya

Mr Jacob Thurania Kaimenyi
Cabinet Secretary
Ministry of Education, Science and
Technology

Mr Francis Kirima Araigua
Undersecretary
Ministry of Education, Science and
Technology

Ms Evangeline Njoka
Secretary-General
Ministry of Education, Science and
Technology

Mr John Mwangi Thuo
Aide at the Cabinet Secretary's office
Ministry of Education, Science and
Technology

Ms Martina Nduku Muoki
Provision of Quality Education at All
Levels
Ministry of Education, Science and
Technology

Ms Peris Ilenji Matioli
Deputy Director
Ministry of Education, Science and
Technology

Ms Tabitha T. Muita Kamau
Department of Education
Kenya National Commission for UNESCO

Mr Ayub Macharia Ndaruga
Director
National Environment Management
Authority

Mr Victor Soo
Senior Research Assistant
Permanent Delegation of Kenya to
UNESCO

Ms Nelly Wanjala
First Secretary
Embassy of the Republic of Kenya in
Japan

Kyrgyzstan

Ms Roza Isak Otunbayeva
Founder
Roza Otunbayeva Initiative International
Public Foundation

Ms Christine M'kwenda
Second Secretary
Permanent Delegation of Kenya to
UNESCO

Lao People's Democratic Republic

Ms Sengdeutane Lachanthaboune
Vice-Minister
Ministry of Education and Sports

Mr Somboun Masouvanh
Secretary-General
Lao National Commission for UNESCO
Ministry of Education and Sports

Kiribati

Ms Maere Tekanene
Minister
Ministry of Education

Ms Lucy Kum-On
Principal at the Teachers' College
Ministry of Education

Mr Lonkham Atsanavong
Deputy Director-General
Ministry of Natural Resources and
Environment

Mr Visanh Somphong
Head Of Upgrading Education Division
Ministry of Education and Sports

25
33

Ms Iaou Kanimako
Administrative Role
Ministry of Education

Latvia

Ms Evija Papule
Deputy State Secretary
Director of the Education Department
Ministry of Education and Science

Ms Ilze Dalbina
Education Program Director
Latvian National Commission for
UNESCO

Kuwait

Ms Valerie Fouad Bitar
Exec. Coordinator to the Chairwoman
Alsaad Foundation for Knowledge and
Scientific Research

Mr Ali Mohammad Al-Kandari
Advisor
Alsaad Foundation for Knowledge and
Scientific Research

Mr Maris Klavins
Researcher and Educator in Environmental
Science
University of Latvia

Lesotho

Ms Makabelo Mosoahoane
Minister
Ministry of Education and Training

Ms Palesa Lilly Montsi
Secretary-General
Lesotho National Commission for
UNESCO

Ms Bontle Mokotso Ntsoaole
Programme Coordinator
Lesotho National Commission for
UNESCO

Ms Keratile Thabana
Principal Secretary
Ministry of Education and Training

Ms Mathato Lichaba
Third Secretary
Embassy of Lesotho in Japan

Liberia

Mr Albert Coleman
Senior Policy Advisor
Ministry of Education

Libya

Mr Ali M. Ali Abied
Minister
Ministry of Education

Mr Suleiman Mahmoud Khoja
Permanent Delegate
Delegation of Libya to UNESCO

Luxembourg

M. Steve Jungen
Coordinateur pour l'EDD Service de
coordination de la recherche et de
l'innovation pédagogiques et
technologiques
Ministère de l'Éducation, de l'Enfance et
de la Jeunesse

Madagascar

Ms Hanta Raboanary
Secretary-General
Malagasy National Commission for
UNESCO

M. Denis Alexandre Lahimiriko
Directeur des Curricula et des Intrants
Ministère de l'Éducation nationale

Mr Rivo Rakotozafy
Director of the Evaluation of Teaching,
Research and Financial Aspects
Ministry of Higher Education and
Scientific Research

M. Serge Thierry Tsitoara
Directeur des Technologies de
l'Information et de la Communication
Ministère de l'Éducation nationale

Ms Noelle Sandy Rasendra
Technical Advisor
Ministry of National Education

Ms Rosette Rasomanarivo
Counsellor
Embassy of the Republic of Madagascar in
Japan

Mr Sadera Randrianjafy
Attache
Embassy of the Republic of Madagascar in
Japan

Malawi

Mr Emmanuel Fabiano
Minister
Ministry of Education, Science and
Technology

Mr Raphael Zonzino Gazziel Agabu
Director of Inspectorate and advisory
Services
Ministry of Education Science and
Technology

Mr Christopher Julio Magomelo
Assistant Executive Secretary
Malawi National Commission for
UNESCO

Mr Phillip Chifundo Kamwendo
Programmes Manager
Timveni Child and Youth Media
Organization

Mr Stephen Mmodzi
Second Secretary
Embassy of the Republic of Malawi in
Japan

H. E. Mr Reuben Ngwenya
Ambassador
Embassy of the Republic of Malawi in
Japan

Mr Herbert Esington Lymon Kaludzu
Director
Ministry of Education Science and
Technology

Mr David Mulera
Assistant Executive Secretary
Malawi National Commission for
UNESCO

Ms Chimwenwe Jaqueline Sumani
Information Technology Specialist
Malawi National Library Service

Mr Lodwin Ricaforte
Administrative Assistant
Embassy of the Republic of Malawi in
Japan

Malaysia

Mr Tan Sri Dato' Haji Muhyiddin bin Haji
Mohd Yassin
Deputy Prime Minister
and Minister of Education

Mr Ahmad Faizal bin Abdul Rahman
Special Officer
Prime Minister Office

Mr Raslan Haniff Abdul Rashid
Special Officer
Office of the Minister of Education
Ministry of Education

Mr Hafiz bin Abd Halim
Press Secretary
Office of the Minister of Education
Ministry of Education

Ms Joanne Teddy Chian
Executive Secretary
Policy and International Relations Division
Ministry of Education

Ms Ahmad Nazri bin Sulaiman
Undersecretary
Research Planning and Policy
Coordination Division
Ministry of Education

Ms Masyati binti Abang Ibrahim
Special Officer
Deputy Prime Minister Office

Ms Zafidah Ismail
Special Officer
Office of the Minister of Education
Ministry of Education

Ms Noor Hayati Uteh
Assistant Director
Educational Planning and Research
Division
Ministry of Education

Mr Azri Mat Yacob
Counsellor
Embassy of Malaysia in Japan

Mr Hendy Assan
Deputy Head of Mission
Embassy of Malaysia in Japan

Mr Ibrahim Ahmad
Second Secretary
Embassy of Malaysia in Japan

M. Limam Hamoud
Directeur
Informatique Archives et Documentation
Ministère de l'Education nationale

Mr Diallo Harouna
Chargé de Mission
Cabinet of the Minister
Ministry of Education

Mali

Mr Mountaga Tall
Minister
Ministry of Higher Education and
Scientific Research

H. E. Mr Mahamane Bania Toure
Ambassador
Embassy of Mali in Japan

Mr Valy Najem
Director of Patrimony and Maintenance
Ministry of Education

Mme Oumou Seleme Cheikh
Directrice des Stratégies, Programmation
et Coopération
Ministère de l'Education nationale

M. Youssouf Dembele
Secrétaire Général
Commission nationale malienne pour
l'UNESCO
Ministère de l'Enseignement supérieur et
de la Recherche scientifique

M. Arouna Dembele
Point focal EDD, Chargé de sciences
Commission nationale malienne pour
l'UNESCO
Ministère de l'Enseignement supérieur et
de la Recherche scientifique

Mexico

Mme Tiémoko Dembele
Chargé de recherche
Section recherche et innovations
pédagogiques
Direction nationale de la pédagogie

Mr Juan Diaz de la Torre
President
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Mr Francisco Javier Pinto Torres
Secretary-General
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Mme Yolanda Martinez
Administrative and Finance
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Mr José Adrian Orozco Neri
Secretary-General
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Ms Yolanda Martinez
Administrative and Finance
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Mauritania

Mr Ousmane Ba
Minister
Ministry of Education

H. E. Mr. Yahya Ngam
Ambassador
Embassy of Mauritania in Japan

Ms Maria Esmeralda Martinez
Counsellor
Sindicato Nacional de Trabajadores de la
Educación (SNTE)

Mr Ramón Ojeda Mestre
Secretary
International Court of Environmental
Arbitration and Conciliation

Ms Susana Franco
Counsellor for Education
Permanent Delegation of Mexico to
UNESCO

Monaco

Mme Isabelle Bonnal
Directeur
Direction de l'Education nationale, de la
Jeunesse et des Sports

Mme Muriel Bubbio
Chargée du Suivi des programmes
pédagogiques
Direction de l'Education nationale, de la
Jeunesse et des Sports

M. Jean-Philippe Vinci
Conseiller
Délégation permanente de Monaco auprès
de l'UNESCO

Mongolia

Ms Nasanbayar Baavgai
Director
Department of Strategic Policy and
Planning
Ministry of Education and Science

Ms Uranchimeg Tserendorj
Officer
Ministry of Environment and Green
Development

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Ms Jamiyandorj Batsukh
Environmental Education Specialist
Swiss Agency for Development and
Cooperation

Ms Batzaya Tsegmid
National Program Officer
Swiss Agency for Development and
Cooperation

Morocco

S.A. R. la Princesse Lalla Hasnaa Alaoui
Présidente de la Fondation Mohammed VI
pour la protection de l'environnement

Mme Lalla Soumia Ouazzani
Fille de Feue S.A.R. la Princesse Lalla
Amina

M. Rachid Benmokhtar
Ministre
Ministère de l'Education nationale et de la
Formation professionnelle

S. E. Mme Zohour Alaoui
Ambassadeur
Délégation permanente du Royaume du
Maroc auprès de l'UNESCO

S.E. M. Samir Arrour
Ambassadeur
Ambassade du Royaume du Maroc au
Japon

M. Lahoucine Tijani
Président Délégué de la Fondation
Mohammed VI pour la protection de
l'environnement

Mme Lalla Nouzha Alaoui
Secrétaire générale de la Fondation
Mohammed VI pour la protection de
l'environnement

M. Abdeslam Jaidi
Ambassadeur itinérant

34

Mme Kenza Khallafi
Chargée de Programme
Fondation Mohammed VI pour la
protection de l'environnement

Mme El Batoul El Aroussi
Chargée de mission
Ministère de la Maison royale,
Protocole et Chancellerie

Ms Khim Mar Thi
Second Secretary
Embassy of Myanmar in Japan

Mozambique

Mr Augusto Jone Luis
Minister
Ministry of Education

H. E. Mr Belmiro Malate
Ambassador
Embassy of Mozambique in Japan

Ms Elia Dos Anjos Vaz Bila
Secretary-General
Mozambique National Commission for
UNESCO

Mr Abel Zaqueu Mondlane
Minister Adviser
Ministry of Education

Ms Monika Shikongo
Chief Warden
Division Environmental Information and
Natural Resources Economics
Department of Environmental Affairs
Ministry of Environment and Tourism

Mr Charles Matapi Kabajani
Deputy Permanent Secretary
Ministry of Education

Mr Antonio Armando
Environmental Technician
Ministry of Environment

Mr Cremildo Ricardo Binana
Assessor
Ministry of Education

Ms Sandra Van Zyl
Director of Higher Education
Ministry of Education

Ms Hileni Mushisheni Amukana
Chief Inspector of Education
Ministry of Education

Myanmar

Mr Zaw Min Aung
Deputy Minister
Ministry of Education

Ms Lwin Lwin Soe
Secretary-General
Myanmar National Commission for
UNESCO

Mr Sakaria Siranda
Senior Education Officer
National Institute for Educational
Development (NIED)

Mr Ferdinand Katire
Programme Officer
Namibia National Commission for
UNESCO

Ms Charlotte McLeod
Personal Assistant
Office of the Deputy Minister
Ministry of Education

Mr Samuel Felix Amporo
First Secretary
Permanent Delegation of Namibia

Nepal

Ms Chitralekha Yadav
Minister
Ministry of Education

New Zealand

Ms Betsan Martin
Co-Director
RCE Waikato

Ms Sandra Lee Morrison
Associate Dean
School of Māori and Pacific Development
University of Waikato

Ms Ferdrika Garises
Office of the Minister
Ministry of Environment and Tourism

Mr Babu Ram Poudel
Director
Non-Formal Education Center

Mr Timote Masima Vaiotele
Faculty of Education
University of Waikato

Ms Tina Ngata
Kaiaako/Lecturer
Te Wananga o Aotearoa

Niger

M. Abouzeidi Dan Maza
Secrétaire général
Ministère de l'Enseignement primaire, de
l'Alphabétisation, de la Promotion des
langues nationales et de l'Éducation
civique

M. Issa Namata
Secrétaire exécutif
Commission nationale du Niger pour
l'UNESCO

Nigeria

Ms Magdalene Anene- Maidoh
Secretary-General
Nigerian National Commission for
UNESCO

H.E. Mr Godwin Agbo
Ambassador
Embassy of Nigeria in Japan

Mr Abdulrashid Garba
Special Assistant to Honourable Minister
Federal Ministry of Education

Mr Abdullahi Y. Madobi
First Secretary
Embassy of Nigeria in Japan

Mr Godswill Obioma
Executive Secretary/Professor
Nigerian Educational Research and
Development Council
Federal Ministry of Education

Mr Ayotunde Adewale Kehinde
Delegation Senior Counsellor
Permanent Delegation of Nigeria to
UNESCO

Norway

Mr Tarald Brautaset
Special Envoy
Department for UN, Peace and
Humanitarian Affairs
Ministry of Foreign Affairs

Ms Majken Korsager
Associate Professor
Norwegian Centre for Science Education

Mr Sulaiman Khalfan Al Mabsali
Director
Science Sector
Ministry of Education

Mr Mohammed Abdullah Al Farei
Head of the Minister's Office
Ministry of Education

Ms Eldri Scheie
Associate professor
Norwegian Centre for Science Education
University of Oslo

Mr Per Christian Tangene
Student, Member of the Board of
Norwegian University of Science and
Technology (NTNU)

Mr Sulaiman Said Al Bulushi
Director of Public Relations
Ministry of Education

Mr Salim Al Hinai
Assistant Personal for the Minister
Minister's Office
Ministry of Education

Ms Snøfird Byrløkken Emterud
Counsellor
Royal Norwegian Embassy in Japan

Pakistan

H.E. Mr Farukh Amil
Ambassador
Embassy of Pakistan in Japan

Mr Rafique Ahmed Soomro
Embassy of Pakistan in Japan

Oman

Ms Madiha Ahmed Al Shaibaniya
Minister
Ministry of Education

H.E. Ms Samira Al Moosa
Ambassador
Permanent Delegate of Oman to UNESCO

Palestine

Ms Khawla Ragheb Alshakhsheer
Minister
Ministry of Education

Mr Mohammed Saleem Al Yaqoobi
Secretary-General
Oman National Commission for UNESCO

Mr Fatma Said Al Hinai
Deputy Secretary-General
Oman National Commission for UNESCO

Panama

Sr Carlos Staff
Vice-Ministro Academico
Ministerio de Educacion

Philippines

Mr Reynaldo Antonio De la Paz Laguda
Assistant Secretary
Department of Education

Ms Khairon-Niza Ramos Magundacan
Executive Assistant III
Department of Education

Mr Khalid Mohamed Al-Horr
Director
Supreme Education Council

Ms Olayae Mubarak Al Khulaifi
Senior Education Specialist
Supreme Education Council

Poland

Ms Aleksandra Malarz
Director
Department of Strategy and
Communication
Ministry of Environment

Ms Fawziya Al Khater
Education Expert
Ministry of Education

Mr Khalil Al Mazroei
Ministry of Education

Qatar

Mr Mohammed Al Hammadi Bin Abdul
Wahid
Minister
Ministry of Education

Mr Ali Marafi
International Education Office
Ministry of Education

Ms Tomoko Hirao
Secretary
Embassy of the State of Qatar, in Tokyo

Mr Ibrahim Al Naimi
President of the Faculty
Ministry of Education

Ms Hamda Al Sulaiti
Secretary-General
Ministry of Education

Republic of Korea

Mr Hwang Woo Yea
Minister
Ministry of Education

H.E. Mr Sang-jin Lee
Ambassador and Permanent Delegate
of the Republic of Korea to UNESCO

Mr Abdulla Al Mehaizaa
Director
Ministry of Education

Ms Youngsoon Kang
Director-General
International Cooperation Bureau
Ministry of Education

Mr Seung-pyo Lee
Director
Creative Teaching and Learning Division
Ministry of Education

Mr Young Kwon Kim
Senior Deputy Director
International Education Cooperation
Division
Ministry of Education

Ms Sera Kang
Editor
International Education Cooperation
Division
Ministry of Education

Mr Yuri Mazurov
Professor
Lomonosov Moscow State University

Ms Eun-kyung Park
Vice-Chairperson
Chair of ESD Committee
Korean National Commission for
UNESCO

Mr Woo-Jin Cho
Chief
Education Team
Korean National Commission for
UNESCO

Rwanda

H.E. Mr Charles Murigande
Ambassador
Embassy of Rwanda in Japan

Ms Seughyun Baek
Programme Officer
Division of Education
Korean National Commission for
UNESCO

Mr Seo Jun Kim
Secretary to Minister
Minister's Office
Ministry of Education

Samoa

Mr Magele Mauiliu Magele
Minister of State
Ministry of Education, Sports and Culture

Mr Tanielu Aiafi
Chief Executive Officer
Ministry of Education, Sports and Culture

Ms Won Jung Byun
Chief Programmer
Tongyeong Education Foundation for
Sustainable Development

Ms Sun-Kyung Lee
Professor
Cheongju National University of
Education

Saudi Arabia

Mr Khalid Abdullah Alsabti
Vice-Minister of Education
Ministry of Education

Mr Mohammad A. Alohal
Deputy Minister
Ministry of Higher Education

Russian Federation

Mr Amir Bilyalidinov
Deputy Secretary-General
Commission of the Russian Federation for
UNESCO

Ms Ksenia Gaverdovskaya
Coordinator for Educational Programs
Commission of the Russian Federation for
UNESCO

H.E. Mr Ziad Aldrees
Ambassador, Permanent Delegate
of the Kingdom of Saudi Arabia to
UNESCO

Mr Rachid Ghayadh Alghayadh
Undersecretary
Ministry of Education

Mr Mansour A. Bin Salamah
Vice-President
Tatweer

Mr Ibrahim Al Shafi
Vice-Governor
Technical and Vocational Training
Corporation

Mr Ibrahim Ndour
Director of Middle and High Schools
Ministry of Education

M. Amadou Sy
Président
Organisme départemental de coordination
des activités de vacance - ODCAV

Ms Khalod Saleh Alkulaibi
Vice General Educational Manager
Ministry of Education

Mr Salahadden Mohammad Alsemaeel
General Supervisor
Ministry of Education

Mme Marième N'Diaye
Présidente
Mouvement des femmes du
développement

Mr Mansour Daifallah Alosaimi
Education Counsellor
Permanent Delegation of Saudi Arabia to
UNESCO

Ms Haya Ahmed AlGhairras
Saudi Arabia -Gassim
Ministry of Education

Seychelles

Ms Macsuzy Helena Jermence Mondon
Minister
Ministry of Education

Mr Shane Antonio Emilie
Environmental Education Coordinator
Environmental Education Unit
Schools Division
Ministry of Education

Mr Nasser Ibraheem Allothman
Ministry of Education

Slovakia
H.E. Mr Michal Kottman
Ambassador
Embassy of the Slovak Republic in Japan

Senegal

Mr El Hadji Serigne Mbaye Thiam
Minister
Ministry of Education

Mr Aliou Ly
Secretary-General
National Commission for UNESCO

Somalia

Mr Hassan Mohamed Ali
Technical Advisor
Ministry of Education

South Africa

Ms Angelina Motshekga
Minister
Department of Basic Education

Mr S. Govender
Chief Director
Curriculum Implementation & Monitoring
Department of Basic Education

Ms Ana Oregi
Minister of Environment and Territorial
Policy
Basque Government

Mr Sergio Juanena
Minister Advisor
Basque Government

Mr Carlton Lufuno Mukwevho
Secretary-General
South African National Commission for
UNESCO

Ms Nolitha Vukuza-Linda
Higher Education Representative Minister-
Attachée to UNESCO
Embassy of South Africa in France

Ms Amaia Barredo
Directora
Gobierno Vasco

Ms Arantzazu Acha
Director
UNESCO Etxea

Ms Esther Nomvula Mbatha
Personnel Assistant to the Minister
Department of Basic Education

Ms T. Martens
Media Liaison Officer
Department of Basic Education

Mr Javier Benayas
Professor
Department of Ecology
Universidad Autónoma de Madrid

Ms Nekane Viota
Specialist
UNESCO Etxea

South Sudan

Mr John Gai Yoh
Minister
Ministry of Education, Science and
Technology

Mr Stephen Wiw Bichiok
Executive Director
Ministry of Education, Science and
Technology

Mr Santiago Herrero Amigo
Cultural Counsellor
Embassy of Spain in Tokyo

Ms Elizabeth Aban Yowin
Senior Inspector of Admission
Ministry of Education Science and
Technology

Ms Viana Kakuli Aggrey Yuyunda
Advisor
Ministry of Education Science and
Technology

Sri Lanka
Mr Bandula Chandrasiri Gunawardhana
Minister
Ministry of Education

Mr Agampodi Sajeewa Mendis
Deputy Ambassador
Embassy of Sri Lanka in Japan

Sudan

Ms Souad AbdelRazig Muhammad
Minister
Ministry of Education

H.E. Mr Abdulwahab Mohamed ElHijazi
Ambassador
Embassy of Sudan in Japan

Mr Per Magnusson
Deputy Director
Swedish National Commission for Unesco
Ministry of Education and Research

Mr Carl Lindberg
Special Advisor
Swedish National Commission for Unesco
Ministry of Education and Research

Mr Eltayeb Ahmed-Elmustafa Hayati
Director-General
National Center for Curriculum and
Educational Research

Mr Anders Eriksson
Political Advisor
Ministry of Education and Research

Ms Moa Karin Lundin
International Secretariat
Ministry of Education and Research

Swaziland

Mr Phineas Langa Magagula
Minister
Ministry of Education and Training

Mr Patrick Norman Muir
Principal Secretary
Ministry of Education and Training

Ms Gunilla Helene Blomquist
Deputy Director
Division for Environment Goals
Ministry of the Environment

Mr Lars Nordahl
Office Manager/Head of Department
International Department
Swedish Council for Higher Education

Ms Hazel Zungu
Secretary-General
Swaziland National Commission for
UNESCO

Mr Stellan Arvidsson Hyving
Swedish International Development
Cooperation Agency (Sida)

Ms Sophie Nordström
Project Manager
Swedish Society for Nature Conservation

Sweden

Ms Aida Hadzialic
Minister for Upper Secondary School and
Adult Education and Training
Ministry of Education and Research

Mr Leif Östman
Professor
Uppsala University

Mr Staffan Mikael Svanberg
Teacher Trainer

Mr Olle Pettersson
First Secretary
Embassy of Sweden in Tokyo

Switzerland

Mr Reto Wyss
Minister
Swiss Conference of Cantonal Ministers of
Education

Mr Benedikt Hauser
Deputy Head
Cooperation in Education
Swiss State Secretariat for Education,
Research and Innovation

M. Marco Stricker
Vice-Président
Commission suisse pour l'UNESCO

Mme Barbara Schaepli
Membre de Direction, Responsable de
Domaine
Education 21

Thailand

Mr Krissanapong Kirtikara
Deputy Minister
Ministry of Education

Mr Kamon Siriban
Deputy Permanent Secretary
Ministry of Education

Ms Duriya Amatavivat
Director
Bureau of International Cooperation
Ministry of Education

Ms Ratchanin Pongudom
Foreign Relations Officer
Bureau of International Cooperation
Ministry of Education

Ms Nattinee Promprasit
Educator
The Office of Permanent Secretary
Ministry of Education

Mr Naoshi Murai
Vice-Consulate
Royal Thai Consulate-General in Nagoya

Togo

M. Kuété Nicoué Broohm
Ministre
Ministère de l'Enseignement supérieur et
de la Recherche

M. Yao Badjam Maganawe
Ministre
Ministère de l'Enseignements primaire et
secondaire

M. Ayao Akoété Koungblenou
Secrétaire-général
Commission nationale togolaise pour
l'UNESCO
Ministère de l'Enseignement supérieur et
de la Recherche

Mme Ama Dzifa Gameti
Directrice de Cabinet
Ministère de l'Enseignement supérieur et
de la Recherche

Tonga

Ms Ana Maui Taufé'ulungaki
Minister
Ministry of Education and Training

Ms Raelyn Lolohea Esau
Deputy Chief Executive Officer
Ministry of Education and Training

Ms Tania Laumanulupe Tupou
Embassy of the Kingdom of Tonga in
Japan

Mr Salih Celik
Deputy Undersecretary
Ministry of National Education

Mr Ömer Acikgoz
Deputy Undersecretary
Ministry of National Education

Tunisia

Mr Fethi Jarray
Minister
Ministry of Education

H.E. Mr Farhad Khlif
Ambassador Extraordinary and
Plenipotentiary
Embassy of the Republic of Tunisia in
Japan

Mr Adnan Boyaci
Chair of Education Committee
Turkish National Commission for
UNESCO

Mr Enes Karaman
Advisor to the Minister
Private Office
Ministry of National Education

Mr Sami Boughanmi
First Secretary
Embassy of the Republic of Tunisia in
Japan

Mr Fatih Dut
Advisor to the Minister
Private Office
Ministry of National Education

Mr Emre Aydemir
General Directorate of Security
Ministry of International Affairs

Turkey

Mr Nabi Avci
Minister
Ministry of National Education

Mr Mehmet Tamer Cobanoglu
Environment and Urbanisation Expert
Ministry of Environment and Urbanisation

Ms Feray Eldeniz
Planning Expert
Directorate of Social Sectors and
Coordination-Department of Education
and Culture
Ministry of Development

H.E. Mr Bülent Ahmet Meriç
Ambassador
Embassy of Turkey in Japan

Mr Yusuf Ziya Yediylidiz
Directorate-General
European Union and Foreign Relations
Ministry of National Education

Mr Abdulkadir Ozkan
Press Counsellor
Ministry of National Education

Mr Bahadır Ülker
Specialist
Embassy of Turkey in Japan

Ms Melek Şahin
Third Secretary
Embassy of Turkey in Japan

Ms Beatrice Anek Adimola
Coordination
National Environment Management
Authority

Mr Daniel Jonathan Babikwa
Environment Education Coordinator
National Environment Management
Authority

Turkmenistan

Mr Bairam Byashimov
Director
National Institute of Education

Mr Nasanairi Kamudoli
First Secretary
Embassy of Uganda in Japan

Tuvalu

Mr Fauoa Maani
Minister
Ministry of Education, Youth and Sports

Mr Talavai Iona
Permanent Secretary
Ministry of Education, Youth and Sports

Mr Hussein Bin Ibrahim Mohamed
Al-Hamadi
Minister
Ministry of Education

United Arab Emirates

Mr Abdulla Ali Alnuaimi
Permanent Delegate of the United Arab
Emirates to UNESCO

Uganda

Mr Bataringaya Cos Kamanda
Minister of State for Primary Education
Ministry of Education and Sports

Ms Clare Fiona Woodcraft-Scott
CEO
Emirates Foundation

Ms Amal Mohamed Al Koos
Assistant Undersecretary for Activities and
School Environment
Ministry of Education

H.E. Ms Betty Grace Akech-Okullo
Ambassador
Embassy of Uganda in Japan

Mr Augustine Omare-Okurut
Secretary-General
Uganda National Commission for
UNESCO

Mr Husam Sultan Al Ulama
Director
National Research Foundation
Ministry of Higher Education and
Scientific Research

Mr Mohammed Rashid Bin Tamim
Director
Minister's Office
Ministry of Education

Ms Mahra Hilal AlMutaiwei
Director
Regional Center for Educational Planning-
UNESCO

Mr Hamad Ali Al Dhaheri
Director
Abu Dhabi Education Council

Mr Omran Rashid Taryam
Energy & Climate Change Attaché
United Arab Emirates Embassy

Ms Aisha Hassan Al Yammahi
Administrator
National Committee
Ministry of Education

United Kingdom of Great Britain and Northern Ireland

Ms Anna Peachey
Deputy Director (Academic)
The International Development Office
The Open University UK

Ms Sabha Khamis Al Shamsi
Director for Social Inclusion
Emirates Foundation

Ms Meera Taryam
Director - Environmental Services &
Education
Bee'ah

Ms Forzeya Ibrahim Al mahmoud
Protect Environment (Land, Sea and air)
Environment Agency - Abu Dhabi

United Republic of Tanzania

Mr Shukuru Jumanne Kawambwa
Minister
Ministry of Education and Vocational
Training

Mr John Fisher Kambona
Minister Plenipotentiary
Embassy of Tanzania in Japan

Mr Aletaulwa Mmari Ngatara
Assistant Director Policy
Ministry of Education and Vocational
Training

Mr Alfred Israel Israel Kilasi
Private Secretary
Ministry of Education and Vocational
Training

United States of America

Ms Debra Rowe
President
US Partnership for Education for
Sustainable Development

H.E. Ms Salome T. Sijaona
Ambassador
Embassy of Tanzania in Japan

Mr Jonathan Stephen Mbwambo
Assistant Director
Department of Higher Education
Ministry of Education and Vocational
Training

Mr Adelard Nhunde Saduka
Principal Education Officer I
Ministry of Education and Vocational
Training

Mr William R Godfrey
President
Environic Foundation International

Mr Peter Adriance
Representative for Sustainable
Development
Bahai's of the United States

Mr Victor Nolet
Professor
Western Washington University

Viet Nam

Mr Ga Van Bui
Vice-Minister
Ministry of Education and Training

Mr. Hung Le Trong
Deputy Director
Science and Technology
Ministry of Education and Training

Ms Kimberley Smith
Coordinator
RCE Greater Portland

Mr Matthew Garcia
Science & Technology Policy Fellow
Department of Energy
Oak Ridge Institute for Science

Mr Loi Chi Le
Senior Official
International Cooperation Department
Ministry of Education and Training

Ms Tran Phuong Dung
Official
Viet Nam National Commission for
UNESCO

Mr Ryan Huppert
Administrator
Grand Rapids Public Schools

Yemen

Mr Abdulbaset Abdultraqeb Aqel
Al-Worafi
Chairman
Educational Development & Research
Center

Ms Lubna Zain Saleh
Director of UNESCO Administration
Yemen National Commission for
UNESCO

Uruguay

Ms Laura Barcia
Head
Environmental Education Section
Education Department
Ministry of Education and Culture

Zambia

Mr Owen Mugemzulu
Director for Planning and Information
Ministry of Education, Science, Vocational
Training and Early Education

Ms Martha Macwani Sitali
Senior Education Officer for Distance
Education
Ministry of Education, Science, Vocational
Training and Early Education

Uzbekistan

Mr Askarali Hasanov
Second Secretary
Embassy of the Republic of Uzbekistan in
Japan

Mr Hillary Chipango
Spokesperson
Ministry of Education, Science, Vocational
Training and Early Education

Ms Heather Munachonga
Senior Programme Officer
Zambia National Commission for
UNESCO

Ms Edith Mwape C Ng'oma
Education Technical Advisor
ChildFund Zambia

Ms I Lin Wong
Coordinator of School Inspection
Education and Youth Affairs Bureau

Zimbabwe

Mr Rodgers Garikayi Sisimayi
Principal Director for Secondary and
Non-Formal Education
Ministry of Primary and Secondary
Education

Mr Johnesai Tandi Dewah
Director for Tertiary Education
Programmes
Ministry of Higher and Tertiary Education,
Science and Technology Development

Ms Sylvia Janet Utete-Masango
Permanent Secretary
Ministry of Primary & Secondary
Education

Macao, China

Mr U Cheong
Secretary for Social Affairs and Culture
Government of Macao
Special Administrative Region of the
People's Republic of China

Ms Lai Leong
Bureau Director
Education and Youth Affairs Bureau

Ms Cheng Chan
Senior Officer
Government of Macao
Special Administrative Region of the
People's Republic of China

Ms Vai Kei Leong
Department Head
Department of Education
Education and Youth Affairs Bureau

**Permanent Observer Mission
Holy See (Vatican City State)**

Mr Francesco Follo
Permanent Observer of the Holy See to
UNESCO

UN / Intergovernmental Organizations

**Arab League's Educational, Cultural
and Scientific Organization (ALECSO)**

Mr Abdullah Hamad M H Alhayen
Directeur Général

**Conférence des ministres de l'Éducation
des pays ayant le français en partage
(CONFEMEN)**

Mme Carole Garceau
Conseillère aux politiques éducatives

**Food and Agriculture Organization of
the United Nations (FAO)**

Mr Charles Mbuli Boliko
Director
Liaison Office in Japan

Mr Reuben Sessa
Natural Resources Officer
Climate, Energy, Tenure Division

Ms Francesca Dalla Valle
Youth Employment Specialist
Social Protection Division

League of Arab States

Ms Magda Hussien Zaki
Minister Plenipotentiary

Ms Noha Sobhy Aiad
Officer in charge of international relations
Education and Scientific Research
Department

Organisation internationale de la Francophonie (OIF)

M. Ma-Umla Mabilia
Directeur

Mme Louise Bertrand
Chargée de mission

M. Toumao Kiri
Spécialiste de Programme

M. Christian Payeur
Président
Fondation Monique Fitz-Back

Secretariat of the Convention on Biological Diversity (CBD)

Mr Neil David Pratt
Senior Environmental Affairs Officer
Mainstreaming, Partnerships and Outreach

United Nations Centre for Regional Development (UNCRD)

Ms Chikako Takase
Director

United Nations Department of Economic and Social Affairs (UNDESA)

Mr Nikhil Anand Chandavarkar
Chief of Branch
Sustainable Development Division

United Nations Economic Commission for Europe (UNECE)

Mr Marco Keiner
Director
Environment Division

United Nations Environment Programme (UNEP)

Mr Arab Hoballah
Chief
Division of Technology, Industry and Economics

Mr Mahesh Pradhan
Chief
Environmental Education and Training Unit

Mr Pablo Fuentenebro Alonso
Associate Programme Officer
Environmental Education and Training Unit

Mr Levis Kavagi
Coordinator
REDD+ Academy

Ms Fabienne Pierre
Programme Officer Acting Coordinator of the 10YFP
Division of Technology, Industry and Economics

**United Nations Framework Convention
on Climate Change (UNFCCC)**

Ms Alla Metelitsa
Team Leader
Capacity-building and Outreach

Mr Moritz Weigel
Associate Programme Officer
UNFCCC
United Nations Alliance on Climate
Change Education, Training and Public
Awareness

**United Nations Population Fund
(UNFPA)**

Ms Junko Sazaki
Director
IERD/Tokyo Office

UN Global Compact

Mr Jonas Haertle
Head
PRME Secretariat

**United Nations Human Settlement
Programme (UN-Habitat)**

Ms Lilia Maria Blades
Human Settlements Officer
Capacity Development Unit

**United Nations Children's Fund
(UNICEF)**

Ms Yumiko Yokozeki
Regional Education Adviser for Western
and Central Africa
Western and Central Africa Regional
Office

**United Nations Institute for Training
and Research (UNITAR)**

Ms Mihoko Kumamoto
Head
Hiroshima Office

Ms Cristina Rekalvas
Climate Change Programme

United Nations University (UNU)

Mr Kazuhiko Takemoto
Director
Institute for the Advanced Study of
Sustainability

Mr Hans van Ginkel
Honorary Professor
Rector of the United Nations University,
RCE on ESD

Mr Mario Tumamac Tabucanon

Visiting Professor
ESD Programme
Institute for the Advanced Study of
Sustainability

Mr Abel Barasa Atiti
Research Fellow
Institute for the Advanced Study of
Sustainability

Ms Zinaida Fadeeva

Senior Specialist - Strategy and Policy
Institute for the Advanced Study of
Sustainability

Mr Joseph Hermans
Regional Advisor RCEs in Europe
Institute for the Advanced Study of
Sustainability

Mr Unnikrishnan Payyappallimana

Research Coordinator
Institute for the Advanced Study of
Sustainability

Mr Emmanuel Mutisya
Associate Coordinator
Institute for the Advanced Study of
Sustainability

Experts

Ms Sachiko Yasuda
Principal Programme Associate
ESD Programme
Institute for the Advanced Study of
Sustainability

Ms Kyoko Shiota
Programme Associate
ESD Programme
Institute for the Advanced Study of
Sustainability

Argentina

Ms Alejandra Cornejo
Project Leader
Centre for Development and Sustainable
Fisheries (CeDePesca)

Ms Daniela Gisele Zallocco
ASPnet Coordinator
National Commission for UNESCO
Youth Conference Representative

United Nations Volunteers Programme (UNV)

Mr Richard Wilhelmus Dicus
Executive Coordinator
Office of the Executive Coordinator

Mr Akira Akazawa
Partnerships Development Specialist
Partnerships Section

Australia

Ms Sally Asker
Director
InSIGHT Sustainability

Ms Esther Care
Assessment Research Centre
University of Melbourne

World Food Programme (WFP)

Mr Stanlake Samkange
Director
Policy, Programme and Innovation
Division

Ms Sawako Kanetaka
Donor Relations Officer
Japan Relations Office

Mr Jose Roberto Guevara
President
Asia South Pacific Association for Basic
and Adult Education (ASPBAE)

Mr Tam Hoang
Global Focal Point for DRR
UN Major Group for Children & Youth

World Health Organization (WHO)

Mr Alexander von Hildebrand
Manager
Environmental Health

Ms Heidi Johnson
International Relations Officer
Young Masters Programme (YMP)

Ms Hayley McQuire
Global Youth Ambassador
Youth Advocacy Group at GEFI

Ms Prithi Nambiar
Executive Director
CEE Australia Inc.

Ms Claire Ruedin
Project Advisor
Sustainability Victoria

Bahrain

Mr Tariq Al Olaimy
Co-Founder
3BL Associates
Youth Conference Representative

Belgium

Ms Susan Hopgood
President
Education International

Ms Gabriela Prata-Dias
Senior Expert
Energy Charter Secretariat

Brazil

Ms Maria Karolina Matarelli Pereira
Almeida
Colégio Magnum Agostiniano
ASPnet School Student Representative

Ms Regina Célia Alvalá
Director
Center of Monitoring and Early Warning
on Natural Disasters (CEMADEN)

Mr Nilo Sérgio de Melo Diniz
Director
Department of Environmental Education
Ministry of Environment

Ms Jane Fatima Fonteneles Fontana
Coordenadora de Educação Ambiental
SECADI
Ministério da Educação

Mr Dennis Sinyolo
Senior Coordinator
Education International

Ms Tatiana Amaral Fukamati
Manager of Sustainability Projects
Amana-key

Mr Bernardo Nicolau do Carmo Gonçalves
Colégio Magnum Agostiniano
ASPnet School Student Representative

Benin

M. Saïd K. Hounkponou
Directeur exécutif
Initiatives pour un développement intégré
durable

Mr Luiz Guedes Guedes
Brazilian Representative
Board Member
Youth Advocacy Group

Ms Patricia Silva Leme
Environmental Educator
Superintendence of Environmental
Management
University of Sao Paulo

Botswana

Mr Mphemelang Joseph Ketlhoilwe
Senior Lecturer
Languages and Social Sciences Education
University of Botswana

Mr Matthews Lebogang Phiri
Executive Coordinator
Human Resource Development Council

Ms Waverli Maia Matarazzo-Neuberger
Coordinator
Sustainability Center
Sao Paulo Methodist University

Ms Marina Figueiredo Mello
Manager of Institutional Communication
Amana-key

Mr Oscar Motomura
CEO
Amana-key

Mr Rodrigo de Brito de Brito Prates
Colégio Magnum
ASPnet School Student Representative

Ms Nádia Eliza Ramos
Colégio Magnum Agostiniano
ASPnet School Student Representative

Mr Leonardo Luiz Silveira da Silva
Geography EFPI
Colégio Magnum Agostiniano
ASPnet School Teacher Representative

Ms Rachel Trajber
Consultant
Institutional Relations
Center of Monitoring and Early Warning
on Natural Disasters (CEMADEN)

Burkina Faso

Mr Ahmed Ousmane Bagre
Head of Department, Energy
International Institute for Water and
Environment Engineering

Mme Aminata Diallo Boly
Chargée de Programmes
Education/Formation
Association Andal et Pinal

Cambodia

Mr Peuvchenda Bun
Regional Safe School Program
Coordinator
Disaster Risk Management
Plan - Asia Region

Ms Romilda Rosario Co
Community Resilience/DRR Specialist
Disaster Risk Reduction
World Vision International

Cameroon

Mr Hilary Ewang Ngide
Founder/Executive Director
Centre for Community Regeneration and
Development (CCREAD-Cameroon)
Youth Conference Representative

Ms Gisele Mankamte Yitamben
President
ASAFE

Canada

Mr David Victor John Bell
Chair
Board of Directors
Learning for a Sustainable Future

Ms Aurelie Charpentier
Regional Representative
North America
World Youth Parliament for Water

Ms Leah Davidson
Founder
Act for Antarctica
Youth Conference Representative

Mr Charles Alexander Hopkins
UNESCO Chair
York University

Mr Bob Jickling
Professor Emeritus
Lakehead University

Mme Marie-Josée Rousse
Conseillère
Éducation au développement durable
Centrale des Syndicats du Québec

Chile

Mr Luis Flores
Policy and Campaign Officer
Latin American Office
Consumers International

Mr Esteban Emilio Montenegro
Head of Architectural Area
Department of Educational Infrastructure
Ministry of Education

Ms Maria Elena Ponton
Professional
Curriculum and Evaluation Unit
Ministry of Education

Mr Francisco Javier Urquiza
Directive Board Member
Red Campus Sustainable

Ms Liu Yunhua
Director-General
Shangri-la Institute for Sustainable
Communities

China

Ms Tao Fu
Secretariat of the Chinese National
Working Committee for ESD

Ms Zhang Jing
Vice General Secretary
International Liaison Department
Beijing Association of Education for
Sustainable Development

Mr Yuran Liu
Director
International Cooperation
The Chinese Society of Education Training
Center

Mr Narayan Silva
Programme Organizer
GSF China
Youth Conference Representative

Ms Luz Adriana Jiménez Patiño
Education Group Coordinator
Ministry of the Environment

Mr David Montero Jalil
Coordinator
Sustainable and Competitive Cities
Program
La Ciudad Verde and Findeter
Youth Conference Representative

Ms Yun Sun
Secretariat of the Chinese National
Working Committee for ESD

Ms Qing Tian
Faculty of Education
Environmental Education Center
Beijing Normal University

Mr Orlando Sáenz
ARIUSA
Coordinación
Alianza de Redes Iberoamericanas de
Universidades por la Sustentabilidad y el
Ambiente

Mr Kim Hor Toh
Director
Center for Environment and Development
Studies (CEDS)

Mr King Fung Yip
Office Assistant
Center for Environment and Development
Studies (CEDS)

Cook Islands
Ms Gail Townsend
Executive Director
National Office
Ministry of Education

Costa Rica

Mr Abelardo Brenes Castro
Special Advisor
Earth Charter Center for Education for
Sustainable Development

Mr Cesar Eduardo Chaves
Teacher
Instituto Nacional de Aprendizaje

Mr Marcello Hernandez
International Youth Coordinator
Earth Charter International
Youth Conference Representative

Ms Alicia Jimenez
Project Coordinator
Earth Charter International Secretariat
Earth Charter Center for Education for
Sustainable Development

Mr Vernor Muñoz
Global Advisor on Education
Global Advisors Team
PLAN

Ms. Mirian Vilela
Executive Director
Earth Charter International Secretariat
Earth Charter Center for Education for
Sustainable Development

Côte d'Ivoire

Mme Marie-Josée Paula Houenou
Secrétaire générale
AIDE 21

M. Pascal Valentin Houenou
Doyen honoraire
UFR Sciences et Gestion de
l'environnement
Université Nanguy Abrogoua

M. Dit Kouassi Jean Henry Kouassi
Président
ONG Jeunes Leaders

Croatia

Ms Rut Carek
Secretary-General
Department for UNESCO
Croatian National Commission for
UNESCO
Ministry of Culture

Denmark

Mr Jan Eriksen
President
Foundation for Environmental Education

Ms Helle Gudmandsen
Head of Education Campaign
Global Campaign for Education

Mr Daniel Schaffner
CEO
Foundation for Environmental Education

Ms Yukiko Tsuburaya
General Programme Assistant
Foundation for Environmental Education

Dominican Republic

Mr Daniel Arturo Abreu Mejia
National Focal Point UN CC:Learn
Technical Department
National Council on Climate Change

Mr Franklin Jesús Tejada
Sandwatch Coordinator
ASPnet School
Dominican Republic National Commission
for UNESCO

Ecuador

Mr Manus McCaffery
Environmental Risk and Global Climate
Change Specialist
Sun Mountain International
Youth Conference Representative

Egypt

Mr Ibrahim Abouleish
 Founder
 Heliopolis University

Mr Mahmoud Lotfy El-Refai
 Corporate Strategy Officer
 Siemens
 Youth Conference Representative

Ms Ekbal Elamir Elsamalouty
 Secretary-General
 Arabic Network for Literacy and Adult
 Education

Mr Omar Aly Ramzy
 Center of Excellence for Education on
 Heliopolis University for Sustainable
 Development

Mr Hami Sewilam

Professor and Director
 Center for Sustainable Development
 The American University in Cairo

Estonia

Ms Anu Toots
 Professor of Comparative Public Policy
 Institute of Political Science and
 Governance
 Tallinn University

Ethiopia

Mr Mohammed Aman Ogeto
 Lecturer and Researcher
 Agricultural Economics and Agribusiness
 Haramaya University
 Youth Conference Representative

Fiji

Ms Madhumita Bhattacharya
 Chair of eLearning / Professor and CEO
 and President
 School of Education
 The University of the South Pacific
 /Global Association for Educational
 Technology Research and Development

Mr Steven John Coombs
 Chair of Teacher Education
 SOE
 USP and GAETRD

Mr Vereniki Nalio
 Senior Culture and Education Officer
 Department of Heritage and Arts
 Ministry of Education, Heritage and Arts

Finland

Ms Anna Maaria Nuutinen
 RCE Espoo Coordinator
 Educational and Cultural Services
 City of Espoo/ RCE Espoo Network

France

Mr Dzulkifli Abdul Razak
 President
 Executive Committee 2013-2016
 International Association of Universities

Ms Sophy Senivaivai Buinimasi
 Conservation Officer
 Conservation Unit
 I Taukei Affairs Board
 Youth Conference Representative

Ms Frances Cresantia Koya Vaka'uta
 Associate Dean
 Faculty of Arts, Law and Education
 The University of the South Pacific

Mr Jean-Christophe Carteron
 CSR Director
 CSR Department
 KEDGE Business School

Mr Manuel Cira
Director
International Secretariat
World Ocean Network

Ms Clara Doly
Seat of Strategy and Development
Paris Seine University

Mr Ralph Carstens
Senior Research Analyst/Deputy Unit
Head
International Association for the
Evaluation of Educational Achievement
(IEA) Data Processing and Research
Center (DPC)

Ms Bianca Stefanie Bilgram
Head of DESD Secretariat
German National Commission for
UNESCO

Ms Eva Egron Polak
Secretary-General
International Association of Universities

Mr Michel Raymond Ricard
Professor
Sustainable Development
Bordeaux University (UNESCO Chair on
ESD)

Ms Heidi Marianne Consensus
Project Manager
German UN-Decade ESD
Freie Universitaet Berlin

Mr Gerhard De Haan
Professor
Institut Futur
Freie Universitaet Berlin

Mr Kishore Singh
UN Special Rapporteur on the Right to
Education
Office of the High Commissioner for
Human Rights (OHCHR)

Ms Hilligje Johanna Van't Land
Director
Membership and Programme Development
International Association of Universities

Mr Jürgen Forkel-Schubert
Deputy Head of Department
Sustainability and Climate Protection
Ministry of Urban Development and
Environment

Ms Jung Ingrid
Senior Advisor
Education, Health, Social Protection
Deutsche Gesellschaft für Internationale
Zusammenarbeit - GIZ

Gambia

Mr Alhagie Haruna Cham
Youth Desk Officer
Gambia National Commission for
UNESCO
Youth Conference Representative

Mr Roland K. Jahnke
Chairman
Quality in Education Think Tank
International Academy for Quality

Mr Ernst Paul Eduard Wagner
UNESCO Chair in Arts and Culture in
Education
University of Erlangen Nuremberg
International Network For Research in
Arts Education

Germany

Mr Maik Adomssent
Associate Professor
UNESCO Chair 'Higher Education for
Sustainable Development'
Leuphana University of Lüneburg

Mr Matthias Barth
Professor
Faculty of Sustainability
Leuphana University of Lüneburg

Ghana
Mr Mawuse Hor Vormawor
Senior Legal and Policy Researcher
President Secretariat
Office of the President
Youth Conference Representative

Greece

Mr Vassilios Makrakis
Professor
University of Crete

Mr Michael Scoullios
Professor
University of Athens

Mr Kliment Kirilov Mindjov
Senior Expert on Education
Sustainable Development Academy
The Regional Environmental Center for
Central and Eastern Europe

Mr Kenty Richardson
Director for International Relations and
Strategic Development
The Regional Environmental Center for
Central and Eastern Europe

Guatemala

Ms Corrina Grace
Executive Director
Supporting Ecological Resilience and
Environmental Sustainability (SERES)
Youth Conference Representative

Mr Eduardo Sacayón E. Manzo
Professor
Universidad de San Carlos de Guatemala

Ms Chandrika Bahadur
Director
Educational Initiatives
Sustainable Development Solutions
Network

Ms Laxmi Dhau
Advisor
WWF

India**Guayana**

Ms Myrna Cheryl Bernard
Director, Human Development
Directorate of Human and Social
Development
Caribbean Community (CARICOM)
Secretariat

Ms Paulette Euranie Bynoe
Director
School of Earth and Environmental
Sciences
University of Guyana

Ms Mita Nangia Goswami
Director
WWF India

Mr Rangachar Govinda
Professor
National University of Educational
Planning and Administration

Mr Stefan Rickford Knights
Special Envoy on Small Island Developing
States
Caribbean Youth Environment Network
Youth Conference Representative

Mr Devesh Kumar
Youth Ambassador
Youth Section
Mahatma Gandhi Institute of Education for
Peace and Sustainable Development
(MGIEP)

Ms Sanskriti Menon
Programme Director
Urban Programmes
Centre for Environment Education

Hungary

Mr Zsolt Bauer
Head of Communication and PR
The Regional Environmental Center for
Central and Eastern Europe

Mr Sanjay Prakash
Principal Consultant
SHiFt: Studio for Habitat Futures

Ms Shailaja Ravindranath
CEE South
Center for Environment Education

Mr Sanjit 'Bunker' Roy
Founder Director
The Barefoot College

Ms Ranjana Saikia
Director
Educating Youth for Sustainable
Development
The Energy and Resources Institute

Indonesia

Mr Riri Fitri Sari
Chairperson of UI Greenmetric
University of Indonesia

Mr Dedi Supriatna
Quality Management Representative
SMK Negeri 4 Banjarmasin

Mr V. S. Sapkal
Professor and Head of Department,
Former Vice Chancellor, RTM Nagpur
University
Sant Gadge Baba Amravati University

Iraq

Mr Abbas Ali Hassan
Instructor
Language Department
Sardam institute
Youth Conference Representative

Mr Baby John Shaji
Executive Director - Projects
Kings Group

Israel

Mr Yoav Yair
Dean
School of Sustainability
Interdisciplinary Center Herzliya (IDC)

Mr Supriya Singh
Fellow
The Energy and Resources Institute

Mr Pranshu Singhal
Head
Sustainability
Operations
Nokia India Sales Pvt Ltd

Italy

Mr Hussam Hussein
PhD candidate
Water Security Research Centre
University of East Anglia
Youth Conference Representative

Mr Angelo Ricaboni
Rector
University of Siena

Ms Ritu Thakur
Manager
Sustainability
ICLEI South Asia

Ms Stefania Romano
Senior Expert
Department for Sustainable Development,
Climate Change and Energy
Italian Ministry for the Environment, Land
and Sea (IMELS)

Mr Vivek Trivedi
Social Development Officer
State Urban Poverty Alleviation Cell
Municipal Corporation Chandigarh
Youth Conference Representative

Jamaica

Ms Jodykay Amoy Maxwell
Graduate Student
University of Cambridge
Youth Conference Representative

Japan

Mr Hirofumi Abe
Vice-President
University Executives Office
Okayama University

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

Mr Takayuki Aikawa
Corporate Advertising Office
Panasonic Corporation

Ms Kumiko Akabori
Senior Specialist
Social Environmental Office
Environmental Sustainability Management
Ricoh Company, Ltd

Mr Lewis Akenji
Senior Policy Fellow
SCP
Institute for Global Environmental
Strategies (IGES)

Ms Nami Akinaga
Entrepreneur
Local Platform Development Division
Leave a Nest
Youth Conference Representative

Mr Takashi Asai
Director-General
ESD World Conference Promotion
Bureau
Okayama City

Mr. Robert J. Didham
Senior Coordinator (Capacity
Development, Education and Knowledge
Management)
Programme Management Office
Institute for Global Environmental
Strategies (IGES)

Ms Aiko Doden
Senior Commentator
World News Department
NHK Japan Broadcasting Corporation

Mr Toyohisa Emoto
Japan Contact
World Ocean Network

Ms Nagisa Endo
Fujitoka Minami Junior High School

Mr Taichiro Fujino
Co-Founder
Cycle Beyond the Borders
Youth Conference Representative

Ms Kazuyo Fukuda
NHK (Japan Broadcasting Corporation)

Mr Toshio Fukuda
Professor
Department of Mechatronics Engineering
Meijo University

Mr Reita Furusawa
Associate Professor
International ESD Center
RCE Chubu (Chubu University) for Aichi-
Nagoya

Mr Kenichi Goto
Curriculum Research Center
National Institute for Educational Policy
Research

Mr Masakazu Goto
Senior researcher
Curriculum Research
National Institute for Educational Policy
Research

Mr Michinari Hamaguchi Chairman President of Nagoya University Aichi Association of University Presidents	Mr Masahiro Hara Consultant Human Development Department Japan International Cooperation Agency (JICA)	Mr Yoshihito Iwama Director The Federation of Economic Organizations (Keidanren)	Ms Chieko Kajisawa Deputy Director Planning and Coordination Division Global Environment Department Japan International Cooperation Agency (JICA)
Mr Vanna Hay President ASEAN Community	Ms Wakako Hironaka Representative Earth Charter Committee for Asia Pacific and Japan	Ms Koto Kanno Visiting Fellow Institute of Gender Studies Ochanomizu University	Ms Sumiko Kano Guidance Section Mitaka School Committee
Ms Yuki Ichiba Okayama Ichinomiya High School ASPnet School Student Representative	Mr Tomonori Ichinose Professor Miyagi University of Education	Mr Tadashi Kawashima Chief Executive Director Japan Environmental Education Forum	Mr Yuto Kitamura Associate Professor Graduate School of Education The University of Tokyo
Mr Atsuo Iiyoshi Chairperson RCE Chubu Committee RCE Chubu	Mr Mitsuyuki Ikeda Vice-Chairperson Organizational Management Section Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)	Mr Julian Koe Professor International Christian University	Ms Miki Konishi Programme Officer ESD World Conference Promotion Bureau Okayama City
Ms Yoko Ishida Director Evaluation Department International Development Center of Japan Inc.	Mr Shinichi Ishihara Deputy Director-General Human Development Department Japan International Cooperation Agency (JICA)	Mr Kazuo Kuroda Professor Graduate School of Asia Pacific Studies Waseda University	Ms So-Young Lee Integrated Policies for Sustainable Societies Institute for Global Environmental Strategies (IGES)

Mr Hideki Maruyama Senior Researcher Department for International Research and Cooperation National Institute for Educational Policy Research	Mr Kenji Matsubara Senior Researcher Curriculum Research Center National Institute for Educational Policy Research	Ms Yuri Nakao Minoh Kodonomori Gakuen (Minoh Children's Forest School) ASPnet School Teacher Representative
Mr Koichiro Matsuura Former Director-General of UNESCO	Mr Yutaka Michida Vice-Chair Group IV Intergovernmental Oceanographic Commission	Mr Junichi Nakata Director Brand Communication Group Panasonic
Mr Kazuyuki Mikami President Miyagi University of Education	Mr Shigemitsu Miki Senior Advisor The Bank of Tokyo-Mitsubishi UFJ Ltd	Ms Rina Nobuhara Wakeshizutani High School ASPnet School Student Representative
Mr Hideyuki Mori President Institute for Global Environmental Strategies (IGES)	Ms Chisato Murakami Board Member/Secretariat-General Secretariat Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)	Mr Paul Ofei-Manu Policy Researcher IPSS/Education Institute for Global Environmental Strategies (IGES)
Mr Hiroki Murakami Deputy Director Products Development Center Corporate Research and Development IHI Corporation	Mr Masafumi Nagao Project Professor GPSS-GLI The University of Tokyo	Ms Miku Okada Deputy Director Operations Strategy Department Japan International Cooperation Agency (JICA)
	Mr Yukihiko Oikawa Researcher and ESD coordinator Research Center for International Understanding in Education Miyagi University of Education	
	Mr Toru Nishizutsumi Professional Partner Environmental Affairs Division Toyota Motor Corporation	
	Mr Noboru Noguchi Director-General National Federation of UNESCO Associations in Japan (NFUAJ)	

Mr Yasuhiko Okamoto Professor Department of science Okayama University of Science	Mr Masao Omori Mayor Okayama City	Mr Teiichi Sato Professor International University of Health and Welfare	Mr Toyoshi Satow President, International Association of University Chancellor J.F. Oberlin University
Mr Hiroshi Ono Wakeshizutani High School ASPnet School Teacher Representative	Ms Etsuko Saionji Chairperson The Goi Peace Foundation	Mr Masao Seki Executive Director Corporate Social Responsibility Department Sompo Japan Nipponkoa Environmental Foundation	Mr Rajib Shaw Professor Graduate School of Global Environmental Studies Kyoto University
Mr Hiroo Saionji President The Goi Peace Foundation	Ms Miki Saito Programme Specialist Education Cooperation Department Asia-Pacific Cultural Centre for UNESCO (ACCU)	Ms Tomoko Shibao Director Education Cooperation Department Asia-Pacific Cultural Centre for UNESCO (ACCU)	Mr Kazuro Shibuya Deputy Director Basic Education Group Human Development Department Japan International Cooperation Agency (JICA)
Mr Tsuyoshi Sasaaki Faculty of Marine Science Tokyo University of Marine Science and Technology	Ms Hiromi Sasai Director Research Department for Lifelong Learning Policy National Institute for Educational Policy Research	Mr Masako Shige Chair Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)	Ms Yumi Shindo Programme Specialist Education Cooperation Department Asia-Pacific Cultural Centre for UNESCO (ACCU)
Mr Kengo Sato Assistant Group General Manager Corporate Social Responsibility Division Nippon Express Co Ltd	Mr Masahisa Sato Visiting Researcher National Institute for Educational Policy Research	Mr Koichi Shiwaku Researcher Graduate School of Global Environmental Studies Kyoto University	Ms Yoko Sobue Chief producer Chubu Environmental Partnership Office

Mr Manabu Sumida
Regional Representative
Asia
International Council of Associations for
Science Education

Mr Katsunori Suzuki
Director/Professor
Environment Preservation Center
Kanazawa University

Mr Ichiro Tanioka
President
Osaka University of Commerce

Mr Toshio Tejima
Principal
Yanagawa Elementary School

Mr Yuji Suzuki
Professor
Global Politics
Hosei University

Ms Emi Takada
Manager
International Cooperation Division
OISCA

Mr Takushi Terasaka
Hayashino High School
ASPnet School Student Representative

Mr Eisaku Toda
Principal Researcher
Programme Management Office
Institute for Global Environmental
Strategies (IGES)

Ms Ayako Takao
Full-time Lecturer
Global and Intercultural Studies
Ferris University

Ms Madoka Takei
Yakage High School
ASPnet School Student Representative

Ms Emiko Tokunaga
Senior Manager
Communication Team
Samsung Electronics Japan

Mr Mitsutoshi Uchida
Assistant Manager
ESD World Conference Promotion Bureau
Okayama City

Mr Tsuneo Takeuchi
Education/Research
Graduate School of Environmental Studies
Nagoya University

Mr Masayuki Tamagawa
Head
External Representation Office for Asia
African Development Bank

Mr Koushi Ueno
Senior Specialist for Curriculum
Curriculum Research Center
National Institute for Educational Policy
Research

Mr Atsushi Watabe
Researcher
Sustainable Consumption and Production
Area
Institute for Global Environmental
Strategies (IGES)

Mr Hiroto Tamura
Professor
Department of Environmental Bioscience
Meijo University

Mr Shimichiro Tanaka
Senior Education Advisor
Japan International Cooperation Agency
(JICA)

Mr Yasuhiro Yabe
Group General Manager
CSR Division
Nippon Express Co Ltd

Ms Manami Yaguchi
Manager
Domestic Program
Good Neighbours International

Ms Shoko Yamada
Associate Professor
Graduate School of International
Development
Nagoya University

Ms Shinobu Yume Yamaguchi
Professor
Global Scientific Information and
Computing Center
Tokyo Institute of Technology

Mr Nickson Otieno
President
World Student Community for Sustainable
Development (WSCSD)
Youth Conference Representative

Ms Mary Akinyi Otieno
Education Management, Policy and
Curriculum Studies
Kenyatta University

Mr Mitsutoshi Yasuda
Director
ESD World Conference Promotion Bureau
Okayama City

Mr Kazuhiro Yoshida
Professor
Center for the Study of International
Cooperation in Education
Hiroshima University

Mr Tom Barasa Wafula
Program Manager (ESD)
Kenya Organization for Environmental
Education (KOEI)

Ms Zipporah Musyoki Katumbi Webola
Regional ESD Programme Coordinator
Regional Office for Africa
World Wide Fund for Nature

Jordan

Ms Norma Theresa Nemeh
Senior Program Manager
Queen Rania Teacher Academy

Mr Ahmad Moh'd Qablan
Senior Program Manager
Queen Rania Teacher Academy

Kiribati

Ms Bibiana Bureimoa
Director
Curriculum Development & Assessment
Division
Ministry of Education

Kazakhstan

Mr Galimkair Mutanovich Mutanov
Rector
Al-Farabi Kazakh National University

Ms Venera Shakenova
Senior Teacher
Department of International Cooperation
Al-Farabi Kazakh National University

Kuwait

Mr Qutayba Al-Bassam
Corporate Communications
Boubyan Bank

Kenya

Mr Stephen Kiama Gitahi
Director
Wangari Maathai Institute
University of Nairobi

Ms Dorcas Beryl Otieno
Executive Director
Kenya Organization for Environmental
Education

Latvia

Ms Ilga Salite
Professor
UNESCO Chair in Daugavpils University

Lebanon

Ms Mona Betour El Zoghbi
 Researcher
 Faculty of Health Sciences
 American University of Beirut
 Youth Conference Representative

Ms May Makhzoumi
 President
 Makhzoumi Foundation

Mr Elie Mekhael
 Professor on ESD
 Science Department
 Lebanese university

Mr Salama Naamani
 Manager
 Makhzoumi Foundation

Lesotho

Mr Tsepo Timothy Mokuku
 Science Education
 National University of Lesotho

Lithuania

Ms Laima Galkute
 Associate Professor
 Health and Sport Centre
 Vilnius University

Madagascar

Ms Zo Haniry Ny Ala Andriambalohery
 Integration of Environmental Dimension
 Management
 Ministry of Environment, Ecology and
 Forests
 Youth Conference Representative

Malawi

Mr Jennings Matalabanda Kayira
 Principal Education Methods Advisor
 Department of Inspectorate and Advisory
 Services
 Ministry of Education Science and
 Technology

Malaysia

Mr Alizan bin Mahadi
 Senior Analyst
 Technology, Innovation, Environment and
 Sustainability
 Institute of Strategic and International
 Studies Malaysia

Ms Zabariah Matali
 Chief Executive Officer
 Islamic Council
 Islamic Information Centre

Ms Ingrid Mulà Pons de Vall
 Coordinator
 COPERNICUS Alliance

Mali

Mme Ida Jallow-Sallah
 Secrétaire exécutive
 Rocare

Malta

Mr Paul Pace
 Director/Professor
 Centre for Environmental Education and
 Research
 University of Malta

Mauritius

Ms Sushita Gokool-Ramdoe
Policy Developer
Education Specialist

Mr Sayadaly Maudarboeus
Acting Deputy Director
Mauritius Institute of Training and
Development

Mr Goolam Mohamedbhai
Honorary President
International Association of Universities

Mr Bholah Ravhee
Coordinator of Education for Sustainable
Development
Department of Science Education/School
of Science and Mathematics
Mauritius Institute of Education

Ms Virginie Torrents
ESD Expert
Islands Project
Indian Ocean Commission

Mexico

Mr Fernando Ashby Diaz
Jovenes
Coordinación Municipal Atención a la
Juventud
Huixquilucan

Mr Edgar Javier Gonzalez-Gaudiano
Director/ Senior Researcher
Institute of Educational Research
University of Veracruz

Ms Jocelyn Hannali Ibarra Mercado
Coordinadora General
Coordinación Municipal de Atención a la
Juventud
Municipio Huixquilucan

Ms Martha Patricia Narvaez-Garcia
Coordinator of Foreign Affairs
Mexico City Secretariat of Environment

Moldova

Mr Alexandr Iscenco
MEGA Co-founder; Research and
Cooperation Coordinator
Environmental Research & Development
Moldovan Environmental Governance
Academy (MEGA)
Youth Conference Representative

Mongolia

Ms Davaajargal Batdorj
Club Leader
Magazine Translation
UNEP-TUNZA
Youth Conference Representative

Morocco

M. Abdelaziz Ankouri
Directeur
Education à l'environnement et au
développement durable
Ministère de l'Education nationale

Ms Hajar Benmazhar
PhD Student
Trace Element Institute for UNESCO –
Morocco
Youth Conference Representative

Ms Asma Lalla El Kasmi
Chair Holder
Water, Women And Decision Power
UNESCO Chair

M. Yassine Zegzouti
Président
Association Mawarid pour l'environnement
et l'énergie

Mozambique

Mr Valerio Ussene
General Coordinator
Regional Network for Youth and Adult
Education Advocacy

Mr Hans Ladders
Chairman of the Foundation
GroenGelinkt

Ms Paquita Pérez Salgado
Professor
Faculty of Management, Science and
Technology
Open University of the Netherlands

Namibia

Mr Alex Tubawene Kanyimba
Lecturer
University of Namibia

Ms Viktoria Keding
Director
NaDEET

Mr Roel van Raaij
Senior Policy Officer/ Program Secretariat
Ministry of Economic Affairs

Mr Felix Johann Spira
Executive Director and Co-founder
rootAbility
Youth Conference Representative

Ms Liina Nuusiku Nantinda
Coordinator
Namibia Environmental Education
Network
Environmental Education Association for
Southern Africa

Mr Maurice Nkusi
Manager: Instructional Technology
Centre for Teaching and Learning
Polytechnic of Namibia

Mr Arjen Wals
UNESCO Chair in Social Learning and
Sustainable Development
University of Wageningen, University of
Gothenburg

Netherlands

Mr-Sybre Bosch
Chair
Students for Tomorrow
Youth Conference Representative

Ms Christine M. Marie Kenney
Senior Research Fellow
Joint Center for Disaster Research
Massey University

Mr Ralph McKay Buck
Executive Committee Member
International Network For Research in
Arts Education

Ms Carol Margaret Young
Coordinator
Seread

Nigeria

Ms Akpezi Ogbuigwe
 Director
 Center for International Collaboration
 Rivers State University of Science and
 Technology

Ms Oluwafunmilayo Oyatogun
 Director
 Bailiff Africa
 Youth Conference Representative

Peru

Ms Kerstin Samantha Forsberg
 Director
 Planeta Oceano
 Youth Conference Representative

Ms Teresa Salinas
 Executive Director
 RCE Lima Callao
 Ricardo Palma University

Norway

Ms Victoria Wyszynski Thoresen
 UNESCO Chair in Education for
 Sustainable Lifestyles
 Partnership for Education and Research
 about Responsible Living (PERL)
 Hedmark University College

Philippines

Ms Yolanda Castillo De Las Alas
 Senior Specialist
 Solutions Evaluation and Adaptation Unit,
 Educational Research and Innovation
 Office
 SEAMEO INNOTECH

Ms Shanti Jagannathan
 Senior Education Specialist
 Regional and Sustainable Development
 Department
 Asian Development Bank

Oman

Ms Nuhaita Al Sulaimani
 Education Coordinator
 Environment Society of Oman
 Youth Conference Representative

Mr Raif Panse
 Project Consultant
 Learning Management Office
 SEAMEO INNOTECH

Ms Mary Ann Lucille L. Limpot Sering
 Secretary
 OSEC
 Climate Change Commission

Pakistan

Mr Hussain Haider
 President
 Beydaar Society
 Youth Conference Representative

Ms Munawar Sultana Mirza
 Accreditation of Teacher Education
 Programs
 National Accreditation Council for
 Teacher Education

Portugal

Mr Miguel Silva
 Programme Manager
 North-South Centre / Council of Europe

Palestine

Ms Eman Hamdan
 Resource Development Officer
 Management
 Palestinian Initiative for Supporting
 Students (ESNAD)
 Youth Conference Representative

Republic of Korea

Mr Uch Chamroen
 Administrative Officer
 ASEAN Community

Ms Eunjung Chang
 Education Specialist
 Department of Socio-Economic
 Development

Ms Boae Yoon
Team Manager
Project Planning Team
International Development Division
Good Neighbours International

Ms Hyunjoo Song
Research/Teaching/Professor
Korean Institute for Gender Equality
Promotion and Education (KIGEPE)

Ms Liz Yoon
Senior Manager
Corporate Citizenship
Samsung Electronics

Russian Federation

Ms Kara-kys Arakchaa
Member of the UN Permanent Forum on
Indigenous Issues

Saint Kitts and Nevis

Ms Zahnela De Shawn Claxton
Coordinator of Youth Development
Department of Youth and Sports
Nevis Island Administration
Youth Conference Representative

Senegal

Mr Alymana Bathily
President
Community Radio Association of West
Africa

Mr Babacar Diop
Chairman
Paalae

Ms Jeongmin Eom
Chief
Research and Development Team
Asia-Pacific Centre of Education for
International Understanding (APCEIU)

Ms Soon Won Kang
President
Korea Society of Education for
International Education

Mr Young-Gil Kim
President
UN Academic Impact-Korea

Ms Yunehong Lee
Director
World Education Forum Host Committee
Secretariat
Ministry of Education

Ms Eunhye Park
Asia Pacific Regional VP
Early Childhood Education
OMEP

Mr Utak Chung
Director
Asia-Pacific Centre of Education for
International Understanding (APCEIU)

Ms Becca Bitna Jeong
Director
UN Academic Impact-Korea

Ms Jin Hee Kim
Research fellow
Global Education Research Division
Korea Educational Development Institute
(KEDI)

Ms Jihong Lee
Education and Training Team
Asia-Pacific Centre of Education for
International Understanding (APCEIU)

Mr Jean Paul Paddack
Co-Chairman
Board of Directors
WWF-Korea

Mme Ndéye Fatou Diop
Directrice
Gestion et conduite des programmes
Consultance/Afrique Développement
Durable (ADD)

M. Cheikh Mbow
Coordonnateur national
COSYDEP

Ms Sindile Dimakatso Motsa
Chairman
Board of Directors
Kruger to Canyons Biosphere Reserve

Mr Godwell Nhamo
Professor
Exxaro Chair: Institute for Corporate
Citizenship
University of South Africa

Seychelles

Ms Jeannette Ethelberge Larue
Technical Adviser
Ministry of Environment and Energy

Mr Robert Bryan O'Donoghue
Director
Education/Environmental Learning
Research Centre
Rhodes University

Ms Catherine Alum Odora Hoppers
Professor
DST/NRF SARCHI Chair in Development
Education
University of South Africa

Singapore

Ms Natalie Hong
Project Manager
Education Department
Asia-Europe Foundation

Mr Victor Tichaona Pesianayi
Programme Manager: SADC REEP
Education for Sustainable
Development/EE
WESSA: SADC REEP

Mr Andrew John Petersen
School of Education
Schools Development Unit
University of Cape Town

South Africa

Mr Mark Anthony Brettenny
Director
Africa Region
GLOBE in Africa

Mr Schalk Petrus Raath
Senior Lecturer
Geography and Environmental Education
North-West University

Mr Jim Taylor
Director Environmental Education
Mission Project Development
WESSA

Ms Injairu Kulundu
Team Leader Western Cape
Activate Change Drivers

Ms Heila Betrie Lotz-Sisitka
Murray & Roberts Chair of Environmental
Education, Professor
Rhodes University

Mr Mike Ward
Executive Director
WESSA

Spain

Ms Miren Karmele Aguirreazcuenaga
Technician-Advisor of Environmental
Education
Department of Environment
INGURUGELA-Basque Regional
Government

Ms Ana Justel
Director and Professor
Office of Data and Prospective
Universidad Autónoma de Madrid

Mr John Holmberg
Vice-President
Professor
Chalmers University of Technology

Mr Thorvald Jakobsson
Director
Young Masters Programme on Sustainable
Development

Sri Lanka

Mr Ahamed Kishor Hameed
Head - Sustainability, Stakeholder
Engagement & Communications
Maga Engineering (Pvt) Ltd
Youth Conference Representative

Mr Franciscus Lenglet
Director
Swedish International Centre of Education
for Sustainable Development
(SWEDES)D)
Uppsala University

Ms Monika Månsson
Senior Project Manager
Environment Department
City of Malmö

Swaziland

Ms Irma Acosta Allen
Advisor
Swaziland Environment Authority

Mr Mandla Mlilpha
Senior Lecturer
Geography and Environmental Science
University of Swaziland

Ms Lena Astrid Johanna Neij
Professor, UNESCO Chair
IIIIEE
Lund University

Mr Magnus Persson
Network President and Coordinator
Executive Committee
The Learning Teacher Network

Sweden

Mr Stefan Bengtsson
Associate Professor
Swedish International Centre of Education
for Sustainable Development
(SWEDES)D)
Uppsala University

Mr Peter Repinski
Head of Unit
Climate, Energy and Society
Stockholm Environment Institute (SEI)

Ms Ingrid Moum Rieser
Associate Fellow
Centre for Environment and Development
Studies
Uppsala University

Ms Gunilla Elsässer
Head of Unit
Ecological Footprint
WWF Sweden

Ms Ingrid Pramling Samuelsson
Speaker
Gothenburg University, IPKL
World Organization for Early Childhood
Education (OMEP)

Mr Germund Sellgren
Conservation Manager
Unit Ecological footprint
WWF Sweden

Ms Eva Friman
Director
Swedish International Centre of Education
for Sustainable Development
(SWEDES)D)
Uppsala University

Switzerland

Ms Brigit Burkard
Programme Director Southeast Asia
Pestalozzi Children's Foundation

Ms Alicia Cabezudo
Vice-President
International Peace Bureau - IPB Geneva

Ms Aimée Leslie
Global Cetacean and Marine Turtle
Programme Manager
WWF International

Mr Pierre Varcher
Member of the MEEG
Swiss National Commission for UNESCO

Tajikistan

Ms Umeda Qodirqulova
Project Manager
Youth on Protection of Environment
Youth Conference Representative

Thailand

Mr Jake Lucchi
Director
Public and Private Sector Support
Teach For All

Mr Kraiyos Patrawart
Policy Specialist
Quality Learning Foundation

Ms Matcha Phom-in
Director
Sangsan
Youth Conference Representative

Ms Savitree Srisuk
Environmentalist on Environmental
Education and Promotion/Expert level
Strategy Division
Department of Environmental Quality
Promotion

113

Ms Suraporn - Suriyamonton
Thailand Country Representative
PCF-Thailand
Pestalozzi Children's Foundation

Mr Kevin Vang
Senior Advisor, Government and
Multilateral Affairs
World Animal Protection

Ms Caroline Zastiral
Regional Climate Change Specialist
Asia Regional Office, DRM
Plan International

The former Yugoslav Republic of Macedonia

Mr Stefan Manevski
Director
Center for Intercultural Dialogue
Youth Conference Representative

Trinidad and Tobago

Ms Sarah McIntosh
Associate
Caribbean Natural Resources Institute

Tunisia

Mr Hamidou Dodo Boukary
Chief Education Specialist
Association for the Development of
Education in Africa

M. Mohamed Loumi
Direction de la Sensibilisation, de
l'Education environnementale et de
l'Information
Agence nationale de protection de
l'environnement (ANPE)

114

Ms Souha Werghy
Co-Founder and General Secretary
Young Leaders Entrepreneurs Association
Youth Conference Representative

Ms Ajita Gopalan Nayar
Education Manager
EWS-WWF

Mr Larissa Owen
AGEDI PR & Outreach Manager
AGEDI
Environment Agency - Abu Dhabi

Uganda

Mr Phillip Egessa
Co-Founder and Executive Director
Study Gateway
Youth Conference Representative

Mr Robert Doubt Jjuuko
Executive Director
Education and Development Initiatives

Ms Gayatri Raghwa
Senior specialist
Outreach Department
Environment Agency- Abu Dhabi

Ms Ahlam Samad
Education Manager
Bee'ah

Mr Edward Paul Munaaba
Executive Director
Africa Partnership on Climate Change
Coalition

United Kingdom of Great Britain and Northern Ireland

Ms Sarah Mangali Natunga
Curriculum Specialist
National Curriculum Development Centre

Mr Jamie Agombar
Head of Sustainability
National Union of Students UK

Ms Anna-Marie Astle-Vickerstaff
Assistant Manager
Leeds Green Exchange
Leeds University Union
Youth Conference Representative

Mr Mayunga Habibu Hemedi Nkunya
Executive Secretary
CEO
Inter-University Council for East Africa

Ms Allen Nansubuga Wamala
Technical Director
Technologies & Services for Education

Ms Mary Bellekom
Education Officer
Alliance of Religions and Conservation

Mr Stephen Cole
International Broadcaster

United Arab Emirates

Ms Rasha Ali Al Madfai
Section Manager
Environmental Information, Science &
Outreach Management Department
Environment Agency
Abu Dhabi

Ms Fayeza AL Seiri
Outreach Program Specialist
Environment Agency Abu Dhabi

Mr Tariq Salim Durranti
Vice-President
Educational Activities Board
IEEE

Ms Irina Fedorenko
School of Geography and the Environment
Oxford University
Youth Conference Representative

Ms Ann Louise Finlayson
SEEd CEO
UN SD Education Caucus/SEEd

Ms Lesley Ann Jones
Vice-President
Foundation for Environmental Education
(FEE)

Ms Daniella Tilbury
Monitoring and Evaluation of the UN
DESD
MEEG

Mr Mike Mimirinis
Senior Academic Developer
Centre for Academic Practice
Middlesex University

Ms Isis Paola Nunez Ferrera
Associate/International Workshop
Coordinator
Architecture Sans Frontières – UK
Youth Conference Representative

United States of America

Mr Chernor Abdulai Bah
Chairperson
Youth Advocacy Group of GEFI

Ms Shabana Basij-Rasikh
Co-Founder and President
School of Leadership, Afghanistan
(SOLA)

Mr Jacobo Ocharan
Head of Disaster Risk Reduction
Plan International

Mr Jamie Houston Peters
Co-Director
United Kingdom Youth Climate Coalition
(UKYCC)

Mr Miroslav Miodrag Begovic
President
IEEE Power and Energy Society

Mr Peter Blaze Corcoran
Director/Professor
Center for Environmental and
Sustainability Education
Florida Gulf Coast University

Ms Jane Rasbash
Director
Gaia Education

Ms Joan Dassin
Professor of International Education and
Development/ Director, MA Program in
Sustainable International Development
Heller School for Social Policy and
Management
Brandeis University

Mr John Gillies
Director
Global Learning
FHI 360

Mr Stephen Richard Sierling
Head of Education for Sustainable
Development
Centre for Sustainable Futures
Plymouth University

Ms Gita Subrahmanyam
Research Associate
LSE Public Policy Group
London School of Economics

Mr Harold Glasser
Executive Director and Professor
Office for Sustainability
Western Michigan University

Ms April Golden
Donor Relations: Middle East & Asia
Pacific
Global Partnership for Education

Mr Ravi Lakshmi Kanthan
Assistant Dean
Heller School for Social Policy and
Management
Brandeis University

Ms Jiaojiao Li
Head of New Vision for Education
CGI
World Economic Forum

Uzbekistan

Ms Inna Rudenko
Senior Researcher
UNESCO Chair on ESD
Urgench State University, NGO KRASS

Ms Rosalyn McKeown
Secretariat
International Network of Teacher
Education Institutions

Viet Nam

Ms Trang Thuy Pham
Mekong Peace Journey
Media/Communication Department
Mekong Group Working for Peace

M. Bernard Vanthomme
Administrateur
Asie-Pacifique
Agence universitaire de la Francophonie

Mr Salathiel Ntakirutimana
GEFI YAG Member
Technical Committee
UN GEFI Youth Advocacy Group

Yemen

Mr Mohammed Saleh Almaqri
Programs Assistant
Yemen Social Fund
Youth Conference Representative

Mr Carlos Alberto Torres
Director
UCLA
Paulo Freire Institute

Zambia

Mr Overton Shumba
Professor
Mathematics and Science Education
Copperbelt University

Ms Madison Grace Vorva
National Youth Leader
Advisory Committee
Roots&Shoots
Youth Conference Representative

Zimbabwe

Ms Talent Madziva
National Coordinator
Katswe Sistahood
Youth Conference Representative

Press

Argentina

Mr Alfredo Dillon
Journalist
Clarín

Brazil

Mr Demetrio Pires Weber Candiota da
Rosa
Reporter
Sucursal Brasilia
O Globo

Canada

Mr Francesco Diasio
Secretary-General
AMARC

Ms Becca Williams
Young Reporters for the Environment

Chile

Ms Margherita Maria Cordano Fenner
Journalist
El Mercurio newspaper

China

Ms Wing Mui Helen Chan
Advisor
Salon Films (HK) Ltd

Mr Cheung Yue Wang Fred
Chairman
Salon Films (HK) Ltd

Egypt

Ms Souzan Mohamed Zaki
Assistant Editor in Chief
Environmental Affairs
AL Gomhoria Newspaper

Germany

Ms Emily Grabo
Young Reporters for the Environment

Ms Anna Franziska Kohlschütter
Director
Salon Global Youth Video Competition
Winner

India

Ms Neha Lalchandani
Assistant Editor
The Times of India

Japan

Ms Rim Harnessi
Reporter
Chubu University

Ms Ai Ito
M.A Program in Journalism
Graduate School of Political Science

Mr Saho Kobayashi
Reporter
Chubu University

Mr Masayoshi Maeba
Graduate School of Political Science
Waseda University

Mr Ryohei Masukawa
Graduate School of Political Science
M.A Program in Journalism

Mr Natsuya Matsumoto
Reporter
Chubu University

Philippines

Mr. Jove Mapalo Francisco
Senior Correspondent/Anchor
News and Current Affairs
TV5 Manila (The Associated Broadcasting
Company)

Ms Yuri Murakami
Graduate School of Political Science
Waseda University

Mr Hiroyasu Saito
Professor
Communications College of Humanities
Chubu University

Poland

Mr Mārtiņš Mozga
Young Reporters for the Environment

Ms Mamiko Shimada
Reporter
Chubu University

Mr Hussein Zanaty
President / Producer
ASHAP Group

South Africa

Mr Emmanuel Koro
Chief Consultant
South Resource Communications

Kenya

Mr Nyambega Gisesa
Writer
Standard Group

United Kingdom of Great Britain and Northern Ireland

Mr Alfie William Blincoe
Salon Global Youth Video Competition
Winner

Ms Jessica Waite
Project Assistant
Green Impact
Cycling 4 All
Salon Global Youth Video Competition
Winner

Mali

Ms Mame Diarra Diop
Chief Editor
Journal de Mali

UNESCO

Ms Irina Bokova
Director-General

Mr Mohamed Sameh Amr
Chairperson
Executive Board of UNESCO

Mr Bernard Combes
Information Officer
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Mr Jutaro Sakamoto
Associate Expert
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Ms Cynthia Guttman
Executive Officer
Office of the Director-General

Mr Yusuke Takahashi
Associate Expert
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Ms Jennifer Dajczman
Senior Assistant to the Assistant Director-
General for Education

Education Sector

Mr Qian Tang
Assistant Director-General for Education

Ms Soo Hyang Choi
Director
Division for Teaching, Learning and
Content

Mr Alexander Leicht
Chief

Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Ms Julia Heiss
Programme Specialist
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Natural Sciences Sector

Mr Miguel Doria
Assistant Programme Specialist
Division of Water Sciences/International
Hydrological Programme

Intergovernmental Oceanographic Commission (IOC)

Mr Peter Pissierssens
Head
IOC Project Office for IODE

Ms Yoko Mochizuki
Programme Specialist
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Culture Sector
Ms Carméla Quin
Focal Point for UNESCO World Heritage
Education
Assistant Programme Specialist
Policy and Statutory Meetings Unit
World Heritage Centre
Division for Heritage

Ms Julie Saito
Programme Specialist
Section of Education for Sustainable
Development
Division for Teaching, Learning and
Content

Sector for External Relations and Public Information

Mr Neil Phillip Ford
Director
Division of Public Information

Mr Michel Toto
Chief of Protocol
Protocol Unit
Division of Relations with Member States
and International Organizations

**UNESCO International Centre for
Technical and Vocational Education and
Training (UNESCO-UNEVOC)**
Ms Kenneth Abraham Barrientos
Programme Officer

Bureau of Strategic Planning

Mr Shantha Retnasingham
Chief
Section for Multilateral and Private
Funding Sources
Bureau of Strategic Planning

Bureau for the Management of Support Services

Ms Eve Boutille
Interpretation Coordinator

Ms Tran Phung
Communication & Special Events
Specialist

UNESCO Institute for Lifelong Learning (UIL)

Mr Arne Carlsen
Director

**Mahatma Gandhi Institute of Education
for Peace and Sustainable Development
(MGIEP)**

Mr Anantha Kumar Duraipappah
Director

Host Country

His Imperial Highness the Crown Prince of Japan

Her Imperial Highness the Crown Princess of Japan

Ministry of Education, Culture, Sports, Science and Technology

Mr Hakubun Shimomura

Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Hideki Niwa

State Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Shinichi Yamanaka

Vice-Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Kihei Maekawa

Deputy Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Shigeharu Kato

Director-General for International Affairs
Secretary-General of the Japanese National Commission to UNESCO
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Wataru Iwamoto

Advisor

Mr Yuzuru Imasato

Director
International Affairs Division

Ms Keiko Momii

Director for International Strategy Planning
Office of the Director-General for International Affairs

Ministry of the Environment

Ms Hinako Takahashi

Parliamentary Vice-Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Ryutaro Yatsu
Former Vice-Minister
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Masaaki Kobayashi

Director-General
Environmental Policy Bureau
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Tokutarou Nakai

Councillor
Minister’s Secretariat

Mr Yoshihitsu Suzuki

Director
Office of Environmental Education

Ministry of Foreign Affairs

Mr Hideaki Mizukoshi

Deputy Director-General for Global Issues
International Cooperation Bureau
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Kazuhiro Takahashi

Director
Global Environment Division
International Cooperation Bureau

Mr Kenjiro Monji

Ambassador

Permanent Delegation of Japan to UNESCO
(also listed under “Participants Nominated by Member States to UNESCO”)

Mr Kenjiro Monji

Permanent Delegation of Japan to UNESCO
(also listed under “Participants Nominated by Member States to UNESCO”)

**Japanese National Commission
for UNESCO**

Mr Yuichiro Anzai
Chairperson

Mr Yukio Rimbara
Vice-Chairperson

Local Governments

Mr Hideaki Ohmura
Governor
Aichi Prefecture

Mr Takashi Kawamura
Mayor
Nagoya City

ESD に関するユネスコ世界会議 ステークホルダーの主たる会合
 ユネスコスクール世界大会
 Student（高校生）フォーラム・教員フォーラム参加国・地域一覧

1 海外チーム 31 か国

地 域	国 名
アフリカ 5 か国	ウガンダ共和国、ガーナ共和国、ケニア共和国、セネガル共和国、南アフリカ共和国
アラブ諸国 3 か国	オマーン国、レバノン共和国、チュニジア共和国
アジア大洋州諸国 11 か国	インドネシア共和国、カザフスタン共和国、大韓民国、タイ王国、ニュージーランド、ハイチ共和国、パキスタン・イスラム共和国、バンラデシュ人民共和国、ベトナム社会主義共和国、フィジー共和国、フィリピン共和国
ヨーロッパ及び北米諸国 8 か国	カナダ、ギリシャ共和国、スペイン、デンマーク王国、ドイツ連邦共和国、フランス共和国、ルーマニア、ロシア連邦
ラテンアメリカ及びカリブ諸国 4 か国	ウルグアイ東方共和国、ブラジル連邦共和国、ペルー共和国、メキシコ合衆国









2 国内チーム 9 チーム










地 域	学 校 名
1. 北海道	市立札幌大通高校
2. 東 北	福島県立安達高校
3. 関 東※	市川学園市川高校、渋谷教育学園幕張高校、千葉県立佐倉南高校、千葉県立千葉東高校
4. 中 部	愛知県立豊田東高校
5. 近 畿	京都外大西高校
6. 中 国	高水学園高水高校
7. 九 州※	福岡県立城南高校、福岡県立武蔵台高校
8. 岡 山※	岡山県立岡山一宮高校、岡山県立林野高校、岡山県立矢掛高校、岡山県立和気閑谷高校
9. 大 阪※	大阪教育大学附属高校池田校舎、大阪府立佐野高校、大阪府立住吉高校、神戸市立葺合高校、










※複数校で1チームを構成。









ユネスコESDユース・コンファレンス参加者
(2014年11月7日/岡山国際交流センター)

氏名	国籍	役職、ウェブサイト等	ESD 実践内容
アフリカ  ゾウ・ハニトリー・ニ・アラ・ アンドリアンバロウヘリー Zo Hanitry Ny Ala ANDRIAMBALOHERY	マダガスカル	マダガスカル・環境生態林業省 環境教育家 (www.mef.gov.mg)	マダガスカル人への教育活動を通じてあらゆるセクターにおける環境への取り組みの普及を図る
 アリナー・ボツカリー (※) Alinah BOCKARIE	シエラレオネ	メディア・マターズ・フォー・ウイメン・シエラレオネ シニア・ジャーナリスト (www.mediamattersforwomen.org)	リスニングセンターを通じて女性のエンパワメント
 アルハジー・ハルナ・チャム Alhagie Haruna CHAM	ガンビア	ガンビア・ユネスコ国内委員会 ユースデスク担当 (www.unesco.gm)	ユネスコスクール・プロジェクト・ネットワークを通じてESDの普及を図る
 フィリップ・エゲッサ Phillip EGESSA	ウガンダ	スタディ・ゲートウェイ 共同創設者・理事長 (www.study-gateway.org)	生徒参加の促進、教師の資質の向上、質の高い学びの機会の創出
 タレント・マジヴァ Talent MADZIVA	ジンバブエ	カツウェ・シスターフード&フェヴァ教育トラスト ナショナル・コーディネーター (www.katswesistahood.org)	若い女性や社会的弱者へのエンパワメント、太陽光利用に関する青少年のトレーニング
 ヒラリー・エワン・ンギデ Hilary Ewang NGIDE	カメルーン	カメルーン地域再生開発センター 創設者・理事長 (www.ccreadcameroon.org)	環境、人権、良い統治のための教育の学校への普及
 モハメッド・アマン・オゲト Mohammed Aman OGETO	エチオピア	ハラマヤナ大学 農業経済学・農業関連産業学部 講師・研究者 (www.harabaya.edu.et)	能力開発教育、卒業生の雇用問題、産学連携、地域参加
 ニクソン・オティエノ Nickson OTTIENO	ケニア	持続可能な開発のための世界学生コミュニティ 理事長 (www.s3nairobi.org)	持続可能なライフスタイルの促進、グリーン・キャンパスや持続可能なコミュニケーションづくり


	オルフワンミラヨ・オヤトグン Oluwafunmilayo OYATOGUN	ナイジェリア	ハイリフ・アフリカディレクター (www.bailliffafrica.org)	技術を活用した環境・農業ソリューションのためのアフリカの若者への教育
	マウセ・ホール・ヴォルマウウォール Mawuse Hor VORMAWOR	ガーナ	ガーナ大統領府 シニア政策調査官 (教育担当) (www.ghana.gov.gh)	多文化の視点、システム思考、教育政策づくり、アフリカの持続可能な未来づくり
アラブ諸国				
	タリック・アル・オライミー Tariq AL OLAIMY	バレーン	3BL アソシエイツ 共同創設者 (www.3blassociates.com)	自然は教室、先生、授業、教科書である
	ヌハイラ・アル・スライマーニ Nuhaifa AL-SULAIMANI	オマーン	オマーン環境協会教育コーディネーター (www.eso.org.om)	教育機関における環境意識とサステナビリティ実践の促進
	モハメッド・アルマクリ Mohammed ALMAQRI	イエメン	イエメン開発のための社会基金プログラム・アシスタント (www.stf-yemen.org)	教育開発ならびに地域奉仕活動
	ハジャール・ベンマジャール Hajar BENMAZHAR	モロッコ	モロッコ・ユネスコ微量元素研究所 博士課程在籍、教員 国連人口基金 (UNFPA) Y-PEER モロッコ 主担当、トレーナー指導者 (http://38.121.140.176/web/guest/news-events) モロッコ・エイズ撲滅協会 (ALCS) ボランティア (www.alcs.ma) アイセック・モロッコ支部 渉外メンバー (www.aiesec.org)	リプロダクティブ・ヘルスに関するピア教育、学校における環境クラブ創設サポート
	モナ・ベトール・エル・ゾギビ Mona BETOUR EL ZOGHBI	レバノン	英国グロスターシャー大学国際サステナビリティ研究所 (IRIS) 博士課程在籍 (www.glos.ac.uk/research/iris)	気候変動およびサステナビリティに関する青少年教育ならびに青少年の参画
	マホムード・エル＝リファイ Mahmoud EL-REFAI	エジプト	シーメンス 企業戦略担当 (www.siemens.com) シーメンス財団 コンサルタント (www.siemens-stiftung.org) 協同地球ネットワーク (SEN) (www.synergizedearthnetwork.org)	社会的・環境的な起業のための能力開発、社会的インパクトの拡大、セクター間のコラボレーション、ロビー活動、政策づくり










	エマン・ハムダン Eman HAMDAN	パレスチナ	パレスチナ・学生サポート・イニシアチブ (ESNAD) 人的資源開発担当 (www.esnad.ps)	パレスチナの恵まれない地域における教育へのアクセス支援
	アッバス・ハッサン Abbas HASSAN	イラク	クルド弁護士会 国際法修士 (www.parezar.org)	機会の平等、自由な発想やイノベーション
	フッサム・フセイン Hussam HUSSEIN	ヨルダン/イタリヤ	英国イースト・アングリア大学水の安全保障研究センター 博士課程在籍 (www.uea.ac.uk)	国境を越えたより良い水資源のガバナンスに向けた「水の希少性」ならびに気候変動に関する意識の啓発
	ソウハ・ウエルギー Souha WERGHY	チュニジア	ヤング・リーダーズ・アントレプレナーズ 事務局長 (www.ylengo.net)	サステナビリティならびに起業プロジェクトに関する若者のトレーニング
アジア大洋州諸国				
	秋永 名美 Nami AKINAGA	日本	株式会社リハビジネス 研究者、起業家 (www.lne.st)	科学技術と社会との架け橋としての産業界を巻き込んだ教育プラットフォームづくり
	ダヴァアールガル・バトドルジ Davaajargal BATDORJ	モンゴル	国連環境計画 (UNEP) モンゴル・トゥンザ・ユースクラブ ユースリーダー、翻訳家 (www.unep.org/tunza) モンゴルにおける国連ユース諮問委員 (www.facebook.com/UNYAPmn)	持続可能な未来のための青少年への教育とエンパワメント
	ソフィー・ブイニマシ Sophy BUIJIMASI	フィジー	イ・タウケイ委員会 保護担当官	原住民族居住地域における持続可能な山からサンゴ礁までの天然資源保護に関する教育
	藤野 太一朗 Taichiro FUJINO	日本	カンボジアの未来のための CBB (サイクル・ビヨンド・ボーダーズ) 共同創設者 (www.cbb-cambodia.org)	カンボジアの田舎における包括的な教育支援
	コリーナ・グレース Corrina GRACE	オーストラリア	SERES (生態系の回復力ならびに環境の持続可能性サポート) 創設者、理事長 (www.projectseres.org)	若いリーダー達の持続可能なコミュニティづくり支援

	フサイン・ハイデル Hussain HAIDER	パキスタン	ペイダール・ソサエティ創設者、CEO (www.beydaar.org) エコー・チェンジ創設者、CEO (www.echochange.org)	スラム街の子ども達が持続可能な生活のために学校教育を受けられるよう支援
	スーリヤ・カルキ (※) Surya KARKI	ネパール	マヤ・ユニバース・アカデミー共同創設者、開発ディレクター (www.maya-nepal.org) ディヤロ財団 理事長 (www.diyalo.org)	質の高い教育、持続可能な農業、持続可能なエネルギーによる持続可能なモデル村づくり
	アハメッド・キショール・ハミード Ahamed Kishor HAMEED	スリランカ	メガ・エンジニアリング株式会社 (Pvt) サステナビリティ及びステークホルダー参画部長 (www.maga.lk)	CSR (企業の社会的責任) を通じた地域社会のサステナビリティ促進
	中尾 有里 Yuri INAKAO	日本	箕面こどもの森学園 職員 (www.kodomono-mori.com)	民主的で持続可能な社会に向けた子どもたちの主体性・自律性の育成
	ファム・トゥイ・チャン PHAM Thuy Trang	ベトナム	メコン平和の旅 地域戦略チーム・メンバー (mekongpeacejourney.wordpress.com) (www.thaivolunteer.org)	ダイアログ創造、平和のコミュニケーション
	マツチャ・ポーン=イン Matcha PHORN-IN	タイ	サンサン・アナコッド・ヤフチョン開発計画 ディレクター (sangsango.blogspot.com)	ESD を通じて少数民族の若者をエンパワメントし、平等社会の実現を図る
	ヴィヴェック・トリヴェディ Vivek TRIVEDI	インド	チャンディーガル市営公社 都市貧困緩和及び暮らし 社会開発担当官 (www.mcchandigarh.gov.in/UPA.htm) パンジヤブ大学 UNIEASS ソーシャルワーク・センター 研究員	スキルや価値観に基づく倫理教育を通じた低所得者層の持続可能な生活基盤づくり
ヨーロッパ及び北米諸国				
	サイブレン・ボッシュ Sybren BOSCH	オランダ	「明日のための学生たち」 座長 (www.studentenvoormorgen.nl)	学生たちが各々の教育機関において持続可能な社会のために行動するための啓発活動
	リア・デイヴィドソン Leah DAVIDSON	カナダ	南極のための行動創設者 (www.actforantarctica.com)	南極大陸保護への若者の参画

	イリーナ・フェドレンコ Irina FEDORENKO	ロシア	グリーンライト・ロシア創設者 (www.green-light-russia.net) オクスフォード大学環境センター博士課程在籍 (www.ouce.ox.ac.uk) 土壌・生命・平和イニシアティブ・メンバー (www.landlivespeace.org)	大学課程へのESDの導入、森林再生や生物多様性の促進
	アレクサンドル・イセンコ Alexandr ISCENKO	モルドバ	モルドバ環境統治アカデミー (MEGA) 共同創設者兼調査協力コーディネーター (www.megageneration.com)	若者へのゲーム形式の学びや社会変革のプラットフォームの提供
	ステファアン・マネフスキ Stefan MANEVSKI	マケドニア	異文化間対話センター (公共奉仕インターナショナル・マケドニア支部) 所長 (www.cid.mk)	オープンで多様性が尊重される持続可能なコミュニティづくりに向けた若者の貢献
	ウメダ・コディルクロヴァ Umeda QODIRQULOVA	タジキスタン	環境保護ユースグループプロジェクトマネージャー (www.ygpe.tj)	若者の環境保護運動、グリーン経済、リサイクル実践に関する調査
	イングリッド・モウム・リーサー Ingrid Moum RIESER	ノルウェー	スウェーデン・ウプサラ大学環境開発学センター アシエート・フェロー、卒業生 (www.csduppsala.uu.se/cemus)	学生主導・学生中心の学際的なESDのファシリテーションならびに企画
	フェリックス・スピラ Felix SPIRA	ドイツ	ルータビリティ 理事長・共同創設者 (www.rootability.com) オランダ・トランジション研究所 (DRIFT) 博士課程在籍 (www.drift.eur.nl)	学生たちを大学のサステナビリティへの移行の中心に据えること
	アンナ・ヴィッカースタッフ Anna VICKERSTAFF	英国	リーズ大学組合グリーン交流アシスタント・マネージャー (www.luu.org.uk) (www.thegreenexchange.co.uk)	学生たちが世界のリーダーになるための、創造的かつサステナブルな教育を通じたエンパワメント
	マディソン・ヴォルヴァ Madison VORVA	米国	ルーツアンドシューツ 米国ユース代表 (www.rootsandshoots.org) プロジェクト・オラングズ 共同創設者 (www.projectorangus.org) 「変化は一つの情熱から起こる」 作者 (www.changestartwithapassion.org)	消費者教育や若者へのエンパワメントを通じて世の中に変化をもたらす

ラテンアメリカ及びカリブ諸国

	ザーネラ・クラクストン Zahnela CLAXTON	セントクリストファー・ネーヴィス	ネーヴィス諸島政府ユース開発コーディネーター リーチ・ハミルトン地域グループ 政府窓口兼参与	ネーヴィス諸島の若者たちの健康的な生活習慣や環境意識の啓発
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	カースティン・フォースバーク Kerstin FORSBERG	ペルー	ブラネタ・オセアノ (大洋惑星) 理事 (www.planetaoceano.org)	海岸や海の環境の持続可能な管理に向けた地域教育 やエンパワメント
	マルセロ・エルナンデス Marcello HERNANDEZ	コスタリカ	地球憲章インターナショナル事務局/地球憲章 ESD センター 国際コース・コーディネーター (www.earthcharterinaction.org)	教育を通じた地球憲章の原則の実現
	ステファン・ナイツ Stefan KNIGHTS	ガイアナ	カリブ・ユース環境ネットワーク (CYEN) 小島嶼開発途上国特別代表 (www.cyen.org) 国連環境計画トウンシップ青少年ネットワーク ラテンアメリカ及び カリビアン諸国ユース・アドバイザー (www.unep.org/tunza)	持続可能な開発における法律教育
	ジョディケイ・マックスウエル Jodykay MAXWELL	ジャマイカ	セント・エリザベス行政区開発委員会長期計画コンサルタント (www.stelizabethpdc.org)	持続可能な都市計画-ポトムアップ・アプローチ
	マヌス・マッカファエリー Manus McCAFFERY	エクアドル/米国	サン・マウンテン・インターナショナル 環境リスク・地球気候変動専門家 (www.smtn.org)	地球気候変動への適応に向けた環境リスクならびに 災害マネージメント
	ダヴィッド・モンテロ・ハリル David MONTERO JALIL	コロンビア	ラ・シウダッド・ヴェルデ (緑の都市) /フィンデテル 持続可能な都市専門家 (www.laciudadverde.org) (www.findeter.gov.co)	「クリエイティブな都市の持続可能性」を目指した 市民のエンパワメント
	イニス・パオラ・ヌニェス・フェレーラ Isis Paola NUNEZ FERRERA	ホンジュラス	国境なき建築・英国支部アソシエイト トレーニング・ワークショップ・コーディネーター (www.asf-uk.org)	行動、包括的实践、協働による学びを促進する革新的な教授法
	ナラヤン・シルヴァ Narayan SILVA	ブラジル	中国緑色大学生論壇事業運営者、ファシリテーター (www.gsfchina.org)	変容的 ESD 「頭・心・手」の体験、調査、デザイン、及びファシリテーション
	ダニエラ・ザロッコ Daniela ZALLOCCO	アルゼンチン	アルゼンチン・ユネスコ国内委員会 ユネスコスクール・プロジェクト (ASPnet) 事業コーディネーター (portales.educacion.gov.ar/dnci/comision-nacional-para-la-unesco/)	アルゼンチンのユネスコスクール・プロジェクト・ ネットワークへの世界遺産教育ならびに ESD に関 する教育の普及

※ 11月6,7日の欠席者 (シエラレオネ、ネパールの2名)

Press Release

UNESCO
Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan

World Conference on Education for Sustainable Development opens in Aichi-Nagoya, Japan

Aichi-Nagoya, Japan, 10 November: UNESCO’s Director-General and Japan’s Minister of Education, Culture, Sports, Science and Technology have opened the World Conference on Education for Sustainable Development (ESD). The opening ceremony took place in the presence of Their Imperial Highnesses the Crown Prince and Crown Princess of Japan following stakeholder meetings last week in Okayama.

“To achieve sustainable development, technology, political regulations and financial incentives will not suffice – we need to change the way that we think and act, as individuals and as societies. This is the aim of Education for Sustainable Development,” stated the Director-General, Irina Bokova.

“This is going to be a very important conference, providing an opportunity to review the past decade and to discuss how to promote ESD going forward. I hope the resulting insights will accelerate the promotion of ESD now and in the future, and make a valuable difference to education around the world,” stated Japan’s Minister of Education, Culture, Sports, Science and Technology, Hakubun Shimomura.

Mr. Shimomura also announced the establishment of the UNESCO-Japan Prize on Education for Sustainable Development. The Prize will enhance the visibility of the Global Action Programme on ESD (GAP), which is the follow up to the UN Decade of ESD (2005-2014), by rewarding outstanding work by individuals or organizations for its five-year period (2015-2019). The \$50,000 reward will be awarded annually to three winners who have made outstanding contributions to the promotion of ESD in one or more of the five priority action areas of the GAP.

More than 1,000 participants have gathered under the banner “Learning Today for a Sustainable Future” to celebrate the achievements of the Decade. Among them are 75¹ ministerial level, Princess Lalla Hasnaa of Morocco - the President of the Mohammed VI Foundation for the Protection of the Environment - and representatives of UNESCO Member States, NGOs, academia, the private sector and UN agencies, as well as individual experts and youth participants.

UNESCO presented the Final Report for the Decade at the Opening Plenary, entitled *Shaping the Future We Want*. It assesses the impact of the Decade on all levels and areas of education and draws out the major lessons that will inform future work. The study was based on questionnaires sent to Member States, UN Agencies and other stakeholders as well as extensive additional research.

The report identifies 10 key findings. Among them is increased global recognition that education is a critical tool for moving societies towards sustainable development. Countries and jurisdictions from Manitoba to Mauritius have made education more relevant to the social, environmental and economic challenges that the world faces now and in the future. The report also finds that two thirds of countries responding to the questionnaire already have a national ESD strategy or plan in place and that half have integrated ESD into relevant policies.

Issues highlighted in the report include the need to align education with sustainable development to ensure that education supports sustainable development objectives, and that sustainable development policymakers provide support for education. Widespread, overt and sustained political support will also be necessary to make the transition from creating an enabling environment to achieving actual changes in curriculum and educator practice at all levels of education. The report calls on governments and other stakeholders to scale up actions towards a more sustainable future.

Following the Opening Plenary, Ms. Bokova and Mr. Shimomura co-chaired a high-level round table on ESD. Over a three-day period, the Conference will host four plenary sessions, 34 workshops, 25 side events and 42 exhibition booths, to provide stakeholders and partners with opportunities to showcase their work, discuss specific ESD issues, and to share successful initiatives from all over the world. At the Closing Plenary on the third day, the Aichi-Nagoya Declaration will be adopted, building on the achievements of the Decade and the deliberations of the Conference and the Stakeholder Meetings which were held last week in Okayama.

The Conference on ESD in Aichi-Nagoya is co-organized by UNESCO and the Government of Japan.

Further information: The World Conference on ESD
<http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/>

Contact: UNESCO Julie Saito
Tel: +33 6 19 99 57 75 (France)
+81 80 5492 3175 (Japan)
Email: j.saito@unesco.org

Ministry of Education, Culture, Sports, Science and Technology (MEXT)
Hiroaki MOTOMURA, Kenichi ONO
Tel: +81 3 6734-4956
Mobile: +81 90 8964 2560 (10-12 Nov)
Email: jpnatcom@mext.go.jp

ⁱ As a result of the reconfirmation of the participants' information, as of 20 February 2015, UNESCO confirmed the participation of 76 Ministerial levels.

報道発表資料



国際連合教育科学文化機関 (ユネスコ)
文部科学省 (日本)

ESD 世界会議 愛知・名古屋で開幕 (仮訳)

11月10日、愛知・名古屋：ユネスコ事務局長と文部科学大臣は、「持続可能な開発のための教育 (ESD) に関するユネスコ世界会議」を開会しました。前週の岡山でのステークホルダー会議に続いて開かれた同会議の開会式には、皇太子同妃両殿下の御臨席を賜りました。

ユネスコのイリナ・ボコバ事務局長は挨拶の中で、「技術、政策、経済的なインセンティブだけでは、持続可能な開発を達成することはできません。私たちは、個人としても社会全体としても、ものの考え方や行動様式を変えていく必要があります。それこそが持続可能な開発のための教育 (ESD) の目指すところなのです。」と述べました。

下村博文 文部科学大臣は「本会議は、これまでの10年間を総括し、今後のESDの推進について議論する非常に重要な会議です。本会議での議論が、今後のESDの推進を加速させ、これからの世界の教育の在り方に一石を投じるものとなれば幸いです。」と述べました。

下村大臣はまた、「ユネスコ／日本 ESD 賞」の創設を発表しました。この賞は、「国連 ESD の 10 年」(2005-2014) のフォローアップである「ESD に関するグローバル・アクション・プログラム」(GAP) のレジリエンスを高め、次の5年間(2015-2019)、顕著な功績のあった個人や団体に奨励金を授与するものです。毎年、GAPの五つの優先行動分野の一つ以上において、ESDの推進に顕著な貢献のあった3受賞者に対して、それぞれ5万ドルの奨励金が授与されます。

「持続可能な未来に向けて今学ぶ」という旗印の下、この10年間の成果を祝うために1,000人以上の参加者が集まりました。その中には、75名¹の閣僚級、モロッコのララ・ハスナ王女(モハメッド6世環境保護基金総裁)、ユネスコ加盟国の政府代表、NGO、大学関係者、民間部門、国連機関、専門家、若者等が含まれます。

「開会全体会合」で、ユネスコは「国連 ESD の 10 年」を締めくくる最終報告書「我々が望む未来に向けて」を発表しました。同報告書は、教育のあらゆるレベルと領域でESDのインパクトを評価し、将来の活動に向けた主要な教訓をまとめています。加盟国や国連機関、その他ステークホルダーが質問票に対して答えた情報に加え、広範囲にわたる調査研究に基づいたものです。

報告書には、10項目にわたる所見が特定されています。例えば、教育が社会を持続可能な発展に向けて動かそうとする重要なツールであると、世界的に認識が高まっていることです。カナダのマニトバ州からモーリシャス共和国に至るあらゆる国や管轄区において、教育は、現在そして今後世界が直面する社会、環境及び経済的課題に対してより関

連性の高いものになってきました。また、報告書では、質問票に回答があった国々の3分の2には国家的なESD戦略や計画が既に存在し、半数の国々では関連する政策にESDが盛り込まれているとしています。

報告書には顕著な課題の一つとして、教育が持続可能な開発の目標を支持し、またそれとともに持続可能な開発に関する政策立案者が教育を支援するようにするために、持続可能な開発と教育を提携させる必要があるということが明記されています。また、これまでのような環境を整備することから、教育のあらゆるレベルにおいてカリキュラムや教育者の実践に実際に変化をもたらすよう移行するためには、広範囲に及ぶ顕在的な息の長い政治的支援が必要となるとされています。報告書は、政府及びその他ステークホルダーに対し、更なる持続可能な未来に向けて活動をスケールアップするよう求めています。

「開会全体会合」のあと、ボコバ事務局長と下村大臣は、閣僚級による「ESDに関するハイレベル円卓会議」の共同議長を務めました。3日間の会期中、4回の全体会合、34のワークショップ、25のサイドイベントが催されるほか、42の展示ブースが設置されています。この機会を利用し、ステークホルダーやパートナーは、各々の活動を紹介したり、ESDの特定の課題について議論したり、世界中の先進的成功事例を共有します。3日目の「閉会全体会合」では、10年の成果や本会議及び前週の岡山でのステークホルダー会合での審議を踏まえて取りまとめられる「あいち・なごや宣言」が採択される予定です。

愛知・名古屋でのESD世界会議は、ユネスコと日本政府の共催で開催するものです。

詳しくはこちらを御覧ください。

「ESDに関するユネスコ世界会議」(ユネスコのウェブサイト)
<http://www.unesco.org/new/jp/unesco-world-conference-on-esd-2014/>

<問合せ先> ユネスコ 斎藤 珠里
Tel : +33 6 19 99 57 75 (フランス)
+81 80 5492 3175 (日本 11月10~13日)
Email : j.saito@unesco.org

文部科学省国際統括官付
国際統括官補佐 本村 宏明
専門職 小野 憲一
Tel: +81 3 6734-4956
Mobile: +81 90 8964 2560 (11月10~12日)
Email: jpnatcom@mext.go.jp

ⁱ 参加者情報を再確認した結果、2015年2月20日現在、ユネスコは76名の閣僚級の参加を確認しています。

Press Release

UNESCO
Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan

World Conference on Education for Sustainable Development calls for renewed commitment by all countries

Aichi-Nagoya, Japan, 12 November: The World Conference on Education for Sustainable Development (ESD) in Aichi-Nagoya, Japan, closed today with a declaration calling for urgent action to mainstream ESD and include ESD in the post-2015 development agenda. The Aichi-Nagoya Declaration calls on all stakeholders to implement the Global Action Programme on ESD (GAP) to move the ESD agenda forward.

“We were able to share successful initiatives from all over the world, to help government representatives and other key stakeholders formulate new goals and objectives. We have shaped these into a Roadmap for ESD that will implement the Global Action Programme,” said Mr Qian Tang, Assistant Director-General for Education of UNESCO.

More than 1,000 participants gathered for the three-day conference under the theme “Learning Today for a Sustainable Future.” Among them were 76 Ministerial level, representatives of UNESCO Member States, NGOs, academia, the private sector and UN agencies, as well as individual experts and youth participants from 150ⁱ countries.

“I express my sincere gratitude to the Government of Japan for hosting the UNESCO World Conference on ESD,” added Mr Tang.

The GAP is a follow up to the UN Decade of ESD, which is ending this year. It will generate and scale up ESD actions in each of five priority areas; 1) Policy support; 2) Whole –institution approaches; 3) Educators; 4) Youth; and 5) Local communities. UNESCO has called on stakeholders to make specific contributions to launch the GAP. Stakeholders from 80 countries have responded with 363 commitments.

The Aichi-Nagoya Declaration was adopted unanimously at the Closing Plenary. It builds on the achievements of the Decade and the deliberations of the Conference and the Stakeholder Meetings which were held last week in Okayama. The Declaration also ensures that the outcomes of the Conference will be taken into account at the World Education Forum 2015 to be held in Incheon, Republic of Korea.

The Conference on ESD in Aichi-Nagoya was co-organized by UNESCO and the Government of Japan. Representing the host country, Japan’s State Minister of Education,

Culture, Sports, Science and Technology, Hideki Niwa said “ESD will not end with the last year of the Decade of ESD. Instead let us recharge our efforts for ESD with even greater commitment, making the most of the experiences we have gained so far.”

Further information: The World Conference on ESD
<http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/>

Contact: UNESCO Julie Saito

Tel: +33 6 19 99 57 75 (France)

+81 80 5492 3175 (Japan)

Email: j.saito@unesco.org

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Hiroaki MOTOMURA, Kenichi ONO

Tel: +81 3 6734-4956

Mobile: +81 90 8964 2560 (10-12 Nov)

Email: jpnatcom@mext.go.jp

ⁱ As a result of the reconfirmation of the participants' information, as of 20 February 2015, UNESCO confirmed the participants from 153 countries / regions.

報道発表資料



国際連合教育科学文化機関 (ユネスコ)
文部科学省 (日本)

ESD 世界会議、全世界の国々に新たな誓約を求める (仮訳)

11月12日、愛知・名古屋：「ESDに関するユネスコ世界会議」は、ESDを主流化し、ポスト2015年開発アジェンダにESDを取り入れるため、直ちに行動することを求める宣言を採択して、本日閉幕しました。「あいち・なごや宣言」は、ESDアジェンダを更に進めるために、全てのステークホルダーに「ESDに関するグローバル・アクション・プログラム」の実施を求めます。

「世界各地の成功事例を共有し、政府代表やその他の主要なステークホルダーが、新たな目的や目標を形成する一助とすることができました。その成果を『グローバル・アクション・プログラム』の実施に関するESDのロードマップに取り入れました。」と、ユネスコのチェン・タン教育担当事務局長補は述べました。

1,000人以上の参加者が「持続可能な未来に向けて今学ぶ」という旗印の下、3日間の会議に集まりました。参加者には、150か国・地域からの76名の閣僚級、ユネスコ加盟国の政府代表、NGO、研究者、企業、国連機関、専門家、若者が含まれます。

「日本政府に『ESDに関するユネスコ世界会議』を開催していただいたことに感謝の意を表します。」と、タン事務局長補は述べました。

GAPは、今年最終年を迎える「国連ESDの10年」のフォローアップです。それぞれ五つの優先分野 1) 政策的支援、2) 機関包括型アプローチ、3) 教育者、4) ユース 5) 地域コミュニティにおけるESDの活動を生み出し、拡大するものです。ユネスコは、ステークホルダーにGAPの開始に当たり特別な貢献を求め、80か国のステークホルダーから363のコミットメントの提出がありました。

「あいち・なごや宣言」は、「閉会全体会合」において全会一致で採択されました。10年の成果や本会議及び前週の岡山でのステークホルダー会合での審議を踏まえて取りまとめられました。この宣言は、本会議の成果が、韓国の仁川で開催される「世界教育フォーラム2015」で考慮されることも確保するものです。

愛知・名古屋での本会議は、ユネスコと日本政府の共催で開催されました。主催国を代表して、丹羽秀樹文部科学副大臣は、「ESDの10年の終了をもってESDが終わるわけではありません。むしろこれまで培われてきたESDの経験をもって、より強くコミットして新たによりスケールアップしたESDの取組を始めましょう。」と述べました。

詳しくはこちらを御覧ください。

「ESDに関するユネスコ世界会議」 (ユネスコのウェブサイト)

<http://www.unesco.org/new/jp/unesco-world-conference-on-esd-2014/>

<問合せ先> ユネスコ 斎藤 珠里

Tel : +33 6 19 99 57 75 (フランス)

+81 80 5492 3175 (日本 11月10～13日)

Email : j.saito@unesco.org

文部科学省国際統括官付

国際統括官補佐 本村 宏明

専門職 小野 憲一

Tel: +81 3 6734-4956

Mobile: +81 90 8964 2560 (11月10～12日)

Email: jpnatcom@mext.go.jp

ⁱ 参加者情報を再確認した結果、2015年2月20日現在、ユネスコは153か国・地域からの参加者を確認しています。

あいち・なごや宣言起草委員会 構成メンバー

- ① グループ I 代表（西欧、北米） ドイツ連邦共和国
- ② グループ II 代表（東欧） ラトビア共和国
- ③ グループ III 代表（ラ中南米） ブラジル連邦共和国
- ④ グループ IV（アジア太平洋） パキスタン・イスラム共和国
- ⑤ グループ V（a）（アフリカ） コンゴ民主共和国
- ⑥ グループ V（b）（アラブ） サウジアラビア王国
- ☆ ⑦ ISG*代表 Mr Charles Hopkins, UNESCO Chair in Reorienting Teacher,
Education towards Sustainability, York University
- ⑧ 市民社会代表 Dennis Sinyolo, Senior Co-ordinator, Education
International (EI)
- ⑨ 民間企業代表 Mr Pranshu Singhal, Head, Sustainability, Microsoft
Devices, India
- ⑩ 国際開発コミュニティ代表 Mr Mario Tabucanon, Senior Research
Fellow, 国連大学（DESD 国連機関間委員会議長機関として）
- ⑪ ホスト国代表 前川喜平文部科学審議官、佐藤禎一 元ユネスコ代表部大使
- ⑫ ユネスコ代表 Ms Soo Hyang Choi, Director, Division for Teaching,
Learning and Content, Education Sector
- ⑬ 世界会議全体報告者 Ms Heila Lotz-Sisitka ローズ大学

☆ 座長

※ ISG : International Steering Group (ESD ユネスコ世界会議の準備に関して 12 人の ESD の専門家で構成された“国際運営委員会”)

Aichi-Nagoya Children's Conference on ESD ESDあいち・なごや子ども会議



Our thoughts on sustainable society. The future we hope for.
私たちが考える「持続可能な社会」。目指したい未来。

A society where we think of the future, have compassion
for one another and can live happily with not only each
other but with all living things.

未来を考え、お互いを思いやり、人間だけでなくすべての生き物が共に、幸せに生きる社会。

A society that has no discrimination or fear and is peaceful
and safe where we all can enjoy life.

それは、差別も不安もなく、平和で安全に、楽しく生活できる社会です。

Waste of resources, destruction of the natural environment, war...
Handing down traditional culture in the community is difficult, the
number of people prepared for disaster is limited...

資源の無駄づかい、自然環境の破壊、戦争・・・
地域の伝統文化を伝えるのが難しい、防災対策をしている人が限られている・・・

**Current society, with all its problems,
is not sustainable.**

たくさんの問題を抱えた今の社会は「持続可能」じゃない。

All these problems are tied to humans.
そして、これらの問題は、すべて、人とつながっている。

Our message...
わたしたちのメッセージ...

The obstacles to achieving a sustainable society are. 持続可能な社会の実現を難しくしているもの

1. The unstoppable avarice of man, self-absorption and arrogance.
とどまることを知らない人間の欲、自分勝手さ、わがままな気持ち
2. Minimal awareness and interest in others.
人々の意識や関心が低いこと
3. Lack of knowledge.
知識が少ないこと

We will take action. 私たちは実行します。

1. Study more about the current situation.
もっと現状を学ぶ。
2. Tell our schools and community about ESD.
ESDを学校や地域の人に伝える。
3. Propose, act on and implement what we can regarding near by issues.
身近に出来ることは、提案し、行動し、実行する。
4. Value life, deepen connections and exchanges between people.
命を大切にし、人と人とのつながりを深め、交流する。

To adults we propose. 大人に提案します。

1. Do not make war. Do not solve issues with weapons.
戦争をしないでください。武力で解決しないでください。
2. Enable people in every country to have access to education.
どの国の人も教育が受けられる環境をつくってください。
3. Create more opportunities for learning, thinking and discussion.
Adults too should have interest and participate in ESD.
学び、考え、語る場をもっとつくってください。
大人もESDに興味をもっと参加してください。
4. Teach us more about the current situation and what we should want for the future.
現状や未来に伝えたいことをもっと私たちに教えてください。
5. Expand ESD to more people. Change our current laws.
多くの人にESDを広めてください。今ある法律を変えてください。
6. Spend more time interacting with the community.
地域の人たちともっと交流してください。

7. Think about the future more.
Value what you take for granted more.
If children can do it, so can adults.

未来に向けて考えてください。
当たり前のことを大切にしてください。
子どもができて大人にできないわけではない。

Our ESD

私たちが考える「ESD」。

Think of the future, and act. **Everyone plays a main role in ESD.**

未来を考えて、行動すること。**みんながESDの主人公。**

Okayama Commitment 2014 – Promoting ESD beyond DESD through Community-Based Learning –

We, over 650 participants representing learners, facilitators and managers of *Kominkan* (Community Learning Centres in Japan) and Community Learning Centres (CLCs) and other institutions that promote community-based learning, governments, civil society organisations, United Nations (UN) agencies, development partners, members of academia, the private sector and media from 29 countries, who have gathered in Okayama City, Japan from 9 to 12 October 2014 at the *Kominkan*-CLC International Conference on Education for Sustainable Development (ESD) – “Community-Based Human Development for Sustainable Society” – commit to continuing and expanding Education for Sustainable Development (ESD) through community-based learning.

Okayama City is a place where several exchanges have already taken place between *Kominkan* and Community Learning Centres during the United Nations Decade of Education for Sustainable Development (DESD), including the *Kominkan* Summit in Okayama in 2007; moreover, support for *Kominkan* and community-based learning has a long history in Japan.

In recognition of the principles of ESD, we have actively participated in an open and transparent process of drafting these commitments and share in the ownership of this outcome.

1. Our Commitments

Quality education and lifelong learning opportunities for all must have a central place in national education and development systems as part of the agendas of Education for All (EFA) and Sustainable Development Goals (SDGs).

Rethinking education to build inclusive and sustainable learning societies should give a key role to community-based learning. Community-based learning through *Kominkan*-CLCs and similar mechanisms needs to be carried out collaboratively with all providers and stakeholders in national learning and education systems to achieve ESD and the broader goals of sustainable development.

Therefore, in our respective individual and collective capacities, we commit to the following actions:

1. Develop greater awareness of and advocacy for the significance of ESD in *Kominkan*-CLCs and the roles of *Kominkan*-CLCs in promoting ESD;
2. Work together to improve and maintain strategic alliances between and among communities and stakeholders to develop a community of practice which addresses sustainable development challenges in local and global contexts;
3. Ensure the development of effective and functioning *Kominkan*-CLCs through ongoing professional and institutional capacity development in order to help build the confidence of communities as active participants in the development process;
4. Advance the innovative practices of ESD to ensure effective contributions to sustainable development through continuous documentation and research, acknowledging the need to be responsive to the changing needs of society;
5. Support and share good ESD practices through establishing resource centres and networks, especially with sister *Kominkan*-CLCs, in the context of lifelong learning for all (children, youth, adults, the elderly, the disadvantaged, etc.);
6. Empower communities to promote education on climate change, bio-diversity, food and nutrition security, resilience and disaster risk reduction management informed by the principles of ESD;
7. Nurture learning spaces which promote freedom of expression and develop skills in conflict resolution towards attaining a peaceful society;
8. Promote literacy by providing flexible and relevant learning opportunities for indigenous peoples, the differently abled, and other marginalised people in the community;

9. Develop the capacities of youth for employability, life skills and citizenship, and encourage youth leadership in *Kominkan*-CLC activities, providing greater sustainability and stability from generation to generation;
10. Give priority to girls and women to reduce gender gaps in literacy and build safe environments within families and the society and ensure equal participation of women and men in development processes;
11. Assist communities in securing material, financial and technical support to identify issues and develop solutions to create sustainable communities which value and respect diversity of culture and life;
12. Engage policy makers to contribute to the development of comprehensive and clear policies acknowledging bottom-up and top-down approaches which support *Kominkan*-CLC-based activities;
13. Mobilise funding and technical resources from communities, corporations and local, national and international sources;
14. Urge governments, policy makers, international agencies and private sectors to support *Kominkan* and CLC-based activities which tackle local, national, regional and global challenges through ESD; and
15. Continue to collaborate with existing and emerging networks, such as the UNESCO Global Network of Learning Cities (GNLC), the UNESCO Associated Schools Project Network (ASPnet), UNITWIN/UNESCO Chairs Programme etc., which share our commitment to ESD.

The job is not done with the adoption of the SDGs and new EFA goals and the related targets and indicators. We assert that we will continue to pursue our commitments in the post-2015 era with determination and vigour, uphold the principles and support the practices of learning for community-based sustainable human development through *Kominkan*-CLCs. The roles and contributions identified in this Commitment will guide our action.

We commit to continuing and advancing ESD beyond DESD.

2. Context

The United Nations Decade of Education for Sustainable Development (DESD) as a Response to the Crisis of Sustainability

We are facing an urgent crisis of sustainability. The DESD International Implementation Scheme has inspired people to actively participate in the creation of “a world where everyone has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation.”

The realisation of a sustainable society requires that the interlocking elements of the social, economic, environmental and cultural dimensions be recognised and addressed. The recent increase in conflicts has significantly weakened the bonds of trust necessary to establish the foundations of a sustainable society.

Education for Sustainable Development (ESD)

ESD acknowledges and celebrates all forms of education and learning: formal, non-formal, informal and incidental in the context of life-long and life-wide learning for all. Non-formal education and community-based learning provides opportunities for children, youth and adults to transform themselves and their communities through their individual and collective actions.

Multi-faceted approaches are necessary in ESD, which responds to issues with complex causes and outcomes. ESD involves a holistic approach which embraces the dynamic interaction and complementarity of traditional wisdom and modern knowledge, the changes in urban and rural environments, and skills development and learning which value ownership, citizenship, participation and empowerment.

The Focus of the *Kominkan*-CLC International Conference on ESD

Community-based learning institutions provide opportunities for individuals and communities to develop literacy, numeracy, life skills and livelihood skills necessary to establish connections and responses to global and local issues.

Institutions which facilitate community-based learning, such as *Kominkan*-CLCs, provide the space to talk about their concerns, raise people’s awareness, motivate them to respond and establish ownership of their responses, and support them in sharing their hopes for a more sustainable society.

Kominkan-CLCs are unique in their role as meaningful platforms to promote and achieve the vision of ESD through multi-stakeholder, collective and inclusive approaches.

3. Roles and Contributions of Institutions which Facilitate Community-Based Learning

Roles and Contributions in General

Institutions which facilitate community-based learning, such as *Kominkan*-CLCs and other similar organisations all over the world, have made significant contributions towards attaining the vision of sustainable societies during the DESD:

1. As a “PLACE” for advancing ESD by promoting Participation, Learning, Action, Creation and Empathy, where people acknowledge and recognise each other, helping community members transition from non-participation to full commitment;
2. As a bridge between formal, non-formal and informal education by engaging community networks, schools and higher education institutions, administrative bodies and corporate sectors;
3. As a provider of inclusive and flexible education for hard-to-reach and disadvantaged children, youth and adults, providing second chance-education opportunities;
4. As a facilitator of relevant and responsive learning approaches incorporating folk and indigenous knowledge and local history as a springboard for planning and action;
5. As a catalyst of innovative and effective learning which makes use of technologies including mass media, social media, Internet and other digital technologies;
6. As a weaver of intergenerational and multidisciplinary knowledge and cultural diversity contributing to peace and social cohesion, promoting mutual recognition of different positions and views;
7. As a capacity builder of community education professionals who can inspire learners to become lifelong learners; and
8. As a hub which engages and empowers individuals by changing their mindset from thinking and acting for themselves to working for the benefits of the wider community.

Roles and Contributions in Specific Fields

During the DESD, a number of critical cross-cutting issues such as peace, human rights and equity have influenced and will continue to inform our commitments. These include ensuring peaceful and harmonious communities by promoting understanding between diverse peoples; reducing inequalities; protecting and advancing human rights; and addressing the deprivation of communities by creating learning opportunities to respond to poverty alleviation, lack of employment, health, and food and nutrition security.

We have been actively engaged in the following fields and wish to underscore the important roles and contributions which have been achieved:

1. Environmental Conservation

We have supported citizens’ learning informed by the history and wisdom of our ancestors and lessons learnt from responding to environmental destruction. Furthermore, a collaborative science-based process has empowered some communities to achieve environmental sustainability.

2. Disaster Risk Reduction (DRR)

We have developed and maintained communities’ resilience against natural and human-induced disasters through relevant learning and cultivating human relationships anchored on selflessness, empathy and mutual-help.

3. Income Generation, Entrepreneurship, Community Development

We have played a crucial role in the economic development of communities by promoting social enterprises supportive of self-sufficiency.

We have served as a catalyst in harnessing human potential to participate in productive community enterprises, improving the well-being of families with greater ability to solve local issues and challenges.

4. Cultural Diversity and Dialogue, Intergenerational Exchange

We have facilitated empowerment of communities through intergenerational, inter-sectoral and intercultural learning for all.

We have supported communities in discovering, sustaining and creating culture for the public value, while respecting diversity in gender, age, ethnicity, religion and languages.

We have gathered local and indigenous wisdom and resources and utilised them for mutual learning.

5. Literacy

We have provided literacy learning opportunities as a human right to equip everyone with the basic knowledge and skills necessary for a productive livelihood and the improvement of community well-being.

We have opened spaces for creativity and at the same time pushed for new learning frontiers to make ESD universal. Technology, including the use of information and communication technology (ICT) in literacy, has added significant new momentum to *Kominkan*-CLCs.

6. Empowerment

We have realised that different communities have different needs. Therefore we have created a comprehensive network system of stakeholders to address the needs of vulnerable and marginalised groups, whose self-esteem is thus continuously built, making them active participants in the development process and ensuring their rights to decent life and gender equality.

7. Policy Making, Management and Capacity Development

Policy support for community-based learning has been ensured in some countries to develop a platform of community dialogues, networking and resource mobilisation. We have created learning communities which promote autonomous actions and reaffirm local values and practices from the ESD perspective and developed capacities of community-based learning professionals and learners.

We acknowledge the achievements of previous regional and global events, such as the Jakarta Statement: *Nurturing a Care, Fair and Share Society through CLCs* adopted in September 2014.

We will use this Commitment as an opportunity to engage learners, managers and governments in a dialogue towards developing concrete policies and actions.

We will engage with local, national and international forums which will contribute to the formulation of the Post-2015 Development and Education Agenda, to underscore the vital importance of community-based learning for sustainable human development. More specifically, we see the forthcoming global conferences as opportunities for advocacy and re-affirmation of our commitment to ESD: the World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan in November 2014, the UN Conference on Disaster Risk Reduction in Sendai, Japan in March 2015, the World Education Forum in Incheon, Republic of Korea in May 2015 and the UN-facilitated discussions in the lead-up to the adoption of the Sustainable Development Goals (SDGs) in September 2015.

We would like to thank Okayama City, the Executive Committee for *Kominkan*-CLC Conference, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) as organisers and UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok), UNESCO Asia-Pacific Regional Bureau for Science (UNESCO Jakarta), UNESCO Institute for Lifelong Learning (UIL), National *Kominkan* Association as co-organisers and all the other institutions and people who worked to organise this Conference.

We would especially like to express our appreciation to the citizens and *Kominkan* of Okayama City for their warm hospitality.

Adopted on 11 October 2014, Okayama City, Japan
Participants of the *Kominkan*-CLC International Conference on ESD

岡山コミットメント（約束）2014

～コミュニティに根ざした学びをとおして ESD を推進するために、「国連 ESD の 10 年」を超えて～

2014 年 10 月 9 日から 12 日まで、岡山市で開催された「ESD 推進のための公民館-CLC 国際会議～地域で学び、共につくる持続可能な社会～」に 29 カ国から集まった、私たち公民館・CLC（コミュニティ学習センター）の学習者やファシリテーター、運営責任者をはじめ、国や地方の行政関係者、市民団体、国連機関や開発の関係者、大学等の研究者、企業やメディアの代表者など 650 名を超える参加者は、コミュニティに根ざした学びを通して ESD を継続、拡大していくことを、以下のように約束する。

日本では、公民館やコミュニティに根ざした学びへの支援は以前から行われてきているが、岡山市では、「国連 ESD の 10 年」への取組として、2007 年の「公民館サミット in 岡山」をはじめ、公民館と CLC の交流活動がいくつも積み重ねられてきた。

私たちは ESD の原則に沿うよう、この成果文書の草案の段階から、透明で開かれた策定のプロセスに積極的に参加してきた。私たちは、策定されたこのコミットメントを、自分たちのものとして共有するものである。

1. 私たちの約束（コミットメント）

「万人のための教育（EFA）」と「持続可能な開発目標（SDGs）」の重要な部分をなす、すべての人々に質の高い教育と生涯にわたって学ぶ機会を提供することは、各国の教育および開発の制度の中で中心的な位置を占めなければならない。

誰もが排除されない持続可能な社会を築くため、教育の在りようを見直すときには、コミュニティに根ざした学びにこそ、要となる役割が与えられるべきである。公民館・CLC、そしてこれらに類似する施設・機関において営まれるコミュニティに根ざした学びは、各国の教育および学習の制度におけるすべての教育機会の提供者、および関係者と協働した取組となることによって、ESD および持続可能な開発のより広汎な目標を達成することにつながるのである。

したがって、私たちは個人および集団の構成員という立場で、次に掲げる行動をとることを約束する。

1. 公民館・CLC における ESD の重要性と、ESD における公民館・CLC の重要性の双方について、認識を広め支持を拡大する。
2. コミュニティ間および問題解決の当事者同士が「実践の共同体」を創り出し、地域および国際社会における持続可能性に関する課題に対応することができるよう、戦略的な連携を強め維持する行動に共に取り組む。
3. 各コミュニティが、地域の発展の過程に当事者として参加する自信がもてるよう、引き続き職員の専門的能力や組織の力量の育成・向上に努めることによって、効率的で機能的な公民館・CLC づくりを着実に進める。
4. 変化する社会のニーズに対処する必要性を理解しつつ、継続的な実践記録の作成や研究活動をおとして、持続可能な社会づくりに、より効果的に貢献できるよう、ESD に関わる革新的な実践をさらに前進させる。
5. すべての人（子ども、若者、成人、高齢者、障がいのある人など）にとっての生涯学習という観点から、資料センターの創設やネットワークの構築、とりわけ姉妹公民館・CLC との連携をおとして、ESD の先進事例を発掘し共有する。
6. コミュニティが、ESD において気候変動、生物多様性、レジリエンス（跳ね返す力）、防災、食料と栄養の安全保障に関する教育を推進できるよう、力の獲得を後押しする。
7. 表現の自由を広げるための学びや、平和な社会の構築に向けて、紛争解決のスキルを身につけるための学びの場を設け、広める。
8. 先住民族や障がいのある人たちなど、コミュニティにおいて疎外されている人々に対して、柔軟で生活に即した学びの機会を提供し、識字を促進する。
9. 若者が仕事に就くための能力や生活上の技能、市民性を身につけられるよう取り組むとともに、公民館・CLC の活動における若者のリーダーシップを支え、活動の持続可能性と安定性が世代を越えて維持され発展するようにする。
10. 識字におけるジェンダー格差を解消するために少女および女性の教育を重視するとともに、少女および女性が安心できるような

家庭や社会環境を築くことによって、社会の発展の過程に女性と男性が共同して参画できる機会を確保する。

11. 各コミュニティが地域の課題を発見し、その解決に向かうために必要な物質的、財政的、技術的な援助をすることによって、文化と生活の多様性を尊重する持続可能なコミュニティが創出されるようにする。
12. 公民館・CLC における活動を支援するためには、ボトムアップとトップダウン両方の進め方が必要であることから、総合的で明確な政策が策定されるよう政策当局に働きかける。
13. 資金と技術の供給源として、コミュニティと企業だけでなく、地方、国家、国際レベルでの提供者を獲得する。
14. ESD をととして地方や国、地域や地球規模の課題解決に取り組んでいる、公民館・CLC における活動を支援するよう、政府や政策当局、国際機関、民間企業に働きかける。
15. ESD に関するこのコミットメントを共有する、ユネスコ学習都市世界ネットワーク (GNLC)、ユネスコ・スクール・ネットワーク (ASPnet)、ユニットウィン (UNITWIN) /ユネスコチェア(UNESCO Chairs)など、既に存在するかこれから作られるネットワークとの協働を継続する

SDGs (持続可能な開発目標) や新たな EFA (万人のための教育) の最終目標、さらにはそれに関する目標や指標の採択をもって、私たちの仕事が終わるわけではない。私たちは「ポスト 2015 年」以降も決意と気力を込めてこの約束を守り、ESD の原理に立ち、公民館・CLC におけるコミュニティに根ざした持続的な人づくりのための学習の諸実践を支えていくつもりであることを明言する。このコミットメントで示された役割や貢献は、私たちの行動を未来に導くものである。

私たちは、「国連 ESD の 10 年」を超えて ESD を継続し、前進させることを固く約束する。

2. 背景 (コンテキスト)

持続可能性の危機に対する答えとしての「国連 ESD の 10 年」

私たちは今、持続可能性の危機に直面している。「国連 ESD の 10 年国際実施計画」は、「誰もが教育から恩恵を受ける機会があり、持続可能な未来社会の構築と、現実的な社会変革のために必要な価値観や行動、ライフスタイルを学習することができる機会を得ることができる世界」の実現に、人々が積極的に参画することを勇気づけてきた。

持続可能な社会の実現には、社会、経済、環境、文化などの次元が複雑に絡み合った原則を認識して、対処していくことが必要である。近年の増加する紛争は、持続可能な社会づくりに必要な人々の信頼関係を著しく損ねている。

持続可能な開発のための教育 (ESD)

ESD はフォーマル教育、ノンフォーマル教育、インフォーマル教育、偶発的な学びなど、あらゆる人のための生涯にわたる、あらゆる場面での教育や学びであることが認識され、尊重される。ノンフォーマル教育と地域に根ざした学びは、子ども、若者、成人が、個人あるいは集団の行動を通じて、自分自身やコミュニティが変容する機会を提供する。

ESD においては、原因と結果が複雑に関係し合う課題に対応するため、多面的な取組が必要である。ESD には、当事者性や市民性、参加や能力獲得を重視する、伝統知と現代知の力強い相互作用と補完、都市と農村での環境変化への対応、技術の習得と向上にいたる、包括的な取り組み方法が含まれている。

ESD 推進のための公民館 CLC 国際会議の焦点

コミュニティに根ざした学びの機関は、個人やコミュニティに読解力や数的思考力、生活に必要な技能や職業技術を提供し、自分を地域や世界の課題と結びつけて対処できるようにする。

公民館や CLC などのコミュニティに根ざした学びを促進する機関は、人々の日頃の関心を言葉にし、人々の気づきを促し、自分の問題として受け止めて取り組むよう動機づけ、より持続可能な社会を作ろうという希望を彼らが他の人と分かち合うことを支える場を提供する。

公民館・CLCは、多様な問題解決の当事者による集団的で誰も排除することのない取組を通じて、ESDの示す未来を近づけ実現するための大切な足場になるという、独特の役割を持っている。

3. コミュニティに根ざした学びを促進する機関の役割と貢献

全般的な役割と貢献

公民館・CLCなどコミュニティに根ざした学びを推進する機関や、世界中にあるこれらに類似する組織は、「国連ESDの10年」の間、以下の役割を通して、持続可能な社会の実現に大きく貢献してきた。

1. Participation (参加)、Learning (学習)、Action (行動)、Creation (創造)、Empathy (共感)を促すことによって、互いを認め合い、無関心だったコミュニティの住民が積極的に参画するように変容する、ESD推進のための「PLACE (場)」として。
2. 学校や高等教育機関、行政、企業を結んだコミュニティのネットワークを通じた、フォーマル教育、ノンフォーマル教育、インフォーマル教育の橋渡し役として。
3. 教育の機会に恵まれない、疎外された子ども、若者、成人が、新たに教育の機会を得ることができる、柔軟で誰もが排除されない教育の提供者として。
4. 未来の計画と行動のための足がかりとして、民族や先住民の知恵、および地域の歴史を組み込んだ、生活に即し状況に応える学び方の進行役として。
5. マスメディア、ソーシャルメディア、インターネット、その他のデジタル技術などを活用した、革新的で効果的な学びの媒介者として。
6. 様々な立場や見解があることを互に尊重し合うよう努めながら、平和と社会の一体性に貢献するものとして、世代を超えて共有される知識、学際的な知識、文化の多様性を織り合わせる織り手として。
7. 学習者の生涯を通じた学びを促す、コミュニティ教育の専門職の能力向上のための機関として。
8. 自分本位の考えや行動から、広くコミュニティの利益のための行動へと考え方を転換するよう、個人が力を獲得することを後押しする拠点として。

テーマ別の役割と貢献

「国連ESDの10年」の間、私たちは平和、人権、平等など重要で横断的なたくさんの課題に取り組むことを求められてきたが、これらは今後も私たちのコミットメントの方向を示し続けるものになるだろう。そこには、多様な人々の相互理解を通して平和で調和のあるコミュニティを確かなものにする、格差を縮めること、人権を守り発展させること、貧困の撲滅、雇用の不足、健康、食糧と栄養の確保などに応える学習の機会を作ることによって、コミュニティから奪われたものの回復に取り組むことなどが含まれる。

以下のテーマに積極的に関わってきた私たちは、これまでの成果としてそこで果たした役割や貢献を次のように強調したい。

1. 環境保全

私たちは、祖先の知恵、歴史、過去の環境破壊の例をもとにした市民の学びを、支援してきた。さらにいくつかのコミュニティでは、学際的な科学に基づいた取り組みによって、持続的な環境保全が実現してきた。

2. 防災・減災

私たちは、適切な学びを通じ、また無私、共感、共助に基づいた人々の関係づくりを通して、自然災害や人為災害を跳ね返す力をもったコミュニティを発展させ維持してきた。

3. 収入向上・社会的起業・地域活性化

私たちは、自立につながる社会的起業を促進することによって、コミュニティの経済的発展に寄与する、欠くことのできない役割を果たしてきた。私たちは、埋もれた人材を見つけ出し、彼らが実りのあるコミュニティの起業に参加し、地域の心配事や課題を解決するより大きな力を身につけることによって、家族の状態を改善できるようになるための触媒としての役割を果たして

きた。

4. 文化的多様性・対話・世代間交流

私たちは、あらゆる人に世代、活動領域、異文化をつなぐ学びを提供することを通して、コミュニティが力を獲得する後押しをしてきた。私たちはジェンダーや年齢、民族性、宗教、言語の多様性を尊重しつつ、コミュニティが公共の価値をもつものとして文化を発見、持続、創造することを支援してきた。私たちは、地域の土地に根ざした知恵や資源を集め、相互の学びに利用してきた。

5. リテラシー

私たちは、人権としてすべての人が基礎的な知識と技術を身に付け、豊かな暮らしを手にし、コミュニティが安定した暮らしを確立できるよう、識字を学ぶ機会を提供してきた。私たちは創造のための場を設けるとともに、ESD が広く普及するための新しい学びに挑んだ。情報通信技術（ICT）を含めた技術は、公民館・CLCに重要で新しい契機をもたらした。

6. エンパワーメント

私たちは、異なったコミュニティには異なったニーズがあることを理解した。それゆえ私たちは、社会的に弱い立場におかれ、疎外されたグループに焦点を当てて、広範囲な問題解決の当事者たちのネットワークシステムを作り上げてきた。そのことによって彼らの自己肯定感が持続的に高まり、社会発展の過程に積極的に参加するようになり、きちんとした生活とジェンダーの公平さに対する彼らの権利が確立されることになった。

7. 政策決定、管理、能力開発

いくつかの国においては、地域に根ざした学びへの政策的支援が行われたことによって、地域での対話、ネットワーク、資源を獲得するための共通の土台が作られた。さらに私たちは、自主的な行動を促し、地域に伝わる価値観と習慣をESDの視点から改めて認め、地域に根ざした学びを支える職員と学習者の能力を向上させる、「学びのコミュニティ」を創造してきた。

私たちは、2014年9月に採択された「ジャカルタ宣言～CLCを活用したCare（思いやり）、Fair（公平）、Share（分かち合い）の社会～」をはじめとする、これまでの地域的、世界的な会議の成果に敬意を払う。

私たちはこのコミットメントを、学習者や管理運営の責任者、政府などが、具体的な政策や行動を起こすための対話に取り組むきっかけとなるよう活用していきたい。

私たちは、地域に根ざした学びが持続可能な人づくりにとって極めて重要であることを強調するために、「ポスト2015年」の開発と教育アジェンダ策定に寄与することを目指して開かれる地域、国家、国際レベルでのフォーラムに参加することを予定している。具体的には、まもなく開催される今年11月の愛知県名古屋市でのESDに関するユネスコ世界会議、2015年5月に韓国仁川で予定されている世界教育フォーラム、2015年3月に仙台で開かれる国連防災世界会議、2015年9月に採択予定の持続可能な開発目標（SDGs）の策定に向け国際連合によって進められる様々な議論の場を借りて、私たちのESDへの貢献を訴え、ESDへの私たちのコミットメントを再確認していきたいと考えている。

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2014年10月11日、岡山県岡山市において採択。

ESD推進のための公民館—CLC国際会議 参加者一同

Nagoya Declaration on Higher Education for Sustainable Development

1. We, the participants and supporters of the International Conference on "Higher Education for Sustainable Development: Higher Education Beyond 2014 " and the associated University Student Summit on ESD, held at Nagoya University in Aichi, Japan on 9 November 2014, reaffirm previous relevant commitments including those made within the framework of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), the Higher Education Sustainability Initiative for Rio+20, Rio+20 People's Sustainability Treaty on Higher Education and the IAU Iquitos Statement on Higher Education for Sustainable Development, and hereby declare our renewed commitment to and support for actions by the higher education community towards sustainable development.

2. We acknowledge the responsibility that the higher education community bears in the international pursuit of sustainable development and reaffirm our commitments and support, beyond 2014, to pursue sustainable development through the pathway of education for sustainable development, ensuring that the higher education community continues to innovate and contribute to achieving sustainable development by:
 - 2.1 Advancing the aspirations of the UN DESD to create a world where everyone has the opportunity to benefit from education and learn the values, attitudes and lifestyles required for a sustainable future and a positive societal transformation, through increased reorientation of education towards sustainable development.

 - 2.2 Recognizing and scaling up the accomplishments of the UN DESD, taking into account experiences and lessons learnt, and continuing the successful initiatives that have been developed throughout the Decade and, more specifically, since Rio+20; setting new goals that support a realignment of economic, social, cultural, environmental and educational frameworks in the

spirit of the Sustainable Development Goals (SDGs); contributing to the development of the post-2015 frameworks, establishing new strategic partnerships as required; and supporting assessment and reporting processes to ensure capacity development, transparency and continuous enhancement of activities.

2.3 Recognizing the crucial role and responsibility of higher education institutions to develop students and all types of learners into critical and creative thinkers and professionals to acquire relevant competences and capabilities for future-oriented innovation in order to find solutions to complex, transdisciplinary and transboundary issues, and to foster understanding and practice of collective values and principles that guide attitudes and transformations, respecting the environmental limits of our planet, through education, training, research and outreach activities.

2.4 Supporting the implementation of the Global Action Programme (GAP) on Education for Sustainable Development as a key mechanism to mobilize stakeholders to accelerate progress towards sustainable development at all levels and areas of education and learning, and drawing on, among others, information and communication technologies including social networking, in order to accelerate progress towards sustainable development, especially in the five GAP priority action areas of advancing policy, transforming learning and training environments, building the capacities of educators and trainers, empowering and mobilizing youth, and accelerating sustainable solutions at the local level.

2.5 Ensuring transformative changes in the vision and leadership of higher education, in knowledge development, learning strategies and research in relation to diverse systems of knowledge, while collaborating with stakeholders across the public and private sectors and leading by example, scaling up and mainstreaming innovative practices in learning and knowledge development, fostering community engagement through the whole-institution approach, ensuring green campus operations, and creating a conducive environment for supporting required transformative processes.

2.6 Undertaking actions that are sensitive to the contexts from the local to global levels in which particular sustainability challenges are manifested and different approaches and solutions are pursued, as well as different models of supporting higher education initiatives promoting science and learning.

3. With this Declaration, we call upon world leaders to support the transformative role of higher education towards sustainable development, and commit to work together and further promote transformative learning and research by encouraging multi-stakeholder, multi-sector partnerships, communicating examples of sustainability practices, promoting broad and strong leadership and public awareness of the values of sustainable development and education for sustainable development, and recognizing the essential role and responsibility of higher education institutions towards creating sustainable societies.

持続可能な開発のための高等教育に関する名古屋宣言

(日本語仮訳)

1. 「持続可能な開発のための高等教育に関する国際会議：2014年以降の高等教育のあり方」及び同時開催の「ESD 大学生サミット」の出席者及び賛同者である我々は、2014年11月9日、愛知県の名古屋大学において、国連持続可能な開発のための教育（ESD）の10年（DESD、2005～2014年）の枠組みの中で作られた数々のコミットメントをはじめ、リオ+20で発足した高等教育サステナビリティイニシアティブ（HESI）や高等教育における人々によるサステナビリティ協定及び国際大学協会（IAU）の持続可能な開発のための高等教育に関するイキトス声明を含む、関連するコミットメントを再確認し、ここに、新たなコミットメントと、高等教育のコミュニティによる持続可能な開発に向けた行動を支持することを表明する。
2. 我々は、国際的に持続可能な開発が追求される中で、高等教育のコミュニティが担う責任を認識し、高等教育機関自身が持続可能な開発の達成に向けて革新と寄与の継続を確保し、2014年以降もESDを通じて持続可能な開発を追求するにあたり、我々のコミットメントと支持を以下のとおり再確認する。
 - 2.1 持続可能な開発に向けた教育の再方向付けを促進することにより、誰もが教育の恩恵を享受し、持続可能な未来や然るべき社会変化に求められる価値観、考え方及び生活様式を学ぶことができる世界を創出するため、国連ESDの10年の目標を前進させること。
 - 2.2 これまでの経験と教訓を踏まえつつ、この10年間、とりわけリオ+20以降に発足し成果を収めたイニシアティブを継続することにより、国連ESDの10年の成果を認識し及びそれらを拡大すること、持続可能な開発目標（SDGs）の精神において、経済、社会、文化、環境及び教育に関する枠組みの再編を支える新しい目標を設定すること、必要な戦略的パートナーシップを確立しポスト2015年の枠組みづくりに寄与すること、能力開発、透明性及び継続的な活動促進を確保するため、評価・報告プロセスを支援すること。
 - 2.3 教育や訓練、研究や普及活動を通して、複雑な、分野横断的で国境を越

える課題に対する解決策を見出すため、また、地球の環境上の制約を尊重する態度や変革を導く総体的価値や原則についての理解や実践を促進するため、学生やあらゆる学習者を、未来志向の革新に必要な適性と能力を備えた、批評力と創造力のある思考者及び専門家に育成する、高等教育機関の重要な役割と責任を認識すること。

2.4 教育や学びの全ての段階・分野において、持続可能な開発に向けた前進を加速し、ステークホルダーを動かす重要なメカニズムとして、ESD に関するグローバル・アクション・プログラム (GAP) の実施を支持し、特に5つの GAP の優先行動分野である、政策的支援、教育・トレーニングの場の変革、教育者・トレーナーの能力開発、若年層のエンパワーメントと活動の促進、地域レベルの持続可能な解決方策実施促進について、持続可能な開発に向けた前進を加速させるため、とりわけ、ソーシャルネットワークワーキングを含む情報・コミュニケーション技術を活用すること。

2.5 高等教育におけるビジョンとリーダーシップの変革、知識開発、学習戦略及び多様な知識システムに関連する研究における変革を確保し、公共と民間セクターに係るステークホルダーと連携し、自ら先進事例となりながら、学びと知識開発における革新的な実践を拡大・主流化し、機関包括的アプローチを通じてコミュニティの参画を促進し、キャンパス運営をグリーン化し、必要な変革プロセスを支えるに相応しい環境を創出すること。

2.6 科学や学びを促進する高等教育のイニシアティブへの様々な支援モデルのみならず、持続可能性に関する具体的な課題が明らかであり、様々なアプローチや解決策が講じられるような、ローカルからグローバルレベルまで状況に適した活動を行うこと。

3. この宣言により、我々は世界のリーダーに対し、持続可能な開発に向けて変革を引き起こす高等教育の役割を支持することを要望し、かつ、マルチステークホルダー、マルチセクターのパートナーシップを奨励し、持続可能な実践例を伝え、広く強力なリーダーシップを促し、持続可能な開発や ESD の重要性について市民意識を高め、持続可能な社会を創出するために不可欠な高等教育機関の役割と責任を認識することにより、共に取り組み、変化を引き起こす学びと研究をより一層促進することを宣言する。

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