A Guide to Promoting ESD

(Education for Sustainable Development)

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Contents

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Introduction: Purpose of this guide

More than ten years have passed since Japan proposed the UN Decade of Education for Sustainable Development (ESD) to the world. In that time, we have seen a huge success in promoting ESD. There has been a rapid increase in the number of UNESCO Associated Schools, which are the focal point of Japan's efforts to promote ESD. Currently 939 schools are part of the network, which is more than in any other country (as of March 2016). In November 2014, the Japanese government and UNESCO jointly organized the World Conference on Education for Sustainable Development in Aichi-Nagoya and Okayama with over 3,000 participants from 153 different countries attending.

UNESCO World Conference on ESD
High-level Roundtable
(Nagoya city, Aichi prefecture)

International Forum on UNESCO ASPnet
(Okayama city, Okayama prefecture)

ESD Festival 2014, Tokyo

In spite of all of these positive achievements, it is still sometimes argued that ESD has not yet taken hold in school classrooms thoroughly. In response to this, the following recommendations were set out in *Towards the further promotion of ESD*, a report compiled in August 2015 by the ESD special subcommittee established under the education subcommittee of the Japanese National Commission for UNESCO.

- *A guide to promoting ESD* ' (provisional name) needs to be produced, to set out practical instructions for implementing ESD in both individual subjects and during periods of integrated study, as well as illustrating how to make preparations to do this.

- It is desirable to publicize this guide among local boards of education and university research institutes, and encourage them to make use of it in relevant training sessions.

The Office of the Director-General for International Affairs at MEXT responded to these recommendations by producing a guide to promoting ESD. To achieve full implementation of ESD in the classroom, this guide is primarily **aimed at boards of education or educational center supervisors of school education responsible for planning and implementing ESD training, as well as teachers in managerial positions**, as these are the people in a position to promote the implementation of ESD in the classroom. The **purpose of this guide is to communicate the importance of ESD as well as practical ways to implement ESD in schools to teachers who are not familiar with ESD or its pedagogies.** We are also considering producing an accompanying guide for school teachers to give them an in-depth understanding of ESD to help them implement ESD more effectively.

This guide set out the key points in concise terms and uses a Q&A format to summarize the basic matters, so that even readers unfamiliar with ESD will be able to understand its importance and will be inspired to incorporate it into lessons. We hope that using this guide will encourage more schools to implement ESD.

Why is the promotion of ESD important?

■ **ESD aims to solve global issues**

ESD stands for Education for Sustainable Development.

'Sustainable development' is known for a definition mentioned in *Our Common Future* in 1987 which says that "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." This report was released by the UN World Commission on Environment and Development, which was chaired by former prime minister of Norway, Gro Harlem Brundtland.

Let us consider what kind of learning needs to take place in school classrooms if we are going to create this kind of society.

The issues facing the world today are more specialized than ever, and are becoming increasingly complex and diverse. And advancing globalization means that their solutions rely on cross-national cooperation and collaboration. Data shows that some of today's global-scale environmental issues threaten not only our survival, but the very existence of the global environment and natural environment.

For example, the latest report by the Intergovernmental Panel on Climate Change (IPCC) presents data showing that 2014 was the warmest year since records began and that carbon dioxide concentrations have increased by 40% since pre-industrial times; measures to tackle global warming are highlighted as an extremely global urgent challenge. In this aim, all countries are trying to reduce greenhouse gas emissions under the United Nations Framework Convention on Climate Change.

If we simply continue to deliver the traditional style of rote-based learning focused on knowledge and understanding, children born into this complex and difficult world will not be equipped to address such global-scale challenges, which are increasing in severity each year.,. At the heart of ESD is educational reform involving thinking about, and sharing through practice, the skills and qualities children need and the kind of learning environment that would facilitate their development. Putting this into practice requires integrating an environmental approach with economic and social approaches, a leveraging of knowledge from all manner of disciplines, and cooperation at an international level. This is the message that needs to be communicated through "education" to children as well as the wider world.

■ ESD: Education that fosters the leadership to a sustainable society

This argument is not limited to global-scale challenges. Focusing exclusively on the environmental aspect will not solve local environmental issues either. ESD requires an integrated approach, one that takes into account how the environment, society, economy, and culture are connected. To enable children to best learn about the importance of building a sustainable society, strategies are needed based on their local or national context, as well as their developmental stages. For example, at elementary level, children may connect changes seen in their local environment to global issues, while junior high school onwards, students could consider how they relate things they have seen on the news to issues in their communities.

The Japan's ESD implementation plan (decided March 30, 2006; revised June 3, 2011; Interministerial Meeting on the UNDESD) referred to ESD as learning and activities based on an approach of thinking globally and acting locally aiming to develop new values and behaviors that will lead to solutions to the issues facing contemporary society, and, in turn, to the creation of a sustainable society. In other words, ESD emphasizes an awareness of the relation between the various problems and issues that are occurring across the world and our own lives - rather than just seeing them as something that is happening on the other side of the world. Sustainability issues at the global level are also connected to issues affecting the local community. And this is precisely why acting at the local level to connect learning to a transformation in our lives and society lies at the heart of ESD.

Another characteristic of ESD is that proactive engagement of children in learning is necessary. Rather addressing the class en masse, this teaching/learning approach involves strategies such as getting pupils to carry out group and other cooperative activities, or using experience-based activities. This is why ESD is said to have the power to transform learning.

Social and cultural context of the community and children's developmental stages also need to be reflected to the approach to build a sustainable society.. What is important is to develop skills and attitudes that allow students to become aware of the importance of the various issues taking place in different parts of the world, and to learn and act proactively and cooperatively. The wider goal is then a shift to a more environmentally friendly lifestyle and society that places greater value on preserving and protecting the environment. Through ESD, it is expected to develop a sense of compassion for the environment, for others, and for society as a whole.

■ ESD in the global spotlight

The 2030 Agenda for Sustainable Development (Sustainable Development Goals / SDGs) were adopted at the September 2015 UN summit in New York. The agenda adopted by heads of state from over 150 countries, is a plan of action involving goals to be achieved between 2016 and 2030. The goals are set aiming to create a sustainable society, and are related to the global issues including poverty and hunger, energy, climate change, and peace.. This agenda comprises 17 goals and 169 targets, and Goal 4 is to provide quality education. ESD is articulated in the Goal 4.

> 4.7. By 2030, ensure that **all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development** and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The previous UN focus had been on ensuring that no child goes without an elementary or secondary education, centered on the Education for All (EFA) initiative. *The 2030 Agenda for Sustainable Development* also prioritizes improving the quality of education. ESD contributes to improving the quality of education and is a concept that offers a direction for education going forward. As an original proponent of ESD, Japan needs to promote it further. At the 2014 UNESCO World Conference on ESD in Aichi prefecture, Member States committed to implement *the Global Action Programme (GAP)* as a follow-up to the United Nations Decade of Education for Sustainable Development.

This promotion of ESD is a promise for the future the countries of the world made.. Promoting ESD in Japanese schools will also lead to Japan - an original advocate of ESD - becoming a global leader in education. Through implementing ESD, we look forward that your daily classroom activities will lead to building a sustainable society.

■ ESD in the national curriculum standards

ESD, the perspective to create a sustainable society, is currently incorporated in the national curriculum standards for elementary, junior high, and high schools. That means, at primary and secondary education level across the country, an education that seeks to build a sustainable society is being delivered - in each subject, during

periods of integrated study, through moral education, and special activities. In order to do this effectively, the school as a whole needs to take a planned and systematic approach. It is also important to bring out a transformation in pupils, such that they become aware of the perspective of building a "sustainable society."

While the perspective of ESD is already included in the current national curriculum standards, it is possible bringing out a transformation in children's awareness by keeping in mind the view to build "sustainable society."

■ Developing competencies and attitudes through ESD

The following six concepts (see text box) set out by the National Institute for Educational Policy Research (NIER) provide a useful reference for integrating ESD into learning activities. The key to integrating ESD lies in considering which of these concepts your lesson seeks to deepen understanding of.

Concepts of sustainable society-building
I Diversity (variety exists)   IV Fairness (valuing everybody)
II Interdependence (relating to each other) V Cooperation (cooperating with others)
III Limitation (limits exist)   VI Responsibility (taking responsibility)

One of the goals of ESD is a practice to build a sustainable society. What specific competencies and attitudes do children need to develop at school if we are going to achieve this goal? It is important that each school comes to an individual decision on this, while examples of the concepts of sustainable society-building and the competencies and attitudes to be emphasized in teaching from ESD perspectives (see text box) set out by the NIER in the final report of its *Study of Education for Sustainable Development (ESD) in Schools* (March 2012) could be useful references.

An initial, effective step would involve selecting and tailoring the seven competencies and attitudes set out in this report to make them relevant to the local

circumstances and the learners' developmental stage. For example, a school may choose to focus on three of the following seven competencies and attitudes, in the aim of making the purpose of ESD easier to understand: i) problem-solving skills; ii) cooperative attitude; and iii) playing an active role.

Competencies and attitudes to be emphasized in ESD
1. Ability to think critically
2. Ability to plan with anticipation of a future scenario
3. Multidimensional and integrative thinking
4. Communication skills
5. Ability to cooperate with others
6. Respectful of relations and connections
7. Proactive participation

The Japan's ESD implementation plan lists the desirable competencies to nurture; understanding the factors behind specific problems or phenomena; thinking systematically and from integrated and multidimensional perspectives; offering constructive criticism and alternatives; data and information analysis; communication; and leadership.

■ **ESD: helping to solve educational challenges**

Schools are currently facing a range of educational challenges, such as issues relating to pupil guidance, improving academic performance, and school management opened to local community. Teachers are under pressure to address these issues, and are engaged in persistent efforts to solve these challenges. Schools with experience of ESD have reported that ESD activities has played a major role in solving educational issues, such as by contributing to pupils' mind development and helping them to build a positive self-image, increasing their ability to learn proactively and cooperatively, and promoting cooperation between schools and the local community. It is therefore also important to see ESD as a solution to educational issues, as well as a measure and direction for educational reform.

As these various perspectives have shown, it is important to structure and organize school-based learning activities. The next section presents ESD based on specific examples.

Key points for implementing ESD in individual schools: based on best practice examples

When ESD is actually put into practice, it needs to be made relevant for the individual area or school circumstances. However, the points that need to be considered are in common. This guide uses a typical example of ESD being incorporated into a class on a solution to global environmental issues - the 3Rs of reduce, reuse, recycle - to illustrate the important points for implementing ESD. It should be noted that we have chosen this example in the aim of making ESD easier to understand; schools in different areas and with different circumstances could also use a completely different topic.

Also in the aim of prioritizing ease of understanding, we have chosen a lesson aimed at upper elementary school pupils. However, we also set out the points to consider for lower elementary and in junior high school and beyond.

When implementing ESD, it is important not only to consider what pupils are learning and why, but also to consider how they learn. This means that teachers need to be continuously reflecting, and checking that ESD doesn't end up as just an experiential activity or an activity in which local residents cooperated.

- **What are pupils learning and why...** With a mind on building a sustainable society, as well as learning based on perspectives that are important for promoting ESD - such as the environment, human rights, and international understanding - and developing the values and desire to engage needed to create a sustainable society, develop the thinking, judgement, communication, and other skills needed to implement ESD.

- **How should pupils learn...** It is important to improve learning and pedagogies continuously, from the three "active learning" perspectives of in-depth learning, interactive learning, and proactive learning. Aim for proactive, learner-centered learning based on a problem-solving learning process. Rather than simply adding in experiences and activities, properly examine which part of the learning process would be most effecting and how they should be positioned. Aim to implement cooperative learning by incorporating group activities, and getting pupils to discuss and work together to carry out investigative and summarizing activities or give presentations.

- **What are pupils being enabled to do...** Rather than just seeking to acquiring knowledge and understanding, aim to build on learning to develop ability to take action on a range of problems while taking these problems as their own issues..

- **How is it being implemented...** Achieve a balance between school management, curriculum, school environment, and cooperation with the local community. Create an environment conductive to learning through taking an interdisciplinary approach to planning by using periods of integrated study effectively, working together as a school, and making use of special activities. The role of teachers therefore should be focused not on delivering knowledge, but on supporting pupils in their learning.

STEP 1. Leadership of the principals and setting ESD Goals

- <u>(i) Principal presented - together with the significance of ESD - a strategy for the whole school to integrate ESD into lessons from the current academic year and how to advance this</u>. Then, a discussion was conducted primarily with all head teachers of a grade on the types of lesson that would constitute ESD practice.

- First, <u>(ii) Teachers exchanged ideas among themselves on what they thought a sustainable society was, and related this to the local situation</u>. The school is located in an industrial belt, and the local government has also defined environmental policies as a priority issue. The school has long been involved in separating waste, and pupils also have a high level of awareness surrounding this. However, since it has become such a habit, it was pointed out that they are not really aware of the impact that separating waste has on our lives; it has become more like an obligation, which means that many of the kids may not keep it up on their own once they finish elementary school.

- Based on the discussion, the school decided that grade 4 pupils would spend the year engaged in ESD on the topic of the 3Rs (reduce, reuse, recycle). The <u>(iii) aim of this was to develop critical thinking, future, cooperative, and communication skills</u> by thinking about whether existing environmental policies were working effectively, critically evaluate the aspects that were not, consider solutions as necessary, and communicate their resulting ideas to others with the cooperation of a range of local and other entities. The actual lessons involved <u>(iv) proactive and cooperative activities centered on pupils' ideas and discussions</u>, primarily making use of periods of integrated study.

Point (i): Principal demonstrating leadership

The promotion of ESD in individual schools to date has tended to be a result of strong leadership on the part of teachers with an interest in ESD.

However, as also set out in the ESD special subcommittee's report, these initiatives do not continue once the original teacher has left, as ESD is not being implemented systematically across the school.

As discussed above, global issues are becoming increasingly serious, it is important for all schools to think about the kinds of competencies and attitudes that

children need in order to go on to build a sustainable society, as well as the kinds of learning activities that are effective in this; the challenge has become how to systematically promote ESD.

The example here focuses on the principal's leadership while ESD is sometimes initiated by boards of education. In order to implement ESD systematically, it is essential for the principal to set out ESD in the school management strategy. Whole-school initiatives are more effective and longer lasting. It is important that all teachers are engaged in ESD initiatives, with the principal playing a central role.

Case study 1: ESD at the municipal level (Omuta city)

In 2011, all elementary, junior high, and special needs schools in the city of Omuta in Fukuoka prefecture became UNESCO Associated Schools, enabling all school throughout the city to promote ESD as a group. Recent years have seen city-wide initiatives for promoting ESD, such as establishing an Omuta ESD promotional headquarters - with the mayor and the schools superintendent as members - and producing a guide to practicing ESD for teachers across the city.

Case study 2: Promoting ESD without mentioning the word, and wait for teachers to find out ESD.

A school principal wanted to avoid making teachers feel busy and overburdened, and went about promoting ESD without actually mentioning the word, and waited instead for the teachers to realize for themselves that this is what they were doing. The school had originally been using problem-solving learning anyway, mainly in science and social studies, and the principal further encouraged and supported these activities. In the course of which, the idea was floated of rolling out problem-solving learning across all subjects because of the importance of being able to understand the issue at hand, and this was shifted to the periods of integrated study. The head teacher of research then realized that what they were doing was actually ESD, and an exchange of ideas on ESD ensued, in which the principal was also involved. This resulted in the teachers gaining an understanding of ESD, and ESD has been successfully promoted across the entire school, based on a shared understanding and practice.

Point (ii): Setting a relevant topic to the school and community

The ultimate goal of ESD is to build a sustainable society. However, from the perspectives of ESD, there would be various approaches to achieving this goal. For this guide we selected an example based on the idea that priority issues in the local community, the school's previous efforts to date, and solving global environmental issues would lead to a sustainable society. The key was that teachers discussed how a sustainable society relates to their school and local community and tried to reach a shared understanding. Other issues could be prioritized over global environmental issues,   in light of the local situation. Or, the school may decide to choose global environmental issues alongside other issues. As shown in the case studies below, some schools prefer to prioritize strengthening resistance to natural disasters for the sustainability of the community, while others believe that respecting the regional cultural heritage increases interest in the local area and that this sense of attachment leads to the creation of a sustainable society. Taking these case studies as examples, we would like to see teachers consider among themselves the most important issues that their students need to study.

When thinking about a sustainable society, it is important to use the aforementioned seven NIER concepts to consider how it relates to ESD. This example of ESD relates primarily to I (respecting diversity), III (understanding limitations), and VI (deepening a sense of responsibility).

Case study 1: ESD focused on disaster education

In Kesennuma, Miyagi Prefecture, schools are focusing on disaster prevention and reconstruction education based on ESD principles. Their initiatives are built on more than a decade of experience in ESD practice of UNESCO Associated Schools, which kindergarten, elementary, junior high and senior high schools in the city are participating, and the United Nations University RCE, as well as the lessons from the unprecedented Great East Japan Earthquake and tsunami. The board of education developed a disaster-prevention worksheet which incorporates ESD, and distributed it to all schools. This is to deliver organized and systematic disaster-prevention and reconstruction education in cooperation with schools and local communities, so as to build a sustainable society out of the disaster (reconstruction). Hashikami Junior High School (also in Kesennuma) used experiences of tsunami caused by the earthquake for pupils to learn how to save their own lives and contribute to local disaster prevention. This was broken down into

three topics - helping yourself, helping each other based on helping yourself, and helping the community based on helping yourself - which pupils engaged with across all grades, repeating the topics every year. In addition, evacuation training and training to set up an evacuation shelter were held jointly with the local government, with pupils playing their own role, and workshops were arranged for the pupils to present their learning outcomes to the local community.

Case study 2: ESD focused on world heritage education

Schools in the city of Nara incorporated ESD into world heritage study. A supplementary reader for grade 5 elementary to grade 3 junior high titled *We love Nara: Learning through world heritage* was produced and published. Seibi Elementary School positioned world heritage study as part of the curriculum, and engaged in a systematic learning process from the lower grades upward, using personalities, ideas, and things from local community as teaching resources. Pupils in lower grades learned by exploring the city, while the middle grades observed the changing nature in Nara Park over the four seasons and did research on people who had contributed to the local area. The higher grades used ICT devices to produce graphs and charts to identify local issues, invited local individuals as guest teachers to special lessons, and conducted questionnaires among local residents and tourists, using the preservation of scenery as an entry point for thinking about the future of Nara. New teaching materials are developed each year for the higher grades in particular.

Point (iii): Defining the competencies/attitudes to be developed

The Global Action Programme (GAP) on ESD sets out ESD as to nurture not only the knowledge and skills, but also the values and attitudes necessary for a sustainable development. And since ESD involves seeking to solve as well as recognize the issues facing today's world - in the aim of building a sustainable society - pupils also need to develop problem-solving skills, the associated ability to listen to a diverse range of ideas and to take a critical view of the current situation. Through ESD, it is possible to systematically conduct this kind of learning. When explaining the outcomes of ESD, it is extremely important to specify and state the competencies and attitudes to be developed. The seven competencies and attitudes set out by the NIER have already been given as an example, but rather than being

limited by these, schools may define new competencies/attitudes - such as creativity - and restructure traditional categories to make them more relevant for each school's situation.

Point (iv): Proactive and cooperative learning

The Japan's ESD implementation plan includes the following points on learning and pedagogies.

- Create a fluid process that encourages concrete action by stimulating interest, deepening understanding, and nurturing a participatory attitude and problem-solving skills.
- Apply a participatory approach that emphasizes experience and feelings, as well as exploration and practice.
- Develop a participatory attitude and problem-solving skills, and try to provide opportunities for participation.
- In order to put these kinds of learning and pedagogies into practice, make use of participatory and experiential learning methods as well as methods based on consensus building and problem-solving learning.
- Incorporate and encourage opinions from learners during the learning process. Rather than applying the same methods to all learners across the board, if possible seek to value one-on-one interaction.

It is important that teachers emphasize their role as 'facilitator' to skillfully elicit proactive actions from learners during activities.

Step 2. Creating teaching plans

- Having decided to set the ESD topic for grade 4 pupils as the 3Rs, a discussion took place on what form the actual teaching should take.

- In the aim of implementing the 3Rs, teachers discussed that it might be effective to split this into two: understanding the issue and proposing solutions. A teacher suggested that understanding the issue could be taught in (i) social studies and science classes. For grade 5 social studies, they talked that this could be addressed as part of the state of Japan's land and nature section of the national curriculum standards, under 'c) the importance of protecting people's health and living environment from pollution'. For science classes, another pointed that this could be taught by addressing how electromagnets are used in sorting recyclable waste, touching on biodiversity as part of plant germination, growth, and fruit production under life and the earth, and in relation to climate change under weather changes.

- For proposing solutions, teachers discussed that it would be effective to promote discussions between pupils first based on subject-specific learning content, and then consider setting aside separate time for independent learning, such as study tours of relevant facilities, investigative learning such as interviewing local people or using the internet. The idea was floated of making use of periods of integrated study.

- In order to address global issues, some teachers suggested that lessons could also be (ii) delivered in collaboration with foreign language teaching.

- In light of this, the topic for periods of integrated study was set as the 3Rs for the whole year, and (iii) corresponding lesson plans for the year were to be produced for science and social studies.

Point (i): Implementing ESD across the entire curriculum

While ESD should be taught in specific subjects, the knowledge and skills acquired through all kinds of learning also need to be integrated.

Making use of periods of integrated study is an effective way of approaching interdisciplinary learning. However, learning of ESD should not be restricted to periods of integrated study. The development of ESD learning requires that content

relating to building a sustainable society be addressed in each and every subject. What is therefore important in delivering interdisciplinary lessons is adopting an ESD perspective. This involves developing problem-solving-oriented thinking, linking specific issues affecting the local area with everyday lives, and translating this into taking ownership and action.

Point (ii): Education for International understanding through ESD

When addressing global issues as ESD topics it is likely that they transcend national borders. ESD learning is therefore related to the study of issues affecting other countries. When practicing ESD, depending on the developmental stage, pupils need to recognize the need for international cooperation in their solution and could be tasked with investigating the foreign situation or way of thinking, or perhaps interviewing foreigners. Taking this further, another effective approach is to use foreign languages and carry out an exchange with an overseas school via email or video conference. The MEXT Office of the Director-General for International Affairs promotes exchange with overseas UNESCO Associated Schools, and can coordinate with the relevant country's national coordinator. In any case, it is important for teachers to try to stimulate pupils' interest in international exchange, rather than it being a foregone conclusion.

Case study: Education for International understanding through ESD

Kobe Municipal Fukiai High School focuses on periods of integrated study and English lessons to apply an integrated perspective (integrating the three aspects relating to sustainable development: society, the environment, and the economy), which is one of the GAP principles. Pupils were asked to carry out their own investigations into topics such as world heritage, climate change, and disaster prevention, and then give group presentations in English. They also collaborated with overseas schools via video conferencing, and shared things they had noticed, compared the two countries, and exchanging ideas, which they reflect on their further learning.

Point (iii): Getting teachers to work together

In ESD it is effective to make use of periods of integrated study to roll out the same topic across the entire curriculum. This requires the lessons in different subjects to be coordinated. This will be very different in elementary schools compared with junior high and senior high schools, where pupils are assigned a

different teacher for each subject. In both cases, teachers would need to coordinate with each other. An effective way of doing this is to use an ESD calendar, which enables lessons throughout the year to be built out of ESD concepts, and helps to achieve a shared understanding of teaching content.

Case study: Using an ESD calendar to develop lessons

Yanagawa Elementary School in Koto ward, Tokyo, created a new ESD calendar by adding teaching hours, unit purpose, main learning activity, and cooperation with local citizens to the traditional version. This enabled the school to ensure the continuation and development of teaching activities even if teachers were transferred or moved to a different grade.

Grade 6 ESD calendar

Subject area	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Japanese		Class debate	Things that have been passed down			Re-examining ourselves			Thinking about peace			
			Creating Haiku (spanning May–Jan)									
Math							Investigating data and averages					
Science		How the body is made and moves			Living things and their environment		How the earth was made and changes			Living things and the global environment		
Social studies					The people who made Edo culture		People living under long-term war	Countries with strong ties to Japan		The future of the world and Japan's role		
Integrated Studies	Launching out into the future				Investigating Edo/Fukagawa history, talking about the city			What is world peace? What can we do to achieve it?				
English						Can you introduce your town?						
Special activities			Making inari sushi						Yanagawa ESD festival			
Moral education		Cheers for longevity				The good old days		We are the children	If the world was 100 people			
Music												
Art					Me in 12 years' time							
Sport			Pathogens and the body's resistance				Tobacco, alcohol, and drugs					
Home economics							Daily food and the basics of cooking				Growing up	

Legend: Environmental education | International understanding and cooperation | Human rights/life education | Learning skills

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Periods of integrated study Grade 6 Teaching plan

Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.

Unit name: Launching out into the future (20 hours)

Purpose: To learn about the excellent technology that Japan can contribute to the world, and find out about a range of efforts to create activities in cooperation with others.

Stimulating learning: Based on findings that today's jobs will no longer exist in a few years, pupils think about their future job.
Pupils find out about the technology that Japan can be proud of in front of the world from an invited guest teacher.
Research: Pupils do research on a field they are interested in working in, establish hypotheses about it, conduct experiments and tests, and generate results.
Wrap-up: Pupils use the results to come to their own conclusions concerning the hypotheses, and prepare a presentation.
Communicate: Give a presentation at the Yanagawa festival in front of the other grades and parents, local adults, and school visitors.

Local residents and participating institutions:
- President of OTA (Mr.Ohta Kanji)
- Oriental Land Company (Mr. Matsumoto Koichi)

Unit name: Research on Edo/Fukagawa history, talking about the city (24 hours)

Purpose: To look at the history and culture of the area pupils were brought up in, develop a sense of pride and attachment in it, and develop an identity as a Japanese person.

Stimulating learning: Using audio-visual resources and the stories of historical novelist Maki Hidehiko, pupils look at the history and culture of the area they were brought up in and develop their own awareness of trying to talk about their town's history and culture from various perspectives.
Research: Pupils get into groups and do research on different topics, such as distribution, Edo culture, the environment, and formation of the Yanagawa area, and prepare presentations.
Wrap-up: Groups think about and create presentations, and practice in front of their classmates. They give each other advice and tips, which they use to revise the presentations.
Communicate: Pupils summarize in their groups what they have found out and give a poster presentation in front of grade 5 pupils and their families and local residents.

Local residents and participating institutions:
- Historical novelist (Mr. Maki Hidehiko)
- Nakagawa Funabansho Museum(Mr. Hisazome Takeo)
- Fukagawa-Edo-Museum (Yanagawa area, Morishita area)

Unit name: What is world peace? What can we do to achieve it? (26 hours)

Purpose: To research the relation between the international community and Japan, and think about Japan's role and place going forward.

Stimulating learning: i)Pupils find out about Japan's international exchange and international cooperation from newspapers, the news, photographs, data, etc; 2)Develop an interest in the efforts of the UN to create a peaceful international community; and 3)
Pupils find out about the global situation from a guest teacher.
Research: Pupils do research the important role played by Japan in the international community to create a peaceful international community.
Wrap-up: Pupils use what they have found out to think about Japan's role and place in the world going forward.
Communicate: Pupils present their own ideas and thoughts on what is important in order to live together with people of the world.

Local residents and participating institutions
- JICA
- DVD (What is the United Nations?)

Step 3. Communication and reflection

- As a result of engaging with the 3Rs, pupils became interested in energy and resource saving. They went on to research on power issues in their social studies and science classes. Based on what they had learned, discussion session was set for grade 4 pupils during in their period of integrated study to discuss solutions to global environmental issues through the 3Rs. As a result of (i) pupils setting their own topic, one group conducted a discussion on whether convenience stores should be prohibited from opening during the night. During the discussion, (ii) one pupil agreed that the stores opening during night should be prohibited to save power, while another argued that prohibiting opening during night was going too far in light of their convenience, and another argued that prohibiting opening during night would have minimal effect since the refrigerators wouldn't be unplugged anyway. They then used the computer to write up a one-page paper on the different arguments, and presented this to the rest of the class.

- In a different lesson, the teacher introduced a newspaper article for pupils to discuss a law that had been adopted in a certain large city to combat air pollution, restricting the days on which people can use their cars to alternate days depending on whether the number plate was odd or even numbered. (iii) While the majority agreed with the law, one   argued that reducing the number of cars wouldn't necessarily make the air any cleaner.

- In the next lesson, (i)(iv) pupils got into groups and discussed solutions and what they could do about their surrounding environment. One group pointed (v) that it was important to reduce carbon dioxide emissions to halt climate change, and in this aim that it was important to promote recycling to reduce the amount of incinerated waste. They presented that since it was important to promote waste separating there should be more recycling bins around the town.

- (v) For each activity, pupils are asked to write in a few lines what they have understood, and write down their impressions at the start and end of every activity. This enables them to reflect on their progress.

Point (i): Pupils taking the initiative

An important point in practicing ESD is creating a space where pupils can take the initiative. In addition to learning the knowledge and skills to contribute to building a sustainable society, it is also important to develop the competencies and attitudes to be able to take ownership of issues facing the world today. In the course of pupils setting their own topics, it is important for them to think about what is important, what the issues are, and come into contact with a wide range of ideas. It is also important that group activities are emphasized and that they work cooperatively.

Points (ii), (iii), (iv), and (v): ESD approach to learning assessment

When assessing pupils engaged in ESD practice, it is important to focus on the development of problem-solving skills. For example, if we refer to the competencies and attitudes to be emphasized in ESD set out by the NIER, (ii) in the above text could be said to relate to developing multidimensional and integrative thinking; (iii) to developing ability to think critically; (iv) to developing the ability to imagine future scenarios and planning; and (v) to developing the ability to relate global issues to issues that have a personal relevance. Learning assessments therefore need to take an appropriate form in light of the school's ESD goals and the systems in place to assess activities as a whole.

Since ESD is a broad concept, in judging whether pupils have acquired the competencies and attitudes based on an ESD perspective, it is important to be as specific as possible, such as starting by discussing the assessment criteria with the teachers concerned to define the target competencies and attitudes. The discussion could also give consideration to what the aforementioned competencies and attitudes set out by the NIER would look like in practice.

In ESD, it is important to provide assessment that helps pupils to reflect on their own learning, and increases their desire to learn, and leads to new learning. Getting pupils to build up a portfolio is considered an effective way of assessing their learning. This involves filing the results of learning activities, such as reports and results of researches. This can also include a worksheet for pupils to reflect on each activity or write down what they felt. Portfolios or worksheets can be used for pupils to reflect on their activities, and are an important form of self-assessment.

Step 4. Collaborating with the local community, universities, and businesses

- Once pupils had become interested in the importance of sorting waste, they (ii) visited a waste processing plant as part of their social studies class, and interviewed local government officials in the environmental policy section. Through the Parent-Teacher Association (PTA), they also (ii) visited the local shopping district and conducted a survey about local shops and waste sorting.

- After recognizing the importance of separating waste, pupils became more interested in the process and its effects. The school therefore had (iii) environmental policy students from the local university come to the school and give a talk. They also (iv) contacted a manufacturing company that delivers science workshops for schools, and invited one of their technologists to come and give a guest lecture during a period of integrated study. (i) They communicated that rather than the technologist communicating his or her knowledge and knowhow, the focus should be on the pupils thinking for themselves.

- Having exchanged ideas with other children in neighboring schools, pupils were now more interested in whether children in other parts of the world had the same kind of awareness of issues. The school got in touch with the Secretariat of the UNESCO Associated Schools and (v) asked to put them in touch with overseas UNESCO Associated Schools. Coordinating with the school information officer enabled pupils to connect with the overseas school via email and the video conferencing system, and exchange ideas on the situation in each other's country.

Point (i): Seeking understanding of pupils' initiative in their learning

To make ESD a longer-lasting initiative and connect school efforts to local issues, it is useful to gain the cooperation of people from outside of the school, such as people from the local community, universities, or local businesses. . The key to this working is getting these people to recognize that ESD involves pupils playing an active role in their learning. In particular, rather than supplying knowledge and knowhow to give pupils a specific answer, lessons should aim to enable pupils to

proactively explore a wide range of answers; people who come to the school to work with pupils need to understand this. This is where the teacher's learning coordination skills come in. The teacher needs to take on the role of 'translator' so as to break down into simple terms the language used by the local workers and experts and make their knowledge and knowhow more accessible to the pupils, as well as 'facilitator' so as to be a bridge between the visiting speaker and the pupils and promote their active learning.

Point (ii): Understanding local issues

The promotion of ESD places a focus on acting locally, whereby it is important to understand the kinds of issues affecting the local community or area. In order to understand how classroom learning is reflected in our actual lives, one option is for the school to seek cooperation with local government officials and other citizens who are active and involved in the community. This enables the school to deepen its understanding of the sustainability of the local area, and pupils to develop the abilities to cooperate and communicate with a wide range of people, which are some of the competencies and attitudes ESD seeks to develop.

Point (iii): Collaborating with university educational research

If there is a higher education institution in the local area, the school could seek the cooperation of researchers and students involved in ESD research. This could also lead to teaching practice opportunities for students who are studying at a teacher-training courses. Interuniversity Network Supporting UNESCO Associated Schools (ASPUnivNet) member institutions can be found across Japan, and they can give advice, deliver training, and provide other support relating to ESD practice. Schools can contact these universities so as to deliver learning to pupils based on the expertise on ESD.

Note: See P.32 for the details on ASPUnivNet

Some higher education institutions apply Sustainability Science approach to find solutions to urgent global issues. Rather than working in individual disciplines, this involves an interdisciplinary approach that integrates findings encompassing a wide range of disciplines, from natural sciences to humanities and social sciences. Collaboration with these kinds of initiatives could be a way to deepen understanding of ESD.

Point (iv): Collaborating with CSR activities

These days, a growing number of companies are choosing to work with educational institutions as part of their CSR (corporate social responsibility) activities. Many of these companies work in areas related to ESD topics. Getting a company involved in sustainability to come and give a workshop would be useful for a class studying global environmental issues. Similarly, if a class is looking at diversity, international understanding, or international cooperation, it would be helpful to collaborate with the Japan International Cooperation Agency (JICA) and have a session by a person with expertise, such as a former Japan Overseas Cooperation Volunteer.

> Japan Overseas Cooperation Volunteer Office contact details
> TEL: 03-5226-9323
> FAX: 03-5226-6379
> See: List of teaching resources on international understanding
> http://www.jica.go.jp/hiroba/program/practice/education/index.html

When contacting and coordinating with companies, it is desirable to have a regional coordinator from the board of education or the school. If this is difficult, the school management could be organized in such a way that the principal, vice-principal, or other member of staff from the management team or head teacher of teaching is responsible for external collaboration.

The companies who sponsored the Japan's National UNESCO ASPnet Conference held in December 2015 are listed below, and can be used as a reference for corporate collaboration.

MS&AD Insurance Group Holdings, Inc., Oriental Land Co., Ltd., Casio Computer Co., Ltd., DIC Corporation, Nestle Japan, and UNIQLO Co., Ltd.

Point (v): Developing International exchange

Many topics relating to sustainability are shared with the rest of the world. This means that ESD learning can connect pupils across national borders. This example looks at waste separation, but there are other issues that affect every country and region alike, such as protecting water resources, climate change, peace education, and respecting human rights. Connecting children through these shared topics enables them to communicate across language barriers.

Challenges that may arise in promoting international exchange include language and technical issues. To overcome these issues, ensuring a member of staff is available who can communicate in English or setting up email and video conferencing systems would be important.

Another often pointed out challenge is how to find a partner school. The Japanese National Commission for UNESCO (jpnatcom@mext.go.jp) has a network of UNESCO Associated Schools' officers for each country who may be able to help. Please feel free to contact the Commission on the aforementioned email address. You can also refer to the UNESCO Associated Schools website (link provided at the end of this guide).

The Asia-Pacific Cultural Centre for UNESCO (ACCU) (http://www.accu.or.jp/jp/index.htm), which has been served as the UNESCO Associated Schools Office, and thus, they have a lot of knowledge and expertise on promoting exchange between UNESCO Associated Schools. Please contact them and/or refer to their website when collecting information with a view to setting up an international exchange through the UNESCO Associated Schools Network.
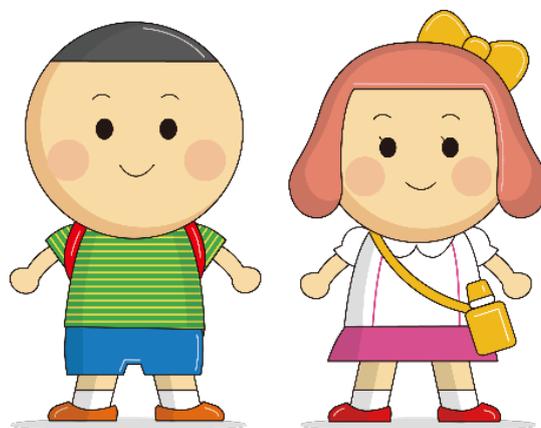
STEP 5: School management (developing a whole-school approach)

- The children who had studied the 3Rs launched an initiative to increase the number of recycling bins around the school through (iii) the pupil council. They also went on to communicate the importance of sorting waste to parents and local residents during school events such as sports competitions and cultural festivals.

- Following on from the pupils' activities, (iv) the teachers too sought to raise awareness of waste sorting and (iv) worked with office and caretaking staff to (iv) install the equipment required for recycling. In response to the increased interest in energy saving among pupils, the school looked into introducing solar power systems over the long term, and (iv) submitted a proposal to the local board of education secretariat.

- As well as (v) proactively communicating information on pupils' learning efforts and staff initiatives via class, grade, and school newsletters and the school website, these efforts were also included in (v) the school assessment, which includes self-assessments by staff and pupils and school assessments by local residents, the range of opinions are to be used as a basis for future improvements.

- In order to apply a whole-school approach to promoting ESD, (i)(ii) ESD was positioned within the principal's school management strategy, and a school ESD planning committee - headed by the principal - was set up. One teacher from each grade was assigned to the committee, which was to exchange ideas each month on ESD topics and issues that the school should engage with.

- Since pupils had become interested in whether other children of a similar age had the same kind of awareness of issues, (vi) other elementary teachers in the same junior high school district were contacted, and they coordinated with a view to jointly organizing a seminar for the children to exchange ideas on waste separation and a litter-picking event in the local area.

- Junior high school students in the district were also approached, and - from a perspective of a unified elementary and junior high education - the pupil councils and the student council from the schools planned a local clean-up, to be implemented during the summer vacation.

Point (i): Positioning ESD in the school's educational goals and management strategy

Taking a whole-school approach to ESD makes it more effective and longer lasting. Positioning ESD in the school's educational goals and management strategy is important in providing direction for the school as an organization. These goals and strategy are the starting point for committees and research to promote ESD as an organization, as well its practice. This is hugely supportive for the teachers with a strong interest in ESD.

Point (ii): Promoting ESD as an organization

As described in Step 1, taking an organizational approach is a challenge for ESD. In some schools, ESD is being promoted by individual teachers - who may or may not have a management position. When this teacher is transferred or leaves the school, their excellent efforts also disappear. Here we looked at an example of a school setting up an ESD committee. It would also be feasible to address ESD within similar existing bodies, or even just designating a number of teachers to be responsible for ESD. It is important to be creative in figuring out how to promote ESD as a school organization.

Case study: Taking an organizational approach to ESD

Tsushima Elementary School in Okayama appointed a number of teachers as ESD officers. Given that these teachers would one day move on to different schools, they decided to hand over and divide the duties. Systems were put in place to divide the work relating to ESD between multiple teachers, and they share responsibilities on external collaboration with local entities and attending community center meetings. There was also an ESD officer for each grade, which enabled all teachers to engage with ESD based on a shared understanding.

Adachi High School in Fukushima has also formed a UNESCO committee to promote ESD activities. It is made up of members as follows: the management team, representatives for each grade, curriculum coordinators, and career guidance coordinators.

Point (iii): ESD outside of the curriculum

ESD doesn't need to be limited to the classroom; it can also be deployed in extracurricular learning. Here we looked at an example of learning content from periods of integrated study feeding into the activities of the pupil council. There are lots of other possibilities for expanding learning initiatives outside of school, such as devising sustainability plans for the school district together with local residents. UNESCO refers to engaging in ESD as a whole school - as also described in the following points - as the "whole-school approach."

Point (iv): Intra-school cooperation and learning environment

It has already been mentioned that it is important to seek cooperation between teachers in implementing ESD in the classroom. Teachers cooperating on uniform ESD targets beyond the classroom are also considered part of ESD. Ideally this would involve not only teachers but also office, caretaking, and all other school staff integrating an ESD perspective into the management of the school. Facilities and equipment can also be set up in such a way as to reflect the sustainability topics that are viewed as important by the individual school. Here we looked at an example of environmental improvements informed by global environmental issues. Other ideas are feasible. For example, a school engaging with the topic of an aging society might create a space where elderly residents and pupils can interact. The whole school embracing an ESD topic can lead to a sense of unity between school management and teaching content.

Case study: Eco-school project

Eco-schools could be considered an example of a whole-school approach - even down to the school facilities and equipment. An 'eco-school' refers to a school premises that has been designed to be environmentally friendly. Consideration needs to be given to the following three points in designing an eco-school.

1. Facilities: Low-impact design
- A healthy and comfortable learning and living environment.
- In harmony with the surrounding environment.
- A design and construction that minimizes the impact on the environment.
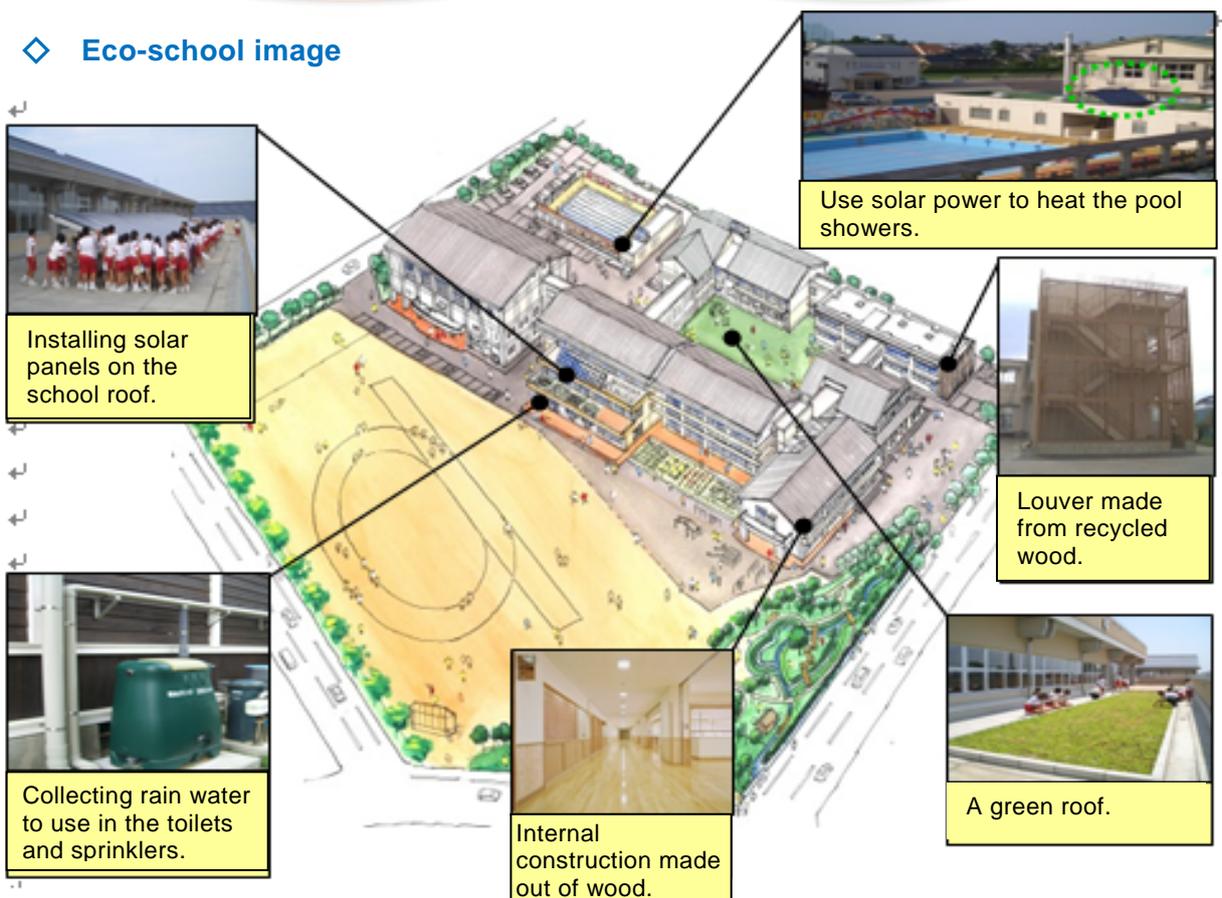
2. Management: Smart and continued use
- Considers durability and flexibility.
- Makes effective use of natural energy.
- Waste-free and efficient.

3. Education: Contribute to learning
- Also used in environmental education.

◇ **Eco-school image**

Use solar power to heat the pool showers.

Installing solar panels on the school roof.

Louver made from recycled wood.

Collecting rain water to use in the toilets and sprinklers.

Internal construction made out of wood.

A green roof.

MEXT has long offered state support in collaboration with other ministries for the development of eco-schools, such as through the eco-schools pilot model project. For further details of the eco-schools pilot model project, please see:
http://www.mext.go.jp/a_menu/shisetu/ecoschool/detail/1289498.htm

Point (v): Proactive information sharing

As described in the next step, cooperation with local residents is an important element of ESD. In order to involve local residents in school management on a habitual basis, it is important to broadly publicize updates about the school and build mutual relations. Schools could embed ESD matters in information shared about the school as well as school assessments, garner a wide range of opinions, and reflect this into way the school is managed going forward. It is important for schools to build on this interaction with local residents to promote the building of a sustainable society based on local collaboration.

Point (vi): Exchange with other schools

Seeking to collaborate with other schools in the local area could be a good opportunity to identify similarities and peculiarities in terms of how individual schools understand sustainability. In other words, realizing that other children the same age do not actually have the same way of thinking makes it possible to learn a wide range of different way of seeing and thinking about things. Conversely, coming into contact with similar views and ideas would promote regional understanding.

Exchange between schools on a shared ESD topic also enables pupils to develop their communication skills and different ways of thinking.

Deepening exchange between schools will lead to greater exchange between teachers and information sharing.

Key points for ESD training

To implement ESD in all schools, it is important to make sure that management teams and education board supervisors receive the appropriate training, utilizing and referring to the guidance set out in this document so far. This section sets out the points to bear in mind when implementing ESD training, making reference to an example taken from actual training that has been carried out.

What is ESD? Introduction to Education for Sustainable Development

■Target audience

Teachers' consultants responsible for ESD training throughout the prefecture.

★ For local governments intending to engage with ESD from now, it is effective to specify teachers' consultant(s) at the local boards of education and provide them training.

★ An effective way of taking a whole-school approach to ESD is to incorporate ESD into training aimed at school principals.

★ It is useful to provide training for teachers to enable them to integrate ESD into teaching and ensure that all lessons are based on an ESD perspective.

★ It is also effective to set aside time to cover ESD in training for new teachers.

■Schedule

One day training

★ We have seen ESD training take place during regular training sessions, several times per year, or spread over several days during the summer vacation. This example concerns a one-day training course aiming to provide participants with an initial understanding and knowledge of ESD.

■Program

9:00-9:30 Introduction

★ Lecture on the context of ESD and its teaching effects (see Chapter 1 of this guide).

★ It is effective to incorporate newspaper articles or local issues relating to climate change, population decline, or other aspects of sustainability to explain the significance of ESD,

9:30-10:30 Competencies and attitudes pupils can develop through ESD

★ Look at the "Concepts of Sustainable Society-building" and the "Competencies and Attitudes to be Emphasize in ESD" set out by the NIER, and consider how these relate to lessons currently being delivered in schools.

★ Referring to Chapter 2 of this guide, get participants to use their experience to discuss in groups what they think ESD is in terms of actual school situations.

> 10:30-12:00 ESD adapted to local or school situation
> ★ Get participants to bring the basic educational plans of their boards of
>   education, and to discuss in groups which elements contribute to ESD.
> ★ Get participants to think about the sustainability of their local area, based on
>   the current situation of the school or local community, and share this with the
>   group.
> 13:00-16:30 Produce a full-year teaching plan/school management plan in line
> with each school's understanding of ESD
> ★ Since this example is aimed at Teachers' consultants, participants discuss
>   how they could integrate ESD into the full-year teaching plan/school
>   management plan - taking into account individual school or local issues.
> ★ For training aimed at teachers, participants could talk about creating actual
>   lesson plans.
> ★ ESD planning informed by the *Report on the Summary of Issues in the
>   Special Committee on Curriculum Planning.*
> ★ Plans and comments
> 16:30-17:00 Reflection
> ★ It is important that the teachers have their definition on how ESD should be
>   incorporated into the teaching of which kinds of activities, for they play active
>   roles in implementing ESD in the classrooms. An effective way of summing
>   up would be to present as many different arguments as possible, and get
>   participants to think about what a good practice would look like from their
>   perspective.

Points to take note throughout the training

Point (i): Recognizing that there are many ways to integrate ESD

As set out in this guide, ESD can be engaged with differently depending on the situation of the local area or the particular school and what a 'sustainable society' means for them.. This means that the aim of discussions concerning a definition of a sustainable society is not to reach a group consensus, but rather it is more important to realize that there are different ways of thinking depending on the local situation.

And solving the complex issues relating to ESD facing today's society takes more than a direct application of set teaching materials or pedagogies; the actual process of thinking about which pedagogies would be suitable for a particular community or group of learners is linked to ESD.

Point (ii): Giving participants thinking time

ESD involves thinking globally and acting locally. It is extremely important to think independently about the kinds of values and competencies to take actions that are needed to realize a sustainable society.

In training, too, it is important that participants are deliberately given the opportunity to relate their own experiences to ESD, to consider by themselves, and to develop their own ideas that are based not on just absorbing the information provided, but through discussion and interaction with others.

Point (iii): Using ASPUnivNet and other centers to find speakers

As discussed above, it is important in implementing ESD to think independently through discussions with others. In order to do this effectively, it is important that training sessions are led by speakers with a good understanding of ESD. One way of doing this would be to ask for speaker recommendations (teachers, researchers, practitioners, etc.) from local ASPUnivNet universities or ESD activity support center (tentative), ESD Consortium, ACCU, or the National Federation of UNESCO Associations in Japan. Please refer to the list below for the list of the ASPUnivNet member institutions.

ASPUnivNet member institutions *Support may be available outside of the main region(s).

Member institution	Main region(s) covered*
Hokkaido University of Education, Kushiro Campus	Hokkaido
Graduate School of Environmental Studies, Tohoku University	Miyagi, Yamagata, Fukushima
Miyagi University of Education	Miyagi, Aomori, Iwate, Akita, Niigata, Gunma, Tochigi, Saitama
Tamagawa University	Tokyo, Ibaraki
Tokai University	Kanagawa, Chiba
Kanazawa University	Ishikawa, Toyama, Fukui
Shizuoka University	Shizuoka, Yamanashi
Gifu University	Gifu

Aichi University of Education	Aichi
Chubu University	Aichi
Mie University	Mie, Nagano
Osaka Prefecture University	Osaka, Hyogo
Nara University of Education	Nara, Kyoto, Wakayama, Shiga
Okayama University	Okayama, Tottori, Shimane
Hiroshima University	Hiroshima, Yamaguchi
Naruto University of Education	Tokushima, Kagawa, Ehime, Kochi
University of Teacher Education Fukuoka	Fukuoka, Saga, Nagasaki, Kumamoto, Miyazaki, Kagoshima, Okinawa

The teachers mentioned in the case studies in this guide or the people involved in producing this guide may also be available as speakers.

Please contact the Japanese National Commission for UNESCO for assistance relating to speakers.

Point (iv): Relating ESD to existing practices

It is also important to talk about how to add a new twist to current practices, and utilize these outcomes. This can be done by discussing how existing lessons and learning on topics such as preserving the environment or world heritage can contribute to building a local or global sustainable society, as well as how they would need to be developed to do so, and if it could be more effective by linking subjects and other activities.

Key points for understanding ESD

This section uses a Q&A format to present the questions and inquires that arise in the process of understanding ESD. Please feel free to use these to help with understanding ESD or to promote its understanding.

Q: What should I do in implementing ESD? How could the purpose or pedagogies be described?

A: ESD involves enabling learners to go on to build a sustainable society, and it aims to develop the values and competencies to take action needed to do this. It requires pupils to play an active role in their learning and activities, while teachers need to be facilitators who support them. As we have also seen in this guide, the environmental theme is a typical ESD topic. However, there are many aspects that lead to building a sustainable society. If we consider sustainable development as integrated development of the environment, economy, and society, focusing on the sustainability of the local community - rather than simply how people relate to the environment - also constitutes ESD. The first step toward understanding ESD would be to think about what kind of sustainability that should be prioritized by your school, pupils, or local area, as well as the kind of learning that would explore how this could be achieved.

Q: I am just following the national curriculum standards without being conscious about ESD. Is this enough?

A: ESD is already incorporated in the national curriculum standards, and what is important is how it is being put into practice to enable learners to develop the appropriate qualities and values to go on to build a sustainable society.

In specific terms, there are a lot of examples of ESD being applied in periods of integrated study, and the integrated nature of ESD is in line with this kind of interdisciplinary and systematic learning. It is also important to integrate the perspectives relating to building a sustainable society included in the national curriculum standards into individual subject teaching. Another effective way of implementing a whole-school approach is to position ESD within special activities including class activities, student council initiatives, school events, and other events managed by the school. In doing so, it is important to take time to ensure that teachers understand its positioning properly.

Q: The word 'ESD' is too difficult. Is it OK to carry out activities without using the actual term? Or is there an easier way to say this?

A: At the Japanese National Commission for UNESCO, in conjunction with the UNESCO World Conference on ESD (November 2014) and in a desire to make ESD more widely known and practiced, we made a public appeal for possible Japanese nicknames for ESD. Out of over 4,000 entries, the prize went to "Learning for a better earth" (*Kyou yori ii a-su he no manabi*). The city of Okayama, which is leading the way in local ESD initiatives, is also trying to raise awareness of ESD using a Japanese phrase incorporating the letters 'E', 'S', and 'D': 'Handing down good things (*ee-mono*: E) to our grandchildren's (*shison-no*: S) generation (*dai-made*: D)'.

The actual process of thinking about how to interpret the idea of building a sustainable society in a way that is really meaningful for you is one of the goals of ESD. And initiatives that use language to facilitate understanding for the local community or learners are encouraged in terms of raising awareness of ESD.

Q: What is the best way to promote cooperation between the school and the local community?

A: Schools have a role that is rooted in the local community. There are plenty of opportunities for collaboration in various forms with people outside of schools. For example, PTA activities, local festivals and disaster prevention drills, or an exchange of ideas with members of the local community through a local coordinator, a school counselor, or a school management council if the school is designated as "Community School", the system which allows local community to participating in the process of school management. It is important to use these kinds of opportunities to deepen understanding among relevant parties of efforts to implement ESD practice. It is also effective to ask people who are well informed about the area to act as intermediaries, such as the coordinator of the School Support Regional Headquarters, the system which local community supports school activity, or the president of the local residents' association.

Q: I think there are a lot of topics suitable for the ESD approach. How should I select a topic or issue?

A: Solving sustainability issues may entail interdisciplinary approach rather than approaching independent area. Therefore, the theme may be broad in nature. Depending on the purpose of the program, schools could therefore choose a topic or issue that builds on defining features of the school or local area - such as the natural environment, culture, town planning, or landscape – and/or construct a program based on learners' needs
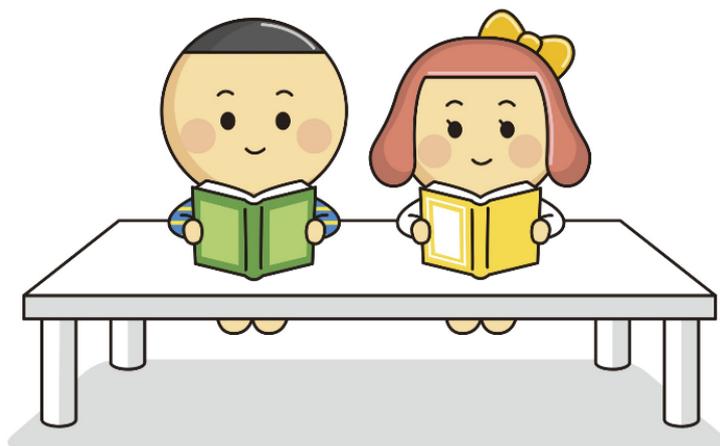
About UNESCO Associated Schools
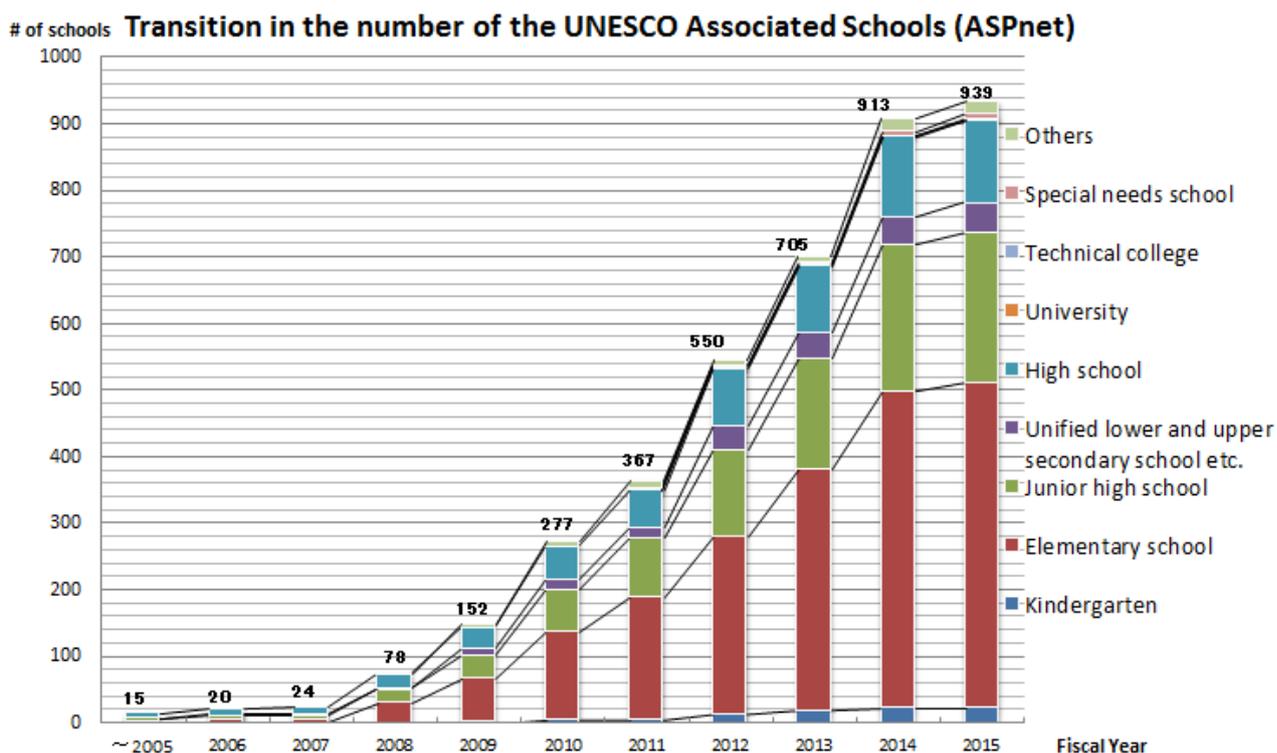
◇ **Definition**

The purpose of UNESCO Associated Schools is to realize the principles of peace and international cooperation set out in the UNESCO Constitution. MEXT and the Japanese National Commission for UNESCO have positioned the UNESCO Associated Schools as the focal point for promoting ESD.

The purposes of the activities of UNESCO Associated Schools are as follows:

- Use the UNESCO Associated Schools network to enable schools, pupils, and teachers across the world to exchange information and experiences.

- Seek to develop and deliver new educational content and pedagogies to enable young people to address global issues.

◇ **Recent developments**

As of June 2015, there are 10,422 UNESCO Associated Schools in 182 different countries. The number of member schools in Japan has dramatically increased since 2005, when the UN Decade of Education for Sustainable Development (DESD) was launched. There are 939 schools as of May 2015, which is the highest number in any other country.

Transition in the number of the UNESCO Associated Schools (ASPnet)

◇ **How to become a UNESCO Associated School**

| Municipal school[*2] | Prefectural or designated-city school[*2] | Private school,[*2] miscellaneous school | National school,[*2] teacher-training university, etc., other school |

Request ASPnet Application Form through the **official UNESCO ASPnet in Japan website**
Please refer to *Guide to Completing the ASPnet Application Form* when completing the application form.

Submit a draft of the application form by email to **UNESCO ASPnet Schools Office** to have it checked

The office will check the application draft, so once your Japanese draft is complete, please submit it to the UNESCO ASPnet Schools Office. The office will share your draft application with ASPUnivNet member universities for review and feedback on the content of your application. You may be asked to add and/or revise portions of the application, as needed.
Only after this process is complete should you create your English-language version of the application form. The UNESCO ASPnet Schools Office can also sometimes provide assistance translating your application into English.

Submit your English-language application form (signed by the head of the school) and general school information documentation (e.g. brochure, etc.)
together with your Japanese-language application form and general school information documentation

Submit to **municipal board of education**

Submit to **prefectural (or designated-city) board of education**

Submit to **prefectural governor's office**

Submit to the Secretariat of the Japanese National Commission for UNESCO (JNCU)

Secretary-General of JNCU (Office of the Director-General for International Affairs of MEXT) submits application to UNESCO headquarters[*3]

UNESCO headquarters sends acceptance letter and certificate to the Secretary-General of JNCU

The **Secretariat of the JNCU** sends the acceptance letter and certificate to the **board of education / governor's office**. The **board of education / governor's office** sends the acceptance letter and certificate to the school

The **Secretariat of the JNCU** sends the acceptance letter and certificate to the school

*2: "School" refers to elementary schools, junior high schools, high schools, secondary education schools, technical high schools, special needs schools, and kindergartens.

*3: Processing at UNESCO headquarters can take more than six months.

< Reference >

◇ **UNESCO Associated Schools guidelines**

The Guidelines for the UNESCO Associated Schools

August 20 ,2012 Japanese National Commission for UNESCO

Key Points as a UNESCO Associated School
 The following points are important for the activities of the UNESCO Associated Schools, and therefore it is anticipated that each school will take action bearing these points in mind:

- Recognize the merits of the other exchange partner schools and mutually learn from one another through the network of UNESCO Associated Schools both domestically and abroad.
- Endeavor to build an open network through collaboration with such organizations as local social education institutions and NPOs.
- Widely conduct promotion outside of school and commit to ensuring that our human society attains sustainable development through the activities of UNESCO Associated Schools such as through enhancement and utilization of various types of in-school and out-of-school training.
- Clearly indicate in the school management policies the efforts to implement the activities of the UNESCO Associated Schools, and enable the school as a whole to implement the activities of the UNESCO Associated Schools institutionally and continuously.
- Incorporate the UNESCO Associated Schools' activities into the school's own evaluation items and endeavor to improve the quality of the activities.
- Where necessary, while gaining the support and cooperation of higher education institutions such as the member universities of the ASPUnivNet[1], work to enhance the activities of the UNESCO Associated Schools.

Key Points as a Base for the Promotion of Education for Sustainable Development (ESD)
 The following points are important in order for the UNESCO Associated Schools to be able to develop as a base for the promotion of education for sustainable development (ESD), and it is anticipated that each school will take action bearing these points in mind.

- Clarify the qualities and abilities that the school wishes to foster through education for sustainable development (ESD), and strive to formulate a curriculum with a particular emphasis on a learning process which encourages students to find and resolve problems by themselves or through cooperation with others.
- Appropriately determine the contents that are to be taught such as through a cross-curricular teaching plan that focuses on period for integrated studies, and furthermore, strive to devise and improve teaching methods.
- Endeavor to spread the idea of education for sustainable development (ESD) by working on research and practice, and actively transmit the results as a base for promoting education for sustainable development.

[1] Network of universities supporting the work of the UNESCO Associated Schools as a partner of the UNESCO Associated Schools.

◇ **Japan's National Conference on UNESCO ASPnet**

Japan's National Conferences on UNESCO ASPnet have taken place since 2009 for people across the country involved in the UNESCO Associated Schools network. The 7th National Conference was held in December 2015 at Showa Women's University, organized by MEXT and the Japanese National Commission for UNESCO. The conference was entitled "Creating a future through ESD: Toward greater connections and openness." The approximately 600 participants (people involved in UNESCO Associated Schools (teachers), school administration, educational research (universities, research institutions, etc.) and UNESCO Associations, as well as businesses and students) engaged in discussions in light of the launch of the GAP on ESD, in the aim of developing awareness of building greater connections and openness through ESD and seeking further cooperation with a view to optimizing future ESD initiatives. The program is set out below. The idea of creating a national network of UNESCO Associated Schools was also proposed.

■ Opening ceremony
■ Panel discussion: Creating global citizens Yuichiro Anzai, Chairperson of the Japan National Commission for UNESCO Bando Mariko, President of Showa Women's University
■ Promoting ESD going forward (MEXT) ■ UNESCO International Seminar "Getting climate-ready: ASPnet schools' response to climate change": Participating schools and issues
■ Lunch
■ Thematic breakout sessions ● Whole-school approach, continuity of activities, intra-school cooperation ● Local collaboration, collaboration with universities, businesses, NPOs, and boards of education (government) ● Cross-curricular approach, linking with individual subjects ● Managing UNESCO Associated Schools, management leadership, schools' learning environment ● Inter-school exchange ● ESD assessments ● National curriculum standards and ESD (developing thinking, judgement, and communication skills, experiential activities, developing a desire to learn, practical and exploratory learning, etc.)
■ Reports from thematic breakout sessions
■ Closing ceremony and ESD awards ceremony

◇ **Okayama Declaration of the UNESCO Associated Schools in Japan:**

Promoting Education for Sustainable Development (ESD) beyond the United Nations Decade of ESD (See ESD-related websites)

Reference

I. ESD glossary

Term	Overview
UN Decade of Education for Sustainable Development (DESD)	At the World Summit on Sustainable Development in Johannesburg in 2002, Japan proposed making 2005-2014 the UN Decade of Education for Sustainable Development. It was unanimously adopted at the UN General Assembly later that year, and UNESCO was designated as the lead agency in the promotion of the DESD.
UNESCO Associated Schools	Recognized by UNESCO as schools helping to realize the principles of peace and international cooperation set out in the Constitution of the UNESCO.
UNESCO World Conference on Education for Sustainable Development	In November of 2014, the final year of the UN decade of ESD, UNESCO and the Japanese government jointly organized a conference in Aichi-Nagoya and Okayama. It was at this conference that the Aichi-Nagoya Declaration was adopted, and the *Global Action Programme on ESD (GAP)* was officially launched.
United Nations Framework Convention on Climate Change	A framework adopted by the UN in 1992 with the ultimate aim of stabilizing the concentration of greenhouse gases in the atmosphere. Under this convention, the Conference of the Parties (COP) has met every year since 1995. (See Ministry of the Environment website)
the 2030 Agenda for Sustainable Development	Adopted at the United Nations Sustainable Development Summit on September 2015, setting out international development targets from 2016 until 2030. The targets involve developed and developing countries working together to achieve sustainable development.
Millennium Development Goals (MDGs)	A common global framework set out by integrating the 2000 United Nations Millennium Declaration and the international development goals adopted during the 1990s at major world

	conferences and summits. (See Japanese Ministry of Foreign Affairs' website)
Education for All (EFA)	Educational development goals which developing and developed countries alike are to cooperate on to improve the critical state of education in the developing world and ensure access to quality basic education for all children, youth and adults by 2015. It was declared at the 1990 world summit in Jomtien in Thailand, and reaffirmed in the Dakar Framework for Action adopted at the 2000 World Education Forum in Dakar, in which six concrete goals were identified..
Global Action Programme on ESD (GAP)	A roadmap adopted at the November 2013 UNESCO General Conference as a follow-up to the United Nations Decade of Education for Sustainable Development, and endorsed at the December 2014 United Nations General Assembly. It was officially launched at the World Conference on Education for Sustainable Development held in Japan in November 2014
ESD Consortium	A MEXT project aiming to expand ESD beyond UNESCO Associated Schools by forming a consortium bringing together UNESCO Associated Schools and boards of education and universities to promote ESD at the local level. It also seeks to expand the pool of citizens with a global outlook by promoting exchange between UNESCO Associated Schools across Japan and the rest of the world.

II. ESD-related websites

Japan National Commission for UNESCO
http://www.mext.go.jp/english/unesco/

ESD portal site (Japanese)
http://www.esd-jpnatcom.mext.go.jp/

UNESCO Associated Schools official website
http://www.unesco-school.mext.go.jp/index.php?action=pages_view_main&page_id=500

UNESCO Associated Schools - educational materials
http://www.unesco-school.mext.go.jp/eng/edu.materials/

Okayama Declaration of the UNESCO Associated Schools in Japan: Promoting Education for Sustainable Development (ESD) beyond the United Nations Decade of ESD
http://www.esd-jpnatcom.jp/conference/result/pdf/Aichi-Nagoya_Declaration_school_en.pdf

Interuniversity Network Supporting UNESCO Associated Schools
http://esd.okayama-u.ac.jp/ASPUnivNet/?lang=english

Global Action Programme on ESD
http://en.unesco.org/gap

Global Action Programme on Education for Sustainable Development Clearinghouse
http://en.unesco.org/gap-esd-clearinghouse

UNESCO World Conference on ESD
http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014

Interministerial Meeting on the UNDESD (Japanese)
http://www.cas.go.jp/jp/seisaku/kokuren/index.html

Education for Sustainable Development (ESD) - Ministry of Foreign Affairs website
http://www.mofa.go.jp/policy/environment/desd.html

Environmental education/ESD (Ministry of the Environment) (Japanese)
https://edu.env.go.jp/

+ ESD project (Ministry of the Environment) (Japanese)
https://www.p-esd.go.jp/top.html

Regional Centre of Expertise on ESD (United Nations University)
http://www.rce-network.org/portal/

(related institution) ESD activity support center (tentative)　(Japanese)
http://esdcenter.jp/

Asia-Pacific Cultural Centre for UNESCO
http://www.accu.or.jp/jp/en/index.html

National Federation of UNESCO Associations in Japan
http://www.unesco.or.jp/en/

Japan Council on Education for Sustainable Development
http://esd-j.org/english/

< Teaching resources >

Research relating to ESD in schools (NIER) (Japanese)
http://www.nier.go.jp/kaihatsu/pdf/esd_saishuu.pdf

Learning for a better earth: ESD and UNESCO Associated Schools (MEXT)
http://www.unesco-school.mext.go.jp/TEMP/?action=common_download_main&upload_id=8797

ESD QUEST (You can save the world!) (MEXT)
http://www.esd-jpnatcom.mext.go.jp/pdf/ESDQUESTstorybook_en.pdf

UNESCO Associated Schools and ESD (MEXT)

http://www.unesco-school.mext.go.jp/TEMP/?action=common_download_main&upload_id=8794

UNESCO Associated Schools ESD Good practices in Japan (MEXT/Japan National Commission for UNESCO)

http://www.unesco-school.mext.go.jp/TEMP/?action=common_download_main&upload_id=8511

UNESCO Associated Schools in Japan as Bases for Promoting ESD – Current Status and Way Forward (ACCU) (Japanese)

http://www.unesco-school.mext.go.jp/aspnet-events/?action=common_download_main&upload_id=8812

Stop global warming: approaches to mitigation and adaptation, 2015 (Ministry of the Environment) (Japanese)

http://www.env.go.jp/earth/ondanka/stop2015/stop2015_full.pdf

ESD environmental education program (Ministry of the Environment) (Japanese)

https://edu.env.go.jp/esd/

List of teaching resources on international understanding (JICA) (Japanese)

http://www.jica.go.jp/hiroba/program/practice/education/index.html

III. About UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organization) was set up in 1946 after the Second World War to further international understanding and cooperation through education, science, culture, and communication and promote international peace and of the common welfare of mankind through global exchange.

The UNESCO Constitution begins by stating "that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

The Japan National Commission for UNESCO was established within the Ministry of Education, Culture, Sports, Science and Technology under the 1952 Act on UNESCO Activities. The Act on the Organization and Operation of Local Educational Administration also includes UNESCO activities under the tasks assigned to boards of education.

UNESCO has program sectors for education, natural sciences, social and human sciences, culture, and communication and information. It is the education sector that is responsible for UNESCO Associated Schools and ESD.

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