

We wish our world to be enriched with nature, filled with the energy from the people, and not suffer from poverty or discrimination. To that end, the society must be equitable and autonomous, based on the lessons we learned from the East Japan Great Earthquake disasters. These are lessons such, as self-reliance, cooperation with others, and rescue and assistance by public bodies.

To create such a peaceful society on our own, Education for Sustainable Development (ESD) has been promoted in schools, companies, organizations, and communities throughout Japan.

A global collaboration on ESD is necessary to build a sustainable society, while taking into consideration global issues such as climate change, large-scale disasters, and disputes.

ESD activities teach you to appreciate the hardships and knowledge of predecessors, to take responsibility, and to promote the motivation and ability to create a better world. This requires that people from all walks of life work together.

It is important to participate in social activities, to work with others, to learn from field experience, and to work on the “questions” without answers.

We have promoted ESD activities all over Japan. In August 2014, the National Conference on ESD Practical Models 2014 was held in Tokyo, and we came to a conclusion with five proposals to strengthen the system for cooperation, and to implement policies to promote ESD inside and outside Japan during and after 2015.

1. Create a system to provide the support information/text in the implementation of ESD for all.

- A great deal of teaching materials and programs for ESD were developed. An archive, where anyone can share and use the materials and information, is required.
- A portal site which provides the latest information on the policies and the funds related to ESD is also required.

2. Create a system to focus on various ESD activities and to speak highly of each other.

- It is important to establish a structure with media, local government, companies, and the government, to “speak highly of” outstanding ESD practices.
- Let’s promote ESD activities at the local community level, by developing an ESD award.

3. Create opportunities for coordinators to practice ESD actively.

- ESD will be accelerated at the local level, if local ESD coordinators play an active part in visualizing the training and learning opportunities to promote and coordinate ESD activities.
- It is necessary to develop more ESD coordinators and to value their social work.
- Trainings are needed for the coordinators and educators to strengthen their facilitation skills. This means the skills to draw individuality and spontaneously is also required.

4. Encourage citizens to participate in ESD activities at the local level.

- It is necessary for the heads of local governments and the local governments, to promote ESD based on the needs of the citizens, and also for the citizens to participate voluntarily and actively in the ESD initiative. Building an environment for future generations to practice ESD is indispensable.
- Schools, through curriculum, and society, through local activities in the area, can accelerate sustainable solutions at the local level.
- Collaboration of school work and local activities will empower youth to contribute to sustainable development, by teaching them the ability to live and survive in society.
- ESD takes place at the local area. It is effective to establish a consortium with public committees and councils in collaboration with elementary/middle/high school, higher education organizations, companies, administration, and NPO, to develop a sustainable society.

5. Connect people all over the world, to learn from each other and to work together to solve global issues.

- It is critically important to connect people with different cultures and history to empower the understanding of ESD, trust, and cooperation. It will help reduce poverty, protect fundamental human rights and the global environment, and develop global citizens.
- It is necessary to establish a system to connect schools and communities all over the world to learn from each other.
- To meet the expectations for Japan, from the world, the ESD activities that take place in Japan need to be visualized and introduced globally. It is necessary to build an internet website in English and to participate in international conferences.

Let’s make a platform at the local and national level, to work with a network of citizens and organizations to accelerate the expansion of ESD. This should include government, business organizations, educational organizations, NPOs, and youth.



**The Global citizen’ s Conference 2014
on the United Nations Decade of Education
for Sustainable Development (DESD)**



**The Global citizen’s Conference 2014
on the United Nations Decade of Education
for Sustainable Development (DESD)**

Date + Time: August 21-22, 2014 10am-6pm

Venue: United Nations University

Organizer: Ministry of Education, Culture, Sports, Science and Technology,
the Japanese National Commission for UNESCO

Co-Organizers: United Nations University Institute of Advanced Studies (UNU-IAS),

Supporting Organizations: Ministry of Foreign Affairs of Japan, Ministry of the Environment



The Global citizen's Conference 2014 on the United Nations Decade of Education for Sustainable Development (DESD)

Opening Speech



Ms. Michiko Ueno Parliamentary Vice-Minister of Education, Culture, Sports, Science and Technology

As the representative of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), I would like to say few words to begin "The Global Citizen's Conference 2014 on the United Nations Decade of Education for Sustainable Development (DESD)". DESD was established by a proposal from Japan and adopted at the United Nations Fifty-seventh Session of the General Assembly. This year is the last year of DESD, and there are only 75 days left until "The UNESCO World Conference on ESD", which will be held in Nagoya-city, Aichi and Okayama-city in November 2014. The world conference is expecting the participation of approximately 2,000 people from the 195 UNESCO member states. This includes ministerial-level representatives and it will be the largest UNESCO conference that Japan has hosted. Needless to say, making the end of DESD does not represent the end of ESD by any means. The world conference will review the achievements throughout the decade and discuss commitments to make more profound contributions to ESD beyond 2014. The Global Action Programme on ESD was submitted to the 37th session of the General Conference in November 2013, as a follow-up program to DESD after 2015.

I attended that general conference as the representative of Japan and expressed the importance of ESD and the world conference on ESD, to the members of UNESCO. The Global Action Programme wishes various stakeholders to promote ESD. In order to make the world conference successful and also to promote ESD beyond 2014, the collaboration of citizens, the government, NPOs, companies, communities, and youth (who take the responsibility of future earth) is necessary, and today's conference is the platform to empower this collaboration. I hope that there will be positive and meaningful discussions over the two day conference to further promote ESD and to develop proposals for the World Conference. MEXT invited public participation in creating a friendly phrase to describe ESD. More than 4,000 people applied and we decided that "learning for a better earth tomorrow" would catch people's attention and promote ESD. The word "earth" in the phrase means both "ASU (tomorrow)" and "earth". In addition, the singer-song writer Takako Shirai, who is also an official supporter for ESD-Japan, has created a song to introduce ESD and we hope this song will inform people about ESD. Ms. Shirai will be performing today so please listen to the lyrics carefully. As I mentioned earlier, there is only a short time left until the World Conference, and I hope all the participants connected to ESD, including the people here today, will work together to make the World Conference successful. Finally, I would like to thank the DESD World Festival Forum, the co-organizer Japan Council on the UN Decade of Education for Sustainable Development (ESD-J) and all the speakers for their support. I hope that this conference will enhance our collaboration.

Supporting Speech

Ms. Tomoko Ukishima Parliamentary Vice-Minister of the Environment

Congratulations today to "The Global citizen's Conference 2014 on the United Nations Decade of Education for Sustainable Development (DESD)". In order to establish a sustainable society and to develop education, Japan proposed the United Nations Decade of Education for Sustainable Development. The kick-off DESD event was held in 2005. From that point, countries around the world have practiced ESD for the past 10 years. The government of Japan introduced The National Action Plan in 2006 and the Ministry of the Environment (MOE) has asked other ministries such as MEXT to promote ESD. As we all know, marking the last year of DESD, the UNESCO World Conference on ESD will be held in Okayama and Nagoya-city Aichi and Okayama-city this November. MOE has implemented the "+ESD Project" which allows people to register domestic local ESD activities on a website to visualizing them; it has also organized an "ESD Learning Forum" to gather together those who are engaged in ESD activities. Furthermore, MOE has developed educational programs to support the participants throughout Japan and to encourage them to work together. In July 2014, to catch public attention for the UNESCO World Conference on ESD, MOE invited participation in making a Japanese Haiku related to ESD. Approximately 2,000 haikus were submitted within a short period of time. We will soon select the haikus for awards, including an award by the Minister of the Environment. They will be presented on the label of "Oi Ocha" from ItoEn, as the official Haiku of MOE. MOE will also invite participation in submitting a picture of ESD with a message, for an "ESD Photo Communication Award". The object is to familiarize and understand ESD. We have tried various ways to promote ESD. It is important not only to make the World Conference successful but also to further promote ESD after DESD, which is ending this year. It is also important to provide opportunities for the next generations to think how to protect nature and what the future should look like. I participated in a nature camp with children a couple of times, and the experience taught me the importance of the physical touch of nature. In order to keep nature beautiful for the next generations, children need to realize the value of existing nature and to think of solutions for the environmental issues we face today. I believe that it is our duty as adults, to provide on-site opportunities to foster environmental awareness. We, as humans, make a big impact on our surrounding environment through our daily lives. It is necessary for everyone to think of what needs to be changed to ensure fulfilling lives for future generations. To that end, the collaboration of people here today is essential. Representation from the government, industrial, academic, and private sectors is required to accelerate the expansion of ESD. This, "The Global citizen's Conference 2014 on the United Nations Decade of Education for Sustainable Development (DESD)" plays a big role in the collaboration which will ensure ESD's future. Finally, I would like to finish my speech with asking for your support for the bright future for our children, our country, and the world.



Co-Organizer Speech



Mr. Kazuhiko Takemoto Director, United Nations University Institute for the Advanced Study of Sustainability

I would like to make a speech on behalf of the United Nations University (UNU) to begin the conference today. I wish to express my gratitude to all the participants, including the Parliamentary Secretary of Education, Culture, Sports, Science and Technology, Ms. Ueno and the Parliamentary Secretary of the Environment, Ms. Ukishima. I would also like to extend my gratitude to the people who organized this event. UNU hosted the first, "Global citizen's Conference on the United Nations Decade of Education for Sustainable Development (DESD)" five years ago here at this venue, and since then we have helped organizing this event every year. It is truly significant that the conference has been inviting more participation of stakeholders in Japan because of the continuous and devoted hard work of the people here today. I am grateful to host the conference here again, marking the last year of DESD. The Japanese government has supported UNU to develop ESD skills and researches in multi-fields. UNU has advocated especially the project called "Regional Centres of Expertise on ESD" (RCEs), which aims to

establish a global learning space for sustainable development at local and regional communities. There are currently 129 acknowledged RCEs worldwide. In November, the 9th Global RCE Conference will be held in Okayama during the week before the UNESCO World Conference on ESD. This was mentioned by both Parliamentary Secretaries. In addition, UNU promotes ESD activities for higher education institutions through ProSPER.NET (Promotion of Sustainability in Postgraduate Education and Research) project. This is a higher education network focused on Africa, with activities to develop next generation expertise. UNU and MOE joined hands to establish "Global Environment Outreach Centre (GEOC)", to provide information related to ESD and to develop a sustainable society through the partnership approach. UNU has led these international activities on ESD and promoted ESD activities in Japan. UNU also has played a large role in the implementation of the Sustainable Development Goals (SDGs), which is will be developed along the post-2015 development agenda. We will participate actively in the World Conference on ESD in Okayama-city and Nagoya-city Aichi in November and will contribute to the activities on ESD at the global level in the future; making the most of the academic skills we have gained. Finally, I would like to conclude my speech by stating I hope we be celebrating the success of this conference to gather the outcomes of our efforts for ESD and it will end with meaningful discussions for further promotion of ESD activities.



Opening Pannell



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

Education for Sustainable Development (ESD) is an "education to foster individuals to take part in creating a sustainable society". In ESD, we talk about sustainability of the earth as an eco-system, as well as culture, community, justice and peace for humanity. It is important in ESD, not only to provide knowledge, but also to pick up problems related to sustainability around you, and to take action using the knowledge. Hence, the purpose of ESD is to develop one's attitude and values. One of the activities MEXT have taken is to adopt ESD in the Basic Educational Promotion Plan. The second Plan of 2013 defines clearly the promotion of ESD. Furthermore, the government curriculum guidelines revised in 2008 and 2009, incorporated concept of ESD. Good practices of ESD, using integrated study sessions, have been identified. incorporated concept of ESD. Japan has a unique system called ASPUnivNet which is a network of universities which support activities at UNESCO Associated Schools, as their partners. The key to a successful

ESD practice is to pick an objective which students can easily relate to and to implement the activity throughout the school, beyond grade and subject. This should be in collaboration with stakeholders in the community. A voluntary body has been established among various stakeholders, including the business sector, NPO, and NGO. UNESCO created a framework, Global Action Programme on ESD (GAP), to generate commitments from stakeholders around the world in five priority areas, to scale up ESD actions. The Japanese National Commission for UNESCO (JNCU) declared that the challenges for Japan are to practice ESD outside the UNESCO Associated Schools, to involve stakeholders in various communities, and to enable ESD to enhance the qualification and skills of children in the 21st century. Since Japan is one of the most advanced countries in ESD, it is our duty to expand the practice throughout the country and to contribute to other Asian countries and indeed the world.



Mr. Kazuhiko Takahashi Director of Global Environmental Division, Ministry of Foreign Affairs

Sustainable Development Goals (SDGs) were discussed at the United Nations Conference on Sustainable Development (Rio+20) in 2012 and the POST2015 development agenda will be adopted at the General Assembly in the fall of 2015. One of the Millennium Development Goals (MDGs) is to achieve universal primary education (Goal2). Although ESD aims to reduce poverty and develop economics, the MDGs were formed with 8 goals. One of them focuses especially on primary education, because it is easy to set the target number and it is extremely related to poverty and economic development. The Educational goal target is to ensure that children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. ESD goals to develop the essential knowledge and technology for environmental sustainability and POST2015 Development Agenda will be discussed based on the SDGs report and other related documents. The governments may view that the SDGs formed in Rio+20 focuses on the

environmental issues and it requires a different process than the POST2015 Development Agenda. Then it will be discussed separately. The problem is that there are a lot more goals in SDGs than in MDGs and the targets are extremely complicated and comprehensive. If the future debate addresses the need to integrate the goals based on MDGs, we may have to cut down the 17 SDGs or the targets in the education sector for SDGs. Japan, as the leading country of DESD, will contribute to the POST 2015 Development Agenda on ESD. Meanwhile, the discussion on the POST2015 Development Agenda will include SDGs, as well as other related issues, and the multilateral negotiation makes the outcomes unpredictable. It is necessary that the participants here today, who play a big role in the educational sector in each country, promote ESD internationally at every level of every country.



Mr. Masaaki Kobayashi Directre-General, Environmental Policy Bureau, Ministry of the Environment

Looking back over the last 10 years from the legal point of view, it shows the great impact of ESD and environment/nature which were included in the Basic Act on Education in Japan. The Environmental Education Act was improved, with lots of changes, thanks to the efforts of various people. In 2003, the Act on Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education was the first law to present the basic policy and the roles of main bodies, such as the administrative, private and education sectors. This required considerable debate among representatives and the Diet. DESD revised the law greatly in 2011 to clarify the basic policy on developing a sustainable society of homes, schools, business organizations, local communities, and other places, taking in consideration the relationship between environment, society, economy, culture, etc. In addition to the existing roles of the country and citizens, a big role for local governments to adopt is to build detailed plans or

conferences. Furthermore, developing educational materials now requires a registration system for human resources development and a governor has to authorize approval to provide nature field experiences. These changes show that the law has improved from simply acknowledging the people on ESD, to encouraging them to take actions in cooperation with administrative and private sectors. It is extremely important to discuss how to implement those initiatives in the future.



Mr. Kazuhiko Takemoto Director, United Nations University Institute for the Advanced Study of Sustainability

UNU started implementing ESD programs in 2003 with the support from the Japanese government. Regional Centres of Expertise (RCEs) built a network to deliver ESD to local and regional communities and the Promotion of Sustainability in Postgraduate Education and Research (ProSPER. Net) promotes integration of sustainable development into postgraduate courses and curricula among leading universities in the Asia-Pacific region. A network of RCEs worldwide aspires to achieve the goals of ESD and there are currently 129 acknowledged RCEs in the world. An RCE should have certain elements to be authorized by UNU. There are 6 RCEs in Japan, namely, Greater Sendai, Okayama, Yokohama, Kitakyushu, Chubu, and Hyogo-Kobe. It is UNU's intentions to contribute to accelerating global activities on ESD through policy-oriented research, and to develop a next generation who will play an active role in creating new policies. The RCE activities will promote the ESD activities at local levels and UNU will empower the

promotion of ESD in higher education institutions through the existing activities on sustainability. It is difficult for one organization to cover all the ESD initiatives, but UNU will continue playing its role as the leading organization to promote global activities on ESD by enhancing collaboration with other regional and international networks on ESD.



Ms. Yoko Shinkai Chief Producer, Environmental Partnership Office Chubu

In Chubu area, various organizations have taken action on ESD, such as creating ESD seminars and brochures for local governments, ESD training and local activities for business organizations. As well, activities at elementary and middle schools exist in collaboration with schools and local communities. The ESD consortium for high school students created by a network of high school teachers, ESD activities by university students, NPO/NGO, local governments, and business organizations, establishing Chubu model by Chubu ESD network, etc. It is essential to establish a system to continue these movements and to make the most of the outcomes in 10 years. It is our duty to develop youth who can gather the activities and implement a dynamic activity in the area, beyond 2014. The national bodies should provide the environment for local bodies to create a new system, with unique ideas from local and national stakeholders, for the future. ESD is the education for a sustainable society and a new challenge for all humans.



Mr. Osamu Abe Professor of Rikkyo University, Director of ESD Research Center, Chair of The Japanese Society of Environmental Education, Chair of ESD-J and Representative Director of the Global Citizen's Conference on DESD

The grand design for a sustainable society that Japan should aim for is ESD, which means that ESD is the way to change an unsustainable society to a sustainable society. I believe that Japan will create a global model for reconstruction of community to be introduced not only in Asia, but also to the world, as a soft infrastructure which will scale up Japan's international presence. I hope you understand that the E for ESD stands for Communication, Education, and Public Awareness, described in the Ramsar Convention or Convention on Biological Diversity, as well as school-centered education. The outcomes of ESD activities in Japan interfere with issues such as laws in Japan and the change in the Corporate Social Responsibility (CSR), such as ISO26000. The unique characteristics of Japan's activities on ESD are that they are often reflected in establishing a sustainable community, with a promotion system on ESD. Yet, the gap between the ESD advanced communities and non-advanced communities is large, and the recognition of the

importance of ESD is still low. Moreover, the domestic activities of ESD are not connected at a national level. What is required to connect those activities in the future is to establish a national center that provides an archive system for the information, educational materials, and methods of ESD. This will be a platform for communication among participants, training for coordinators, a consulting system, and "a system to value the hard work". It must connect those activities for the future.



Mr. Tadashi Kawashima Senior Advisor for KEEP [Kiyosato Educational Experiment Project] Inc., Chairperson of the Japan Environmental Education Forum, and Board Member of the DESD World Festival Forum

There are 5 draft proposals from the Global Citizen's Conference on ESD. One is "Information Sharing", so that we can create a system to gather the activity methods, educational materials, and supporting information on ESD in one place. Then, anyone can make a use of the accomplishments. Second is "Active Role of Coordinators", to train coordinators in various sectors and to provide them with opportunities to play an active role on ESD. Third is "Value the Actions", to focus on the actions related to ESD and share the accomplishments. Fourth is "International Collaboration", to promote ESD accomplishments, to expand the idea internationally and to learn from each other. The fifth and last is "Community System", to strengthen the system at the community level to implement ESD. In order to promote those 5 proposals, a nationwide platform is necessary. The proposals suggest establishing a platform at each community level and at the national level to promote ESD.



ESD Stakeholders Round-Table Discussion 1



Coordinator
Mr. Takashi Asai
Director General, UNESCO
World Conference on ESD Promotion Bureau



Coordinator
Ms. Tomoko Hoshino
Vice-chair, Environmental Partnership Council

ESD Initiatives from Local Governments (Presentations of Speakers)



Mr. Hiroyuki Abe Mayor, Tama City

Every public schools, including elementary and junior high schools, in our city joined the UNESCO Associated Schools Project Network (ASPnet) and each school adopted a unique ESD activity at the community level. The Board of Education located an ESD leader at every school, whose task was the promotion of ESD with the administrative at the school. The Board of Education also located an ESD supervisor at the board to coordinate training to support the community. "The ESD Consortium in Tama Area", which was established last year, is consistent with public organizations in the community, business organizations and universities.



Mr. Tadahiro Yokoyama Deputy Mayor, Okayama City

Okayama has promoted ESD activities by reviewing the local activities based at community centers. A variety of outcomes have been shown during the last 10 years from the continuous ESD activities of organizations and citizens. Yet, the idea of Sustainable Development varies within each community and also within each individual. It is difficult to answer the question "What is ESD?". Our challenge for the future, is to establish an ESD coordinator in community centers and also in each organization in the community; in addition, community level activities should be expanded.



Mr. Gen Nakagawa Mayor, Nara City

The city of Nara has inherited a history and culture which dates back many generations, and it is recognized as a sustainable society. Although we started involving Nara in ESD activities in 1998, 3 years after Nara was added to UNESCO's List of World Cultural Heritage Sites, we have struggled to decide how to meet the city's high standards. We are trying to develop curriculum using the historic monuments, to make the citizens realize the value of the city and to take action to develop a sustainable society. Providing the opportunity for the citizens to learn about "the home town as educational material", and developing leaders to pass on the activities will be our next challenge.



Mr. Takatoshi Inamoto Mayor, Uchiko Town

The Board of Education in Uchiko-town consists of the School Education Division and the Self-Government Education Division. The Self-Government Education Division plays a role as a platform for developing the community. There are 5 self-government centers under the division and 41 self-government associations under the centers. The purpose of the associations is to plan a 10 year project and to implement the plan into the integrated plan for the town. The project tries to implement all the proposals, such as, "pass on the traditional culture" and "value the cherry blossom trees and organize a cherry blossom festival for people to enjoy the trees".



Mr. Matomi Komura Deputy Mayor, Toyota City

Toyota-city has various on-going projects "to make actions in advance for near future" and "to make them reasonable in the future" -for an ordinary future. Our city is known as the city of the car because of the headquarters of Toyota, but we also produce pear, peach, and persimmon. The city aims to be an Environmental Model City, "Hybrid City Toyota" and the public elementary schools and middle schools in the city implement a variety of ESD activities. In addition, we established an information center "Toyota Eco Full Town" this spring to promote ESD in the collaboration with citizens, business organizations, and the administration. We will organize an international conference on a sustainable society with UNU next January.

The Meaning and Activity Methods of ESD for Local Governments:

- ESD is a great way to empower citizen autonomy. Therefore, I would like more citizens to understand ESD. (Abe)
- The government employees in the city must understand the principle of ESD. (Yokoyama)
- Thinking of the future does not bring you the future. The big role of ESD is to "connect the past and the future". (Nakagawa)
- "Develop Independent Leaders for the Future". ESD will gather people in various fields together for future. (Inamoto)
- Our city promotes "Co-Action" to work together as a whole. ESD is the best theme to develop leaders to build a better city by co-action. Since we picked "共働" as the kanji for "co-action", we have set a high value on the relationship with NPOs. It is decided that the deputy chief of every division will be responsible to promote "co-action", from next April. After more than 10 years, a small part of the organizational frameworks have been built. (Komura)



Local Government Session

Future Vision of ESD for Local Governments and the Utility:

- Hearing children talk about their future when they grow up at the "Child Future Conference" makes adults think. ESD gives all of us an opportunity to think. Then it is integrated into plans for local governmental projects and reflected in the local society for us. People often say ESD is hard to understand. Tama-city established a project "Develop Adults of 2050" and included in the city policy as well as in the goals of the Board of Education. The project includes not only the environment, but also social service and traditional culture. (Abe)
- Although "E" for ESD covers now developing a city and solving social challenges, it is important to release ESD from "the cage of education". ESD does not cover economy or politics yet. It is important to include discussions about the way to provide more employments in suburban cities or industrial policies. (Nakagawa)
- Playing on words on ESD - "Emono wo Shison no Dai (great resources for the next generations)" was a way to promote ESD for citizens, but it is still difficult to understand ESD. We have told the citizens about "ESD", which is now seen many places in Okayama, because of the world conference is something they do every day. We aim to connect the existing activities to activities on ESD. (Yokoyama)

Ways to Share Local Challenges with the Local Governments:

- We will locate 3 members of the Board of Education and head office in every local government association, when a local government association plans local projects. It will allow people to learn something out of their field by keeping the system for a year. (Inamoto)
- Executive levels in local governments need to take action. (Nakagawa)
- The activities taken by neighborhood associations are very active in Okayama-city. "Security Safety Network Promotion Division" communicates with the associations constantly to get feedback for the ESD division at City Hall. We also established "ESD Activities by Citizens Promotion Center" in City Hall this year. Here there are representatives from NPOs who can think of ESD on the same level as citizens and be the window for them. (Coordinator Asai)

ESD Activity for Each Local Government after the UNESCO World Conference

- **Tama-city "Promote ESD Consortium. Continue the Child Future Conference."**
ESD consortium has been built in the collaboration of NGOs, NPOs, local governments, management associations, PTA, business organizations, corporations, universities, and the administration. "Child Future Conference" will work on international communication, peace, and the environment for 2050.
- **Okayama-city : "Develop and Apply ESD Coordinators to Scale Up Citizens' Involvement. Establish an ESD Citizen Activity Promotion Center."**
Existing activities on ESD are run by community centers and the city. We established an ESD Citizen Activity Promotion Center to develop coordinators who can get business organizations and schools involved with the activities and suggest ideas to us.
- **Nara-city "Action Plan for 2045"**
The fundamental of ESD is sustainability. It is our duty to fear the sustainability of our society, to build peace and to keep the state of "after the war" until 2045, which is 100 years since the war.
- **Uchiko-town "Expand the Communication in Town for Variety of Air"**
Uchiko-town communicates with depopulated areas under similar conditions and aims to expand and escalate the communication system to share information with each. I would like to establish a system to develop, in our town, a network with the people who grew up in this town.
- **Toyota-city "Standard of Future"**
It is our 10th year since the consolidation of smaller municipalities. It gave us the responsibility of large scale rural districts, but we aim to get the citizens involved in various activities for a sustainable society over the next 10 years.



ESD Stakeholders Round-Table Discussion 2



Coordinator
Mr. Masahiro Kawatei
Representative for CEPA Japan
CSR Manager at Hakuodo Inc.,



Coordinator
Ms. Emiko Nagasawa
Acting Secretary-General of KEIDANREN Business Services

ESD Initiatives from Economic and Labor Organizations (Presentations of Speakers)



Mr. Masao Seki Senior Adviser on CSR, SOMPO JAPAN INSURANCE INC., Chair of the Steering Committee of the Council for Better Corporate Citizenship (CBCC) of the Japan Business Federation
The process, through which a consensus by multiple stakeholders was reached on ISO26000 policy, was ESD. This was a great place to learn, for me personally. At first I didn't know what to do and I thought the process would be aborted in the planning stage but an environment of "Let's make this together" was gradually built. I participated in debates on tasks for Stakeholder Engagement, which is an important way of thinking and proposals were made. Stakeholder Engagement should be integrated in a general activity not as a supplement. That is why ESD becomes a very important factor for education. ESD also plays a role to make CSR not only for CSR division.



Mr. Kuniharu Nakai Deputy Executive Director, Keidanren Committee on Nature Conservation
The 4 major activities for Keidanren Committee on Nature Conservation are listed below: 1. Projects through Keidanren Nature Conservation Fund, 2. Promotion on communication between business organizations and NGOs, 3. Awareness-raising activities for business organizations, 4. Reconstruction support for Tohoku through regeneration of nature. Although members in business sector have launched various projects, it is essential for each executive to empower environmental awareness to escalate the activities. For example, Mitsui & Co. aims to raise all the executives' awareness on environmental issues by regular seminars, training on environmental laws and regulations, or ISO14001 trainings. In addition, environmental education for investment provides an opportunity for employees to raise awareness by using a company-owned forest as education materials.



Mr. Naoki Aoyama The Japan Chamber of Commerce and Industry Industrial Policy Division II Project General Manager
The first president of the Japan Chamber of Commerce and Industry was Eiichi Shibusawa and he is known as the first person to advocate social responsibility of industries. There are currently 514 local chambers of commerce and industry nationwide. Local chambers help the members in the area grow comprehensively and promote the welfare of the society as a whole. The foundation of our activity is the sustainability of the local community. Environmental activities such as suggesting social responsibility of business, protecting local environment, or improving business management of small and medium companies by saving energy, are seen in many places. The major example of those activities is the Certification Test for Environmental Specialists (ECO Test).



Mr. Yusuke Kitagawa The Tokyo Chamber of Commerce and Industry Skill Testing Promotion Team Project Manager
The purpose of the ECO Test is to develop leaders who have a wide knowledge of environment and these leaders will promote "a sustainable society" consistent with the environment and economy. The ECO Test was established in 2006 and the test has conducted 16 times. If you take action, it cannot be the wrong kind. The test is for people to acquire correct knowledge through the principle of ESD. There is a company where the number of sales for environmentally friendly products has increased after the number of successful candidates of the ECO Test (who are called ECO People inside the company) increased. However, the number of examinees has decreased after the Great East Japan Earthquake in 2011. The decrease of examinees, which resulted from the depression, means that the test had not really taken root yet.



Mr. Tetsuya Oki Director of Social Policy Division of Japanese Trade Union Confederation (JTUC-RENGO)
"Rengo ECO Life 21" is a movement to review lifestyle, "from familiar practice and where you can" to protect the global environment as a union. The main purpose is to recommend everyone to choose and implement activities voluntarily, instead of a top-down approach, and to suggest "10 Environment Friendly Choices".

How do we breakthrough "a situation where only the ESD leader is committed to ESD activities and is fighting alone in the organization"?

- It has to be a top-down approach to make a large change. ESD in the company plays the key role in changing executives' awareness. **(Seki)**
- Changing the nation's mind to "obtain environment friendly products" will be reflected in the business for sure. **(Kitagawa)**



Economic and Labor Organizations Session:



Citizens' Approach to Industries in Conflict of Interest with Stakeholders

- Start with finding something in common. Take an approach to gain sympathy instead of focusing on confrontation. In order to do so, a system to engage each other is required and industries should use a voluntary approach, as well. **(Seki)**
- Executives sometimes don't know what is happening on site when there is a conflict of interest. Industries will have difficulties agreeing on a project if NGO/NPO makes an initial approach in an aggressive manner. It is important for NGO/NPO to disclose information based on concrete facts. **(Nakai)**
- Labor organizations are good at debating radically when there is a conflict of interest. A conflict occurs within industries in the relationship between capital and labor; industrial relations need to work together. They just need to have a heart-to-heart discussion in the end. **(Oki)**
- Small and medium sized companies are often related to the local community more than large companies; therefore, they tend to show more interests in CSR. Small and medium sized companies appreciate when they are asked to help the locals. A tie-up approach like Pro bono will be great for this case. **(Kitagawa)**
- It is important to share challenges since there are lots of employees with an attitude like, "Let's start with a chat", willing to talk. I expect industries to disclose information of activities taken by their employees, on their website, to create a new project. **(Coordinator Kawatei)**
- It is an approach to have a third person as a coordinator at the discussion. I know an organization approached a company unexpectedly, published on their website, and scared the company. It is essential to talk, not vaguely, but with verified data instead. **(Coordinator Nagasawa)**

It is a big challenge to infiltrate ESD within a company. Industries play an essential role to work with multiple stakeholders in the future. The challenges of co-working with another sector and the difference between large industries and small-medium sized industries needs to be solved. What is an efficient method to cooperate with other sectors for ESD activities?

- Although a lot of companies include natural environment education in their business policy, our company is the only one to practice it. I hear that branch offices in each area have no projects to work on. If NPO and NGO can communicate with branch offices in their area, they can approach saying, "if you don't have any project, we can help you". The system that all players – the local government with a strong relationship with the citizens, NGOs, and industries, can work together, will be beneficial. Additionally, I would like to share the information on environmental education that our company is implementing, by providing detailed examples. **(Nakai)**
- Local communities" should be recognized more as stakeholders in the discussion of the use of local resources and protection of society. "Past" can be another stakeholder. We are now talking about "what we should preserve for the future"; however, we also need to review the past and use our imagination to look at the future. **(Aoyama)**
- It is essential to promote communication outside an organization to other sectors. **(Oki)**
- There is not enough chance to communicate with others. It is important to provide more opportunities like today, in the future, and ISO26000 policy will be the common language then. **(Seki)**



ESD Stakeholders Round-Table Discussion 3



Coordinator
Ms. Chisato Murakami
Secretariat-General/Policy Advocacy Coordinator,
Japan Council on the UN Decade of Education for
Sustainable Development (ESD-J)



Coordinator
Mr. Yukihiko Oikawa
Researcher of Miyagi University of Education,
Senior Advisor of SEEDS Asia

ESD Initiatives from Activities by NPO and NGO (Presentations of Speakers)



Ms. Naomi Kamijo Chair of NPO Development Education Association and Resource (DEAR)

Development education started in developed countries in Europe and America, to share the state of developing countries as an educational project. It made us realize that the poverty issue in developing countries is an extension of historical background in the colonial period. Therefore, developing countries are not the principal reason for their poverty; it is the relationship between developing countries and developed countries. Developed countries have to assume responsibility and change the quality of development education. The characteristics of development education are: an attitude to review the relationship, bottom up approach for citizens' participation, process priority, and consideration of the viewpoint of minorities. Development Education Association & Resource Center (DEAR) has focused on community development and local challenges since the start of ESD. DEAR has developed educational materials about problem solving facilitation in community, the native Ainu and ESD, and Challenges in Okinawa. "If the world were a village of 100 people" and "Connect your classroom with the world: Catalog on Development Education" are used in many schools and fields of social education.



Mr. Toyoshi Sasaki Japan Environmental Education Forum

Japan Environmental Education Forum (JEEF) believes that "environment education through nature experiences" helps foster better relationships between "people and nature", "people themselves" and "people and society". It thereby enhances our visions of and approaches to alternative lifestyles, is more rooted to local communities and increases the quality of our society. JEEF has nature schools throughout Japan which were the base for nature experience activities in 1980s and community rehabilitation in 1990s. They became our purpose in 2000. Nature schools are now reviewed as the base for ESD and they educate children to find their own challenges, to learn, to think and to take action for a sustainable society. In addition, we aim to establish a system to develop human resources and society, by developing relations with primary industries and assisting on projects, such as, sustainable society co-existing with nature, or sustainability on human relationships with school refusal and social withdrawal.



Ms. Miho Hayashi Researcher, Center for the Redevelopment of Pollution-damaged Areas in JAPAN

In 1990s, every pollution-damaged area built a museum to tell the story, after its amicable settlement. The Aozora Foundation is one of them. It is a nonprofit organization to redevelop pollution-stricken areas, established after the lawsuit over air pollution. The main object of museum was to introduce the damage, since pollution problems are social problems which can create huge prejudice. However, the visitors were interested in "how can we make a pollution-free world?" or "who solved the pollution problems?". It made us realize the differences in views of people who provide information and people who receive the information. After this, pollution education changed. The variety of viewpoints from not only pollution victims, but also from local authorities, industries, schools, and doctors were reflected in the exhibition, to communicate how people worked together and what methods were taken. In addition, we started a study tour to polluted areas. Defendant companies tend to work together for education purposes. We would like to develop a relationship of mutual trust with people who represent diverse views and empower the relationship through ESD.



Mr. Seiji Horie Chief director, Design learning style

Korekaran Manabi Network (Koremama) created a participation-based program because peace studies seemed to be "atomic bomb study", only focusing on teaching the damage of the atomic bomb. Participation-based experiences should make people think of peace daily and take responsibility. An activity to highlight stories related to peace on the local news page in blue and the others in red, and then to discuss the background reasons, was an example of participation-based programs. This activity was implemented during a school trip, but this year, all public elementary schools in Hiroshima-city implement the activity in compulsory education. An educational program, which allows each person to think and speak own his/her own ideas by looking at the same topic, is necessary for "peace". We aim to make Hiroshima-city famous for production of facilitators and ESD coordinators. This is another way to provide a contribution by youth in Hiroshima and will enable them participate easily in activities for peace.



Ms. Yukari Furuta Science Cocktail

To solve social problems including environment, energy, food, radiation, medical, and scientific elements, it is required to learn scientific technology in relation with daily life and society, and to reflect this understanding in thinking, discussion, and action. Science Cocktail develops and implements educational programs to support the system. "Let's become an energy ambassador", is an example of an educational program to make people choose energy under requirements such as environment, economy, and geographic conditions in a dilemma, so they can experience choosing an energy policy while responding to crisis and creating a consensus. We also provide a workshop to learn the history of industry and manufacturing, and think of the relation with modern life using a spinner. We aim to develop awareness to learn about scientific technology, to think on own initiative, to judge, and to select scientific technology.



Ms. Yoshiko Misumi Vice President, Japan National Committee for UN Women

UN Women stands for United Nations Entity for Gender Equality and the Empowerment of Women. "E" for Education means also Empowerment of women and it is essential to achieve global gender equality. Gender issues reflect discrimination against women and girls, as well as the fundamental issue for a sustainable society as a whole.



NPO/NGO Session

Challenges to Promote ESD and Proposals for Future:

- It is important to change the current training system for educators and provide opportunities to think at schools. **(Sasaki)**
- A Cross-curricular approach is required to teach science in various subjects such as social studies and Japanese. A challenge is to make the approach professional and to develop a system or awareness to commit. **(Furuta)**
- Connecting people requires a lot of labor. There is no financial support for coordinators right now. The challenge is to increase the funding, and share ESD initiatives with local governments and fields of education. **(Hayashi)**
- The challenge is to develop the capabilities of facilitators so they can dig deeper into a discussion with opposing opinions. We need to think of the role of lifelong study for post MDGs and post EFA (Education for All). **(Kamijo)**
- The challenge is to scale up the method of participation-based learning. A learning place where we can produce value by listening to each other, or where we feel that we are needed and can be helpful, is very important. **(Horie)**

Key Elements from the Viewpoint of NPO/NGO based on "the 5 Proposals":

- We could not gather defendants of pollution problems and citizens to work together, if it wasn't for "education". It is key to connect people in an "education" viewpoint. **(Hayashi)**
- "Education" is an important keyword to ask oneself a question. It is essential for citizens to develop the ability to think and plan action. **(Kamijo)**
- "Multi-sided approach" **(Furuta)**
- "To expand opportunities to learn from each other will enhance the value of each of us" **(Horie)**
- A "Local Platform for ESD Promotion" is necessary, so that citizens can develop our country as the main actors. **(Misumi)**
- Platform - "Practice Base for Education" should be built nationwide at the community level. It will be a place for schools and NPOs to supplement each other in their participation-based learning and to confirm the utility and for industries and local governments to work together and find their own views and approach. **(Sasaki)**
- The superintendent and I created a new word, "N-help", in addition to self-help, assistance, and public-help, when we witnessed the contribution and function of NPO/NGO after the Great East Japan Earthquake. N-help means the network values each one's ability, great agility, flexibility, and participation-based activities. We need a platform like that at local levels. Local platforms will allow us to implement the ESD concept to "involve various actors and create rich learning by co-working". Then it will be linked with the nation platform to form Japanese ESD. **(Coordinator Oikawa)**
- There was a case where NPO played a role as window to connect various participants in the local area and operated as the support base, in cooperation with local governments and the government. It is necessary to strengthen those organizations to promote ESD. **(Coordinator Murakami)**

< From Educators in the Audience >

- ESD is an innovation for education. The training to ask oneself a question which has no concrete answer allows you to develop self-respect. Working with variety of NPOs is beneficial for schools.
- It has been my impression that schools and NPOs need to approach each other and understand one's culture. It is important that NPOs provide know-how to teachers who are struggling on-site and create fun learning experiences for children as a goal.





ESD Experience Report from Next Generation:

We asked the next generation in ESD “What do you think is important and needs to be done to promote ESD programs that you have participated in?” Here are the answers from the children:



1. Nachikatsuura Elementary School

It is important for us to learn the tradition and culture, then to pass on what we learned to next generation and provide information.



3. Nichinoken

People around the world should value the awareness to “understand others and help each other”. I would like to be aware of that personally, and I hope adults will as well.



5. The Goi Peace Foundation

There are things that we, as children, can't do to promote ESD activities. Getting the help from adults will lead to a globally sustainable society.



7. Girlscout Mikawa kitachiku of Aichi

Continual activities will empower our ability and that will lead to a bigger outcome. In addition, if we could introduce the outcome to many people, we can create a cycle to involve more people to promote the activities.



9. Chubu University

It is essential to recognize problems. It is especially essential to recognize the elements which complicate developing a sustainable society. We should not avoid talking about negative topics and approach them head-on.



11. UNESCO club of Nara University of Education

Expanding communication between schools both nationwide and worldwide is necessary and it is our challenge. We will develop the communication and pass this on to next generation, when we become teachers.



2. Eco idea kids, Lake Biwa

To come to like the environment is the key to protect the environment. I began to like my town when I started ESD activities.



4. Aichi-Nagoya Children's Conference on ESD

To communicate with a variety of people and things is important. I learned that expanding communication with others helps me be able to do something I couldn't do yesterday. The world will change by spreading communication.



6. Tama & Okayama UNESCO associated schools

It is important to introduce our activities to citizens and schools in the local area. Having interests and awareness will lead to involvement in activities. It is also necessary to have an opportunity to share information and communicate with people around the world



8. Ramsar Center Japan

It is important to develop repeaters for ESD activities. Various experiences, including presenting at international conferences, will develop leading actors, and continual activities will provide more learning experiences. These experiences will contribute for a sustainable society.



10. Kyoyama ESD Commission, Okayama city

The common item among the presentations today was “continual activity”. It is not easy but necessary. Continual activity will create a new prospect and activity.



Closing Panel

Summary of Round-Table Discussions



Mr. Takashi Asai Director General, UNESCO World Conference on ESD Promotion Bureau

“E” in ESD stands for Education in many fields. Local governments have the idea that the Board of Education should be responsible for ESD, but this idea does not help in promoting ESD. The local governments who participated in the round-table discussion understand the broad meaning of education. Although the Board of Education plays a large role, it is more than just their issue, and the cities and towns as a whole, should think of ESD. The biggest issue is that ESD is hard to understand for citizens. I am always asked, “What is ESD?”, but it is difficult to answer in one word. That is because the theme of ESD is very large and it involves a lot of things. The head of a city or town has a large role and if he/she is a great leader, then ESD is well practiced throughout the city or town. Those cities have a unique opportunity to introduce ESD in easy manner and to promote ESD, rather than to just explain ESD.



Mr. Masahiro Kawatei Representative for CEPA Japan/ CSR Manager at Hakuodo Inc.,

The challenges at local levels could be a “theme” for industries. It is essential to discuss a common theme in collaboration with local communities. Working on the theme creates discussions on how to manage the company to become sustainable, or how to produce stable employment. It is also necessary for local communities to approach industries for sharing key points, or for creating shared values with local governments, educational organizations, or NGOs. We need to implement activities from the stand point of both industries and local communities. Industry is an organization and varies in size. Respectful conversations with executives in authority are important for people on site, and it can be done in cooperation with local communities.



Ms. Chisato Murakami Secretariat-General/Policy Advocacy Coordinator, Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)

The common item from the speakers, who are practicing ESD actively in every field as NGOs, was “Quality of Education”. It is important to enhance the quality of ESD by gaining scientific/technical knowledge through social challenges and our daily lives, developing the ability to ask oneself a critical question from various points of views, or finding a social challenge and taking action with responsibility. It is essential to “change learning method”, to provide a learning opportunity mainly composed of participants rather than conventional participation. It is mentioned that teachers and NGOs need to build and empower their capability as facilitators. Additionally, coordinators play an essential role to operate an “ESD platform for local communities”, where schools and local societies can learn from each other. Those facilitators and coordinators require technical skills and experiences and they should be recognized through a job with income.

For mainstreaming of ESD



Mr. Wataru Iwamoto Advisor to Ministry of Education, Culture, Sports, Science and Technology Executive Advisor of Chiba University

Current MDGs include the universalization of primary education and gender parity in primary and secondary education. However, the biggest issue is that only a little improvement has been seen in the promotion of primary education and this is the challenge for the next development goals. Meanwhile, ESD, basis for the quality of education supports children not to drop out of primary education by providing a high quality of education. For that reason, ESD needs to be positioned in Post MDGs and Post Dakar. ESD has both aspect of movement and that of pedagogy. The content of ESD has been gradually researched, but the pedagogy still needs to be developed. Meanwhile, ESD tells people the importance of living together in the meaning of intergenerational time line and geographic space line. It is necessary to create a community, where SD takes place, a network consisting of a variety of stakeholders, including youth and industries from local areas and a multi-layered network nationwide, to discuss how to develop ESD.



Mr. Yoshimitsu Suzuki Director, Office of Environmental Education, Environmental Policy Bureau, Ministry of the Environment

Although, “utilization and sharing of knowledge and experience” is important, how you feel, think, and learn is more important. I believe humans teach and learn from each other and improve consequently. Gaining knowledge and experience is the same as gaining information. It does not mean anything if you are holding it to yourself, but you can make the information meaningful by passing it on to someone. It is easy to talk about how you pass this on to the next generation, but very difficult to implement. Adults must put themselves in children's positions and think of how to pass on the experiences they gained as children. The reality now is that people are only aware of the word “ESD” and it is not practiced. It is essential to think of how to promote ESD, including, “information sharing” – the method to share information and “utilization of connectors” – how to connect the information.



Mr. Tsunao Watanabe Senior Programme Coordinator, United Nations University Institute for the Advanced Study of Sustainability

“Understand the challenges on the field! Create a new flow! Connect!” . These are my keywords. We are fumbling for a future image by facing the challenges in the field in every area and reviewing the local resources with long-cherished hope and knowledge. Understanding, regardless of one's position, and a new flow, should be established through those processes. Every draft proposal that we created over the last two days of the conference is very important. They are: create a system to share and use the materials and information on ESD activities, create an opportunity for coordinators (connectors) to practice actively, create a system to focus on ESD activities and share the accomplishments, promote international learning/collaboration to solve global challenges, and strengthen local government initiatives to involve citizens at the local level. Approaching a new challenge seriously at every site and accomplishing the challenge will create significant power. I believe that these 5 proposals will connect people, create a relationship to support each other and change society. Then the world will take action.



Ms. Tomoko Shibao Director, Education Cooperation Department Asia-Pacific Cultural Center for UNESCO (ACCU)

“A place to gather ESD actors” is required both in the real and virtual world. ESD faces difficult challenges and there is difference between reality and ideal. Just like any other society, work place, or era, we must ensure that no energy dries up the world. “Youth” can be the center of activities instead of simply having them as participants. We should not worry about the outcome and provide more opportunities for youth to try. “Enabling Environment” , has been helping to create systems where youth can practice leadership and motivation will increase. “Fight Japan!” is my keyword. Although there are many training opportunities, chances, and systems, existing systems should also be utilized to promote ESD. Budget and policy as well as an international approach are essential. Japan has this responsibility as the country which proposed ESD. I hope Japan continues its role as a leading country, focusing on the impact on another countries, ODA, policy and international support/collaboration.



Mr. Ryokichi Hirono Professor Emeritus, Seikei University / Former Chair, Committee for Development Policy, United Nations Economic and Social Council Advisor, NPO Japan Council on the UN Decade of ESD Board Member, DESD World Festival Forum

The promotion leader of ESD is important, but the question is for whom and what, they are doing this. All of the citizens in each area are the beneficiary of ESD. I think the basis of ESD is to think seriously of protecting the life and living of citizens. Local governments have the responsibility to protect the life and living of local citizens and to solve the issues that the citizens are interested most. Not only developing countries, but also developed countries, face challenges such as unemployment, poverty, human rights, domestic violence, discrimination, environmental degradation and infection, in current globalization. Additionally, in developed countries and some developing countries, decreasing birthrates and aging populations, or disappearing villages is advancing rapidly and ESD must contribute to solving these issues. What can we do? “E” for ESD is rather Empowerment than Education, and promoting SD can be done by not simply education/learning, but also by legislate/institutionalization/development of human resources for policy formation, implementation and budgeting. We should mainly focus on Empowerment for SD from now on. Empowerment for SD will force every ministry to cooperate with MEXT to solve the challenges of local societies both inside and outside Japan. These activities will strengthen international collaboration. I believe that future goals for ESD are to open our society, to develop human resources who have global viewpoints, and to strengthen international collaboration. A national platform is urgently needed to find challenges on our own, to think of the solutions, to create action plans together and to implement the plans. I hope to see domestic and international support for local systems and collaboration.

Closing Speech



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

Although all the youth who presented today have a deep understanding of ESD, we still need to raise awareness of citizens regarding ESD. I had promoted ESD as the Director-General - Elementary and Secondary Education Bureau, until July 2014, and realize that ESD has not spread throughout schools enough. It is necessary for students' independently to teach the existing education, so that everyone is aware that issues such as environmental education, human rights education, peace education and global understanding education, will be linked to ESD. Marking the last year of DESD and organizing the UNESCO World Conference in Okayama-city and Nagoya-city Aichi in the fall, I hope that people especially those who work in school and social education fields, will gain more awareness on ESD. CSR and CSV are related to ESD in some parts, yet it is difficult for business organizations to create company benefits and shared values at the same time. I assume that those organizations require the competitive power to create shared values. The current administration proposed “Development of Global Human Resource”, as one of major challenges and they suggested a Global University/High School, started this year. However, it is a big question to emphasize only “the competitive power to win internationally”. Humans should live together in a global society. Every time I am asked to talk about global human resources, I explain about ESD, to tell them that there is more than just “winning” in the global society. We were able to share successful initiatives with various stakeholders over the last two days at this conference. Let's work with the network we established here on ESD for the next 10 to 20 years.