



Okayama Declaration of UNESCO Associated Schools in Japan

Promoting Education for Sustainable Development (ESD)
beyond
the United Nations Decade of ESD

Adopted by participants at the 6th Japan's National UNESCO ASPnet Conference
(Okayama, Japan)

during the UNESCO ASPnet International ESD Events in conjunction with the
UNESCO World Conference on ESD

Saturday, 8 November 2014

Framework of Declaration



- 1. Declaration from the field level by the teachers and staff of schools in Japan mainly UNESCO Associated Schools (ASPnet)**
- 2. Declaration based on the ten years of experience of ASPnet Schools in Japan with local, national and global point of views.**
- 3. Declaration to share achievement and challenges of the last ten years and to express new commitments and recommendations**

Declaration is addressed to:

- 1. ASPnet schools themselves in Japan (students, teachers and staff)**
- 2. All the ASPnet in the world**
- 3. All the schools outside of the ASPnet in Japan**

Furthermore to:

- 4. Supporters of the ASPnet schools and policy makers at local and national levels in Japan**
- 5. UNESCO (including HQs in Paris)**

Drafting and Adopting Processes

Sources for the drafting of the text

- Application format for *UNESCO Associated Schools in Japan ESD Good Practice* publication (special publication for the UNESCO World Conference on ESD)
- Messages from ASPnet schools for the reflection in the Declaration
- Reports from the past National Conferences and Networking Forums in the past
- Analysis of the International documents/declaration related to ESD and ASPnet
- Experiences of the Drafting Committee members working in/with schools

Drafting and Adopting Processes

Processes

- Draft of the Declaration was posted for comments on the ASPnet schools Website (mid-October)
⇒ Comments were reflected on the draft text
- With consultation with the MEXT where necessary
- Presented in the morning session of the National Conference, requested the comments from participants, discussed at the final Drafting Committee, and the final draft presented

→ *Adopted at the last session of the National Conference (Saturday, 8 November 2014)*

Structure of the Declaration

1. What ESD means to us
2. Outcomes of the ASPnet in Japan under the UN DESD
3. ASPnet in Japan: Our commitment
4. Proposal from ASPnet in Japan to further promotion of ESD by schools

ESD推進のためのユネスコスクール宣言 (ユネスコスクール岡山宣言)

私たちにとってのESD

私と、あなた、学校のみんな、地域みんな、世界のみんなへとつながっていく。
だから、私は、見えないあなたと励まし合い、支え合える存在であるという尊さに気づき、
何か行動したくなる。
教室から校庭へ、校庭から地域へ、地域から私の国へ、私の国からあなたの国へ、
そして世界へ、地球へ、私の世界は広がっていく。
だから、私は、どこ場所にもかけがえのない宝が息づいていることに気づき、
何か行動したくなる。
今と、過去とのつながり、明日とのつながり、遠い未来とのつながり。
今の私は過去や未来とつながっていく。
だから、私は、この大きな時間の流れのなかで、たいせつな責任を負っていることに気づき、
何か行動したくなる。

(児童の姿を児童の視点から叙述したユネスコスクール教員による「詩」にもとづく)

ESD のビジョンを取り入れることで、子どもたちの学びのなかに、さまざまなつながりが生まれます。他者、世界の多様性、いのちある地球、自然、科学・技術、文化、過去および未来などと自己とのつながりです。こうしたつながりのなかで、学びは深まり、子どもたちの心のなかに生き続け、持続可能な未来を創造する力となります。その力は行動と協働を呼びおこす力です。そして、問い続け学び続ける力です。

日本のユネスコスクールによる「国連 ESD の 10 年」の成果

日本におけるユネスコスクールは、1953 年に、ユネスコが世界の学校でその理念を実現する事業を開始した当初から日本の学校が参加して、今にいたります。日本では、学習指導要領や教育振興基本計画などに持続可能な社会の構築や ESD 推進の観点が盛り込まれています。日本ユネスコ国内委員会「ESD の普及促進のためのユネスコ・スクール活用について(提言)」(2008 年 2 月)によって、ユネスコスクールは、ESD 推進の拠点として位置づけられました。ESD のビジョンと、ユネスコスクールの目的に共感した教師と学校を支援する人々や組織によって、ユネスコスクールは飛躍的に仲間を増やし、現在国内 807 校を数えます。全国のユネスコスクールによって、学校教育における ESD の裾野は大きくひろがりました。「国連 ESD の 10 年」を通して、ユネスコスクールでの ESD には、多くの成果が見られるようになりました。

各ユネスコスクールの ESD 実践では、平和、環境、生物多様性、エネルギー、人権、国際理解、多文化共生、防災、文化遺産、地域学習などを入り口として、取り組むべき課題を、体験的・探究的に発見し解決していくためのプロジェクトやカリキュラムが開発されました。各教科のなかだけでなく、総合的な学習の時間等を有効に活用しそれらを関連づけながら、ESD は実践されてきました。

地域の特徴を活かした ESD 実践を通じて、子どもたちは、地域社会が人と人々が支えあって成り立っていることを深く理解し、地域の良さと抱える課題を知り、未来に伝えるべきこと、あるいは変革すべきことを地域の人々

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What ESD means to us

*I am connected to you, to everyone at school, to everyone in the community, an inclusive community, and to everyone in the world.
Therefore, even though you may be hidden from my view, recognizing the value of my role in encouraging each other and supporting each other makes me want to do something.
My world extends from the classroom to the schoolyard, from the schoolyard to the community, from the community to my country, from my country to your country, and then further to the world and to the Planet.
Therefore, recognizing that precious living treasures are present everywhere, makes me want to do something.
Connections with the past, with tomorrow and with the distant future. Now, I am connected with the past and with the future.
Therefore, recognizing that I shoulder an important responsibility amid this long passage of time, makes me want to do something.*

Based on a message from teachers describing their perceptions of student transformation at a UNESCO Associated elementary School

Incorporating the ESD vision will lead to the creation of various connections within children's learning - connections between themselves and other people, as well as with the diversity of the world, the living earth, nature, science and technology, culture, the past and the future. Amid such connections, learning will deepen and survive in the hearts of children, and it will support the creation of a sustainable future. This support will be in the form of power to invoke action and collaboration, and the ability to continue inquiring and learning.

Outcomes of the UNESCO Associated Schools in Japan under the UN Decade of ESD

In 1953, UNESCO launched a programme to realize its ideals in schools around the world. Schools in Japan have participated in the programme from the outset. In Japan, the Course of Study (National Curriculum Standard) and the Basic Plan for the Promotion of Education incorporate the ideas of constructing a sustainable society and promoting ESD. UNESCO Associated Schools in Japan were positioned as bases for promoting ESD in accordance with the Proposal regarding the effective utilization of UNESCO Associated Schools for the promotion and dissemination of Education for Sustainable Development (ESD) (February 2008) by the Japanese National Commission for UNESCO. Through the ESD vision, and by virtue of teachers who empathize with the objectives of UNESCO Associated Schools Project Network

Characteristics of the Declaration

1. Emphasis on “interconnectedness” as features of ESD in Japan

- between the self and the other (persons)
- with the past, the present and the future (time)
- with the community, society, the world (space)
- with the nature, culture, science and technology
- among diverse stakeholders
- among curriculum areas, extra curricular activities, etc.
- among themes and issues
- among transformation of children, teachers, parents/guardians, community

2. Recognition of ESD as a vision to transform education in Japan

3. Recognition of students and teachers as “agents of change” to create sustainable future



This file is:

- Based on the presentation at the WCESD Follow-up Meeting organized by MEXT, Japan (Aichi-Nagoya, 13 November 2014)
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