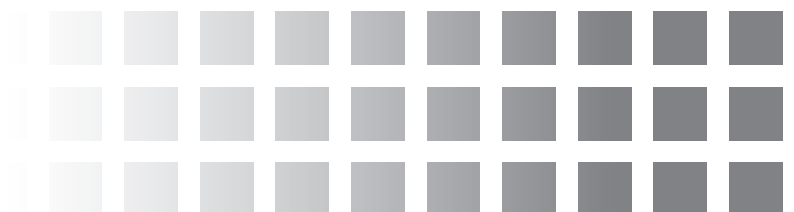
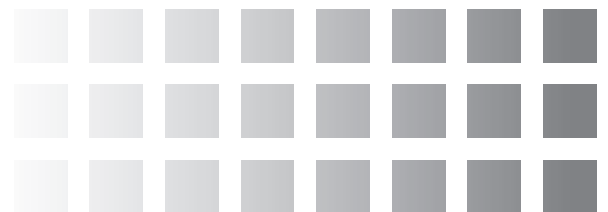
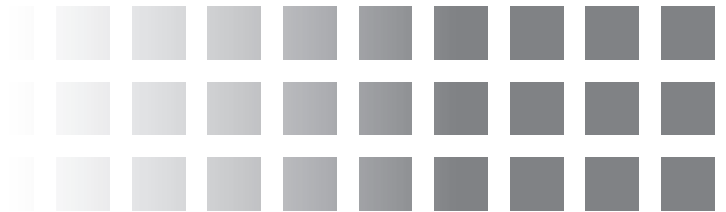


United Nations Decade of Education for Sustainable Development (DESD) / 2005-2014 ■

In Commemoration of UNESCO ASPnet
International ESD Events 2014

UNESCO Associated Schools ESD Good Practices in Japan



On the publication of
UNESCO Associated Schools ESD Good Practices in Japan



Hakubun Shimomura

Minister of Education, Culture, Sports, Science and Technology

We are finally in the last year of the United Nations Decade of Education for Sustainable Development (DESD) that started in 2005. During this decade, great effort has been made to promote the idea and practices of ESD in international society, led by UNESCO, as well as in Japan by the Ministry of Education, Culture, Sports, Science and Technology of Japan, and the Japanese National Commission for UNESCO. Uniquely to Japan, we positioned UNESCO Associated Schools, which are members of the UNESCO's international network of schools, as centers for ESD promotion, and through these schools have been encouraging ESD efforts.

With the ESD principle at the core of teaching, the UNESCO Associated Schools in Japan have effectively provided links across different subjects by using the class of "integrated studies", thus making learning a more enjoyable experience for children. Educational programs offered in cooperation with the local community have stimulated the curiosity of children, helped them deepen understanding of their hometowns and made them more attached to the community. ESD has also equipped children with a global perspective, enabling them to consider social issues, including those in distant countries and to consider global issues in relation to their lives, in response to prompting by their teachers. It is thanks to the dedication of teachers and the leadership of the principal of each school that such high-quality education is being implemented at the UNESCO Associated Schools, and I would like to express my deep respect for the constant efforts of the teachers.

Over this decade, the UNESCO Associated Schools in Japan have been carrying out various educational activities on many different themes such as the global environment, food, energy, international

understanding, multicultural society, and local community study. These activities include many exemplary cases that have successfully caught the interest of children by leveraging unique local features, which are worth wider sharing.

Therefore, we decided to look back on the achievements made over the past decade and to publish this book describing ESD good practices of UNESCO Associated Schools in Japan in conjunction with this Japan's National Conference on UNESCO ASPnet, which is being held as part of the UNESCO ASPnet International ESD Events to commemorate the closing of the DESD. I believe that this collection of good practices selected from all over Japan will be a useful source of information for all people involved in ESD efforts, both Japanese and foreign, in exploring optimal solutions for wider implementation of ESD activities in the future in different circumstances.

The Ministry of Education, Culture, Sports, Science and Technology remains committed to promoting ESD even more rigorously, centering on UNESCO Associated Schools and also involving a wider range of stakeholders after 2015, focusing on enhancing the quality of ESD activities and ensuring the continuity of these activities. In this regard, I would like to ask teachers of schools engaged in ESD activities to work in partnership with local stakeholders, such as local businesses and NPOs, to upgrade ESD efforts even further. I sincerely hope that this collection of good practices will help readers to implement ESD activities successfully.

Finally, I would like to thank all those involved in the publication of this book for their time and generous support.

Tetsuo Tamura

Director-General

Asia-Pacific Cultural Centre for UNESCO (ACCU)



In 2009, the UNESCO World Conference was held in Bonn, Germany to mark the completion of the first half of the United Nations Decade of Education for Sustainable Development (DESD). At the conference, the Bonn Declaration was adopted, which welcomes the announcement of the Japanese government to host the end-of-decade world conference on ESD, and expresses the expectations of participating countries for the conference.

Five years have passed since then, and at the end of the second half of the DESD, the UNESCO World Conference on Education for Sustainable Development will be held in Aichi-Nagoya, from November 10 to 12, 2014, as announced in the Bonn Declaration.

Prior to the UNESCO World Conference on Education for Sustainable Development, UNESCO ASPnet International ESD Events will be held as one of the stakeholder meetings in Okayama City, Okayama Prefecture from November 6 to 8, 2014, hosted by UNESCO, the Ministry of Education, Culture, Sports, Science and Technology of Japan, and the Japanese National Commission for UNESCO, which reflects the growing attention paid to the leadership role of UNESCO Associated Schools in promoting ESD.

In Japan, UNESCO Associated Schools were positioned as the focal point for promoting ESD following the commencement of the DESD. Over this decade, not only has the number of Japanese UNESCO Associated Schools grown dramatically, but also the ESD activities at these schools have become more sophisticated and substantial, while opportunities for inter-school exchanges have increased. These are truly praiseworthy achievements.

Recognition of the concept of ESD has made me aware of the importance of ESD as a critical means to help children comprehensively develop and enhance their knowledge, ability, attitude and willingness to take action, which are the qualities they will need for their future. Accordingly, ESD is an essential form of

education for the 21st century and should be strongly promoted. I also believe that encouraging children around the world to learn and work together to create a sustainable future will eventually help achieve the ideal enshrined in the Constitution of UNESCO, to “construct the defences of peace” in the minds of people. While our society faces many problems, I believe that education holds the key to making the world a better place to live in the long term, and that by promoting ESD, we can steer the world in the right direction.

I would like to take this occasion to express my heartfelt gratitude to many people who generously assisted the Asia-Pacific Cultural Centre for UNESCO (ACCU) in the planning and publication of this book, which we undertook for the Ministry of Education, Culture, Sports, Science and Technology.

First of all, I would like to thank UNESCO Associated Schools and schools that are in the process of applying to become UNESCO Associated Schools across Japan, for submitting valuable reports about their activities. Regrettably, we could not include all these reports in this book due to limited space, but all the activities reported clearly show the enthusiasm and dedication of these schools, which impressed us greatly.

I would also like to thank the members of the Committee for Drafting Declaration and Selecting Good Practices of Japan’s UNESCO ASPnet for their time and valuable contributions. We are able to publish this book in such a short time thanks to the support of the boards of education all over Japan, NPO Japan ESD Promotion Forum, the ASPUnivNet and many others. Thank you very much.

I hope that by publishing this book in Japanese and English, we can facilitate the sharing of ESD good practices of Japanese UNESCO Associated Schools and contribute to the further development of ESD.

Aim of this book

In 2002, Japan proposed that a United Nations Decade of Education for Sustainable Development (DESD) be designated; a resolution was duly adopted at the United Nations General Assembly in 2002 to designate the decade from 2005 as DESD. In Japan, campaigns to raise awareness and promote the movement have been organized under the initiative of the Ministry of Education, Culture, Sports, Science and Technology and the Japanese National Commission for UNESCO.

This book, which summarizes DESD activities, is published to commemorate the UNESCO ASPnet International ESD Events (in Okayama City, Okayama Prefecture, November 6–8, 2014), one of the Stakeholder Meetings that are being held prior to the UNESCO World Conference on Education for Sustainable Development (Aichi-Nagoya, November 10–12, 2014) that will serve as a springboard for the further progress of ESD both in and outside Japan after 2015.

This book compiles ESD good practices at UNESCO Associated Schools in Japan, and reviews the activities of the past 10 years. It is hoped that the book will serve as a useful reference for ESD practitioners at schools in and outside Japan in sharing ideas related to ESD activities (e.g. developing the model and process of education activities, class methods, and teaching/learning materials).

To compile this book, we solicited ESD good practices during the DESD period from UNESCO Associated Schools and schools that are in the process of apply-

ing to become UNESCO Associated Schools across Japan. Applications were received from 146 schools. ESD good practice schools were selected through rigorous screening by members of the Committee for Drafting Declaration and Selecting Good Practices of Japan's UNESCO ASPnet (consisting of school teachers, researchers, and ESD practitioners who have expertise about ESD and UNESCO Associated Schools) that was set up to organize the 6th Japan's National Conference on UNESCO ASPnet (as part of UNESCO ASPnet International ESD Events). We received far more applications from schools than we had expected, for which we are deeply grateful.

The ESD good practices were solicited concurrently with the applications for the 5th ESD Award under the auspices of NPO Japan ESD Promotion Forum. We sincerely thank NPO Japan ESD Promotion Forum for its tremendous support.

Chapter 1 of this book features winners of the ESD Awards. Chapter 2 features ESD good practices of other UNESCO Associated Schools.

The Asia-Pacific Cultural Centre for UNESCO (ACCU) (an incorporated public interest foundation) undertook the screening of ESD good practices of UNESCO Associated Schools, and planning and publishing this book in Japanese and English under the auspices of the Ministry of Education, Culture, Sports, Science and Technology.

■ Indication of the term “grade” and “year” used in the text of this book

In this book, the term “grade” and “year” refer to school years in respective school types (e.g. for elementary schools, the term “grade” is used and for junior high schools and above, the term “year” is used). For example, first-year students at junior high schools are students aged 12–13 years old.

■ NPO

NPO stands for non-profit organization.

■ ASPnet

ASPnet stands for the UNESCO Associated Schools Project Network.

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Chapter 1

Best practices of Winners of the ESD Awards 2014

This chapter introduces schools that won the 5th ESD Award.

The ESD Award was established in 2010 by NPO Japan ESD Promotion Forum to recognize schools that actively work on projects based on the ESD principles. The award-winning schools have been celebrated annually since 2010.

In 2014, which marks the fifth year since the ESD Award was established, the Minister of Education, Culture, Sports, Science and Technology Award was established to commemorate UNESCO ASPnet International ESD Events.

Kyoyama Junior High School

A school in Kyoyama serving as a window to the world

Education based on the spirit of sharing: fostering sympathy, dreams, and aspirations through lessons and activities that incorporate a “glocal” perspective

General

【 Keywords 】 Exploratory activities, ESD Calendar produced with emphasis on seven abilities/attitudes, decision-making, social contribution

▶ Goal

Guiding the students through the processes of identifying specific issues, exploring them, seeking solutions, and making proposals, we help the students develop a sense of values concerning the creation of a sustainable society, invite them to make decisions of their own, and prompt changes in their behaviors.



▶ Activity

■ Starting from the ABCs of exploratory activities

We, the teachers, restructure the curricula from the perspective of ESD. We create a list of criteria used for assessing the achievements of students in each school year and develop the scheme of an ESD Calendar that clarifies the abilities to be developed.

In addition, we create a program concerning the delivery of independent program units dedicated to interdisciplinary learning beyond the distinction of subjects, introduce curricula on exploratory activities based on the W-style problem-solving model,* and produce our own version of commentaries on the Courses of Study toward the realization of sustainable development at Kyoyama Junior High School.

The first-year students learn about the basics of exploratory activities through the experience of regional fieldwork. Before they become second-year students, they participate in peace study programs in which a seminar in Hiroshima plays an important part. The study programs for the second-year students address human rights, international understanding, and the environment. Moreover, with the help of a TV conference system, we organize sessions for the students of our school to exchange opinions with students at Tamaagayama Junior High School and Higashi-atago Junior High School, both in Tama City, Tokyo, on the theme of “Living together with people from all around the world.” Also, three schools formulate a peace declaration based on these exchanges of opinions and broadcast it to the world from Tokyo.

The third-year students conduct exploratory activities on a self-chosen theme that can be related to environmental issues, particularly through fieldwork in Minamata, and they formulate proposals to local com-



munities and/or messages concerning the future and make them known to the public. In this way, we help the third-year students develop their abilities to think, act on their own, and deliver their messages.

*...The W-style problem-solving model is a methodology that cultivates scientific abilities for problem-solving in the real world and in real life.

► Outcome

The full commitment of the school produced changes in the awareness of the students, teachers, and student guardians. The restructuring of programs from the perspective of ESD and the creation of an ESD Calendar contributed to the enrichment and improvement of lessons on different subjects and deepened the teachers' commitment to the improvement of lessons.

We intend to achieve further improvement to help the students take pride in the local community and, with a sense of self-esteem, begin to have an awareness of various issues as members of the local community.

To ensure that these programs do not become mere studies based on investigations, we seek the enrichment of exploratory activities, learning from real experience and exchange/communication activities. We also wish to deepen our collaboration with local communities and other schools.

► Transformation

■ Recognition from local community members

The activities at our school began to see higher recognition and acceptance from local community members. In other words, we became more interrelated and connected with them.

The students have grown in their awareness in the area of social contribution. Many of them began to participate willingly in volunteer activities as members of the local community.

Name : Kyoyama Junior High School

Principal : Junko Tokuyama

No. of students : 821

Address : 1-7-1 Tsushima Kyomachi, Kita-ku, Okayama 700-0087

Tel : 086-254-2797

Target age group : Students in all years

Subject/area : Period for integrated studies, various subjects, etc.

Partner school/organization : Elementary schools and kindergartens in the Kyoyama school district; ESD Promotion Council of Kyoyama District, Okayama City; Kyoyama Kominkan (Community Center) of Okayama City; Himawari-ryo of Mannari Hospital; Okayama Prefectural Organization for Environmental Preservation "ASUECO"; JICA; farmers in Okayama Prefecture; National Institute for Educational Policy Research; Izumi Minpaku Planning (a general incorporated association); Kan-Shiranui Planning (NPO); Board of Education, Tama City; Omose Junior High School; foreign students at Okayama University; and other organizations

✿ Essence of our ESD efforts

ESD gives the students and teachers motivation toward the creation of a better society in which we all live together and gives all the teachers an opportunity to return once again to the starting point of education.

Hiroshima Junior & Senior High School

Teachers are “connected,” and also “connecting” educational activities

Looking back on our 10 years of ESD as a UNESCO Associated School

Peace

【 Keywords 】 Connected and Connecting, bright future, new culture of peace

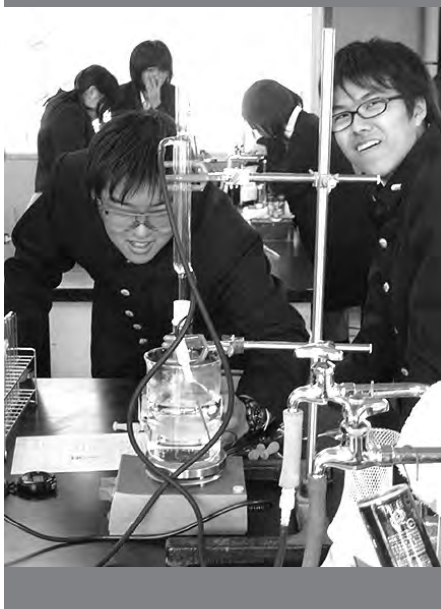
▶ Goal

Our school was designated as a UNESCO Associated School in 1953 for the first time in Japan. Commemorating the 10th anniversary since the start of the ESD program, we have established the UNESCO Co-operative Work Promotion Office among the school management duties. Led by this office, we have reviewed our educational activities in general, and incorporated the viewpoint of ESD in all educational activities including not only teaching school subjects, but also special activities and club activities. We have carried out the ESD program to help students envision a “bright future” and become leaders of the “new culture of peace.”

▶ Activity

■ History of 10 years of ESD

Our school established the UNESCO Cooperative Work Promotion Office to carry out the ESD program. In 2005, the first year of the UN Decade of ESD, we held the 61st All-Japan Senior High School UNESCO Workshop, sponsored by the National Federation of UNESCO Associations in Japan (Hiroshima Workshop), as a main organizer. For the three years from 2006, our school promoted the concept of ESD by proposing it as the theme of the annual conference on secondary education. Concerning the subjects and courses, we identified practical educational contents and teaching materials from the viewpoint of ESD, and organized them and developed the ESD calendar. In academic year 2009, eight teachers specialized in geography/history and social studies instructed ESD as an integrated study. Then, a comprehensive subject entitled “ESD” was established in academic year 2013. This subject has been taught by teachers of history, geography, biology, chemistry, mathematics, Japanese and home economics, integrating the classroom activities and field work. Our school was designated as a Super Science High School (SSH) for the second time in academic year 2007. Taking this opportunity, we integrated the UNESCO Associated School activities and SSH activities, focusing on ESD. Our school was designated as a SSH for the third time in academic year 2012. Currently, we are actively carrying out research on the theme of “Research and development of an education curriculum to foster human resources who can lead a sustainable society by mastering the scientific system of intellect and nurturing an international perspective and highly developed sense of ethics.”



■ Activities of the students

The UNESCO committee was created by reorganizing the student council. This committee carries out the Rainbow Project, which involves collecting items such as running shoes and sending them to Africa. The UNESCO Group (one of the club activities of the high school) presented their works on the energy conservation measures implemented in the school. Many students and teachers of our school have been sent overseas to give presentations on their activities as pioneering cases of ESD in Japan.

▶ Outcome

The goal of recognizing why the concept of ESD is so important today has been nearly achieved. The students understand that it is necessary to continuously examine the directions to solutions with a longer-term and broader perspective, recognizing that regional, domestic and global society issues are not individual problems but are all connected. We will encourage them to think how they should act in various scenarios as future leaders of a sustainable global society.

▶ Transformation

The students are now thoroughly aware of the importance of sustainability. It is widely recognized both within and outside the school that our school is Japan's first UNESCO Associated School. As a result, we are expected to play a leading role in practicing ESD by parents and other organizations. The teachers who used to be separated by subjects and courses now work together to prepare their classes under the same theme, and conduct teaching as a team. Thus, connections have been formed among the teachers.

Name : Hiroshima Junior & Senior High School

Principal : Kazuhiro Koga

No. of students : 742

Address : 1-1-1 Midori, Minami-ku, Hiroshima 734-0005

Tel : 082-251-0192

Target age group : From the first-year of junior high school to the third-year of senior high school

Subject/area : Subject teaching, special activities, club activities

Partner school/organization : Hiroshima University, UNESCO Associated Schools in Hiroshima Prefecture, UNESCO Association in Hiroshima, UNESCO Liaison Council in Hiroshima Prefecture, UNESCO Association in Iwakuni, Heisenberg Gymnasium (ASPnet in Germany)

✿ Essence of our ESD efforts

The mission and the significance of the school has been recognized again through the research and practice of ESD, as the first school to be designated as a UNESCO Associated School in Japan.

ESD linked with subjects

Science studies to learn the mystery of Mother Nature and experience the breath of life

General

【 Keywords 】 Biodiversity, finiteness of life, interaction, ESD Calendar

▶ Goal

(1)To create a learning environment where children can closely observe familiar insects that inhabit the local communities, continue observation using the five senses, have questions about the biology and ecology of insects, and experience the joy of coming up with new findings.

(2)To help children learn about the biology and ecology of insects and discover biodiversity through observation so that they can understand through experience that body structures and behavior are closely related with the environment; to help children recognize that life is finite and irreplaceable and that it is necessary to support the ecosystem in the global environment.



▶ Activity

(1)Helping children understand through experience how butterflies grow (complete metamorphosis) (May–June)

The moment of hatching was recorded. The moment of eclosion was shown to children. Pupae were refrigerated the moment when they became empty to the 4th abdominal segment, and were allowed to go through the eclosion process during class.

(2)Helping children understand through experience the body structure of insects (June–July)

Specimens of insects were made. Specimens were stuck to a board, and the wings and legs were spread. The specimens were allowed to dry in a dark place for about two weeks. A collection of insect specimens of hometown Otogawa was completed.

(3)Learning from an expert (July–September)

Children learned from Assistant Professor Teruyuki Niimi (Nagoya University Graduate School of Bioagricultural Sciences), who is famous for his research on beetles, about (i) the reasons why the horns and wings of beetles are shaped as they are, and (ii) non-biting midges whose bodies have special functions to survive in deserts where water is scarce, etc.

(4)Helping children master what they learned through crafting and writing activities (October–February)

Models were created to represent the body structure of insects that they examined. The head, thorax, and abdomen were crafted using three colors of paper clay. Legs and antennas were added using chenille sticks. Wings were crafted using colored drawing paper. At the end of this program, each student created an illustrated guidebook of insects found in hometown Otogawa.



► Outcome

A questionnaire survey conducted before this program found that 13 children did not like insects. Another survey conducted after this program found that all the children liked insects.

Children's intellectual curiosity led to questions about (i) why the hindwings of butterflies have protrusions and (ii) the functions of scales.

The knowledge learned from the expert greatly assisted children's learning. The children were surprised to know that the mouthpart of a butterfly is not like a straw, and were able to learn about the biology and ecology of insects in detail.

The children observed mantises eating grasshoppers and cockroaches. They tried to understand the situations of both predators and prey, and faced moral dilemmas. We will create opportunities so that children can think about life in connection with the study of morals.

Name : Otogawa Elementary School
Principal : Wataru Hachisuka
No. of children : 598
Address : 17 Aza-Nakamichi, Ohira-cho, Okazaki, Aichi 444-0007
Tel : 0564-22-1159
Target age group : Third-grade children
Subject/area : Period for integrated studies, science (Third grade)
Partner school/organization :
 Elementary School Attached to Nara Women's University

► Transformation

ESD is a community-based program. Under the initiative of the school, the program has been growing in scope from class observation to participation, and even to personal networks, by helping build new relationships with guardians/parents and communities and creating an environment that encourages participation.

(1)The ESD program has helped build good relationships through which children listen to each other's opinions (based on an awareness of others) and respect and learn from each other. The interactions have helped children acquire the basics of learning, and developed the ability to think, make judgments, and express themselves.

(2)Based on the curriculum for each grade, ESD Calendar and education plans were prepared by taking the specialty and creativity of homeroom teachers into consideration. Classes were given with ESD in mind. In the course of promoting ESD, teachers' educational policy shifted from standardized group lessons based on memorization and recollection to exploratory and collaborative classes. Teachers have started to act as learning facilitators and have improved their teaching skills.

✿ Essence of our ESD efforts

The ESD program is conducted from the viewpoint of children. The key points are as follows:

- (1)Focusing on "student-centered learning"
- (2)Teachers should take full advantage of their personalities and abilities.
- (3)Attaching importance to knowledge and subjects
- (4)Letting children take the initiative
- (5) Learning from children

Higashi-atago Junior High School

Implementing ESD with a focus on output that improves sustainability in the local community

Environment

【 Keywords 】 Interacting with people, interacting with nature, interacting with the society of tomorrow, improving sustainability in the local community

▶ Goal

As a UNESCO Associated School, we aim to do more than increasing our students' knowledge, intellectual ability, and problem-solving skills. Adopting a "glocal" perspective, we focus on impacts and output targeting adult members of the local community and the students' contemporaries in Japan and overseas, pursuing educational activities in which ESD is implemented by having the students learn for themselves.

▶ Activity

- (1) Using Web conferencing to interact with other junior high school students in Japan and overseas, on the subject of aspirations for peace through ESD
- (2) Implementing disaster-preparedness education that improves students' abilities to help themselves and assist others; holding disaster-preparedness and mitigation camps
- (3) Using "green curtains" of living plants to reduce CO₂, and adopting measures to save energy
- (4) Getting involved in, and revitalizing, the Fall Soba Festival and other traditional local events
- (5) Using a turf area of the school grounds to revitalize the local community and carry out child-care-support activities
- (6) Implementing careers education from an ESD perspective, and creating an expanded work-experience program





► Outcome

- (1) An increase in the students' own readiness to participate in, and practical ability to contribute to, a sustainable society
- (2) Revitalization of the local community by the junior high school students, and fostering of community spirit revolving around the school
- (3) Enhancement of school power through revitalization of educators and growth of social capital in the local community
- (4) Establishment of an expanded and coherent ESD curriculum designed to accommodate any future integration of schools and/or school districts

► Transformation

- (1) Greater awareness, on the part of students, that they will be living in 2050, an era of conflicts and choices, and better mental preparedness to take on the challenges this will involve
- (2) Expansion in activities carried out by the students themselves, working in groups, to act on society and the local community to bring about change
- (3) Expansion in educational practices focusing on our output and goals as a UNESCO Associated School
- (4) Progress in creative development of learning materials and learning processes in cooperation with the local community
- (5) Expansion of support for the school, and enhancement of the quality of education, through collaboration between industry, academia and government

Name : Higashi-atago Junior High School
Principal : Masanori Chiba
No. of students : 155
Address : 1-52 Atago, Tama, Tokyo 206-0041
Tel : 042-374-9781

Target age group : Students in all years

Subject/area : All subjects and areas

Partner school/organization :

Japanese National Commission for UNESCO, Ministry of the Environment, Asia-Pacific Cultural Centre for UNESCO, Japan Council on the UN Decade of Education for Sustainable Development (ESD-J), Tamagawa University, Rikkyo University, Tokyo Gas Co., Ltd., Uniqlo Co., Ltd., Benesse Corporation, Tokyo Fire Department, Tama City Office, Rakuno Club Tama

and other local groups

Humanitarian Lyceum, Kyrgyzstan; School Lyceum #220, Azerbaijan; Silavotas Basic School, Lithuania; Toyota Municipal Fujioka-minami Junior High School, Ohya Junior High School, Kyojama Junior High School

✿ Essence of our ESD efforts

Besides being an ethos centered around the management and ongoing improvement of schools in a way that links the past and the future, ESD is a blanket term for practical activities.

Practicing ESD, using our characteristics as a high school of integrated study and our network with schools outside Japan

International

[Keywords] Integrated course of study, international network, joint work, multiple approaches

▶ Goal

■ The compatibility of ESD with integrated study

High schools of integrated study are characterized by giving students a choice of courses and class schedules from among agriculture, industry, welfare, commerce and other special subjects. ESD aims to foster human resources who can identify, analyze, and actively address factors that are detrimental to the sustainable development of society, which are closely related to the educational objectives of high schools of integrated study. A variety of ESD programs are under way. Our school focuses on joint international education projects with our friendship schools worldwide, such as the ESD Rice Project.



▶ Activity

■ Acting with self-initiative

We are working with an Indonesian high school to help resolve garbage-related problems and develop products using local specialties to help local people make a living from agroforestry instead of deforestation. Our ESD involves encouraging students to act on their own ideas on a regional to global scale without placing too much emphasis on a particular area.

As a school-wide event, we held the International ESD Symposium with high school students from five Asian countries: Indonesia, Thailand, the Philippines, Taiwan, and Japan. Participants shared environmental issues and ideas for the sustainable development of society in their countries. As an international study tour (school trip), our second-year students separately visited our partner schools in Indonesia, Taiwan, and Australia to conduct a joint study with local students. Our school and our partner schools exchange students with each other.



► Outcome

It is very meaningful and instructive for students to visit different countries and conduct joint studies with those from other countries. To continue to pursue these purposes, we have worked with NPOs, modified our international study tour programs, and tried many other things. Securing adequate financial resources needed to work with our partner schools overseas remains a major issue. Since academic year 2014, our school has been designated as a “Super Global High School.” From our unique perspective as a high school of integrated study, we will continue to contribute to the development of human resources with a broad perspective, flexible expertise, and the ability to take proactive action through our ESD in cooperation with institutions outside Japan, mainly those in ASEAN nations.

► Transformation

■ International education for students who study special subjects

Since being certified as a UNESCO Associated School in 2011, we have organized joint projects with the concept of ESD through which high school students in Asia learn from each other. These projects have been led not just by students who have a strong interest in English and international relations, but also students who are majoring in agriculture, the environment, welfare, and commerce. Students who learn mainly about special subjects use English to express themselves. As a high school of integrated study, we regard this as an ideal result of our international education. ESD has brought positive changes and results in that many students and teachers, not just particular ones, have taken the initiative to work on international education and events.

Name : Senior High School at Sakado, University of Tsukuba

Principal : Morihiro Kato

No. of students : 480

Address : 1-24-1 Chiyoda, Sakado, Saitama 350-0214

Tel : 049-281-1541

Target age group : Students in all years

Subject/area : School event, joint work across multiple subjects

Partner school/organization : Kornita Senior High School, Bogor Agricultural University (Indonesia); Senior High School of the Minister of Forestry of the Republic of Indonesia (Indonesia); Wattana Wittaya Academy (Thailand); High School of Kasetsart University (Thailand); University of the Philippines Rural High School; Shin Min High School (Taiwan); Asia-Pa-

cific Cultural Centre for UNESCO; ASPnet Osaka; the Nippon Foundation; Network for Coexistence with Nature; ESD Rice Project member schools (Japan, Republic of Korea, Indonesia, Philippines, Thailand, India); University of Tsukuba Education Bureau of Laboratory Schools

* Essence of our ESD efforts

High schools of integrated study should always offer ESD.

Ogasawara Elementary School

Our hometown of “Ogasawara Islands,” a World Natural Heritage site

Environment

【 Keywords 】

Ogasawara, World Natural Heritage, endemic and non-native species

▶ Goal

Our aim is to develop a systematic program for the study of the nature of Ogasawara as part of environmental education and to facilitate learning through a problem-solving approach, so that children will develop an attitude to positively engage in inquiry-based activities in a creative manner and become more proud of and attached to their hometown of Ogasawara.

▶ Activity

■ Field trips to study creatures in their natural habitat

Third grade: Children study insects indigenous to Ogasawara through comprehensive educational activities, including field trips to the habitat of the Ogasawarazo, an endemic insect species that was thought to have been extinct. They also engage in the in-depth study of giant bats, known as “Bonin fruit bats,” another endemic species of Ogasawara that was thought to have been extinct. In doing so, children are guided to develop the ability to discover field signs* and to have deep affection for nature’s creatures.

Fourth grade: Children study the difference in vegetation between the coastal and mountainous areas, and the seasonal change of vegetation, all through field observations. They also study plant species indigenous to Ogasawara.

Fifth grade: Children study the lifestyles of green sea turtles from a comprehensive range of angles by participating in the green sea turtle protection/research activities of the Marine Center, including observing the egg-laying process of turtles, taking eggs to the hatchery, breeding turtles, and releasing them into the sea. They also present the achievements of their study to local residents and tourists at the visitor center.

Sixth grade: Children study the albatross, an endangered species. They also make handicrafts using screw pine leaves and learn the entire process of making screw pine handicrafts first-hand, from logging to the final stage of decoration, all while planting new screw pine trees. To conclude their studies, which include field trips on small boats, children learn about the nature conservation activities undertaken by local people in Ogasawara from a renewed perspective.

*...Field signs refer to indications of the presence of animals and include feeding remains, droppings, nests, and scratch marks.



▶ Outcome

We have continued to implement our educational program designed to make children proud of their hometown of Ogasawara and to foster a willingness to protect the local community, in cooperation with relevant local organizations and research institutions. The implementation of such cooperative program itself is our achievement. Ogasawara is an isolated island where teachers as well as staff members and researchers of related facilities are constantly changing. Due to this unfavorable situation, we should consider how we can hand over this meaningful educational program and continue the ongoing ESD efforts assisted by local people.



▶ Transformation

■ Making friends with creatures in their natural habitat

At our school, we incorporate the ESD approach in the environmental education and study of World Heritage and local culture. Children are taught to develop a new “sense of value” and are guided to consider ways for the sustainable coexistence of endemic and non-native species, instead of simply removing non-native species, and to take action to make friends with all of nature’s creatures. Children love all the wildlife of Ogasawara, whether endemic or non-native. Teachers, too, have become increasingly attached to the World Natural Heritage site of Ogasawara, by working with local people.

Name : Ogasawara Elementary School
Principal : Morikazu Nishizawa **No. of children :** 138
Address : MiyanoHamamichi, Chichijima, Ogasawara-mura, Tokyo 100-2101 **Tel :** 04998-2-2012
Target age group : Children in the third to sixth grades
Subject/area : Period for integrated studies
Partner school/organization : Institute of Boninology; Ogasawara Office, Japan Wildlife Research Center; Ogasawara Marine Center; Yamashina Institute for Ornithology; Nature Guide Mulberry; Ogasawara Club; Screw Pine Crafts Association; Association for South Pacific Dance Preservation; Boninbayashi; and other organizations

✿ Essence of our ESD efforts

For our school, ESD is a means to develop pride in and affection for our hometown of Ogasawara, which is a World Natural Heritage site, and children are expected to play a leadership role to maintain the sustainability of the area’s rich local natural environment. In this light, teachers feel excited in educating future leaders, while they are overwhelmed by the amount of responsibility at the same time.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 1

Kindergartens

Karakuwa as No.1

Let's search for and enjoy some local attractions in Karakuwa!

Tradition

【 Keywords 】 Nature, traditional performing arts, local community

▶ Goal

In our program, we aim: to create opportunities for children to meet many people as they enjoy local attractions in the Karakuwa area, so that they will become more attached to the local community, people, and environment, and grow more conscious of the importance of relationships with them; and to help children develop communication skills in the process of interacting with the local area's beautiful nature and learning about traditional performing arts.

▶ Activity

■ Discovering the attractions of Karakuwa

We take children on nature walks in the local vicinity so they can discover local attractions. We let each of them draw a “map of attractions” and exchange their discoveries among themselves.

We also take children to the beach to search for wild-life in the beautiful sea of Karakuwa and to the local fisheries cooperative associations and aquafarms to see how oysters and sea urchins are grown. Based on these experiences, children make models and draw pictures of sea urchins, oysters, and other marine creatures, which are shown to their parents on their visiting days and exchanged with work by children of other UNESCO Associated Kindergartens.



■ Enjoying the playing of traditional Karakuwa drums

We invite performers of *shuku-uchibayashi*, a local traditional performing art, to our kindergarten to teach children how to play this traditional drum and we let children give a drum performance themselves. We also create opportunities for children to meet performers of the local traditional performing arts of Karakuwa so that the children have greater interest in and greater respect for the people of Karakuwa.



► Outcome

■ Discovering the attractions of Karakuwa

Through the experience of interacting with the nature of Karakuwa, such as in searching for marine creatures and collecting pebbles on the beach, children were able to grow more attached to the local community.

When visiting the fisheries cooperative association, for example, children were stunned to see large oysters, and they learned from people working there that the reason why these oysters are so large is because the sea around Karakuwa is rich in nutrients. Upon returning to the kindergarten, they made models of oysters and sea urchins, and in doing so, they naturally developed environmental consciousness.

■ Enjoying the playing of traditional Karakuwa drums

We create as many opportunities as possible for children to enjoy traditional performing arts. For example, we let children make and play their own drums using plastic containers.

Name : Karakuwa Kindergarten
Principal : Yuichi Onodera
No. of children : 12
Address : 183-1 Baba, Karakuwa-cho, Kesenuma, Miyagi 988-0535
Tel : 0226-32-2299
Target age group : Children in the first-year to third-year class
Subject/area : Environment, local community
Partner school/organization : Ochanomizu University Kindergarten

► Transformation

The children are growing more sensitive day-by-day. Both at home and at the kindergarten, the children now treat people and things with greater care and kindness than before. The excitement and surprise they felt in joining the first-time activities have had positive impact on their lives at the kindergarten. For example, they are now aware of the importance of “keeping water clean” and “eating up all the lunch prepared for them.”

Over these years, our program has also encouraged exchange among children of different ages, e.g., older children giving information on activities to younger children. In this way, older children have become more caring of younger children, and younger children have greater respect for older children.

Through interactions with the children, people in Karakuwa have come to recognize their faces and know them by name, which ensures greater security in everyday life.

✿ Essence of our ESD efforts

We believe that personal relationships and the local environment surrounding children are invaluable things that should be carefully maintained and developed. At the same time, such longstanding relationships and environments need to be changed to better meet the demands of the times. ESD gives us the courage to pursue such a change.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 2

Elementary schools

Sustainable rice cultivation at school

Production and consumption of rice

Agriculture, food and nutrition education

【 Keywords 】 Rice cultivation at school, hands-on farming experience, hometown, food and nutrition education

▶ Goal

Though rice is the main agricultural crop of Japan, many of the farmers in our school district have now shifted to the production of vegetables for the nearby urban market, due to the difficulties facing rice farmers in recent years. At our school, we have engaged in rice cultivation activities for 23 years and have achieved substantial results. At our school, we place importance on fostering a healthy sense of value and competence in children, in order to train them as future leaders, which is a major goal of ESD.

We hope that children will increase their awareness of the importance of environmental protection and energy conservation, grow more attached to their hometown, and develop the ability to think about and assess food issues correctly throughout the processes of “producing,” “cultivating,” and “consuming.”

▶ Activity

■ “Producing,” “cultivating,” and “consuming”

- (1) Nurture rich human qualities in children through hands-on farming experience.
- (2) Help children deepen their understanding of the local community by learning about rice production in their hometown Oyafuru.
- (3) Promote hands-on activities leveraging unique local features.
 - a. The school’s class-based farming of vegetables, fruits, and plants for observation-based learning.
 - b. Tree planting to preserve the river environment in the vicinity.
- (4) Let children prepare and eat harvested vegetables and rice, and promote interactions with local people (food and nutrition education).
- (5) Help children deepen their understanding of the necessity of the preservation of the local agricultural environment, energy conservation, and international exchange.

Through the above educational activities, children have come to learn about global warming and energy conservation issues. They were also guided to take action to reduce electricity and water consumption at their own initiative, and they now have greater environmental consciousness.





▶ Outcome

■ Achievements

- (1) Children have a greater understanding of agriculture (rice cultivation). Our comprehensive education about the entire process of agriculture, including the “consuming” stage, has given children a more positive attitude toward life.
- (2) The hands-on activities leveraging unique local features have made learning more meaningful.
- (3) Children are more aware of the necessity of preserving the global environment and conserving energy.

■ Remaining tasks

- (1) Check the lifestyles of children to ensure healthy growth, both mental and physical, and guide them to develop the ability to think and assess food issues correctly and with a mindset to recognize the importance of food and life.
- (2) Foster attachment to nature and their hometown, and encourage them to act for the local community.
- (3) Help children develop greater perspectives by encouraging them to build relationships among themselves (including among children of different ages) and by turning their eyes toward what is happening in and outside of the community.

▶ Transformation

■ Children as major players in the ESD program

In implementing the ESD program, teachers have come to act as facilitators. They motivate children to act on their own by encouraging children to exchange opinions among themselves, to make decisions pertaining to their studies, and to consider how they can have their ideas understood by others. Children are also made to assume the role of coordinators, responsible for inviting local persons involved in ESD efforts to give lectures and for communicating with relevant local organizations. In doing this, children have developed greater awareness of their responsibility regarding ESD efforts and the ability to take action as major players in such efforts.

Name : Oyafuru Elementary School

Principal : Masatoshi Shitara

No. of children : 54

Address : 375-1 Oyafuru, Ishikari, Hokkaido 061-3245

Tel : 0133-64-2018

Target age group : Children in all grades

Subject/area : Period for integrated studies, living environment studies, special activities, school events

Partner school/organization :

Ishikari UNESCO Association,

Hokkaido Federation of UNESCO Associations

✿ Essence of our ESD efforts

For our school, ESD is about educating children as future leaders in sustainable society, capable of thinking about contemporary and social issues from both a global perspective and as their own issues, while taking action from the local level.

Onuki Elementary School

Future leader development project based on the connection between local ecosystems and the culture of Onuki

Environment

【 Keywords 】 Environmental education, biodiversity, international exchanges

▶ Goal

Through our program, we aim to make children aware of the beautiful natural environment of their hometown of Onuki and to help them deepen their understanding of the connection between the environment and their lives; foster a mindset in children to preserve the natural environment and ecosystem by offering opportunities for interaction with nature; have children communicate to local people the importance of preserving the environment; and produce human resources capable of contributing to the creation of a sustainable society.



▶ Activity

At our school, children learn about “Our Hometown Onuki” as part of general studies. To be specific, we set themes of study for each of the third to sixth grades, namely: “Let’s enjoy the nature of Onuki” and “Let’s introduce creatures living in the Kabukuri Pond” (third grade); “Let’s learn about the treasures of nature” (fourth grade); “Let’s grow rice” (fifth grade); and “Let’s look closely at the natural environment” and “Let’s explore our future” (sixth grade). This is a major four-year project that starts from “studying local living creatures,” then advances to “growing rice” and “thinking about the environment,” and then concludes with “looking into the future.” Children also participate in the ESD Rice Project, through which they foster friendly ties with elementary school children in Thailand and the Philippines, deepen cross-cultural understanding, increase awareness of the value of “Our Hometown Onuki,” and develop affection for their hometown. As part of this international collaborative learning, we are going to implement a program titled, “Rice Paddies and Our Community,” under which we will create a miniature model of an ideal future town to be created 50 years from now and exchange opinions with other participants in the project. In this collaborative learning, children will also study the past and present shape of the local environment, economy, society, and culture, and will think how we can achieve the well-balanced development of Onuki. To help children develop potential as future leaders, children will be given opportunities to make presentations on their activities to their parents and local people. We hope that these opportunities will inspire parents and local people to look back on their lifestyles and ponder how they can contribute to creating a sustainable society.



► Outcome

Through the four years' study of "Our Hometown Onuki," children have become aware of the beautiful natural environment of the local community and developed an understanding of its rich biodiversity. At the same time, they have been acquiring the skills necessary for playing a leadership role in the creation of a sustainable society, though in small steps, with a growing recognition of the necessity of preserving the environment and of their responsibility to think about what they can do and take action. On the other hand, the language barrier and the absence of sufficient support have posed an obstacle to our international exchange activities. Therefore, we are going to promote interactions with our international partners through model making and other nonverbal activities that rely on the five senses, in order to communicate with our partners.

Name : Onuki Elementary School
Principal : Masami Kikuchi
No. of children : 119
Address : 37-1 Tajirionuki Aza-Sakai, Osaki, Miyagi 989-4302
Tel : 0229-39-0309
Target age group : Children in the third to sixth grades
Subject/area : Period for integrated studies
Partner school/organization :
 NPO Kabukuri Numakko Club; NPO Tanbo;
 Osaki City Board of Education;
 Miyagi University of Education;
 schools participating in the ESD Rice Project: Jirasart withthaya School (Thailand), Care Elementary School (The Philippines); Asia-Pacific Cultural Centre for UNESCO; Yamagata University

► Transformation

Last year, children participated in a clean-up event at the Kabukuri Pond area. After this event, children made and installed a notice board to warn against the disposal of waste in this area, with permission from the Ministry of the Environment and from the Osaki municipal government. This experience significantly enhanced the feeling of self-efficacy of the children. They also attended the "Osaki Child Summit," in which they made presentations on the necessity of preserving the beautiful natural environment of Onuki. As shown by these cases, the environmental education that our school has pursued for many years has steadily fostered in children the mindset and attitude necessary for playing a leadership role in the future. As well, through the international exchange activities, children deepened their cross-cultural understanding and rediscovered the value of "Our Hometown Onuki," which helped them broaden their perspectives.

At our school, teachers participate in training sessions on ESD to study teaching methods, while looking for teaching materials available in the local community.

✿ Essence of our ESD efforts

For our school, ESD is a means to guide children in understanding their local community, recognizing its value, and developing a mindset to live in harmony with nature. Through our ESD activities, we aim to ensure that children have a greater sense of self-efficacy and self-affirmation and to prepare them to serve as future leaders.

Omose Elementary School

Systematic implementation of environmental education to bring a bright future to local people, nature, and our hometown of Kesennuma

Environment

【 Keywords 】 Biodiversity; connection among forests, rivers, and the sea; Kesennuma, a city of fisheries; reconstruction of the disaster-affected area; living in harmony with the sea; a smart city friendly to Earth;

▶ Goal

■ Facilitating the intellectual growth of children through writing

We aim to make children more attached to their hometown of Kesennuma by encouraging interactions with local people and nature, as well as to enhance the ability of children to better express themselves. By promoting activities focusing on writing, we hope to motivate children in active learning and to encourage them to think on their own, express themselves in their own words, and take action proactively.

▶ Activity

■ Defining specific actions to be taken to achieve our goal

While understanding the efforts of the local people for the reconstruction of the area affected by the Great East Japan Earthquake, along with ESD principles, we carefully selected the qualities and abilities to be developed in children through our education and renewed our awareness of the importance of “motivating children in active learning,” “enhancing their ability to think on their own and express themselves in their own words,” and “encouraging them to take action proactively.” Then, we defined the specific actions to be taken to achieve our goal.

Action 1:To offer hands-on activities of greater educational value, focusing on interactions with people and nature

To provide a habitat for aquatic organisms, children created a biotope in a weir into which spring water flows, at our school grounds, assisted by students of the Miyagi University of Education.

Action 2:To work jointly with the local community, university, and professional organizations and to leverage local human resources

Children met people who have been working to revive oyster and seaweed farming since the disaster and learned about the farming process, which depends on the connection between forests and the sea, gaining insight into people’s determination regarding post-disaster reconstruction.

Action 3:To think of ways to better educate children, focusing on writing

Children conducted a water quality survey by means of collecting and observing index organisms and learned about the purification of water of the tributary of the Omose River. Through these experiences, they deepened their understanding of the rich resources of the Omose River and of environmental protection and preservation, and summarized the findings of their studies in the Environmental Newspaper.

Action 4:To devise ways for children to present the achievements of their studies in a manner pleasant for them

We implemented our educational program in connection with the reconstruction plan of Kesennuma City, known as “Slow and Smart Community and Living,” and let children make presentations and proposals on renewable energy in the “Open Class of ESD/RCE Roundtable Meeting in Kesennuma” and in the Energy Forum at our school.



► Outcome

■ Motivating children to study and encouraging them to think in an organized manner, as well as to take action

As part of our ESD efforts, we offered opportunities for children to engage in hands-on activities of higher educational value and worked with professional organizations, while leveraging local human resources. As a result, we could increase children's awareness of the problems around them, motivate them in active learning, and enhance their ability to study with perseverance.

Our education focusing on writing also helped students better organize their thoughts and take action according to thoughts in their daily lives.

■ Increasing the use of writing in our Japanese language education

In order to increase the ability of children to think and express themselves, it is necessary to incorporate writing in our teaching methods for the Japanese language in a more systematic manner.

► Transformation

Presentations made by children on achievements regarding their studies indicate that they have a renewed awareness of the value of the local community and grew more interested and motivated regarding the preservation and protection of the local natural environment. Through the participation of children in community activities outside school, their parents have deepened their understanding of our efforts and developed a willingness to more closely associate with our school and the community. Inspired by the commitment of local people and organizations to post-disaster reconstruction, along with the positive attitude of children to learn, teachers have also become more aware of the significance and value of ESD, and have grown more willing to further enhance and improve community-based environmental educational programs.

Name : Omore Elementary School
Principal : Toshiyuki Saijo
No. of children : 362
Address : 58 Matsuzaki Shimoakada, Kesenuma, Miyagi 988-0133
Tel : 0226-22-7800
Target age group : Children in all grades
Subject/area : Living environment studies, period for integrated studies
Partner school/organization : Miyagi University of Education; Environmental Policy Department, Miyagi Prefectural Government;

Bonito and Tuna Fisheries Cooperative Association in the Northern Part of Miyagi Prefecture

✿ Essence of our ESD efforts

For our school, ESD is a practical means to support solidarity among the school, parents, and the local community, which will guide us toward fulfilling lives as active and considerate members of the Omore community.

Karakuwa Elementary School

Promoting environmental education toward developing an attachment to the sea, interacting with local people, and living in harmony with the ocean through a hands-on oyster farming experience

Environment

【 Keywords 】 Bounty of the sea, personal relationships, attachment to a hometown, Karakuwa, sustainability, marine education

▶ Goal

Our program aims to make children aware of the “bounty of the local sea” (natural environment) and the importance of “personal relationships and bonds” (social environment) through hands-on experience focusing on oyster farming, as well as to encourage them to think about their lifestyles and take action so that our “hometown Karakuwa” will continue development as a sustainable community through fisheries and tourism.



▶ Activity

■ First- and second-grade children

Children of these grades engage in vegetable cultivation. Second-grade children also participate in releasing juvenile salmon to prepare for “fixed-net fishing,” an activity for sixth-grade children.

■ Third-grade children

Third-grade children are guided to think about “good soil” for growing good vegetables, learning about the work of soil organisms and exploring the interesting world of soil through hands-on activities.

■ Fourth-grade children

Fourth-grade children participate in *tane-hasami**1 work and dissect oysters to deepen their understanding of oyster structure. They also conduct surveys

on creatures living on tidal flats and rocky shores, in order to understand that the sea is home to many creatures.

■ Fifth-grade children

Fifth-grade children participate in *mimitsuri**2 work, conducting surveys on plankton and joining the Forest and Sea Tree Planting Festival. Through these activities, they learn about the role of forests in producing nutrients necessary for the growth of oysters and the optimal method of oyster farming.

■ Sixth-grade children

Sixth-grade children observe the process of oysters being treated in hot water and participate in harvesting, shelling, and selling oysters, in order to learn about the wisdom and efforts necessary to produce large, high-quality oysters, and to gain first-hand understanding of the commitment of oyster farmers toward producing safe and delicious oysters as marketable goods. They also participate in “fixed-net fishing” to renew their awareness of the rich natural environment of their hometown and the blessings of nature that support their lives. Then, children are helped to recognize again the bounty of the sea of Karakuwa, which cannot be recreated by humans, and to consider what they can do to protect it.

*1...*Tane-hasami* work involves setting scallop shells with oyster seeds into twisted rope.

*2...*Mimitsuri* work is conducted one year after *tane-hasami* to make a hole on the top of oyster shells (both upper and lower), stringing them through the holes and hanging them.



▶ Outcome

Children have grown more interested in the sea and now recognize the importance of preserving the beautiful marine environment into the future, each in their own way. Through the support of many people from around Japan and globally, they have also developed a deep sense of gratitude. They participated in tree planting after the Great East Japan Earthquake, and through this experience, they became aware that they are connected with the community and people around the world, first-hand. Inspired by these activities of children, parents and local people have also taken greater interest in the school's education.

To enhance the efficiency and effectiveness of the ongoing program, we have to prepare for more constructive exchange activities by taking a selection and concentration approach, or by implementing this program in closer connection with other subjects. We should also strengthen cooperative ties with professional organizations.

▶ Transformation

Both children and teachers have become more willing to learn about the local community and interact with local people. In the wake of the Great East Japan Earthquake, we were given support from all over Japan and the world, which motivates the local community to continue oyster farming. Children have become not only interested in oysters and other aquatic organisms but also more conscious of how the surrounding environment affects the lives of such organisms. They are now even capable of considering the logistics and food safety issues from the perspective of fisheries. Parents have also grown more interested in the school's education; they now address various matters from the perspective of children and offer high-quality support to us. The local community has been working for reconstruction under the theme "Living in Harmony with the Ocean." In this light, we think that we can train future leaders of sustainable communities by offering opportunities for children to discover what the sea can offer while ensuring safety and teaching them about both the danger and bounty of the sea.

Name : Karakuwa Elementary School
Principal : Masako Kumagai
No. of children : 96
Address : 208-6 Akedo, Karakuwa-cho, Kesennuma, Miyagi 988-0533
Tel : 0226-32-3142
Target age group : Children of the fourth to sixth grades
Subject/area : Period for integrated studies
Partner school/organization : UNESCO Associated Schools in Kesennuma City, Fisheries Cooperative Association in Miyagi

Prefecture (Karakuwa Branch), Karakuwa Community Centre, NPO Mori wa Umi no Koibito

✿ Essence of our ESD efforts

For our school, ESD means a path to a bright future that is to be followed by children, teachers, parents, and local people together, hand-in-hand.

Hashikami Elementary School

Fostering the ability of children to understand the value of the local community by learning about food culture and to develop a future vision of their hometown

Educational activities through collaboration with the Hashikami Elementary School Slow Food Volunteer Association

Agriculture, food and nutrition education

[Keywords] Role of the tradition of food culture in facilitating post-disaster reconstruction, slow food/food and nutrition education, collaboration with the local community

▶ Goal

The purpose of our program is to encourage each child to think about how we can make an “ideal future society” a reality, centering on Kesennuma’s local food culture to be passed down to future generations, as well as to propose concrete ideas.

▶ Activity

■ Studying the local food culture

We issued the “Hashikami Elementary School’s Slow Food Declaration” in 2002, following the Slow Food City Declaration of Kesennuma City. At our school, children in all grades have since been studying food issues systematically under the themes they have selected, while interacting with the local community. We hope that the study of local food will help children develop the ability to propose ideas as to the future visions of themselves and the local community.

To be specific, children engage in the following activities, assisted by the Hashikami Elementary School Slow Food Volunteer Association.

First and second grades: Children grow and harvest *chamame* beans, a special local product, and observe how they are grown.

Third grade: Children learn about the relationship between “community” and “food” from farmers who grow strawberries, buckwheat, and other crops, under the theme “Discover professionals in our hometown of Hashikami!”

Fourth grade: Children engage in hands-on learning and observation about the work taking place in rice paddies under the theme “Starting from a grain of rice,” and they explore the topics they have chosen regarding finding out how rice is grown and distributed, and how rice growing is associated with the local community and our daily living.

Fifth grade: Children study the connection between industrial activities and our daily living and between locally produced foodstuffs and the environment, focusing on fisheries, the key industry of the local community, under the theme “The bountiful sea of Kesennuma: Let’s observe and think about the fisheries industry of Kesennuma.”

Sixth grade: Under the theme “Let’s learn about slow food,” children study the slow foods of Kesennuma and compare them with those of Morioka in Iwate Prefecture, the destination of their school trip. Under the “Ark of Taste” project, they also consider how they can pass down the attractive local foods of Kesennuma to future generations and propose their ideas for doing so as a compilation of their six-year study of food.



► Outcome

■ Achievements

Through the study of local nature, the environment, and daily living, children have grown interested in the local community and developed the ability to set topics of study themselves and explore such topics.

We encouraged interactions with local people who rose from the devastation caused by the Great East Japan Earthquake and who have continued working to protect local foodstuffs and maintain the traditional food culture, and we successfully incorporated the experience of such interactions in our education.

■ Remaining tasks

We need to explore better ways to work in cooperation with the local community in a sustainable manner to continue community-based food and nutrition education.

► Transformation

Children now have a good understanding of the value of the local foodstuffs and food culture, and take pride in them. They see local foodstuffs and dishes as valuable products made from unique natural, cultural, historical, and industrial resources of their hometown. They also have increased awareness of the importance of passing down the local foodstuffs and natural environment to future generations.

Clearly, the versatile educational activities have helped children improve their ability to act in cooperation and work as a team.

Name : Hashikami Elementary School

Principal : Masashi Onodera

No. of children : 215

Address : 23 Nagaiso Torikozawa, Kesenuma, Miyagi 988-0223

Tel : 0226-27-2303

Target age group : Children in all grades

Subject/area : Living environment studies, period for integrated studies

Partner school/organization : Hashikami Elementary School
Slow Food Volunteer Association

✿ Essence of our ESD efforts

For our school, ESD is a practice used to develop a better understanding of the local community through the study of food and to motivate children to deepen their ties with the community.

Matsuiwa Elementary School

Study of a “cooperative and harmonious society” based on the experience of the Great East Japan Earthquake

Provision of disaster preparedness education in a manner that offers sources of hope for the future to children who experienced the 3/11 disaster

Disaster
preparedness

【 Keywords 】 Disaster preparedness education after the 3/11 disaster, study of “communications,” themes of study and personal relationships

▶ Goal

The aim of our program is threefold: (1) to raise awareness of disaster preparedness (enhance the ability to think comprehensively and critically from broad perspectives), (2) to deepen understanding of the efforts for post-disaster reconstruction leveraging the cooperative environment of the local community built after the disaster (the importance of working in cooperation with others, personal relationships, and communication), and (3) to foster a mindset to contribute to creating a cooperative and harmonious society (the ability to develop a future vision and willingness to participate in community-building efforts).

▶ Activity

(1) Developing the ESD Program, “Living in Kesenuma after the 3/11 Disaster”

We provided disaster preparedness education through an inquiry-based learning program for children of all grades. On a trial basis, we also implemented an ESD program to motivate children to join community-building efforts as part of the study of post-disaster reconstruction, while offering children hands-on seaweed farming opportunities to deepen their understanding of the local reconstruction efforts. Sixth-grade children exchanged and discussed ideas from the perspectives of the unique local environment, industry, and regional welfare, and produced a leaflet that features a future vision of the local community, titled “Kesenuma, a community where people respect each other’s lives and live in harmony together.” By communicating this vision to the local community, students are expected to be motivated to work with community members and to play an active role in creating a bright future.

(2) Hands-on activities to explore themes of study and build personal relationships

Sixth-grade children engaged in the following hands-on activities in the study of “Let’s think about disaster preparedness,” which was designed to increase awareness in the spirit of self-help and mutual aid.

a. Discuss the experience of the 3/11 disaster with family members (to explore and develop themes of study)

Children discussed the experience of the disaster with their family members at home. They then categorized the topics raised in the discussions in the respective families into themes and made presentations on these themes on parents’ visiting days. In this way, we involved family members in our education to make children more interested in self-help efforts.

b. Joining hands-on activities in cooperation with local people (to build personal relationships)

Children participated in programs offered by local organizations, such as mackerel rice cooking class and emergency life-saving training, and through these experiences, they gained skills to cope with emergency situations.

(3) Developing educational programs to enhance communication skills

We are endeavoring to offer learning opportunities for children to enhance their ability to take action based on their own judgment, while communicating with their friends and other people, or in other words, to enhance key competencies.* Through activities to communicate their ideas to local people, children have



Our learning program, “Disaster Preparedness for Your Family’s Home,” involves the participation of parents.



increased their awareness as future leaders in community-building efforts.

*...By “key competencies,” we do not mean a complete set of competencies necessary for each aspect of our daily lives. For the purpose of our program, key competencies are those selected and defined by the OECD as: (1) contributing to valued outcomes for societies and individuals; (2) helping individuals meet important demands in a wide variety of contexts; and (3) being important not just for specialists but for all individuals. Making sufficient investment in the development of individual competencies is the only strategy effective for achieving the sustainable development of society and the economy and for improving living standards worldwide.

► Outcome

■ Achievements

By providing disaster preparedness education in Kesenuma, an area that had been affected by the 3/11 disaster, we could foster the spirit of self-help in children and raise the awareness of disaster preparedness among their family members and the entire community. Children have also increased the recognition of their responsibility for contributing to post-disaster reconstruction.

■ Remaining tasks

In step with the progress of post-disaster reconstruction work, we should improve our program in a manner that facilitates the participation of children in community-building efforts as future leaders of society.

► Transformation

- Children have become more interested in the local community and have developed an attitude to see local problems as their problems. As a result, more children are now willing to take actions toward solutions of such problems.
- Local people are involved in more activities of our school, while children communicate their ideas from the school to the local community on increasing frequency. Consequently, we can successfully implement our school philosophy, “Moving forward with the community.” Today, many local people seriously listen to what children have to say, which means that the activities of children have inspired the adults in the community to change their attitudes.

Name : Matsuiwa Elementary School

Principal : Teruo Sugawara

No. of children : 385

Address : 5 Matsuzaki Godantara, Kesenuma, Miyagi 988-0122

Tel : 0226-22-7153

Target age group : Children in all grades

Subject/area : Living environment studies, period for integrated studies

Partner school/organization :

Kawayan Elementary School (The Philippines);

Miyagi Prefectural Kesenuma Special-Needs School;

Kesenuma City Council of Social Welfare;

Welfare facilities for the elderly, including Shohoen and Keifuso

✿ Essence of our ESD efforts

For our school, ESD is a ray of hope that lights a path to the reconstruction of Kesenuma.

Mikuri Nishi Elementary School

Rediscover our hometown of Mikuri through promotion of the study of *Takayama-sha*

Tradition,
local community

【 Keywords 】 World Heritage Tomioka Silk Mill and Related Sites (the former site of *Takayama-sha* sericultural school), traditional culture

▶ Goal

■ Study of *Takayama-sha* sericultural school

Our aim is to guide children to rediscover the value of their hometown of Mikuri and to make them more attached to the local community through activities that focus on the natural and living environments in the school district by interacting with local people, while summarizing and communicating the achievements of their study to the public. We also aim to enhance the ability of children to think, judge, and express, as well as to foster positive attitudes in them, which will enable them to discover problems during their study of *Takayama-sha* sericultural school (World Heritage), as well as to take action for the solutions of such problems.



▶ Activity

■ Learning about sericulture and the people who supported the local silk-making industry

Under the theme “Rediscover our hometown of Mikuri!” we implement a six-year educational program, the “Study of *Takayama-sha*,” in order to guide children to a deeper understanding of the local community in a manner suitable for different developmental stages (Educational Concept and Educational Plan of the “Study of *Takayama-sha*” [ESD Calendar]).

To be specific, third to fifth-grade children study the geographical features, history, tradition, and lifestyle of the local community as part of the period for integrated studies to rediscover the value of their hometown.

Based on knowledge of the local community gained through study during the third grade, fourth-grade children engage in breeding silkworms and harvesting cocoons at school, and visit the former site of *Takayama-sha* to learn about the sericultural practices and the innovations and laborious efforts of sericultural farmers of days past.

In June, a ceremony is held at our school in which fifth-grade children hand over to fourth-grade children the silkworms they have been breeding since they were in the fourth grade, with instructions on how to breed silkworms and grow mulberry trees. Fifth-grade children also visit the former site of *Takayama-sha* and the Tomioka Silk Mill, which supported the modernization of Japan. Through this experience, they understand the historical importance of *Takayama-sha* and develop a deep pride in and affection for the local community.

In the art and handicraft class, sixth-grade children draw pictures of *Takayama-sha* and make corsages



using cocoons provided by fourth-grade children, which will be used as decorations for their graduation ceremony. They also study the history of the Tomioka Silk Mill and *Takayama-sha* as part of social studies.

Children interact with many people in the process of their study of sericulture. For example, they are given guidance by local sericultural farmers in breeding silkworms at school. When visiting *Takayama-sha*, they are given explanations about this World Heritage site by the personnel of the Cultural Property Protection Department of the Fujioka City Board of Education. Also, they are assisted by members of the Cocoon Flower Lovers' Group when they try reeling silk from cocoons, and by members of the Women's Association for Rehabilitation Aid, when making corsages using cocoons.

▶ Outcome

The children have grown more interested in the local community and are more willing to preserve the value of their hometown.

With the inclusion of the "Tomioka Silk Mill and Related Sites" on the list of World Heritage sites, we will endeavor to offer educational opportunities focusing more on local cultural assets.

▶ Transformation

■ Educating children using "living" teaching materials

The study of the local geographical features, history, traditions (*Takayama-sha*), and lifestyles have guided children to have greater interest in the local community and gave them a willingness to preserve the value of their hometown.

Children have become more qualified and competent in terms of problem-solving skills through our educational activities using "living" teaching materials, which involve the continued process of setting themes of study, collecting, organizing, and analyzing information, summarizing the achievements of study, and communicating the achievements of educational activities.

Name : Mikuri Nishi Elementary School

Principal : Takayuki Mogi

No. of children : 99

Address : 769 Sanbogi, Fujioka, Gunma 375-0037

Tel : 0274-22-1945

Target age group : Children in all grades

Subject/area : Period for integrated studies and others

Partner school/organization : Cocoon Flower Lovers' Group, Women's Association for Rehabilitation Aid

* Essence of our ESD efforts

In promoting the study of *Takayama-sha*, we will endeavor to foster the following in children: the ability to think systematically; an attitude to value sustainable development; the ability to collect and analyze information; the ability to think critically; and communication skills; all according to the principles of ESD.

Sakahama Satoyama Project Conducted Jointly with the Local Community: Human Resource Development for the Future

Agriculture, food and
nutrition education

[Keywords] Satoyama, community learning, inquiry-based learning, cooperative learning, human resource development, ESD Rice project

▶ Goal

Our program aims to develop teaching materials featuring local characteristics so that children will discover attractions of the local community, grow more attached to and take pride in the community, and take action for sustainable development of the community.

Through this program, we teach various subjects using the “Art of Teaching*” in the stages of “knowing,” “thinking” and “acting” with a view to enhancing the ability of children to think logically and take action based on objective and independent judgment.

*...“Art of Teaching” is a special teaching technique we have developed to help children broaden and deepen their thinking.

▶ Activity

■ Developing a future vision of the local community

Among children in the late elementary years, fourth-grade children conduct a survey project titled “Rediscover the Attractions of Kasayato Shinsui Park!” to learn about the desires and expectations of local people who created this park, and take action to communicate such desires and expectations to the public. Through this project, children are expected to learn the importance of mutual aid and solidarity.

Fifth-grade children form a “Rice Field Study Team” and conduct surveys and observations of the rice fields in the hilly terrain in the local satoyama area to discover the diversity of creatures in this area, the area’s historical value and the relationships among rice fields, forests and people. This experience motivates children to preserve these rice fields into the future and take action to communicate the value of this area.

“Let’s Begin Acting! Sakahama Project” is a project-based learning program for sixth-grade children. In this project, children develop a future vision of the community as a summary of their knowledge about local development plans and their six years of study about the strengths and problems of the local community. This project encourages children to think about what they can do for the community and take action.

Besides, children in all grades participate in the “School-wide Rice Growing Project,” in which they learn to act in cooperation and solidarity through hands-on activities.

In addition, we offer new learning opportunities through international exchanges.



▶ Outcome

Both children and teachers are more proud of and attached to the local community and participate in more community events than before.

Through inquiry-based learning and cooperative learning, children have become skilled in communications and verbal presentations.



▶ Transformation

■ Cross-curricular teaching

Since ESD was incorporated into the educational policy of Inagi City and our school management policy, we have been making ESD efforts throughout the school, while promoting cross-curricular teaching and using school events for this purpose.

The principle of ESD has become widespread in our community. We organized a summer school named “Risshi School,” which is the name of the forerunner of our school. Also, the educational power of the local community has been improved, with local residents offering educational opportunities and serving as instructors themselves.

Name : Inagidaini Elementary School
Principal : Tatsuo Uematsu
No. of children : 100
Address : 590 Sakahama, Inagi, Tokyo 206-0822
Tel : 042-331-5709
Target age group : Children in all grades
Subject/area : Period for integrated studies, living environment studies, etc.
Partner school/organization :
 Nozawa Onsen Municipal Nozawa Onsen Elementary School,
 Mongeni Complex School in Ulan Bator (Mongolia)
[Participating schools in “Joining Hands Project” (Japan-U.S. Joint Project)]
 Kawatana Municipal Kawatana Elementary School,
 Windsor Hills Elementary School (U.S.A.),
 Falmouth School in Falmouth Maine (U.S.A.),
 Neil Cummins Elementary School (U.S.A.)

* Essence of our ESD efforts

For our school, ESD is the key to “learning that guides us to the future.” It is a clear indication of academic skills required for the 21st century, which shows us what elements we should incorporate in the current education in what manner, and how we can upgrade such elements in order to develop the ideas, qualities and competencies that future leaders should have. It is an important concept that provides a common platform for schools and local communities to act in unison to effectively develop globally-minded human resources.

ESD activities through field trips implemented in a way unique to Hahajima Island

Environment

[Keywords] Field trips implemented in our unique way, learning the nature of Ogasawara through a six-year program, moving from “interest” to “action”

▶ Goal

■ Field trips for studying the natural environment

As a UNESCO Associated School, we have been implementing field trips for children of each grade, involving local persons and leveraging the rich natural resources unique to Hahajima Island, after the inclusion of the Ogasawara Islands in the list of World Natural Heritage sites in 2011. Our educational activities place importance on the learning principles of ESD, namely “learning through interaction with people of different backgrounds and generations” and “making maximum use of the potential of people and communities.”

By exploring the “relationships between people and other living things,” we aim to develop the ability of children to “see through the essence of the problem and think critically” and to “accept and respect different values” in line with the principles of ESD.

▶ Activity

■ Field trips tailored to each developmental stage of children

We have been implementing our original six-year educational program for the extensive and in-depth study of the marine and terrestrial environments of Ogasawara through field trips tailored to each developmental stage of children. To be specific, children in the first and second grades are guided to take “interest” in local nature through hands-on activities, while children in the third and fourth grades and in the fifth and sixth grades advance to the stages of “learning and understanding” and of “taking action,” respectively.

First- and second-grade children visit Minamizaki, the southernmost part of Hahajima Island, as a first step to directly come into contact with the wonders of the natural environment of Hahajima. They climb Mt. Kofuji, which commands a panoramic view of the entire area of Hahajima and the surrounding sea, and they play with palm leaves, and through these experiences, they come to take greater interest in nature.

Sixth-grade children, after completing the stage of “learning and understanding” in the third and fourth grades, participate in a three-day study trip to Chichijima Island. This school year, during the study trip, they learned about Bonin fruit bats with the support of a local NPO and deepened their understanding of the ecology of these bats as well as their association with local agriculture.

Next year, we are going to take sixth-grade children to a shelter in Chichijima that accepts wild cats caught on Hahajima to help them develop a systematic understanding of nature.

■ Involving local people as guest teachers in our educational activities

Active rangers of Tokyo, nature guides, and diving instructors in the local community support the implementation of our field trips from the stage of preliminary studies. Also, local elderly persons and parents of children take interest in our school education and render cooperation for our educational activities timely and effectively.

■ Creating venues for children to present and communicate the achievements of their studies

As we are a small school with less than 10 children in each grade, we place importance on creating venues for children to make presentations before an audience in a variety of ways.

For example, we hold a meeting called “Hahajima Time” twice a year in July and January, in which each



of the children from third to six grades makes a presentation on what he or she has learned from the field trips. The meeting is attended by their parents and local people who have been involved in our activities as guest teachers, as well as teachers of a local junior high school. After each meeting, the posters that children used in their presentations are displayed in the waiting area for passengers of the ship, Hahajima Maru, which is frequented by local people and tourists, to communicate the achievements of studies more widely to the public. These posters are displayed for one month during summer vacation, with cards provided for visitors to leave comments. These comments are given to children at the beginning of the second semester after the summer vacation and motivate them to study further.

▶ Outcome

■ Achievements

We have successfully implemented field trips in our own unique way, leveraging the environmental and social conditions peculiar to Hahajima Island. We think that our education has brought about positive results and changes in children, judging from the amount of knowledge about the natural environment that they have gained, along with the environmentally conscious actions they take in their daily lives.

Also, many of our field trips involve physical activities such as climbing mountains and walking long distances, as well as activities in the sea, which have helped children grow both physically and mentally.

Our systematic implementation of field trips has also enabled children to develop an understanding of the nature of Ogasawara and increase awareness of the importance of personal ties, naturally and gradually over the period of six years.

■ Remaining tasks

Even in the closed environment of an island, we will consider using the Internet and facilities outside of the island and will explore possibilities of working together with other UNESCO Associated Schools to learn about their activities. At the same time, we will continue communicating our unique field trip program and the achievements of this program to a wider range of people beyond the island.

▶ Transformation

Clearly, children have grown very interested in the natural environment and have gained experience and knowledge. We look forward to seeing how they will interact with the nature of Ogasawara when they get older.

We believe that communicating the achievements of the studies of children to their parents and local people is also beneficial for the local community, which will lead us to new discoveries about the nature of Hahajima.

Name : Hahajima Elementary School

Principal : Masaru Sato **No. of children** : 32

Address : Aza-Motochi, Hahajima, Ogasawara-mura, Tokyo 100-2211

Tel : 04998-3-2181

Target age group : Children in all grades

Subject/area : Living environment studies, period for integrated studies

Partner school/organization : None

✿ Essence of our ESD efforts

For us, ESD is a means to help children develop an ability to express their feelings and ideas, along with the willingness to take action voluntarily.

Yanagawa Elementary School

Development of academic abilities in children and a global mindset through ESD activities

Let's study and talk about the history of Fukagawa in the Edo period

General

【 Keywords 】 ESD Calendar, globally-minded leaders, Japanese identity, local culture, problem-solving ability

▶ Goal

We aim to foster a global mindset in children through school-wide educational activities based on the ESD Calendar. In the first half of the year, sixth-grade children are guided to discover, study and communicate the richness of the local culture. Through this experience, they are expected to deepen understanding of the local culture, take pride in being members of the local community and foster their identity as Japanese.

▶ Activity

Children study the historical fact that their hometown, Fukagawa, was developed in the early Edo period 400 years ago under the leadership of Fukagawa Hachiro-uemon and prospered as a center of water transport with the Onagi River serving the entire Kanto area, which gave birth to a sophisticated culture. For example, Fukagawa is the birthplace of a variety of Japanese foods, including sushi, a traditional Japanese food that enjoys worldwide popularity today. This place is also known for its close association with the works of Katsushika Hokusai, a genius *ukiyo-e* artist, and Matsuo Basho, the master of Japanese *haiku* poetry, as well as the development of *sumo* wrestling and the cartographic achievements of Ino Tadataka.

Together with local people, children learned about the lives of the townspeople of Edo, as well as the canal-based transport network, ships used for transport, and the ship guard station, through classroom lessons and field trips.

To conclude their studies, children summarized what they had learned and made presentations to their parents and fifth-grade children in an easy-to-

understand manner.

This is the fifth year since we introduced this program, which has been improved each year and become more successful as an integral part of our education.





▶ Outcome

As stated above, sixth-grade children make presentations to fifth-grade children, and their presentations have become increasingly sophisticated and substantial year by year, thanks to the constant efforts of teachers to devise better teaching and presentation methods than in the previous year. The growth of sixth-grade children is recognized publicly across the entire school through the “Yanagawa Festival” and other school events. Dramatic improvements in communication and presentation skills are apparent in all the children from first to sixth grades.

We always try to teach children in a manner that motivates them to learn. As a result, children at our school now engage in their studies with a clear idea of what the problem is. Children have become increasingly confident in themselves every time they are positively appraised, and have also enhanced their problem-solving ability.

Name : Yanagawa Elementary School
Principal : Toshio Tejima
No. of children : 372
Address : 3-1-15 Shinohashi, Koto-ku, Tokyo 135-0007
Tel : 03-3633-5428
Target age group : Sixth-grade children
Subject/area : Period for integrated studies
Partner school/organization : 52 educational institutions from elementary schools to universities in 13 countries around the world
 About 330 teachers, researchers and governmental officials
 ESD Power-up Meeting organized by our school with the support of the Asia-Pacific Cultural Centre for UNESCO and the National Federation of UNESCO Associations in Japan

▶ Transformation

Through studies involving local people and hands-on learning experiences, children have increased their awareness as members of the local community, and become more willing to participate in community events than before. Teachers, too, have recognized the importance of community-based education and try to create hands-on learning opportunities involving the local community, while encouraging children to participate in community events. In doing so, teachers have naturally developed an interest in participating in and cooperating with community events themselves.

Concurrently with the start of our educational program, a local group was established under the name “Talking about the Past of Yanagawa,” which recently published a book titled *Let's Study the History of Yanagawa* as a summary of their three years' activities. This year, we are using this book as a side reader for the study of sixth-grade children, while encouraging parents to participate in our educational activities.

✿ Essence of our ESD efforts

To develop globally-minded leaders capable of contributing to creating a sustainable society in this increasingly harsh global environment, it is necessary both to instill fundamental and basic knowledge and to foster problem-solving ability and communication skills. At our school we teach children so as to give them a combination of all these qualities. The aim of our ESD efforts also extends to developing the ability of children to continue to take action with people of diverse backgrounds.

Fostering academic ability through ESD

Children's problem-solving ability,
cooperative attitude and willingness to take action

General

【 Keywords 】 Active involvement in learning, problem-solving ability, self-evaluation ability

▶ Goal

ESD requires children to recognize the value of creating a sustainable society and act for this purpose. At the developmental stage of elementary school children, however, children are not ready to meet the requirements of ESD, and we should first foster basic attitudes and abilities in them. In our educational activities, therefore, we focused on fostering three basic qualities in children, namely (1)problem-solving ability (2)cooperative attitude (3)willingness to take action.



▶ Activity

We guide children to broaden their perspectives from the local, to the national and global, step by step, in a manner suited to each developmental stage, and help them develop international understanding by studying the environment and the local community using resources available within the school and the natural environment in the vicinity. In our educational activities, we encourage active involvement of children in learning about life, circulation and diversity. Every year, we adopt the process of discovering themes of study, making projections and planning, conducting surveys, summarizing the achievements of studies, and presenting/communicating the achievements (the flow of problem-solving study in the Tamadaiichi way*1), to enhance the problem-solving ability of children.

In this process, we place importance on communicating the achievements of studies, which is one of the activities that elementary school children can do on their own. At our school, children are given opportunities to make poster and group presentations before completing the third grade, and children in the fourth and upper grades interact with other schools via Web conferences and e-mail.

*1··Tamadaiichi way is problem-solving education implemented in Tamadaiichi Elementary School. It is a continuous process of learning, consisting of "understanding the problem," "conducting hands-on activities," "setting a theme," "forming a hypothesis," "planning," "testing the hypothesis," "producing results/reaching conclusions," and "communicating the achievements/taking action." By repeating this process over a period of six years, children can gradually develop their ability to solve problems.

*2··Metacognitive ability is a psychological term that is the ability to look at and recognize one's own behavior, idea and character from a different perspective.

*3··By "key competencies," we do not mean a complete set of competencies necessary for each aspect of our daily lives. For the purpose of our program, key competences are those selected and defined by the OECD as:(1)contributing to valued outcomes for societies and individuals;(2)helping individuals meet important demands in a wide variety of contexts; and(3)being important not just for specialists but for all individuals. Making sufficient investment in the development of individual competencies is the only strategy effective for achieving the sustainable development of society and the economy and for improving living standards worldwide.



► Outcome

In the period for integrated studies, children addressed local themes using a problem-solving approach, and in this process, enhanced their ability to set study themes on their own and find solutions through group work, as well as the ability to think and express themselves, willingness to take action and work cooperatively. This indicates the effectiveness of incorporating a problem-solving approach in the learning of period for integrated studies for the purpose of ESD. We have also found that teaching that incorporates the problem-solving method in part is effective for studying other subjects, and that self-evaluation by children helps them enhance their metacognitive ability.*² We use these findings in our daily educational activities.

Remaining tasks include establishing a method to evaluate children's activities and defining the skills to be developed in children in each grade, such as the ability to use tablet PCs that have been introduced in our school.

► Transformation

Each teacher now has a sufficient understanding of the policy and purpose of teaching, while children have come to act with future consequences in mind. In particular, children in the upper grades have become able to deepen their thinking by exchanging opinions. Children are especially interested in communicating the achievements of their studies, and also show a higher level of willingness to explore their thoughts, make presentations, and exchange opinions in studying other subjects than before. Interviews with local people and professionals by children have become usual practice, helping children deepen their understanding of the local community. They also enjoy interacting with children of an overseas school and express their opinions without hesitation. Overall, the problem-solving ability of children has been improving each year.

Name : Tamadaiichi Elementary School
Principal : Kan Tanahashi
No. of children : 755 (as of May 1)
Address : 3-2-23 Sekido, Tama, Tokyo 206-0011
Tel : 042-375-7020
Target age group : Children from third to sixth grades
Subject/area : Period for integrated studies
Partner school/organization : Nagatadai Primary School, Ome Municipal Daigo Elementary School, Ota Ward Minemachi Elementary School, Allerum Elementary School in Sweden

✿ Essence of our ESD efforts

“E” of ESD means education. While teachers are required to enhance the academic ability of children, academic ability for the purpose of ESD means intellectual ability coupled with the strength to live, as well as the ability and attitude defined as “key competencies” by the OECD*³. ESD empowers us to foster academic abilities required for the 21st century, including problem-solving ability, in children.

Minamitsurumaki Elementary School

Development of global-mindedness through interactions with foreign friends of the same generation in the International Intercultural Mural Exchange Project (Art Mile)

International

【 Keywords 】 Cross-cultural understanding, experience of working in cooperation with foreign children of the same generation, experience of joining activities in English

▶ Goal

By participating in the Art Mile International Intercultural Mural Exchange Project, we aim to encourage exchanges among children of the same generation with different cultural backgrounds and values, so that they can deepen mutual understanding through studying the same theme together, and jointly creating a mural on a vinyl 1.5×3.6 m canvas as a tangible outcome of cooperative learning.

Abilities to be developed by this program

- Ability to collect and distribute information
- Communication skills (ability to explain, ability to empathize with others, command of Japanese and command of English)
- Ability to understand Japanese culture (to look at oneself)
- Ability to understand foreign culture (to understand others)
- Ability to develop friendly ties (with classmates and participants in the joint project)
- Ability to work in cooperation
- Willingness to study
- Power of expression (ability to express oneself through drawing and painting)
- Ability to appreciate art

▶ Activity

Our program mainly consists of four stages: (1) Selection of a partner school; (2) Promotion of mutual understanding; (3) Joint creation of a mural; and (4) Review of our activity.

Children took the initiative in selecting a partner school. They studied various countries in the world, talked with people who have lived abroad and finally selected a school in Pakistan as their partner. Then they worked with the partner school to decide the theme of the activity and sent a video message to introduce themselves. As part of their English activities, they also held a teleconference in which they introduced themselves and showed how to play *kendama*, a traditional Japanese game, and learned about each other. The composition of the mural to be created together was determined through discussion among children of both schools. First, Japanese children created half of the mural, and sent it to Pakistan where children of the partner school completed the mural and sent the finished mural back to Japan. In Japan, children appreciated the mural and reviewed their activities.





▶ Outcome

Through interactions with a foreign school, children have become aware of differences in culture and value, and developed an attitude to accept the differences and respect others. At the same time, they rediscovered the beauty of Japan by introducing Japanese culture, history and national traits to the partner school, and this discovery has made the children more proud of Japan. This experience taught them the importance of having direct communications with people, whether Japanese or foreign, not bound by preconceived or stereotypical views. As a result, children now tend to focus on what they see, hear and feel firsthand when making judgments.

In carrying out an international program, it is necessary to keep in close touch with the partner school and make necessary adjustments to suit their event and holiday schedules. Therefore, some command of English is required.

We will continue promoting friendly interactions with schools in various countries as well as UNESCO Associated Schools in Japan.

▶ Transformation

Through this program, the children, who knew nothing about Pakistan at first, came to recognize the differences between the two countries and became more conscious of their Japanese identity. Also, the experience of speaking directly with children of the partner school in the teleconference allowed them to discover similarities with them and feel closer to each other. When the finished mural was taken out of the package sent from Pakistan, the children clapped hands and gave shouts of joy. They were so happy and satisfied with having created a work of art in cooperation, which emphasized the importance of offering opportunities for children to have meaningful experiences. Many children wrote that from the news of conflicts, they had thought Pakistan was a dangerous country but after joining the program, they now wanted to know the country better, not affected by biased views. These words show that this experience changed the children's awareness.

Name : Minamitsurumaki Elementary School
Principal : Masayuki Yoshida
No. of children : 551
Address : 5-43 Tsurumaki, Tama, Tokyo 206-0034
Tel : 042-372-1860
Target age group : Fifth-grade children
Subject/area : Period for integrated studies
Partner school/organization :
 Aizumi Nishi Elementary School; Art Mile International Inter-

cultural Mural Exchange Project 2014, Rixin Elementary School (Taiwan)

✿ Essence of our ESD efforts

For us, ESD is about “producing adults for 2050” capable of assuming leadership roles in society.

Renkouji, SATOYAMA/SATOGAWA Project

General

【 Keywords 】 Community ties, memorable experiences and problem solving, provision of information, what we can do

▶ Goal

Our school is located in an area that escaped urban development, and adjoins a public garden and research institute that have been actively protecting the forest environment of Tama New Town and the *satoyama* lifestyle. For more than 10 years, we have been offering experience-based learning opportunities to children in cooperation with the local community and research institute, as part of life environmental studies and the period for integrated studies. The purpose of our research is to ensure the emotional development of children and foster the abilities and attitudes necessary for members of future society by reviewing our past educational activities from the perspective of ESD.

▶ Activity

First- and second-grade children engage in both cross-grade and grade-specific activities under the year-long “Kids’ Fun Time” program.

Third-grade children join a work experience program at “cool” spots they have chosen from among local shops and facilities. They are asked to find “what they can do” by talking with the local community and people working there.

Fourth-grade children begin studying the Tama River under the theme “The river is a treasure-house of nature” to appreciate the bounty of nature and identify problems. In the latter half of the study, they learn that 80% of the midstream water is treated domestic wastewater. Then they are asked to reflect on their lifestyles and think what they can do for the future, and make presentations on the conclusions they have reached.

Fifth-grade children participate in works undertaken in *satoyama* area, such as digging bamboo shoots, growing rice in rice paddies in a small valley, and burning charcoal, under the Satoyama Project. They also join exchange activities with other UNESCO Associated Schools.

Sixth-grade children study the local history in light of the relationship between nature and people, through a problem-solving approach. They also share the findings of their study with a UNESCO Associated School in Republic of Korea, and think about what they can do as members of Planet Earth.



► Outcome

■ Achievements

- (1)The abilities and attitudes to be developed through experience-based problem-solving learning have been clarified.
- (2)Children have learned ways of solving problems.

■ Remaining tasks

- (1)An objective evaluation method has yet to be established.
- (2)It is difficult to secure sufficient time for the study and to prepare for the program.

► Transformation

Personnel of our partner research institute and teachers of Renkouji Elementary School had the general feeling that the 10 years of hands-on learning helped children of our school grow emotionally strong. This time, we reviewed our past activities from the perspective of ESD and identified the abilities and attitudes required by future leaders of society, which allowed us to clarify our goals and points to be evaluated.

At the same time, teachers now share a common understanding of the importance of interacting with other schools and communicating with the local community, while children have gained good presentation skills, which allow them to summarize their exchange activities and other experiences in an easy-to-understand way.

Through the experience of interacting with other UNESCO Associated Schools, both Japanese and foreign, children have developed a sense of solidarity with their counterparts and recognition that they are all members of future society.

Name : Renkouji Elementary School
Principal : Nobuko Atoji
No. of children : 400
Address : 3-64-1 Renkouji, Tama, Tokyo 206-0021
Tel : 042-373-1920
Target age group : Children in all grades
Subject/area : Living environment studies, period for integrated studies
Partner school/organization :
 Weolsan Elementary School in Republic of Korea;
 Chika Elementary School;
 Sagae Municipal Takamatsu Elementary School;
 Tama Forest Science Garden, Forestry and Forest Products Research Institute;
 Tama City Riverside Fun School; and other organizations

✿ Essence of our ESD efforts

ESD is an important educational principle that adds greater significance to our wealth of educational experience of more than 10 years. By taking the perspective of ESD, we could define the meaningfulness of experience-based learning and add value to our educational activities.

Creating a school environment conducive to sustainable education

Sustainable-school-oriented environmental design

Environment

【 Keywords 】 Caring (We care), resilience (We don't worry), mindfulness (We realize)

▶ Goal

The purpose of our project is: to help children guide the local community that is becoming increasingly unsustainable to the direction of a sustainable future; to facilitate a change in the sense of value, action and lifestyle to the direction of sustainability; and to promote the Whole School Approach* to empower both children and teachers.

■ Desirable attitude to foster in children

Children of Nagatadai, keen to take action to create a sustainable society with awareness of the value of their own lives, lives of others, and the life of Earth.

*...The "Whole School Approach" refers to an approach characterized by the commitment of the whole school and the continuous deepening of that commitment.

▶ Activity

We aim to encourage children to turn their eyes to the local environment and natural events and seek to bring about positive influence, transformation and change (to promote globally-oriented activities throughout the school and communicate our activities to the world).

■ Main themes of ESD-related studies

First grade: "Let's find many good things about Nagatadai Primary School"

Second grade: "Let's go out to the community and discover! People of Nagatadai who care about us"

Third grade: "Let's work together to pass down the spirit of Harmony Rangers to the future"

– Learn, see, and talk about the present and past of Nagatadai –

Fourth grade: "JUMP! Nagatadai Eco Kids"

– Waste, water, electricity –

Fifth grade: "Nagatadai connects with people and nature"

Sixth grade: Pure-white steps "What we can do now"

Special-needs class: "Grand operation to move out of the worst ranking in terms of quantity of combustible waste" "Green, Clean Earth Rangers"

■ Summary of the achievements of our past educational activities

Teachers work with members of the Parent-Teacher Association to make a list of the "good points of our school" and "weak points that need improvements" identified in our educational activities and produce a "sustainable map" based on these points. This map indicates the effectiveness of our education and provides us with a direction in planning future educational programs. We will continue to produce design maps to show the achievements of the ESD efforts we have



been making through the Whole School Approach based on the ESD indicators for schools.

► Outcome

■ Achievements

As a result of implementing the ESD project throughout the school on a trial basis, the idea of sustainability has been widely accepted and incorporated in a variety of activities, including extracurricular activities, school management and community activities as well as our educational activities. All these activities have stories to tell and potential for continuous development, and are backed by a well-established universal theory that is applicable to any publicly-run school. Through our ESD project, we provide insights and suggestions useful to schools that face various problems. Each of the grade-specific, theme-oriented ESD programs has helped children improve their awareness.

■ Remaining tasks

We have to guide children to deepen their understanding of the relevance of our ongoing ESD efforts to them and to Earth, and increase awareness of the impacts of their learning. We will play a leading role to help children develop their potential problem-solving ability so that they will be able to successfully cope with priority issues that they may face in the future based on their experiences.

► Transformation

We have implemented ESD-based education in each grade. At our school, teachers develop annual educational plans with sustainability in mind, which has increased children's awareness of sustainability. Especially, sixth-grade children engage in school committee activities with enthusiasm and are keen to improve the school themselves. Some children even realize that through the current activities, they are taking the first step to the future.

Name : Nagatadai Primary School

Principal : Masaharu Sumita

No. of children : 498

Address : 6-1 Nagata Minamidai, Minami-ku, Yokohama, Kanagawa 233-0075

Tel : 045-714-4277

Target age group : Children in all grades

Subject/area : All subjects and areas, and all educational and community activities

Partner school/organization :

Shin Yonsang Elementary School (Republic of Korea), Magome Primary School, Tsuya Primary School, Tamadaichi Elementary School

* Essence of our ESD efforts

“First step to change our future!”

We believe that the ESD-oriented approach of teachers has helped children develop the awareness that they are taking the first step toward the future gradually over a period of six years.

Development of children with rich hearts, confidence in themselves and pride in the local community

Tradition,
local community

[Keywords] Preservation of traditional performing arts, forests and flowers, experience and awareness, culture of reading books, working in cooperation, confidence and pride

▶ Goal

At our school, children work to preserve the *shishimai* dance, a local traditional performing art, by learning the dance themselves. Through new learning opportunities, children are expected to look back on their lifestyles and discover new values.

We also give children opportunities to enjoy interactions with nature through activities in the forest and growing flowers on the premises of the school, thereby preparing them to engage in environmental protection.

In addition, we encourage children to read books to enrich their lives, to help create a culture of reading books in our school through cooperation with parents and the local community.

▶ Activity

(1) Preserving the *shishimai* dance, a local traditional performing art

Since 1996, children, mainly in the fourth and upper grades, have been learning from members of a local *shishimai* preservation group how to dance the *shishimai* and *kagura* and how to play the traditional flute and drum to accompany the dances. In doing so, children have developed an understanding of the significance of this performing art with a history that spans about 350 years and the importance of preserving the tradition, and with this understanding, have engaged in activities to make this tradition widely known to local people. This year, children are going to give a *shishimai* performance in the Niigata Cultural Festival in October.

(2) Promoting interactions with nature, centering on activities in the forest and growing flowers on the premises of the school

In 2005, we started activities to interact with nature in the “Ikoi no Mori” forest on the premises of the school as part of living environment studies and period for integrated studies and also in connection with the studies of Japanese, science and moral education. Children from the first to sixth grades form cross-grade teams named Wakaba Stars Team and grow flowers and vegetables. Children not only study and play with nature in the “Ikoi no Mori” forest but also cook the vegetables they have harvested and make objects using fallen leaves and nuts. They are also guided to write about and discuss their experiences to follow up these activities.

(3) Creating a culture of reading books in cooperation with parents and the local community

Teachers, parents, local volunteers, municipal library staff, and Wakaba Stars Team members engage in activities to read books to others in various ways. We



also recognize the importance of having time to read books alone and encourage children to do so to foster their ability to have “dialogue with books.” We work with parents to encourage children to develop the habit of reading books at home, as part of our efforts to create a culture of reading books.

▶ Outcome

Children have continuously engaged in activities to preserve the traditional performing art, interact with nature and read books, and through these processes, have learned many things from local people and the older children. These experiences have helped them grow more confident in themselves and become able to better express their ideas.

▶ Transformation

A questionnaire survey of the children revealed that 98% of them “like the school and the local community,” while in a questionnaire survey of parents, 100% of the respondents agreed that “the school is promoting activities making good use of the features of the local community” and 98% of them agreed that “the school is positively promoting eco-friendly activities.”

These results indicate the effectiveness of our ESD efforts that place importance on cooperative ties among the school, parents and the local community. Certainly, the learning through interactions with local people has helped children develop greater willingness to work in cooperation.

Name : Mitsuke Municipal Niigata Elementary School
Principal : Keisuke Ota
No. of children : 93
Address : 2478 Niigatamachi, Mitsuke, Niigata 954-0006
Tel : 0258-62-0685
Target age group : Children in all grades
Subject/area : Special activities, living environment studies, period for integrated studies, etc.
Partner school/organization :
 [Shishimai preservation activities]
 Aizu-wakamatsu Municipal Kawanami Elementary School,
 Kashiwazaki Municipal Government, Ayako-mai Dance Club
 [Activities in nature]
 Date Municipal Hashirazawa Elementary School, Date Munic-

ipal Awano Elementary School, Date Municipal Sekimoto Elementary School

✿ Essence of our ESD efforts

Through their ESD activities, children have found that it is more pleasing and encouraging to work with friends, parents and local people than working alone. They have also become fully aware that by working in cooperation, they can maximize their power, and this recognition has given each child confidence and pride, and allowed them to have a firm belief in their ability.

Promoting educational and learning activities based on the ESD principle

Helping children acquire knowledge, the ability to think critically, and the ability to take action, which are qualities required to contribute to sustainable development

Environment

【 Keywords 】 Chuokko (children of Chuo Elementary School), friendly to nature, people and Earth

▶ Goal

The purpose of our ESD activities is to guide children to learn and think together and exchange ideas to explore how they can contribute to creating a future where all the people of the world can continue to sustain their lives, and inspire them to take action, thereby preparing them to live full and productive lives as adults.

▶ Activity

■ ESD learning as part of living environment studies and period for integrated studies

Children in the first and second grades visit the same park all four seasons to interact with nature and join hands-on farming activities to learn about living things. Third-grade children explore the school district and produce brochures for the public based on their knowledge about the local community. Fourth-grade children address the problem of global warming by working on eco-friendly activities, and fifth-grade children try organic rice farming to think about food from the perspectives of both farmers and consumers. Sixth-grade children study the history of the local community to identify its specific problems.

■ Chuokko (children of Chuo Elementary School) Festival

We organize a school-wide event where children from the first to sixth grades meet together and report the results of their studies to one another.

■ ESD-oriented education

In teaching children from the perspective of ESD, we defined elements necessary for creating a sustainable society and picked out seven abilities that have special importance in ESD.



▶ Outcome

■ Achievements

Children have come to better recognize the value of the natural environment, the lives of creatures, our relationships with nature, and personal ties. The Chuokko Festival was an ideal venue for cooperative learning, where children worked in unison and interacted with each other to communicate what they felt and thought through their significant hands-on activities in an easy-to-understand manner. Teaching children from the perspective of ESD also allowed the teachers to gain a concrete idea about the qualities to be nurtured in children in each grade according to their developmental stages.

■ Remaining tasks

We have not been able to provide venues for all teachers to develop a common understanding, establish a training program for teachers newly assigned to our school, and devise means and methods for ensuring consistency of ESD learning across different grades.



▶ Transformation

Children have become able to identify problems in their everyday lives, think what they can do to address such problems and take action.

By teaching children with a clear concept of the abilities and attitudes to be fostered through ESD-oriented education, teachers have become able to guide children to develop a multifaceted perspective and exchange constructive ideas in discussions.

Teachers are now constantly conscious of ESD when teaching children, and consider which elements of ESD are relevant to the goal of each subject they teach.

Name : Chuo Elementary School

Principal : Hiroshi Takeshima

No. of children : 395

Address : 4-35 Gobanmachi, Toyama 930-0052

Tel : 076-421-6490

Target age group : Children in all grades

Subject/area : All subjects and areas

Partner school/organization : None

✿ Essence of our ESD efforts

For our school, ESD is an educational means to foster the ability of children to accept regional, national and global problems as their own, think about these problems and exchange opinions for their solutions, thereby preparing them to live full and productive lives as adults.

Creating cooperative ties between the school and local community based on ESD through a survey of red dragonflies

Environment

【 Keywords 】 Red dragonflies, alien plants, cooperation with researchers, communicating achievements, environmental education

▶ Goal

Our ESD activities include engaging children in a detailed survey of red dragonflies in cooperation with ecologists to give scientific validity to their activities and enable them to communicate their achievements to the local community with confidence. In doing so, we aim to enable children to reason scientifically, conduct scientific surveys and think critically as well as develop presentation skills. We also encourage children to communicate the strengths and problems of our community to local adults and work with them to preserve local features.



▶ Activity

■ Surveying migration routes of red dragonflies and their adult population size

Working with researchers and other institutions, children conducted a survey of red dragonflies, which are commonplace and yet not fully understood, to assess their adult population size and locate their migration routes by means of marking. Specifically, children collected the shells of red dragonflies that emerged in paddy fields of a defined size during a one-month period from late June, and estimated the number of emergences in each paddy field patch. It is conventionally thought that ‘autumn darters,’ which is one species of red dragonfly, emerge from pupa in paddy fields in early summer, spend midsummer at higher altitudes and come back to lower land in autumn. However, no one had directly studied their migration routes from low land to high land before. So the children conducted a survey to locate their migration routes, under the guidance of Professor Ueda of Ishikawa Prefectural University.

■ Reviving native plants by surveying the distribution of alien plants and getting rid of them

Children learned the characteristics and kinds of specified alien plants from researchers, and conducted a survey of the distribution of alien plants around the school. Then they worked together to get rid of lance-leaved coreopsis and Canada goldenrod to help restore the native plants.

■ Interacting with the local community

Children communicated the realities and problems of their community to local adults at in-school and external events and through various media, and presented their views on future lifestyles from a critical perspective.



▶ Outcome

By conducting the survey to assess the adult population size of red dragonflies, children learned that paddy fields not only produce rice but also provide a habitat for many creatures, and also that agricultural chemicals and farming methods can affect the probability of survival of the dragonflies. They marked more than 3,000 adult red dragonflies they had captured, released them to nature, and caught them again at the top of a mountain in summer, thus becoming the first in Japan to discover their migration routes.

Children have also become aware of the existence of many alien plants in the local environment and their serious impacts on local indigenous species. Through these activities, we could develop cooperative ties from regional to national levels.

▶ Transformation

The suggestions made by children based on scientific evidence and from a critical perspective have inspired local adults to look again at the local environment and begin work on preserving it. As a result of constant interactions with environmental educators, environmental education is now deeply embedded in our school, enhancing the ability of children to take action voluntarily and think deeply with awareness of their responsibility. Collaboration with professional researchers has motivated teachers to study further, enabling them to think from a scientific perspective and encouraging them to deepen ties with universities and governmental agencies.

Name : Shikatani Elementary School

Principal : Norio Yoshikawa

No. of children : 89

Address : 34-1 Hongo, Shikadani-cho, Katsuyama, Fukui 911-0843

Tel : 0779-89-2539

Target age group : Fifth-grade children

Subject/area : Science, Japanese, period for integrated studies

Partner school/organization : Katsuyama City Office; Department of Professional Development of Teachers, Graduate School of Education, University of Fukui;

Ishikawa Prefectural University;

nine UNESCO Associated Schools in Katsuyama City;

Shikatani Community Center;

Ministry of Land, Infrastructure, Transport and Tourism;

Local companies

✿ Essence of our ESD efforts

For our school, ESD offers opportunities for both children and teachers to learn together and enjoy continuing learning in the local community. It enables us to connect our school with the local community and work together to create a bright future.

Creating a school environment where children can grow as independent individuals through various interactions

Implementing the curriculum for a sustainable future

General

[Keywords] Learning with a sense of ownership (exploration/autonomy), learning to create the future (problem-solving abilities), cooperation with communities

▶ Goal

To build ESD factors into the whole curriculum, and implement the curriculum at all grades.

▶ Activity

(1)Revising the curriculum diagram

A curriculum diagram for creating a sustainable future was prepared from the viewpoint of (i) individualized education that the school has traditionally provided as an open school and (ii) ESD such as interaction with nature, society, and people, as well as a sustainable future.

(2)Determining “the three abilities that should be developed through ESD”

Abilities that should be acquired by children were classified into three categories (i.e. abilities to interact, keep questioning, and take action), and goals were set for each grade.

Measures for learning and other activities have been reviewed by four workshops, and have been implemented.

(3)Preparing annual education plans

Integrated studies “Living” were organized by integrating the living environment studies with the period for integrated studies. An ESD Calendar was prepared by examining the relationship with the learning content (subjects), etc. The learning content was analyzed using the ESD perspective list, and an ESD-based learning plan (evaluation criteria) was prepared.

(4)Various experience-based activities

We focus on exploratory learning by designing lessons, planning experience-based activities, reviewing activities, and learning from each other through presentations. Specifically, children learn from guest teachers, interact with communities through community exploration activities, participate in the Art Miles Mural Project (International Intercultural Mural Exchange), and deliver presentations on the results of learning at the “Ogawakko Festival.”



(5) Mutual learning among teachers

We focus on (i) sharing ESD implementation and (ii) mutual learning. Notices are put up on a bulletin board in the staff room, and information is shared at monthly workshops.

► Outcome

We determined the abilities that should be developed through ESD and set goals for each grade. These efforts have made it easier to implement specific measures for learning and other activities. We need to select measures for verifying the effectiveness of measures in order to implement them reliably.



► Transformation

We worked on ESD to translate conventional learning into exploratory learning, with the keywords of “learning with a sense of ownership” and “learning to create the future.” As teachers share this understanding, classes have increasingly reflected teachers’ vision and met the needs of children. The concept of ESD has been increasingly reflected in subjects and morals.

The ESD program has provided opportunities to present results, and has helped children improve their presentation skills.

Name : Ogawa Elementary School

Principal : Hirohito Ban

No. of children : 498

Address : 7 Ogawa Hachiman, Higashiura-cho, Chita, Aichi 470-2102

Tel : 0562-83-2034

Target age group : Children in all grades

Subject/area : Living Environment Studies: period for integrated studies

Partner school/organization :

Art Miles Mural Project (International Intercultural Mural Exchange),

Jinhua Binhong Primary School (Jinhua City, Zhejiang Province, China), ESD Aichi-Nagoya Conference for Children (Aichi-Nagoya Committee for UNESCO World Conference on ESD)

✿ Essence of our ESD efforts

If conventional learning and other activities are likened to books, ESD can be likened to a bookshelf. The ESD perspective has enabled us to organize the learning content. For children, learning and other activities have become exploratory “recreation.”

ESD helping children get connected and develop abilities

Environment

【 Keywords 】 Relationship, life, “respect each other and live in harmony,” take action, global citizens

▶ Goal

- (1) Helping children develop a sense of self-esteem and make friends through mutual respect
- (2) Motivating children to read books, deepen their knowledge, and actively exchange opinions
- (3) Helping children learn about the relationship with people and nature in local communities, and developing children’s sensitivity
- (4) Developing children’s abilities to (i) notice problems in daily life and (ii) come up with solutions, communicate, and take action toward creating a sustainable society



▶ Activity

ESD served as the guiding principles in the administration plan. Themes and goals were set for each grade: “character development,” “nature in local communities,” and “problems in daily life” (from lower to higher grades, in that order). Guest teachers were invited to give classes, and many international communication events were organized.

Second-grade children: In the “Cultivating, Spinning, and Getting Connected via Cotton” program, children interacted with children in a cotton-growing village in India. In total, 35 hours were allocated to this program to mutually develop a sense of self-esteem through interaction. The children experienced the process from the planting of seeds sent from India to the spinning of cotton. The children kept observation records; they also crafted masks using harvested cotton, produced a video letter introducing Japan in English, and sent them to children in India. The children also learned Indian yoga and dance from parents/guardians, etc. of the school children and tried on a sari borrowed from the National Museum of Ethnology to experience Indian culture.

Third-grade children: In the “Let’s Become Acorn Professionals” program, a field trip was organized at Tsurumi Ryokuchi Park with the cooperation of graduates and environmental conservation groups. This program provided children with opportunities to play with, observe, investigate, and discuss acorns, thus helping raise children’s awareness about environmental problems. Much evidence supported our hypothesis that children develop an interest in environmental problems only if they are motivated to love nature.



► Outcome

■ Achievements

We were able to disseminate information about our ideas in the course of ESD activities. Practical teaching skills have been improved through in-school ESD workshops. Teaching materials were developed, and activities were implemented in cooperation with local communities, universities, and NPOs, among others.

■ Remaining tasks

Education on human rights and life needs further improvement. We will define academic abilities that should be developed through ESD.

► Transformation

The program has helped teachers learn more about ESD, enabling them to explain the concept in their own words. Also, teachers have gradually developed the ability to create teaching materials based on ESD-related issues reported on TV, in newspapers, etc.

Children have learned the joy and importance of working on issues that do not necessarily have correct answers.

We widely publicized our ESD efforts in local communities, thus boosting awareness about a sustainable society among local communities and parents/guardians. For example, an international nurse was invited to an education lecture for adults organized by the PTA.

Name : Sekimehigashi Elementary School

Principal : Hiromi Tsutsui

No. of children : 486

Address : 4-12-15 Sekime, Joto-ku, Osaka 536-0008

Tel : 06-6934-4499

Target age group : Children in all grades

Subject/area : All education activities

Partner school/organization :

Horyuji International Senior High School,
6 schools in total (5 public elementary and junior high schools in Osaka City that have been certified as ASPnet members and 1 school preparing to apply),
ASPnet Osaka

* Essence of our ESD efforts

For our school, the objective of ESD is to produce global citizens who have universal values transcending nations, races, or ethnic groups, and develop the ability to take action and solve problems in daily life.

In elementary school education, it is important to provide children with many opportunities to experience interaction with nature and other people. We focus on helping children develop the attitude to live in harmony with people who have different values.

Enhancing educational activities based on international education through preparation and implementation of the ESD curriculum

International

【 Keywords 】 Broad perspective, autonomy, diversity, cooperation with local communities and parents/guardians

▶ Goal

To advance international education in all school education activities, in order to achieve the goal of producing human resources who will help create a sustainable society.

- (1) Building the ESD perspective into the whole curriculum of all grades across subjects, so that children can (i) think and see things from various aspects and (ii) develop the ability to work on the concept of ESD and act on their own.
- (2) Enabling returnee children to think and see things from a global perspective based on their cross-cultural experience, and helping these children to increase their Japanese proficiency and learn about Japanese culture.
- (3) Developing an attitude to willingly communicate with people of diverse cultural backgrounds through international communication programs.

▶ Activity

We are committed to promoting international education. We also identify and analyze the status of returnee children, and offer guidance and support so that they can smoothly adapt themselves to school education in Japan. We actively promote communication activities in and outside Japan as below.

- (1) We have friendship tie-ups with two elementary schools outside Japan (one in the U.S. and one in Republic of Korea) (refer to “Partner school/organization”). Notably, we have organized joint workshops, mutual visits, and class exchange programs for teachers with counterparts of the elementary school in Republic of Korea.
- (2) We have accepted the following visits: Invitation Programme for Teachers from the Republic of Korea organized by ACCU (2010), Japan-U.S. Teacher Exchange Program for ESD organized by boards of education in Japan and the U.S. (2011), group of observers to Japan from the Kingdom of Thailand (2011), internship for university students from New Zealand (2012 and 2013), etc.
- (3) For communication with students at other schools in Japan, we organized a web-based peace learning and communication program (communication-based learning) with Okinawa Municipal Hiyagon Elementary School. (Toyonaka and Okinawa are sister cities.)
- (4) A world museum event is organized in cooperation with the association of parents/guardians of returnee children.

(See the photo on the next page.)



▶ Outcome

Various programs have been actively promoted to help children gain a broad perspective and develop the ability to take action on their own. Specifically, children are encouraged to communicate with students in and outside Japan, learn about the cultures of their countries and regions, disseminate information about Japanese culture, and work on ESD tasks for each grade. These programs have been gradually accepted by children.

The ESD perspective needs to be built systematically into the curriculum, which in turn must be organized and upgraded through the annual programs.

Teachers still do not fully understand ESD, and barely manage to implement the programs. We will have to offer more ESD training programs.



▶ Transformation

We believe that children have accepted and understood diversity and have naturally acquired the attitude to live in harmony with people in different countries and other children returning from different parts of the world.

Teachers have reviewed various programs (e.g. environment, welfare, peace, human rights, international understanding, food and nutrition education) from the ESD viewpoint. They have started to think from a broader, more comprehensive perspective.

In formulating education plans, teachers have recognized the importance of encouraging children to interact with society and work on activities on their own initiative.

Name : Ueno Elementary School

Principal : Yasunobu Okui

No. of children : 1,092

Address : 2-8-8 Ueno-higashi, Toyonaka, Osaka 560-0013

Tel : 06-6848-4021

Target age group : Children in all grades

Subject/area : All subjects and areas

Partner school/organization :

Friendship tie-up: Parkside Elementary School (U.S.A.),

Guksan Elementary School (Republic of Korea)

Partner school: Pi Thunu Elementary School (Cambodia)

Exchange school in Japan: Okinawa Municipal Hiyagon Elementary School

✿ Essence of our ESD efforts

For our school, ESD is essential to help children acquire a broad perspective and develop the ability to take action on their own initiative.

Scenic Spots in Nara that should be preserved into the future

General

【 Keywords 】 Eight Views of Nara, World Heritage learning, ICT (using iPad), developing a sense of ownership, having pride and a sense of attachment to the local community

▶ Goal

We organized a program to learn about the Scenic Spots in Nara that should be preserved into the future. This program was intended to (i) help children discover new attractive features of Nara, (ii) help them have pride and a sense of attachment to the local community, and (iii) motivate them and help them develop an attitude to live well while actively interacting with the local community. The objectives were as follows:

- To help children discover new “assets” of Nara through investigating the Eight Views of Nara (based on activities to (i) investigate various features of Nara and (ii) conduct questionnaire surveys and think about Scenic Spots in Nara that should be preserved into the future)
- To help children develop their abilities to organize their ideas about the local community and communicate them in an easy-to-understand manner (based on activities to effectively summarize the investigation results and exchange views with classmates)
- To help children have pride in the local community, and motivate them and help them develop an attitude to live well while actively interacting with the local community on their own initiative
- Helping children disseminate their ideas by collecting and editing information using ICT

▶ Activity

In the middle of the Edo period, the Daibutsu-den Hall at Todai-ji Temple was restored, and Nara became a major sightseeing spot. Eight Views of Nara (*Nanto-hakkei*) served as a guidebook. The eight views were: deer in Kasugano, the moon seen over Sarusawa-ike Pond, fireflies flying along the Sahogawa River, wisteria at Nan’endo Hall, the bell at Todai-ji Temple, snow on Mt. Mikasayama, rain at the Kumoizaka slope, and Todorokibashi Bridge and travelers.

Some of these spots remain intact, while others can no longer be seen for various reasons.

First, we took children to these spots to arouse their interest in the Eight Views of Nara. After their visit, the children worked on independent research projects during the summer recess to rediscover the treasures that remain unnoticed in the local community. In the second semester, children gave presentations on their projects, and explained their views on the communities of Seibi and Nara.

Next, Scenic Spots in Nara that should be preserved into the future were identified by conducting questionnaire surveys on children’s families and relatives, etc. to select new Eight Views of Nara. Each child was asked to select one scenic spot from those that ranked high in the questionnaire surveys, and gave a presentation on why they wanted to preserve the scenic spot using various media.

Local people and parents/guardians were invited to cast votes to select the new Eight Views of Nara. Finally, the results were published.



▶ Outcome

Through these learning activities, many children have developed a strong affinity for Seibi and Nara. We believe that these activities have helped children have pride and a sense of attachment to the local community.

Children were able to think how they should relate with Nara in their local community, how they can contribute to development of the local community, and how they can live well into the future.

We will review the process of the World Heritage learning and raise children's awareness so that they will have a deep understanding of Nara and create the future of Nara.



▶ Transformation

Children are now aware that they must not be the last generation to see the scenic landscape today. They have been motivated to live well through active interaction with the local community. Cooperation from local people and parents/guardians (in conducting the questionnaire surveys and casting votes) helped children reconsider the significance of scenic landscape in Nara together. This learning program, which involved various stakeholders, helped children have pride and a sense of attachment to their local community.

Name : Seibi Elementary School

Principal : Masafumi Kasutani

No. of children : 486

Address : 5-2 Nishikitsuji-cho, Nara 630-8325

Tel : 0742-26-0312

Target age group : Sixth-grade children

Subject/area : Period for integrated studies

Partner school/organization :

Fourth National World Heritage Learning Summit in Nara,
Japan-U.S. Teacher Exchange Program for ESD,
Nara University of Education

✿ Essence of our ESD efforts

For our school, ESD is a tool that enables children to develop "abilities to live well" through interaction with the local community. ESD-based learning activities are essential to (i) raise awareness that children are expected to serve as future leaders of society and (ii) develop an attitude to pass on the heritage to the next generation.

Let's go out to explore the local community!

Seinan Kokuho-san in the neighborhood

Tradition,
local community

【 Keywords 】

Changes in food that people eat, loss of diversity, declining birthrate

▶ Goal

To help children interact with people and places in the local community and develop a sense of affinity and attachment, and help them recognize that these people and places are related to their own lives. To help children learn about the local community and motivate them to contribute to the local community with a sense of ownership and affinity.



▶ Activity

We consider that many nice people live in our local community. Thus, we focused on interaction between children and local people. The overall process is as follows.

- Community Exploration(1) Let's walk around Seinan using a map
- Community Exploration(2) Let's meet Seinan Kokuho-san (Seinan Kokuho-san refers to people in our local community.)
- Let's share information about Seinan Kokuho-san.
- Let's write letters of thanks.

At the beginning of this program, children watched part of a TV program and created exploration plans using maps.

In Community Exploration(1), children visited places (a community hall, a park, and a famous Japanese ink factory). In Community Exploration(2), children met Seinan Kokuho-san (a box-lunch vendor and a mom-and-pop candy store owner who have been in business for more than 50 years, and a citizen who lectured about bird-watching at the community hall). The box-lunch vendor explained that the modern menu is different from that in the past. The mom-and-pop candy store owner explained that the number of children has been decreasing. At the community hall, a citizen told children that the bird population has decreased and that the population of certain species has increased.



► Outcome

The interaction with Seinan Kokuho-san has helped children find issues in sustainability. The box-lunch vendor explained that main menu items in the past were fish, while the counterparts today are mainly fried foods (changes in food that people eat). The candy store owner explained that there were three classes per grade in the past; there is only one class for the second grade today (declining birthrate). At the community hall, children learned that the population of sparrows and bulbuls has decreased, while the population of crows has increased (loss of diversity). Children were able to share information about Seinan Kokuho-san in the classroom activity. Some children were surprised to learn that there used to be as many as three classes, and wondered why there is only one now. Children were able to understand that people's lifestyle has significantly changed since the time when Seibiminami Elementary School was established.

► Transformation

In the ESD program, we were particularly impressed by the participation of the local people in our education activities. Traditionally, the local people have been highly interested in such activities, such as the organization of Seinan volunteer groups. There were still many people who did not know how to join such activities or who thought that no further improvements were necessary. Nevertheless, we received donations of stationery for presentations; one citizen agreed to serve as a guest teacher. Meanwhile, teachers were able to lay the foundation for expanding the scope of education activities. The ties with the local community developed through this program are sure to facilitate education activities in the future. For example, we received an offer from local people to guide children if the school is going to organize study programs outside school.

Name : Seibiminami Elementary School
Principal : Yoshitaka Fukuda
No. of children : 219
Address : 676 Minamikyobate-cho, Nara 630-8141
Tel : 0742-62-7872
Target age group : Children in the second grade
Subject/area : Living environment studies
Partner school/organization :
 Several UNESCO Associated Schools,
 Gyeongju City Geumjang Elementary School (Republic of Korea)

✿ Essence of our ESD efforts

From the viewpoint of creating a sustainable society, it is difficult to change children's lifestyle and ideas through a single class or lesson alone. It is necessary to help children prepare through classes and school activities on a daily basis. Teachers should (i) come up with activities that help link children's life with classes about sustainable society, and (ii) keep on asking questions in daily activities.

Kimi Elementary School

A “dynamic” school where children grow with their parents, teachers, and local communities

Environment

【 Keywords 】 Future members of society, programs that contribute to society, mutual learning and support

▶ Goal

To help children acquire knowledge (solid academic abilities), virtue (a fertile mind), and physical strength (health) in a well-balanced manner to live in a rapidly changing society.

To help children think about the global environment and welfare from an international perspective and contribute to society. To publicize activities at our school and promote interaction with people in other local communities so that children can deepen mutual understanding, strengthen ties, and broaden their perspectives.



▶ Activity

Programs have been implemented for all grades in the fields of the environment, welfare, and disaster preparedness.

Concerning the environment, children first played in the park, and then worked on creation of EM (effective microorganisms) mud balls. Notably, children in the first to third grades were gradually introduced to the world of biotopes. Children in higher grades started to work on issues from the local environment (e.g. waste, sewage, the living environment, electricity) to global issues. Children also learned about the mystery and potential of EM and the significance of life.

Regarding welfare, children were invited to think about how to live in harmony with socially vulnerable people of different generations and lifestyles (e.g. kindergarteners, senior citizens, persons with disabilities). The activities focused on helping children develop an attitude of mutual cooperation and recognize the significance of life.

For disaster preparedness, children were invited to come up with specific measures to protect themselves from disasters and take action. Notably, children of higher grades learned the history of disasters and how our ancestors overcame disasters. They also learned about the mechanisms of earthquakes from a scientific point of view.

Activities advanced in these three areas with cooperation from the PTA and local people. We expect that the collaboration will produce substantial results.



► Outcome

The PTA and local communities were involved in school activities which focused on the environment, welfare, and disaster preparedness. Our programs have given an impetus to activities throughout the communities.

Experience-based learning has been increasingly supported by local people. The programs have helped deepen and expand the scope of children's learning, improving morals (citizenship awareness) and facilitating behavior education.

Children have gradually started to communicate with people in other local communities (in and outside Japan). However, children are yet to improve their communicative abilities. Future activities should help children gradually develop their abilities to express themselves and communicate more effectively.

► Transformation

The programs were implemented with ESD in mind, and the themes were shared among teachers. Children's learning, which teachers sought independently, is now being facilitated systematically. A framework is being established to develop children's abilities through a six-year curriculum.

Children are provided with opportunities for mutual learning in classes and other activities. Learning activities are organized so that children can develop their abilities through interaction.

The school took the initiative in social contribution activities concerning the environment, welfare, and disaster preparedness. Local communities have started to understand the school's activities and cooperate with the school on many aspects.

The school evaluation etc. shows that our basic policy has been increasingly supported. We believe that our membership in the UNESCO Associated Schools Project Network has raised expectations about our activities.

Name : Kimi Elementary School
Principal : Toshio Morimoto
No. of children : 383
Address : 25-1 Kakinokizaka, Hashimoto, Wakayama 648-0097
Tel : 0736-32-1522
Target age group : Children in all grades
Subject/area : Special activities, period for integrated studies
Partner school/organization :
Kumano Higashi Junior High School, Izumi Junior High School,
Westwood High School (U.S.A.), Aspen High School (U.S.A.)

✿ Essence of our ESD efforts

Local communities are underpinned by mutual support. Children and adults can work together to live well and find a purpose for their lives. This process is important in developing personal abilities that are required to create a sustainable future society; mutual growth helps build a sustainable society.

Ishima Warm Heart Project

International

【 Keywords 】 Relationship with local communities, diverse society, relationship between daily life and the environment, how to live well

▶ Goal

The Ishima Warm Heart Project encourages children to carefully observe their hometown of Ishima and to think and act on their own initiative. Children are expected to (i) have pride in their hometown and (ii) develop abilities to work closely with local communities and open up their futures.

In line with the educational goal of our school (cultivating children's minds and helping children develop abilities to open up their futures), children face the issues in the local communities, cope with these issues as their own tasks, and organize their ideas on the themes of (i) relationship with the local communities, (ii) diverse society, (iii) relationship between daily life and the environment, and (iv) how to live well. The program aims to encourage children to work on activities as members of society and thereby develop human resources who will help create a sustainable society.

▶ Activity

In the living environment studies and the period for integrated studies, children in each grade work on activities based on our ESD grand design. Our ESD consists of two projects: the Dream Project, in which children work on self-examination and consider how to live well; and the Kizuna Project, in which children interact with local people and the environment and think about their vision of future society. The learning activities are based on the following: local communities (third-grade children), welfare (fourth-grade children), the environment (fifth-grade children), and children's hometowns (sixth-grade children [in studies for international understanding and thinking about how to live one's life]). We expect that the results of the learning activities will be useful after graduation in some way or other and will serve as an impetus to improve children's hometowns.



▶ Outcome

In the living environment studies and the period for integrated studies, we defined the qualities and abilities that children are expected to acquire. For this reason, children have been increasingly attaching importance to relationships with local nature and people. Teachers have gradually acquired abilities to formulate annual education plans (with a six-year elementary school curriculum in mind) based on the ESD grand design and to organize learning content that is appropriate for children in Ishima. Our challenge is how we can help children take advantage of what they learned to contribute to local communities and society. Our activities should encourage children to put what they learned into action and to serve as members of society.

It is also desirable to facilitate interaction between the Dream Project and the Kizuna Project by ensuring (i) cooperation with other local communities via the UNESCO Associated Schools Project Network and (ii) cooperation among day nurseries/kindergartens, elementary and junior high schools in local communities.

▶ Transformation

In the FY2013 school evaluation, many children commented that they liked living environment studies and the period for integrated studies. We believe the results are derived from our efforts to deliver experience-based classes, while utilizing human resources outside the school, so that children can have fun during the learning process. Highly focused and specialized education by external instructors helps raise the interest of children and increase their motivation to learn. Such education also helps children learn how people work and live in society and provides children with opportunities to think about their future. The school evaluation also revealed that parents and guardians, as well as local people are positive about our ESD program. Individuals and businesses that cooperated in our ESD program are also positive about cooperating with our school, and are willing to do so in future classes.

Name : Ishima Elementary School
Principal : Junko Aoyama
No. of children : 780
Address : 1-6-6 Ishima-cho, Kita-ku, Okayama 700-0016
Tel : 086-252-2251
Target age group : Children in all grades
Subject/area : Living environment studies, period for integrated studies
Partner school/organization : Two elementary schools and one junior high school in the Kyoyama Junior High School district (UNESCO Associated Schools); Okayama Technical High School; Okayama University (Faculty of Agriculture); International Pacific University; Okayama Prefectural Lifelong

Learning Centre (Sci-pia: Science and Humanity Museum for the Future); Okayama City Kyoyama Community Centre; other local businesses, NPOs, etc.

✿ Essence of our ESD efforts

ESD helps children develop an attitude to improve society, their hometowns, and themselves. We hope that our ESD grand design motivates children to solve difficult problems of the modern age.

Let's rediscover our hometown of Kogushi

Environment

【 Keywords 】 Environment, local communities, implementation, pride

▶ Goal

To rediscover the fertility of Kogushi's sea and find out what children can do to ensure sustainability by experiencing traditional fishing using fixed nets (called *tsubo-ami*).

To learn about the relationship with local people and fertility of the environment and implement environmental conservation activities by working with local people and tasting food available in the local communities.

The results are compiled to be kept at the school and passed on to younger children.

▶ Activity

In order to determine the annual vision, discussions were held about the unique features of Kogushi. A decision was made to experience and learn about traditional fishing using fixed nets. Children experienced fishing on small fishing boats arranged by the fishermen's cooperative association. After fishing, children cleaned fish by themselves. (They had learned how to clean fish in advance.) Children then wrote essays based on their experiences, gave an overall review, and were invited to work on environmental conservation activities.

For activities to clean up the sea, children on small ships picked up waste floating in the bay (near local communities). They also put up posters soliciting the participation of local people, and cleaned up a beach (at three locations) in cooperation with junior high school students.

Children also worked on another learning program named "The Cradle of the Sea," to grow eelgrass to be replanted in the seabed. Harvested eelgrass containing seeds was carefully selected. The seeds were sown in bottles containing sand and seawater. Children wrote essays, gave an overall review of their experiences, and were invited to grow and observe eelgrass. The eelgrass grown by children was replanted in the seabed by divers. Children observed the replanting process, and gave a review on the one-year activities. Finally, children compiled and presented their results, thereby rediscovering the unique features of their hometown.



► Outcome

Children started to develop abilities to (i) work on tasks with a sense of purpose on their own initiative and (ii) identify subsequent activities and learning programs based on careful review. They also compiled the results of their one-year activities and presented them to third- and fourth- grade children, which gave them a sense of fulfilment and increased their confidence. We will consider how to effectively publicize the information to local communities.



Name : Kogushi Elementary School
Principal : Noriko Namba
No. of children : 38
Address : 3379 Kogushi, Minami-ku, Okayama 702-8016
Tel : 086-269-2014
Target age group : Children of the fifth to sixth grades
Subject/area : Period for integrated studies
Partner school/organization :
 Nishiawakura Village Nishiawakura Elementary School

► Transformation

■ Increased motivation to protect their hometown environment

The program has reliably motivated children to protect the environment of their hometown of Kogushi on their own initiative through a series of activities, in cooperation with local communities.

■ Even deeper understanding of ESD by teachers

Teachers not only implemented a series of activities in the school but also attended events outside the school (e.g. visiting classes at schools working on advanced ESD programs and participating in the Japan's National Conference on UNESCO ASPnet) and reported the results at in-school workshops. They were able to deepen their understanding about ESD. Importance was attached to the third semester (when children compiled and presented their results) so that children could smoothly move on to the next grade.

■ Active cooperation from local communities

The program meets the needs of local communities, and therefore the activities receive their support. Local people are willing to cooperate in classes, etc. depending on the school's needs.

✿ Essence of our ESD efforts

For our school, ESD represents a learning process in which both children and teachers can have fun with a future vision. ESD enables children to think from a broader perspective, including their own lives in their hometown of Kogushi and is supported by local people.

Raising the interest of children in relationships with other people, society, nature, etc., and motivating children to interact

Agriculture, food and nutrition education

[Keywords] Relationships with society and nature, relationships with other people, interaction in designing lessons, network across grades, link with other subjects

▶ Goal

To help children rediscover themselves through various interactions and enable them to think how they should live.

▶ Activity

In each grade, the living environment studies and the period for integrated studies lessons focus on two projects: the Treasure Project and the Happiness Project. These projects are designed to educate children on “learning about life” by helping them look back on their lives through various interactions and enabling them to think about how they should live. (Examples of the project activities are given below.)

Examples of activities in the Treasure Project (fifth-grade children)

Project 88: Is agriculture necessary for Fujita?

- (1) Discuss whether agriculture is necessary in Fujita.
- (2) Talk with farmers, learn about the benefits and issues regarding agriculture, and find problems that need to be addressed.
- (3) Think about rice farming in Fujita in twenty years' time, and write proposals for ensuring sustainability and development.
- (4) Exchange views with “farmers’ successors” about safe and reliable rice farming etc.
- (5) Help children think what they can do on their own and take action: “Many thanks to farmers!”

Examples of activities in the Happiness Project (sixth-grade children)

What is happiness?

- (1) Discuss happiness. Is our happiness the same as that in other countries?
- (2) Study problems around the world.
- (3) Learn about the situation in Cambodia from a member of Hearts of Gold (NPO).
- (4) Interact with children at the New Child Care Center (operated by Hearts of Gold in Cambodia) via Skype.
- (5) Work on activities to send supplies (1st time).
- (6) Work on activities to send supplies (2nd time) based on consultations with teachers from the Cambodian Ministry of Education.
- (7) Learn about the results from a member of Hearts of Gold.
- (8) Think about happiness.
- (9) Encourage children to look back on their lives.



► Outcome

This was the fourth year this theme has been studied. Our systematic education has been increasingly accepted by children. We wish to continuously advance the program with a six-year curriculum in mind.

The study has been organized by setting common goals that children are expected to attain in their junior high school districts and by sharing understanding. Class visits can be organized, and discussions about how to design lessons can be held from a shared perspective. The study inspired all participants.

The program was implemented based on an ESD Calendar, with links to other subjects in mind. However, ESD is yet to be utilized because the abilities that should be developed in respective subjects are not fully acquired by children. We need to study educational programs for respective subjects.

Name : Dai-san Fujita Elementary School
Principal : Kensaku Yabuki
No. of children : 135
Address : 1757 Fujita, Minami-ku, Okayama 701-0221
Tel : 086-296-2479

Target age group : Children in all grades
Subject/area : Living environment studies, period for integrated studies

Partner school/organization :
 Elementary schools and a junior high school in the junior high-school district (UNESCO Associated Schools), Okayama Prefectural Koyo High School, Okayama University, Hearts of Gold (NPO), Farmers' Successors Club in the Fujita area

► Transformation

The entire junior high school district works on ESD. At elementary schools, common themes are set for respective grades to develop children's abilities. The study has been organized based on a vision shared by teachers. Learning activities have been implemented with a six-year curriculum in mind.

Respective schools learn from local communities, and the results are publicized to local people at presentation meetings at the end of school year. For this reason, local people understand the schools' activities and are willing to cooperate. There has been growing awareness in local communities to help children grow together. We have started to receive offers from local people to participate in activities that help children grow.

This is the fourth year our school has worked on ESD. Systematic educational activities have been gradually accepted. In the course of closely observing local communities (in which children did not have much interest) and recognizing relationships with other countries (which children thought were irrelevant), children have started to look back on their lives and think what they can do.

✿ Essence of our ESD efforts

ESD helps children (i) recognize that everything in the world is linked to them and (ii) consider how they should live while thinking what they can do and also taking action.

Tsushima Future Project: Building a community of caring people surrounded by a rich natural environment

General

【 Keywords 】 Global perspective, regional cooperation, sympathy for others, problem-solving capability, global warming prevention, traditional culture, cross-cultural understanding, symbiosis, local production for local consumption, understanding of handicapped persons, elderly persons

▶ Goal

Encouraging children to think about the real problems of the real world, such as of the environment, international understanding, food, human rights, and community-building, from a global perspective, and to respond to these by acting locally with the aim of helping the children develop their sympathy for others, along with a problem-solving capability and leading them to grow into strong human beings who can respond resiliently to social changes.



▶ Activity

Each sixth-grade child chose a theme from among the subjects covered by the studies in five areas, which had been completed in the first five years at school, then studied the theme, and then took the initiative to disseminate a certain activity connected with it and send out corresponding messages to people in the local community for the future of Tsushima.

- Environmental education for the fifth- and sixth-grade children
- Education for international understanding for the first-, fourth-, and sixth-grade children

The first-grade children enjoyed leisure time with local elderly persons and partook of old games that children used to play in Japan. The fourth-grade children developed a spirit of symbiosis through an international exchange program in which they interacted directly with people from other countries. Then, they focused on exchange with the Thai Japanese Association School, Bangkok. The sixth-grade children conducted a survey on foreign nationals living in the local community and made appeals to corporations, administrative bodies, the mayor, and local citizens, with an intention to make the community a more comfortable place to live for people from other countries.

- Community-building as a subject for the second- and sixth-grade children
- Food and nutrition education as a subject for the third- and sixth-grade children

The third-grade children studied about soybean-based food products and learned to improve their dietary habits. The sixth-grade children learned about traditional dishes from local citizens and practiced a dietary habit at home supportive of “local production for local consumption.”



• Human rights studies for the fourth- and sixth-grade children

The children deepened their “cross-generation” ties with members of elderly society in the local community through monthly exchanges.

▶ Outcome

Through experience such as by requesting that the mayor install English signboards in public transportation systems, which is likely to be realized, the children developed confidence in their ability to actually change society.

Through the experience of working in partnership with various organizations and communities, the children developed the ability to think of and implement problem-solving methods. The continued effort to secure support from relevant individuals in the local community is identified as a future challenge.

▶ Transformation

■ Changes on the side of children

The children developed a commitment to the mission of protecting the global environment by making changes to the local environment, sympathy for elderly persons and handicapped adults & children, and the wish to live in harmony with people from other countries. Furthermore, they developed a thankfulness for those in the local community as well as self-awareness as a member of such local community.

■ Changes on the side of teachers

Among the teachers, there arose an initiative to build the learning program from the result of what they have learned from local community members about the history of the local community.

We were then able to receive earnest support from the local community.

Name : Tsushima Elementary School

Principal : Kazuyoshi Sugano

No. of children : 811

Address : 19-1 Tsushimahonmachi, Kita-ku, Okayama 700-0089

Tel : 086-253-3250

Target age group : Children in all grades

Subject/area : Period for integrated studies

Partner school/organization : Japan Soy Sauce Brewers' Association; Tsushima Seikatsu Gakko; Okayama Prefectural School for the Blind; Universal Design Hot Station Okayama; Junpu Life Care Port, Junpu Fukushikai (a social welfare service corporation); National Kibi Youth Outdoor Learning Center; Okayama Prefectural Organization for Environmental Preservation “ASUECO”; ESD Promotion Council of Kyoyama District, Okayama City; Okayama University; Ikiiki Hibari Salon of Tsushima Ichiba Neighborhood Association; Houon Sekizen-

kai (a social welfare service corporation); Niji-no-Sato (NPO); Myozen-ji Temple; Amatsu-Jinja Shrine; Tsushima Kindergarten; Kyoyama Community Center of Okayama City; Okayama Prefectural Council of Social Welfare; Thai Japanese Association School, Bangkok)

✿ Essence of our ESD efforts

In the society of the future, the children will encounter problems that do not exist today. It will be valuable for them to have an interest and willingness to develop new technologies that are yet unknown to us with empathy toward others, along with the capability to solve new problems.

ESD lessons as our link to the future

General

【 Keywords 】 Links between ourselves and the subjects of our study, links among different subjects, links between oneself and others

▶ Goal

Incorporating the perspective of ESD into the design of curricula and the planning of lessons with the aim to “help the children become richer in their sensitivity as they strive toward self-reliance and symbiosis.”



▶ Activity

(1) Designing of curricula using the ESD Calendar

As we deliver ESD lessons, we find it effective to emphasize the links among different subjects and areas, trying to support multifaceted and comprehensive learning.

(2) Clear definition and assessment of the abilities to be developed including the establishment of assessment criteria and the implementation of assessment using an assessment check sheet

The abilities required from individuals as they serve the needs of future society were categorized by us into the following three: self-control, a sense of responsibility, and capacities for thinking, judgment, and expression. Then, we prepared a chart showing the criteria to be used in the assessment to be performed in the three areas of “the environment,” “cross-cultural and international understanding” and “human rights

and peace.” In addition, we defined the central themes for respective school grades and prepared a list of abilities to be developed through individual learning sessions.

(3) Improvement of the teachers’ guide for better incorporation of the perspective of ESD

A clear description of the following is ensured: Related concepts that constitute the idea of sustainable society development; abilities and attitudes to be emphasized; links between ourselves and the subjects of our study; links between oneself and others; and links among different subjects.

(4) Research on ESD lessons with the involvement of all teachers

The post-program discussion meeting includes a workshop-style study session in which all teachers participate. After each class, the teacher always produces a record of what has been attempted. Such records are compiled into a booklet at the end of the school year.

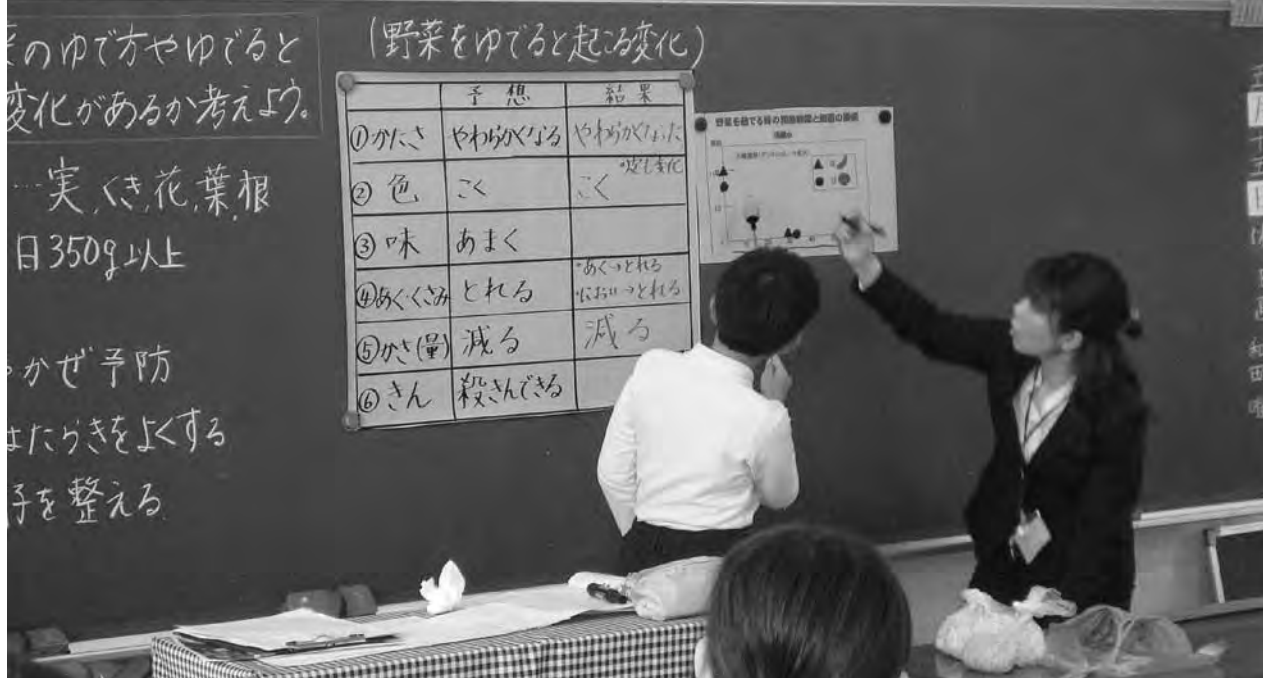
▶ Outcome

■ Achievements

Based on a common understanding, the school is wholly committed to ESD with the participation of all.

The school has established a format for building up efforts that are focused on in the delivery of lessons. The efforts are continued from one academic year to the next.

The ESD perspective is now incorporated not only into lessons delivered during the period for integrated studies, living environment studies, and arithmetic, but also into the lessons delivered during home economics.



■ Remaining tasks

A weakness in partnerships with other UNESCO Associated Schools is identified as an issue.

▶ Transformation

■ Improvement in readiness for practical actions

“Do you practice eco-friendly behavior such as power conservation, water conservation, and the separation of waste for easier recycling?” – 88.7% responded yes in 2013.

The children take an initiative and work voluntarily for the collection of used trays and milk packs and for the collection and recycling of old clothes, etc.

■ Higher enthusiasm for lessons on problem-solving

“Do you enjoy lessons on problem-solving delivered during the period for integrated studies?” – 78.8% responded yes in July 2013. ⇒ 85.3% responded yes in February 2014.

It is believed that enthusiasm increased as a result of our success in giving sufficient attention to the process of inquiring into the children’s problem awareness and holding discussions with them, while trying to find solutions to problems, and also because of the joy experienced when an action made in an attempt to solve a problem brought some result.

■ Strengthening of self-affirmative sentiments

“I think I have some good qualities.” – 65.3% in 2012 ⇒ 85.3% in 2013

“My good qualities are recognized by people around me.” – 64.1% in 2012 ⇒ 76.6% in 2013

We find improvements in self-affirmative sentiments and in the sense of self-worth.

Name : Ekiya-nishi Elementary School
Principal : Seiji Matsuoka
No. of children : 339
Address : 205-1 Chikata, Ekiya-cho, Fukuyama, Hiroshima 720-1133
Tel : 084-976-2778
Target age group : Children in all grades
Subject/area : All subjects
Partner school/organization : None

✿ Essence of our ESD efforts

For teachers, ESD has become a pillar of educational research. “Link to the future” is the theme that we have chosen for the previous academic year as we celebrated the 30th anniversary of our school. This has become our keyword by now. Each thing we learn and each thing we do is exactly a step that links us with our future.

Practical disaster preparedness learning program

Life-at-evacuation center simulation drill, practical joint comprehensive disaster drill, and children hand-over drill

Volunteer

[Keywords] Saving of precious lives, mutual support, self-leadership, deepening ties, improvement of disaster preparedness at the regional and school levels

▶ Goal

A life-at-evacuation center simulation drill is performed for which the participants evacuate to the school assuming the occurrence of a major disaster, such as an earthquake, after the verification of a safe evacuation route by each family. The life-at-evacuation center simulation drill at the school gymnasium simulates a situation at an evacuation center in the absence of lifeline services and teaches everyone something about the richness of heart in the context of themes such as human ties, sympathy, and mutual support. In addition, the participants learn how they might help local citizens and relevant organizations set up evacuation centers quickly and efficiently in the initial stage of emergency response activities. This experience teaches them what help they could provide through their voluntary actions and serve as training in volunteer activities and emergency response skills.

▶ Activity

■ Life-at-evacuation center simulation drill

The drill covers nighttime evacuation, the formation of an evacuation center setup group, evacuation center setup operations (by the groups individually tasked with emergency power and lighting, the securing of drinking water, community center toilet/kitchen emergency well water preparation, sleeping accommodation setup, survival and disaster preparedness kit preparation, and first-aid treatment for the injured), patrols at the evacuation center (inspection for safety and the finding of sick persons), the closing of the evacuation center, and the distribution of meals.

■ Practical joint comprehensive disaster drill and children hand-over drill

The drill covers the confirmation of safety of each individual, evacuation, water spraying operation by the firefighting team, the use of dry chemical-type and water spray-type fire extinguishers, experiencing quakes in an earthquake simulation vehicle, experiencing evacuation through a smoke-filled space, the ad-hoc preparation of simple stretchers, the preparation of sandbags for embankments, the setting up of simple toilet facilities (normal type and manhole type), the cardiopulmonary resuscitation procedure and the use of AEDs, the use of triangular bandages in first-aid treatment, tasting emergency provisions, and the hand-over of children to their guardians.

■ Mutual support

Both children and adults practice voluntary mutual support as they learn practical emergency response skills paired with an experience of human-to-human contact and the deepening of heartfelt ties.



► Outcome

The joint comprehensive disaster drill emphasizing the coordination with families, the regional community, and relevant organizations saw feedback such as the following.

- “In whatever situation, I am committed to continue my effort without giving up as long as there exists a way to save a life.”
- “I strengthened my conviction that there indeed is something I could do.”
- “I recognized the importance of communicating and exchanging words with neighbors and other persons in the local community in our daily life and to have ties with them, in order to be able to cooperate with them in emergency.”

In such manner, every participant strengthened his/her preparedness to act voluntarily based on his/her own judgment and to join hands and deepen ties with others, contributing to the improvement of disaster preparedness at school and regional levels.

► Transformation

In various events, we began to hear from local citizens the voices that reflected their care and goodwill for children and their full commitment to child-rearing at the local community level, based on their wish that, when these children grow into adults, they may live in a world where they can talk of their dreams with a smile on their faces, and that their may be a bright and happy future waiting for them. In disaster drills, various stakeholders, such as the community center, fire brigade, women’s association, residents’ association union, voluntary emergency preparedness organizations, and the fire department, joined hands to willingly support our emphasis that children should be well trained in and educated on emergency response. We believe that our primary focus on children and the involvement of their guardians resulted in the stimulation of initiatives at the entire local community level.

Name : Habu Elementary School
Principal : Yuko Hino
No. of children : 283
Address : 1-5-38 Habu, Niihama, Ehime 792-0872
Tel : 0897-45-0186
Target age group : Children in all grades
Subject/area : Special activities, period for integrated studies
Partner school/organization : Habu Community Center of Niihama City; Habu Residents’ Association Union; Habu Division of Niihama City Fire Brigade; Jousa-bushi Preservation Society of Habu, Niihama City, Ehime Prefecture; Habu-san Yomoda Kai (Mt. Habu Preservation Society); Habu School Dis-

trict Women’s Association; Habu Branch of Niihama City Social Welfare Council; *Habunko* (a story-telling volunteer group in the Habu school area); Habu Social Physical Education Promotion Association; Habu Aged Persons’ Association Union

✿ Essence of our ESD efforts

To our school, ESD is the basis and breeding ground for our educational activities dedicated to the creation of a future world of justice and richness.

Collaboration with an NPO in a project for learning about international understanding, peace, and the environment

A project focused on international exchange with the Republic of Mozambique

International

[Keywords] Republic of Mozambique, international exchange/support, NPO

▶ Goal

Our school offers a program for international exchange with Mozambique (including the offering of support) to give children the opportunity to think about how they will act and live in the future toward helping establish global peace, aiding them in developing their capabilities as bearers of peace and creators of the future.

▶ Activity

The sixth-grade children are engaged in an international exchange program with Mozambique. Collaborating with an NPO known as the Ehime Global Network (EGN), they shipped recycled bicycles (illegally parked bicycles, as collected by authorities) to Mozambique. In addition, they shipped pictures and a video introducing our school to schools in Mozambique and were informed of how they were received. Furthermore, they had the opportunity to think about the importance of peace as they met various people, including Ambassador Malate of Mozambique, Dinis Sengulane (an Anglican priest who initiated a peace-building project called “Turn Weapons into Spades”), and a weapons artist.

As part of the Mozambique support activities, the fifth-grade children collaborated with a local confectionary store during the planning and marketing phases of a project to sell cookies featuring a motif of peace and contributed a part of the income from the sales of these cookies to the funding of support to Mozambique. The sixth-grade children collected necessary relief goods based on information from EGN and also collected donations at the school and within the local community.

The third- and fourth-grade children participated in a program that allowed them to have a taste of the lifestyle and culture of Mozambique. The children enjoyed this program, which covered the food, clothes, and music of Mozambique.

The first- and second-grade children had opportunities to enjoy picture books from various countries including Mozambique, with stories read aloud by the teacher.



► Outcome

The systematic learning of subjects related to Mozambique, enabled by the use of an appropriate program in each grade, has made us ready for the school-wide implementation of an international exchange program with Mozambique, including the offering of support.

Currently, we have developed the possibility of soliciting wider cooperation and support from the local community by letting other elementary and junior high schools in the neighborhood know about our activities. We intend to explore possibilities to work together with other elementary and junior high schools in the neighborhood, the local community, and other UNESCO Associated Schools.

► Transformation

By participating in the exchange and support programs coordinated by EGN, the children gained opportunities to review their ways of living and thinking. This opened up the possibility for true learning, which goes beyond the transfer of knowledge and which bring real benefits to their future.

Human and regional networks serve as a major backdrop for providing children with diverse learning opportunities and study materials, adding richness to our educational activities. The teachers also gained more experience in implementing the programs, which allowed their awareness to expand, and it has become easier for us to have our activities supported by guardians and local community members.

Name : Aratama Elementary School

Principal : Kazuyoshi Manabe

No. of children : 559

Address : 8-89 Chifunemachi, Matsuyama, Ehime 790-0011

Tel : 089-941-1449

Target age group : Children in all grades

Subject/area : Japanese language (first and second grades), period for integrated studies (third to sixth grades)

Partner school/organization : Ehime Global Network (specified nonprofit corporation)

* Essence of our ESD efforts

To our school, ESD involves developing the ability to create the future by thinking about the help that one might offer within: the networks formed by ties with various individuals in the local community, the environment in which the children live, or the framework of society, all to make tomorrow better than today, as well as to then acting accordingly.

Protecting the green environment of Shirakawa

Environment

【 Keywords 】 Familiarizing oneself with trees, studying for broader understanding, trees as something that the school could be proud of, doing whatever one can do

▶ Goal

By trying to familiarize ourselves with trees in the local environment and pursuing activities to help others know more about them, we learn about the roles they play and their relationship with humans, and we enjoy opportunities to think about the environment in the future.

The program develops a caring attitude toward trees, provides insight into how we are connected to nature in our daily life, and gives rise to a yearning to do whatever one can to protect the green environment.

▶ Activity

On the school grounds, there are many trees—the names of which the children did not know. An article titled *Gift from the Forest*, used as Japanese language teaching material, however, evoked interest in the trees located on school grounds. Based on the exchange of opinions among the children, we started an initiative to study the trees on school grounds, in order to protect them. In discussions, the children were invited to think specifically on the types of information that should be collected about these trees and how such information should be collected. This led to the following activities.

(1)Preparation of nameplates

Nameplates featuring a three-dimensional representation using paper clay showing the specific features of a tree were well appreciated because of their charming appearance.

(2)Preparation of a *my tree* guidebook

The children chose their favorite trees as “my trees” (two trees per child), studied their names, characteristics, etc., and compiled a guidebook containing information about 122 of such trees.

(3)Preparation of a Shirakawa Green Map

The site map of the elementary school was elaborated on to show what trees can be found and where.

(4)Production of a Green Calendar

Taking a photograph every month of one chosen tree among those on the school grounds, the children produced a calendar from the photographs taken for the 12 months.

(5)Publication of Green Newsletters

The newsletters contained articles on the trees on school grounds and on what the children discovered



about the roles of forests, etc., reporting on their activities. The newsletters were distributed at the school and to local citizens.

In addition, information about these activities was imparted to local citizens, guardians, and other children at presentation events. Furthermore, the school has participated in and given presentations at the UNESCO Associated School Children's Summit and at the Children's Conference on the Environment 2014.



▶ Outcome

As they had a sense of familiarity with trees, the children began to voluntarily study trees and their relationship with our lives, and came to realize the importance of the roles that forests play in the environment. They became aware of the need to protect forests and to preserve them for the future.

The carrying over of activities to lower-grade children instead of closing the program as activities of these children in a single school year is identified as a challenge.

▶ Transformation

As a result of distributing information about the trees on school grounds at the school and in the local community, the children began to think that the presence of so many trees on school grounds was something that the school could be proud of. The children are continuing their activities with a wish to help people know more about the greatness of trees.

As local community members became more interested, some of the members volunteered to serve as guest teachers (GTs), contributing to the expansion of our activities.

Name : Shirakawa Elementary School
Principal : Tetsuya Yoshimitsu
No. of children : 337
Address : 1-183 Nakashirakawamachi, Omuta, Fukuoka 837-0927
Tel : 0944-53-6018
Target age group : Fifth-grade children
Subject/area : Period for integrated studies
Partner school/organization : None

* Essence of our ESD efforts

To our school, ESD involves an effort to help children develop their love for our school and the local community, along with concerns for the future of their hometown.

Making miso (fermented seasoning paste) from soybeans grown by children

Agriculture, food and nutrition education

【 Keywords 】 Cultivating soybeans, cooking, reviewing children's diets

▶ Goal

To review their diets to live healthy lives, encourage our children to learn about the great benefits of the fermented grain-based food-making knowledge and skills of our ancestors.

▶ Activity

■ Making miso

- (1) Plow a field to plant soybean seeds under the guidance of a guest instructor.
- (2) Cultivate soybeans, and observe how they grow.
- (3) Taste boiled young soybeans and share what they have learned with children in other grades.
- (4) Gather information on a variety of soybean-based food.
- (5) Harvest soybeans and develop a plan to make miso (6.2 kg).
- (6) Cook soybeans to ferment them into miso under the guidance of a guest instructor of miso making.
- (7) Taste fermented miso and share some with community residents.





► Outcome

■ Achievements

Children have increased their awareness of the importance of food and meals through opportunities in farming and cooking. They have also exhibited better behavior at school lunch and enjoyed their lunch meals more than before, as well as encouraged each other to reduce leftovers.

■ Remaining tasks

Teachers and guest instructors provide children with strong support for cultivating soybeans. We need to allocate as much work as possible to them and encourage them to act on their initiative to maintain their motivation for cultivating soybeans throughout the year.

► Transformation

Through this learning program, children realized the difficulty and importance of growing grain including soybeans, the variety of uses of grain, and fermented grain-based food-making knowledge of ancestors. Both teachers and children were able to better understand the importance of food and nutrition education.

The school invited a soybean farmer and a brewer from Marunaga Shoyu (soy sauce) Brewery as guest instructors to teach children how to make miso. Given lessons by these instructors, children showed respect and gratitude to their elders and ancestors, as well as how they have matured mentally such as by expressing their willingness to do what they can do to preserve Japanese fermented food traditions.

Name : Miike Elementary School

Principal : Etsuo Matsuo

No. of children : 399

Address : 289-1 Shinmachi, Omuta, Fukuoka 837-0923

Tel : 0944-53-6021

Target age group : Third-grade children

Subject/area : Period for integrated studies

Partner school/organization :

Marunaga Shoyu Brewery and other organizations

✿ Essence of our ESD efforts

Our school defines ESD as future-oriented learning to encourage children to consider people and things on Earth to enable their children and grandchildren to live enriched lives physically and mentally.

Yoshino Elementary School Sakura (Cherry Tree) Project

Environment

【 Keywords 】 Having hometown pride,
building a beautiful town by planting cherry trees,
thinking and behavior with an awareness of being members of the community

▶ Goal

Encourage our children to understand the thought that their ancestors put into the plantation of the cherry trees at the school, to be proud of these efforts, and to do what they can, including public relations and cherry tree planting programs, in order to leave this precious heritage to their descendants.



▶ Activity

In spring, Yoshino Elementary School is known for its beautiful cherry blossoms. However, many children were not very proud of these cherry trees.

We thus designed this learning program to encourage our children to know what thought was put into the school's cherry trees, to be proud of their school, and to think of themselves as members of the community and act accordingly.

First, we invited the designer of our school emblem (which takes on a motif of cherry blossoms) and other people who were graduates of the newly opened Yoshino Elementary School (all of them are residents of our community), in order to expose our children to the amount of thought that was put into the emblem design and what the children and local residents wished for on the occasion of the inauguration of the school. Our children understood how much local residents care about the school's trees and that they themselves are also members that should carry on the wishes of these people.

Then, our children learned about different types of cherry trees. Through this study, they found that unfortunately the school's cherry trees have a limited life expectancy. Therefore, coming to understand how important these trees are, they were able to disseminate this importance to the local people. The children then conducted public relations activities, including the carrying of a *mikoshi* portable shrine during a local summer festival and putting up posters at a community center, in order to continue to protect their beautiful school and community, along with their cherry trees.

Further, they ordered school emblem-stamped *senbei* rice crackers from a confectionary factory in the city and sold them, using packaging with letters sharing



their thoughts on their cherry trees, all in order to obtain funds for cherry tree plantation. As a result, we planted three cherry trees last fiscal year.

▶ Outcome

Through this project, our children came to know what thought was put into the school emblem and the cherry trees. While interacting with local residents that supported their public relations activities for cherry tree preservation, the children also came to know how much the local people care for them and increased their awareness of being members of the community.

We need to consider how we can implement this project in the future and to find a way to have the next fifth graders surely take over this project each year.

▶ Transformation

By knowing what thought was put into the school emblem and the cherry trees and by interacting with local residents that support their public relations activities regarding the preservation of the cherry trees, our children have had the pleasure of knowing how much they are loved and supported by local residents, and this has raised their awareness of being members of the community themselves. They are becoming increasingly open and positive in contacting the community—for instance: they cheerfully greet local residents and were worried to know that one of the local volunteers who maintains safety while children commute to school temporarily had to leave duties because of health reasons.

Name : Yoshino Elementary School

Principal : Ichiro Hashimoto

No. of children : 421

Address : 967-17 Oaza-Shiragane, Omuta, Fukuoka 837-0912

Tel : 0944-58-1037

Target age group : Fifth-grade children

Subject/area : Period for integrated studies

Partner school/organization : Exchanges with elementary school children in Turkey, Shishiori Elementary School, Saho Elementary School

✿ Essence of our ESD efforts

Our school defines ESD as learning that introduces children to the basics of how to function as a member of their community, of Japan, and of the Earth by working together to address their immediate problems and act for the benefit of all.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 3

Junior high schools

Ohya Junior High School

Develop individuals who learn about, love, and are prepared to revitalize their hometown through the Ohya Hachidori Project (aimed at environmental conservation)

Environment

【 Keywords 】 Nature, environmental conservation, friendly exchanges, disaster preparedness

▶ Goal

Identify challenges through programs designed for actively experiencing the natural surroundings of the hometown. While working on solving the challenges, encourage students to think about sustainable local development in order to preserve local nature and people's lives.

▶ Activity

■ Environmental conservation education using restored rice fields

The school has consistently implemented the Ohya Hachidori Project since 2004. The curriculum of this environmental conservation education includes measures to prevent withering of pine trees, algal deforestation studies, and winter-flooded rice fields. Since the earthquake, regionally-oriented environmental learning programs have been implemented, focusing on winter-flooded rice fields.

First-year students helped to clear undergrowth for pine trees that survived the earthquake and toured the school forest. Second-year students joined programs designed to assess the current state of the seas of Ohya following the earthquake, including a survey of the life of sea urchins in the recovered sea, a survey of coastal areas, visiting lectures by professors from Tohoku University, and interviews with the local fishery association.

The theme assigned to third-year students was winter-flooded rice fields. In rice fields that were restored immediately after the earthquake, they experienced rice planting and harvesting with the help of some volunteers.

Since the earthquake, the Ohya Junior High School has held workshops on the environment and disaster preparedness and rice field weeding programs as a joint event with students from Hyogo Prefectural Maiko Senior High School who visit the junior high school every year. During the school excursion this academic year, students of the Ohya Junior High School visited the Higashi-atago Junior High School to develop friendships. They jointly created an environmental education mascot character, "Manbei."





► Outcome

Opportunities provided to observe nature in the local area have helped students to consider the reconstruction. Undergrowth clearing for pine trees planted by their seniors and touring the school forest planted 69 years ago should help the participants make great progress in their future activities.

This academic year, the school is continuing to grow rice on substitute fields for the winter-flooded rice fields, assigned by municipal land rearrangement. The tasks ahead are to increasingly use the rice fields for collaboration among kindergartens, elementary schools, junior high schools, and local communities, as well as to look at relations between the UNESCO Associated School exchange, disaster preparedness, and environmental programs.

► Transformation

■ Environmental conservation education using restored rice fields

1. Changes in students (excerpts from their feedback)

- I now realize the value of being able to have meals every day.
- I have become more interested in the environment and can make presentations and take the initiative in doing things.
- I had chances to examine contemporary environmental problems including global warming.
- I saw interconnections in the ecological system and am interested in working in rice fields again.

2. Teachers, guardians, and local residents

People living in temporary houses on the schoolyard have said that students' cheerful presence made them feel livelier. We intend to continue to deepen our relationships with the local community, carefully listening to the voices of guardians and local residents.

Name : Ohya Junior High School
Principal : Ikuhisa Masuda
No. of students : 94
Address : 60-4 Mishima, Motoyoshi-cho, Kesenuma, Miyagi 988-0273
Tel : 0226-44-2004
Target age group : Students in all years
Subject/area : Period for integrated studies
Partner school/organization : Tohoku University, Higashi-atago Junior High School,

Hyogo Prefectural Maiko Senior High School, and other organizations

✿ Essence of our ESD efforts

Through ESD, our school aims to provide environmental conservation education in a regionally oriented manner and to revitalize the local community.

Altitude Marking Project

Disaster
preparedness

【 Keywords 】

What will you do in order to live on the coast and remember the disaster?

▶ Goal

Develop a sense of altitude and enhance the disaster response capability of the students and local community by posting altitude signs on utility poles so that residents can be aware of altitude in their daily life. By implementing this project in cooperation with the local community, strengthen the relationship between the school and the local community and allow individual students to become more aware of being a community member responsible for regional reconstruction.

Additionally, by implementing a periodic maintenance program, ensure that students remember their experience of the Great East Japan Earthquake and pass down the lessons of the disaster to future generations without fading.

▶ Activity

We surveyed the locations and numbers of utility poles in the school district. To select utility poles and apply for a permit, we interviewed the Crisis-Management Section of the municipality and Tohoku Electric Power. The Web Altitude Map issued by the Geospatial Information Authority of Japan was used to search for altitude values, based on which altitude signs were prepared, color-coded (red, orange, light-green, green and blue), and posted on utility poles.

Representatives from our students visited day nurseries and elementary schools as part of the public relations activities of this project. The task ahead is to ensure the signs are maintained properly to keep them clean and securely attached with a belt to the poles.





▶ Outcome

■ Achievements

The results of a questionnaire survey conducted in the last academic year showed that all students (100%) viewed the efforts made in the Altitude Marking Project positively, proving that the activity has increased their disaster preparedness awareness.

■ Remaining tasks

Our school will close by the end of this academic year as a result of a merger with the Karakuwa Junior High School next year. Accordingly, challenges for sustainability are whether the Altitude Marking Project should continue or not and how to maintain the signs that have already been posted.

▶ Transformation

One of the students at our school gave a presentation at the 35th Nationwide Middle School Oratory Contest, on the theme of his feelings and thoughts during the Altitude Marking Project. His presentation won the Prime Minister's Award, which helped the students and school staff to recognize the familiarity and importance of ESD more than before.

We distributed information actively to outside the school, presenting example activities at various meetings and during exchanges with other schools. Our efforts have been regarded highly, which has in turn increased the students' sense of self-worth and self-efficacy.

Name : Koharagi Junior High School

Principal : Katsunori Takano

No. of students : 29

Address : 68 Tate, Karakuwa-cho, Kesenuma, Miyagi 988-1511

Tel : 0226-34-3614

Target age group : Students in all years

Subject/area : Disaster preparedness

Partner school/organization : Youth Fostering Council and Crime-Prevention Association in the school district

* Essence of our ESD efforts

Two of the three areas comprising the Koharagi school district were devastated by the Great East Japan Earthquake. For our school, ESD is an important approach toward developing human resources needed to reconstruct Koharagi and deepen cooperation between the school and the local community.

Contemplating energy in Karakuwa and giving suggestions for the year 2050

Environment

【 Keywords 】 Energy, local community, environment, and disaster preparedness

▶ Goal

Learn about energy with a caring attitude toward the hometown, ambition, and positive awareness, as well as make suggestions for the future of the local community to build a sustainable and growing society.



▶ Activity

■ First-year students

Beginning with becoming more familiar with the hometown of Karakuwa, learn about marine material cycles and daily-life material cycles through lectures and hands-on sessions on specific issues under the theme of Know the Local Area and Material Cycles in Karakuwa, Kesenuma.

■ Second-year students

Develop a deeper understanding of energy and environmental issues through a tour to a dam and hydro-power station, charcoal burning, and outdoor cooking under the theme of Facts about Recycling and Energy Problems in Kesenuma, Miyagi Prefecture. Furthermore, survey the recycling awareness of and energy problems at businesses through work experience.

■ Third-year students

After learning about domestic energy challenges, think locally about our energy in Karakuwa for 2050. Lastly, compile suggestions and hold presentation and discussion sessions.

It was considered possible in a learning program to relate disaster preparedness or reconstruction with energy issues drawing on our earthquake experience. Based on this concept, students have investigated topics that encompassed disaster preparedness and reconstruction, such as through tours to sites for disposing of earthquake rubble and environmental surveys on the sea of Karakuwa immediately after the earthquake. Activity details, hands-on sessions, and tour sites have been reviewed, and the program has been modified each year.



▶ Outcome

Students' awareness of the environment and energy has risen. The Karakuwa Junior High School received the Top Prize for Excellence in the junior high school student category of the Energy Education Awards, and thus our efforts have become known to many people. The task ahead is to enable students to make the best use, in their life and lifestyles, of what they have learned and experienced through the learning program. To achieve this, we intend to develop a program for students to learn through direct discussions and exchanges with lecturers and specialists.

Our school will merge with another school in academic year 2015. We will strive to develop new learning programs to make the most of both schools' ESD approaches.

▶ Transformation

After the earthquake experience, people's sense of crisis about energy has become stronger. When selecting tour and hands-on sites, we departed from the initial plan and considered how we could take a better approach.

Third-year students have learned under this program for three years. They made such suggestions as "Ensure energy and employment by promoting forestry in Karakuwa" and "Ensure energy and employment by attracting venture businesses in the energy sector." Students showed a greater awareness of problems and problem-solving ability. After watching whole-school presentations, guardians had impressions such as: "I now understand what students are learning about," "the lively question-and-answer session for all years showed the students' growing awareness of energy," "this kind of effort should continue," and "grownups also need to think about energy issues seriously."

Name : Karakuwa Junior High School
Principal : Shoichi Onodera
No. of students : 135
Address : 130 Kitanaka, Karakuwa-cho, Kesenuma Miyagi 988-0541
Tel : 0226-32-3144
Target age group : Students in all years
Subject/area : Period for integrated studies, science
Partner school/organization : Hiroshi Asanuma, National Institute of Advanced Industrial Science and Technology (formerly worked at Tohoku University); Mone Morisatoumi Laboratory,

NPO Mori wa Umi no Koibito; Ishinomaki Sales Office, Tohoku Electric Power Co., Inc.

✿ Essence of our ESD efforts

Design a Bridge to Your Ideal Future
 Children are to build a bridge, cross it, and open the future. ESD should serve as that bridge. The design of the bridge should be improved.

We Are Future Disaster Fighters

Learn about self-help, assistance, and public support as well as about the importance of bonds

Disaster preparedness

[Keywords] Self-help, assistance, and public support

▶ Goal

Develop emergency leaders who will spread disaster preparedness awareness from households to local communities, thinking about what can be done, during and after a disaster, to protect them from harm or to cooperate with other local residents from junior high school students' point of view.

Our efforts focused cyclically on self-help, assistance, and public support each year until the Great East Japan Earthquake occurred. After the earthquake, to strengthen particularly the ability to protect oneself from harm in light of the earthquake experience, we have implemented learning programs in a new cycle comprising self-help, assistance based on self-help, and public support based on self-help. In this academic year, we are working on a program on the theme of self-help.



▶ Activity

- Jun. Joint evacuation training with people living in temporary houses on the schoolyard
- Sep. Year-specific disaster preparedness programs
 - First-year students: lecture on how tsunamis are generated
 - Second-year students: first-aid and critical care workshop
 - Third-year students: disaster preparedness awareness raising program using a card game for elementary school children
- Oct. Boys Fire Club hands-on experience program
 - Disciplinary, rope, and water-discharge training programs
- Nov. General disaster preparedness training
 - Implemented in collaboration with the Crisis-Management Section of the municipality, local neighborhood associations, and local elementary schools on the day of general tsunami disaster preparedness training of Kesenuma city
- Dec. Disaster preparedness study presentations
 - This academic year's programs were summarized and presented during class observation hours
 - Hashikami Disaster Preparedness Promotion Committee members including community hall managers and heads of neighborhood associations were invited
 - Abridged evacuation training was implemented as appropriate
 - In this training, an emergency earthquake warning (for training) was announced in the middle of class or the break between classes to train students on protecting themselves from harm



► Outcome

The evacuation training implemented in June was partly rescheduled due to bad weather. Following the earthquake warning announced in the training, students in higher classes were faster in taking evacuation action, thus making progress in protecting themselves from harm as a self-help capability. It is important to develop the ability to interpret the situation in a calm manner and take suitable action based on a sound knowledge at any time and in any place and situation. It is also important to attain a higher level through various programs in the future. The remaining challenge is to avoid the normalcy bias and various other preconceptions, and to strengthen the self-help awareness.

► Transformation

To protect themselves from an earthquake, students practiced evacuation while looking for safe spots where objects would not fall, topple over, or move, and participated in the program by thinking about their future life in Kesennuma. By doing so, they have acquired the ability to predict future events for taking action and a readiness to cooperate with other people, and an attitude to actively take part in activity programs. Through the experience of presenting what they have learned and having exchanges with outside organizations, students have improved their ability to communicate their thoughts accurately to others and to consider things from a wider perspective. Furthermore, various programs implemented jointly with elementary schools, local communities, and related organizations have helped school-level disaster preparedness evolve into regional disaster preparedness. The Committee for Promoting Hashikami Disaster Preparedness Education has been set up to facilitate local community collaborative disaster preparedness programs.

Name : Hashikami Junior High School
Principal : Katsumi Konno
No. of students : 121
Address : 125 Nagaiso Nakahara, Kesennuma, Miyagi 988-0238
Tel : 0226-27-2304
Target age group : Students in all years
Subject/area : Period for integrated studies
Partner school/organization :
Hashikami Elementary School,
Hashikami Town-Run Hashikami Junior High School,
Disaster Preparedness Study Forum,

Gifu Prefectural Government,
Kobe Municipal Government,
Kamakura Municipal Government, and
Tokyo Metropolitan Government

✿ Essence of our ESD efforts

We believe that it is important for students to develop the ability to live in a better way at any time and in any place and situation.

Education on sustainability and growth incorporating various hands-on programs

General

[Keywords] Disaster preparedness education, career education, environmental beautification education, assistance for reconstruction, regional contribution, language program

▶ Goal

Develop students' self-reliance and ability to think, interpret, and express, as well as to recognize and respect relations between humans, society, and nature as individuals with rich humanity and as constructive members of sustainable society.



▶ Activity

■ Regional disaster preparedness training led by junior high school students

Disaster preparedness education programs include hands-on volunteer experience at tsunami-hit farmhouses and a schoolyard emergency cooking competition. In the career education program, students participate in an open campus at Tohoku University for a one-day learning experience to develop clearer ideas about their future plans, as well as hands-on work experience.

In the environmental beautification education program, students clean local areas twice a year jointly with elementary school children. In addition, at tourist events such as the Sendai Star Festival and Sendai Pageant of Starlight, more than 20 percent of the students of our school volunteer to tidy up trash.

Among others, the regional disaster preparedness training led by junior high school students provides third-year students with opportunities to set up and run an evacuation center, guide group evacuation, prepare a soup-run, and give first-aid, with first- and second-year students, local residents, and guardians acting as evacuees.

Last academic year, third-year students took the initiative to hold regional disaster preparedness training, participated in by some 300 first- and second-year students and 209 residents and guardians. As an afternoon program on that day, a disaster preparedness education symposium was held chaired and facilitated by the student council. The students presented training achievements for the audience, while the college teachers gave lectures and reviews.

We verify the results and efficacy of these education programs through reports and questionnaire surveys



on the part of students and feedback on the part of guardians. Thus we strive to develop students' ability to think, interpret, and express. Furthermore, students are given presentation opportunities to foster their ability to communicate their ideas and thoughts to other people.

▶ Outcome

Promoting disaster preparedness education, career education, and environmental beautification education that make the most of various hands-on programs has a high potential for developing constructive members of sustainable local communities and future society. It also serves as an effective educational measure, as has been shown by analyzing the results of questionnaire surveys.

These education programs are expected to help students believe they can contribute to society through their jobs and thus become motivated to seek such jobs.

▶ Transformation

Students are increasingly motivated not only to open the way to their future, but also to use their abilities to work for the future of other people. They appear to have fostered an active attitude of making changes for a better future.

Name : Minami Yoshinari Secondary School
Principal : Noriyoshi Takahashi
No. of students : 292
Address : 5-18-2 Minamiyoshinari, Aoba-ku, Sendai, Miyagi 989-3204
Tel : 022-277-4377
Target age group : Students in all years
Subject/area : Period for integrated studies
Partner school/organization : Neighborhood associations, firefighting companies, traffic safety instructor teams, elderly people's associations, and firefighting women's clubs

* Essence of our ESD efforts

- Question: Do you feel that you have developed courage and power to meet difficulties that arise? [(Affirmative response from second-year students: 63% (July) → 80.5% (November)]
- Question: Do you want to help other people or establish relationships based on mutual support? [(Affirmative response from second-year students: 74.4% (July) → 82.8% (November)]

As a consequence of ESD programs implemented at our school, students are increasingly prepared to meet challenges, feel compassion for other people, and strive to overcome difficulties.

Community-cooperation education for a better future

General

[Keywords] Community-cooperation education, zest for living, enhancing academic ability, education about respect for life, volunteer activities, self-efficacy, self-esteem

▶ Goal

Interpreting ESD as “raising a generation who will support a sustainable society,” we are improving our students’ ability to express themselves and their communication skills, raising their self-efficacy and self-esteem, and nurturing their humanity and social awareness, through activities in the local community, based on cooperation with a wide range of people. Herein lies the true nature of learning.

▶ Activity

■ The four pillars of ESD

Supported by the four pillars of environmental education, international exchange education, disaster-preparedness education and peace education, we are striving to raise a generation who will support a sustainable society. Our school is spreading these ideas through the work of the Ota Ward Consortium, which embraces elementary, junior-high and high schools, universities, boards of education, companies and non-profit organizations.

In environmental education, we are helping children to learn about the environment, and nurturing their self-esteem, while helping them interact with the local community through activities revolving around organic farming methods. These activities include study trips where students do hands-on agricultural study, forming volunteer groups and farming auxiliary teams, creating a flower bed outside a local railway station, growing bitter gourds using our own compost, purifying the water at a firefly breeding-ground, and growing traditional vegetables.

In disaster-preparedness education, our activities include disaster-preparedness drills carried out with the local community, and inspecting municipal disaster-preparedness facilities. Our third-year students have all gained certification in emergency life-saving skills.

In our international exchange education program, students had opportunities to interact with people from China, Indonesia and Mongolia, and lively discussions have been held with educators and UNESCO personnel.

Besides participating in a campaign to clear mines in Cambodia, and in the Picture Books for Laos



Project, we have organized exchanges with a number of Asian countries providing mutual support for peace education. By reading newspaper articles about refugees in class, we have increased opportunities to consider the refugee problem, and we are also participating in a non-governmental refugee assistance project. An air-raid shelter unearthed in our school grounds is also being used as a close-at-hand teaching aid embodying the importance of peace.



► Outcome

In line with the saying “it takes a village to raise a child,” our school is using its ties with the local community as a platform for learning. Through activities in the local community, the students are acquiring a love of their home town, and by being useful to people, they are nurturing their self-efficacy and enhancing their self-esteem.

► Transformation

■ Watched over by the eyes of the community

Our ESD activities have also caught the interest of the local community, which has started to watch over the students of this school with a kindly eye. Through these ESD activities, our students are improving their self-efficacy, gaining self-esteem, and raising their academic ability.

The students are thinking for themselves, and are able to assert their own opinions with confidence, as well as to listen to and understand those of others. ESD not only improves students’ academic ability, but also helps foster good mental health, so it embraces the essence of learning.

Name : Oomori 6th Junior High School

Principal : Kanaaki Saisho

No. of students : 361

Address : 1-33-1 Minamisenzoku, Ota-ku, Tokyo 145-0063

Tel : 03-3726-7155

Target age group : Students in all years

Subject/area : All subjects

Partner school/organization :

Toyota Municipal Fujioka-minami Junior High School,
Tokyo Institute of Technology

* Essence of our ESD efforts

ESD is a brightly-shining beacon of hope for the future, instilling courage and zest for life in students, guardians, educators and the local community as a whole. ESD is home-town education that empowers students to love themselves, their families and their local community, and to address the need for world peace.

Living together

— a three-year project on learning about “relationships” and “ties”

Environment

【 Keywords 】 Environmental education, education for international understanding, education about local traditional culture and crafts

▶ Goal

At our school, ESD is mainly pursued during periods for integrated studies. Dividing the three years of junior high school into six semesters, ESD is pursued in a continuous and methodical basis. Proactively engaging in hands-on learning and exploratory activities, and focusing on the relationship and connectedness between the natural environment and human society, we aim to raise citizens who will support a society capable of continuous growth and development.

▶ Activity

■ Integrated studies over six semesters

In the first semester, the learning program starts with a visit to Ishikawa Zoo, providing an opportunity to interact intimately with nature and consider the environment and eco-activities. We then carried out exploratory activities in related fields (water, garbage, energy, food).

In the second semester, we tackled five aspects of Kanazawa’s traditional arts and culture: *Kagatobi* (acrobatic performance of feudal-era firefighting skills), *Kaga-manzai* (a genre of comic dance), *Sub-ayashi* (a genre of ancient music), tea ceremony and Noh drama. The second-year students selected field-trip destinations relevant to our themes and carried out observational fieldwork on Kanazawa’s traditional arts and culture, which enabled them to reach a deeper understanding of the local area. It also increased their interest in traditional arts and culture, and made them realize how important it is that these traditions are passed on.

In the third semester, the students learned about business in the local community through our work experience program. They wrote and talked about their experiences in English, giving individual presentations and writing essays that were pinned up in the classroom.

In the fourth semester, when the field was broadened from Kanazawa to Kyoto, the students studied traditional Japanese culture.

In the fifth semester, they adopted a global perspective by learning about Kanazawa’s sister cities as a way of looking at international interchange.

In the sixth semester, they did learning activities that brought together all the knowledge and skills they had previously acquired.

This final semester was a kind of “graduation” stage in which the knowledge and skills gained in the earlier semesters was fully utilized.



► Outcome

By actively incorporating hands-on learning and exploratory activities, we improved our problem-solving learning, and were able to provide guidance focusing on “zest for living together.”

Going forward, our challenge will be to secure time for hands-on learning, oriented towards identifying and solving problems in line with our themes.



Name : Izumi Junior High School
Principal : Yumiko Teramoto
No. of students : 423
Address : 1-26-1 Yayoi, Kanazawa, Ishikawa 921-8036
Tel : 076-242-2411
Target age group : Students in all years
Subject/area : Period for integrated studies
Partner school/organization :
 Junior high schools in Kesenuma City

► Transformation

■ Cooperating with elementary schools on ESD projects

All the elementary schools in Izumi Junior High School’s school district are members of the UNESCO Associated Schools Project Network (ASPnet), and are practicing ESD. As a junior high school, we are carrying out many ESD initiatives in cooperation with elementary schools.

The subject, period for integrated studies, is on the timetable throughout the first nine years of school starting from elementary school. This means that students entering junior high school already have a high level of awareness of ESD topics. ESD projects are under way with a focus on ties with, and hands-on experience in, the local community.

Our joint projects with elementary schools include the plastic bottle caps recycling campaign spearheaded by our student council, our campaign to encourage courteous interaction, and our participation in the National Federation of UNESCO Associations in Japan “World Terakoya Movement.” In these joint projects, the elementary and junior high school students discuss the details of these initiatives, offering suggestions and making decisions about implementation.

Thus, rather than simply bringing about changes at Izumi Junior High School, ESD has become part of the fabric of school life.

✿ Essence of our ESD efforts

As individuals, people may have little power, but when lots of people work together towards the same purpose, they gain the power to change the future. Valuing our ties to all sorts of people has an impact on the future.

Katsuyama Hokubu Junior High School

Communicating! Katsuyama Hokubu Junior High School Community-Building Project

Making Katsuyama a beautiful, lively and well-known place

Environment

[Keywords] Communicating, offering suggestions, environmental education, careers education, revitalizing the local community

▶ Goal

■ Fostering students who can communicate ideas

The theme of our school's ESD program is "making Katsuyama a beautiful, lively and well-known place." Our whole school system is working together to try and make Katsuyama the kind of place that our students will want to continue living in when they grow up. By having the students endeavor to communicate their activities to the local community, the program aims to enhance their ability to think, make judgments and express ideas, and to foster students who value their ties with the community, and are able to communicate their ideas.



▶ Activity

■ Making Katsuyama a beautiful place

Working together with students' parents and guardians and other members of the local community, the whole school is engaging in clean-up activities at a Class A river in the school district, analyzing the garbage found, and using this knowledge to suggest ways to tackle environmental problems. The students are also investigating the biodiversity of the natural environment in Katsuyama, starting by learning about non-native species. In order to restore the natural environment to its original state, the students are engaging in a campaign of eradicating the non-native plant species Nuttall's waterweed (*Elodea nuttallii*) growing in local rivers, to protect the native species Japanese water crowfoot (*Ranunculus nipponicus var. submersus*). At last year's UNESCO Forum held in Fukui, our students pointed out the need to engage the interest of local adults and work together with them on relevant activities.

■ Making Katsuyama a lively place

The first-year students have learned about interesting local businesses, and delivered presentations about interesting things they had noticed on workplace study visits. The second- and third-year students are participating in local choirs and other local community events, and working on community revitalization projects.

■ Making Katsuyama a well-known place

The second-year students used a small municipal enterprise grant to make dinosaur stickers and clear files promoting Katsuyama, which they sold at local festivals and other events. Based on the results of a survey carried out in Kanazawa on the level of public recognition of Katsuyama's scenic spots, facilities and other places of interest, students made suggestions to the



mayor about ways to publicize Katsuyama. Students are also developing Katsuyama souvenir products developed in cooperation with local shops.

► Outcome

■ Finding ways to help, and enhancing communication skills

Previously, many of our students saw Katsuyama as a place of no interest, and were under the impression that the local natural ecosystems were thriving and problem-free. Our ESD projects have prompted them to think about environmental conservation and community revitalization, and find out what they can do to help. This has had a dramatic effect on the way they think about their own future lifestyle. The students have also gained a keen awareness of how persistence with small-scale activities like river clean-ups and invasive plant eradication campaigns can deliver major results. The school's activities also attracted some media coverage, which helped to improve their communication skills, and also resulted in greater understanding and cooperation from the local community. Besides helping students to gain a wider perspective and master new skills, our school intends to foster students who will continue these activities in the future, live in Katsuyama when they grow up, and help to make Katsuyama more prosperous.

► Transformation

■ Both students and teachers have made new discoveries about their home town, and the local community has been revitalized

One major change is the increase in students who have discovered attractions of their home town of which they were previously unaware, and who want to continue living in Katsuyama when they grow up, and to see the future results of their school's activities. We teachers have also made new discoveries about our home town, and learned a great deal. What is more, the students now have much less resistance to communicating and expressing their own ideas. Local newspaper and TV coverage of the school's activities led to improved cooperation between students' families, the local community and the school, and created a feeling of greater liveliness in the local community.

* Essence of our ESD efforts

The local community is collectively telling the students "We hear you're doing environmental activities. That's awesome! Go for it!" and the students feel that the people around them are aware of what they are doing. This is making the students want to engage in even deeper communication about an even wider range of issues.

Name : Katsuyama Hokubu Junior High School
Principal : Toshinari Mizukami **No. of students :** 129
Address : 21-2 Inami, Arado-cho, Katsuyama, Fukui 911-0045
Tel : 0779-89-2016
Target age group : Students in all years
Subject/area : Period for integrated studies, class activities
Partner school/organization :
 All elementary and junior high schools in Katsuyama City

“Tsuruga Home Town Study Group,” a project undertaken in periods for integrated studies

Using Nakaikemi Wetlands to feel our way towards a sustainable lifestyle

Environment

【 Keywords 】

Biodiversity, environmental education, cooperating with non-profit organizations

▶ Goal

To foster the students' problem-solving ability, we came up with the idea of pursuing integrated studies using Nakaikemi Wetlands while feeling our way towards a meaningful project in this area of the curriculum. Shortly after we got started, the local authorities began discussing whether to incorporate the Nakaikemi Wetlands into Wakasa Wan Quasi-National Park. Being a familiar nearby location, and featuring some rare plant and animal life, the Nakaikemi Wetlands was a very attractive location. In other words, it was an ideal place for pursuing discovery-oriented learning. In hands-on learning projects, it can be difficult to ensure that the students feel they are achieving something. However, in this case, the area was already in the public eye – for example, while our project was in progress, it was listed as a Ramsar Site (i.e. recognized as an internationally-important wetland under the Ramsar Convention on Wetlands) – and our work was looked on with approval by the general public, so the students were able to experience a sense of accomplishment.

▶ Activity

In periods for integrated studies, the whole student body, consisting of 80 students in years 1 to 3, was divided up into eight cross-year teams, each made up of students from different years, and each team pursued its own assigned research theme. Each team had nine or ten members. We gave the teams a cross-year structure to help ensure the continuity of the project, because continuity takes a high priority in ESD. We reasoned that by designing the team structure so that the conservation techniques and other information would be passed on from the older students to the younger ones, the project would have a greater chance of maintaining continuity.

The third-year students took opportunities for interaction with other schools, and the second-year students held exchange meetings focusing on the subject of peace.



► Outcome

“Tsuruga Home Town Study Group” was the first integrated studies project we tackled as a UNESCO Associated School. According to a school evaluation questionnaire survey carried out at the end of December, when asked to rate their degree of agreement with the statement “I engaged actively in this activity,” 62% of the student respondents selected the option “agree” or “slightly agree,” so we regard 62% as the basic benchmark score. However, when asked to rate their degree of agreement with the statement “This activity made me slightly more aware of the importance of creating a sustainable society,” the proportion of students who selected “agree” or “slightly agree” was 63%. We had hoped that more of the students would have their awareness raised, even if they did not participate actively, but the results show that this was not the case. In other words, only the students who actively participated were made more aware of the importance of creating a sustainable society. We educators will be making efforts to find ways of making our projects more effective in terms of raising students’ awareness.

► Transformation

Carrying out hands-on activities focusing on the environment has decreased the number of students who feel uncomfortable about interacting with nature. Implementing the program through cross-year team activities has created opportunities for communication between students in different years, and some students have shown leadership capabilities. Implementing ESD has enabled the teachers to enjoy interacting with students in a way they could not do when teaching their subjects.

Because this is a private school, we previously had little interaction with the local community, but through our ESD program, the school has interacted with Nakaikemi Net (a non-profit organization) and the Nakaikemi Association, which has given us opportunities to engage with local residents.

Name : Tsuruga Kehi Junior High School attached to Tsuruga Kehi Senior High School

Principal : Toshikazu Kikuzaki

No. of students : 80

Address : 164-1 Kutsumi, Tsuruga, Fukui 914-8558

Tel : 0770-24-2150

Target age group : Students in all years

Subject/area : Period for integrated studies

Partner school/organization : Yoneo Junior High School, Ogura Junior High School, JICA Kyushu International Center, Kanazawa University

* Essence of our ESD efforts

For students and teachers alike, ESD is an ideal method for identifying and thinking deeply about challenges and problems to be solved, and learning to solve them in our own way.

Matsumoto JHS spreads the word!

A project to publicize the merits of Matsumoto

Tradition,
local community

【 Keywords 】 Ties with the local community, inheriting cultural legacy, local production for local consumption, communicating, learning about problem-solving

▶ Goal

We aim to make our students keenly aware of the merits of their home town, Matsumoto, by bringing them into contact with the enthusiasm of local residents who are devoting their energies to maintaining the cultural heritage of the local area and promoting its civic development. Through interaction with local residents, we aim to open our students' eyes to problems faced by the local community, and prompt them to become independently involved in tackling those problems. We aim to empower the students to value the opinions and concerns of local residents while communicating the merits of Matsumoto to the general public. We aim to help the students gain the ability to think in a multilateral and comprehensive way, to communicate, and to value their ties to the local community, through solving problems in cooperation with local residents.



▶ Activity

■ Tanabata dolls

Matsumoto has a unique cultural tradition of decorating dolls to celebrate Tanabata, the star festival. Being aware that this tradition is slowly dying out, we had the students research Tanabata dolls, and carry out a survey, in front of Matsumoto Station, to find out the level of public awareness of Tanabata dolls. The students also decorated a giant Tanabata doll and displayed it at Matsumoto's heavily-used railway station to raise local awareness of the town's Tanabata tradition.

■ Wells

While researching Matsumoto's wells and springs, whose source lies in the Northern Alps, the students listened to a talk given by the proprietress of a local sake brewery that uses well water, and learned to taste the difference in flavor between water samples drawn from different wells. With guidance from a university professor, they carried out a water-quality survey, and researched the causal relationship between water constituents and flavor. In view of the fact that the water volume is decreasing, the students also visited the city office to research the causal relationship between climate change and factors such as residential land development and road paving. Targeting the town's residents, they also carried out a campaign to communicate the need to protect Matsumoto's springs.

■ Local production for local consumption

The students researched local agricultural produce, which brought them into contact with the passionate views of local farmers, and inspired them with a desire to publicize the merits of the farmers' produce. They also did hands-on agricultural study, listened to a talk given by the manager of a local food processing business, and developed recipes using local agricul-



tural produce. Based on advice from the chef of a restaurant that uses locally-sourced ingredients, and from the manager of the local food processing business, the students are currently working on developing commercial food products.

▶ Outcome

■ Achievements

The students have deepened their ties with people who are devoting their energies to inheriting the legacy of Matsumoto's traditional culture, engaged with the concerns of these people, and communicated these concerns to the wider community in their own way. Their activities are winning approbation from the local community. The students are reaching a deeper appreciation of the importance of people and materials (Tanabata dolls, wells, food produced locally for local consumption) and of their ties with the local community. The students' ability and capacity to recognize for themselves the problems facing the local community, and to engage in solving those problems, has started to improve. By encountering a wide range of people, the students have developed a stronger interest in the workings of society and the way people live.

■ Remaining tasks

As a way of researching teaching materials, the teachers themselves need to seek out suitable locations that have ties to the local community. Because it is difficult to secure sufficient time for these activities, the curriculum needs to be adjusted.

▶ Transformation

Through encountering and engaging with local residents, the students are discovering how it feels to have their own activities recognized, and through engaging in initiatives in the local community, they are experiencing an emotional impact. As a result, the students' ability and capacity to recognize for themselves the problems facing the local community, and to engage in solving those problems, have started to improve, and they are showing a willingness to take the initiative and get things started by themselves. They appear to be developing a desire to respond to problems highlighted by local residents by pitching in and helping.

Name : Shinshu University Matsumoto Junior High School
Principal : Hisakazu Muramatsu
No. of students : 474
Address : 1-3-1 Kiri, Matsumoto, Nagano 390-0871
Tel : 0263-37-2212
Target age group : Third-year students
Subject/area : Period for integrated studies
Partner school/organization :
 Fujioka Minami Junior High School,
 Omose Junior High School

✿ Essence of our ESD efforts

Our school's objective is "to foster stalwart and spiritually-rich citizens of the world." To that end, it is important that the students aim to become "true citizens of the world," consider what they can do as individuals, and strive to do it.

Using “Amagi studies” to raise a generation that will create a sustainable local community (and a sustainable society)

Using ESD to increase students’ self-respect and teach them how to survive in the 21st century

General

【 Keywords 】 Hands-on learning and ties with the local community;
Think Globally, Act Locally;
Turning our local community into a sustainable society

▶ Goal

While they learn about global challenges, we also want the students to do various kinds of hands-on learning in their local community, and to establish ties with people earning their living in the local community, thereby increasing the students’ self-respect, and making them feel pride in their home town. We aim to foster students who are able to think, make decisions, and act independently.

▶ Activity

■ Hands-on activities and study trips

Hands-on activities, which included hands-on welfare studies for first-year students and hands-on workplace studies for second-year students, were confined to the communities in which the students live. For the third-year students, the usual study trips to Kyoto and Nara were replaced by lessons focusing on comparing Amagi’s traditions, cultural heritage and tourist attractions with those of Kyoto and Nara, and communicating the resulting useful insights to their local community. A new addition was made to the program, in the form of hands-on nature studies in which the students went hiking on Mount Amagi, and learned about their local natural surroundings in a practical way.

Our “Amagi Studies Presentation Session,” held in term 3, to which we invited the students’ parents and guardians, local residents, Izu City employees and the Mayor of Izu, provided an opportunity for the students to deliver presentations about what they had achieved in their periods for integrated studies. The third-year students also prepared suggestions and delivered them to the Mayor of Izu.

In academic subjects and moral education periods, activities included Newspapers in Education (NIE)*¹ lessons, principally learning about global themes and challenges. The students also had a “life lesson” from an alumnus of Amagi Junior High School who is now a doctor involved in treating mentally and physically handicapped children.

*1…Classroom-based lessons using newspapers as teaching materials.



▶ Outcome

The results of a survey on changes in self-respect, carried out by a graduate student of Naruto University of Education, suggest that our ESD program has brought about significant changes in the students' self-respect. A positive effect on self-respect was found, supporting our school's hypothesis that ESD inspires students to take a pride in their local community and raises their self-respect.

Our students expressed a desire to plant Amagi beech trees on the mountainside with their own hands. This led to the launch of the Deer-Hedge Project in Tsuge Mountain Pass, at the suggestion of the Izu District Forest Office. Students who were third-years at the time carried the materials and equipment up the mountainside, and built hedges at two sites, working in cooperation with Forest Office employees and members of nature conservation groups and local businesses. Students in lower years recorded changes in the trees in the hedge, using the quadrant method,*2 and this work was continued by younger students in their turn. Three years later, there is a clear difference between the trees in and outside the hedge, the beech seedlings have grown dramatically, and the bamboo grass, which had previously died off, has regrown.

*2...A method for estimating the distribution of living things in a large area by counting the number of individual specimens found in a small sample area.

▶ Transformation

The students have gained confidence in their own activities, and increased their self-respect, resulting in an increase in the number of students who are actively working towards aspirations for the future. Prior to our ESD program, the overwhelming majority of our students said that when they grew up they wanted to live in Tokyo or Yokohama, but now, some of them say they want to live in the local community and actively work to benefit the local community. The members of the local community now understand the school's activities, and have become supportive on many fronts.

Name : Amagi Junior High School

Principal : Masahiko Kameyama

No. of students : 138

Address : 853 Tsukigase, Izu, Shizuoka 410-3215

Tel : 0558-85-0075

Target age group : Students in all years

Subject/area : All subjects, moral education, special activities

Partner school/organization : Izu District Forest Office

✿ Essence of our ESD efforts

ESD could be described as a discipline that helps form character (and instill zest for life) in order to restore social connectedness to children who have lost it. We believe that the ability to survive in the 21st century, with its diversifying values and complex tangle of apparently insoluble problems, is exactly what students learn through ESD.

Shinkayama Junior High School

Guiding students to look at, think about and act for the environment: Promoting ESD efforts based on environmental education

Environment

【 Keywords 】 Environmental education, symbiotic society, low-carbon society, ESD Shinkayama Plan, exploratory learning

▶ Goal

In 2010, Okazaki City introduced a unique learning program, “Okazaki Environmental Education Program.” While this program is implemented mainly as part of the period for integrated studies, it is also used for inter-disciplinary learning. The program is designed to provide children with the knowledge and skills they need to address environmental problems and act for environmental preservation during the nine years of learning, so that they will grow to be leaders of sustainable society and work for preserving the environment with a sense of ethics. The program is used to guide students to think about the local environment in the light of the global environment and motivate them to do what they can for the good of the environment.

At our school, while respecting the philosophy and concept of the Okazaki Environmental Education Program, we drew up the ESD Shinkayama Plan, which clarifies the relevance between ESD and conventional environmental education in terms of (1) what to study, (2) how to study, and (3) how to proceed with the study, taking into consideration the situations of our local community and students. We also provide Mini Discussion Time (MDT) and Group Work Training (GWT) activities repeatedly as part of our morning meetings, special activities, moral education, and the period for integrated studies. Thus, we aim to establish a teaching method for student-led learning to encourage students to listen sincerely to others and actively participate in discussions.

▶ Activity

■ Animal damage and ecology

First-year students studied the theme “Thinking about Symbiotic Society from the Perspective of Ecology”

to consider how we can live in harmony with wild animals focusing on damage caused by animals. There has been an increasing number of cases of wild monkeys and boars causing damage to crops and eating the flowers and bulbs of Japanese lilies, which we are trying to protect as part of our environmental activities. Students focused on this problem by producing bioregion*1 maps and thought about symbiotic society.

Second-year students studied the theme “Thinking about Eco-Friendly Symbiotic Society” to learn about energy issues focusing on global warming prevention.

Students turned their attention to CO₂ emissions which have caused global warming. They also started environmental household bookkeeping to promote eco-friendly lifestyles at home, and visited local companies to learn about energy and environmental measures taken at business sites.

Third-year students studied the theme “How we can contribute to protecting the Earth in the future,” to consider what actions they should take to communicate the importance of creating a low-carbon society. They discussed “How we can overcome this summer’s heat without nuclear power plants” and took power-saving measures during the summer months. They also organized study meetings to learn about CSR (corporate social responsibility).

*1…Bioregion is a region whose limits are naturally defined by topographic and biological features such as flora and fauna.

▶ Outcome

The percentage of students of our school who replied “No” to the question “Do you think the global environment will become better in the future (50 years from now)?” was considerably higher than the average of the prefecture. This indicates that this study program has made the students more concerned and anxious about the future, helped them recognize environ-



mental problems as their own issues, and motivated them to take action to help mitigate these problems.

The program also led to various positive changes in many students: they now have a deeper affection for their school district and a greater understanding of global society and energy issues, have become interested in reading newspapers, and developed the ability to write long texts logically and express well-sustained opinions.

In our class of moral education, we used supplementary teaching materials, “A Japanese Crested Ibis named Kin-chan,” “Sinking of Tuvalu” and the “Legendary Speech in Rio,” to foster cross-generational ethics in students, and encouraged them to have discussions with clearly-defined viewpoints. Furthermore, special activities and events helped make students aware of the future and the importance of personal ties, which positively benefited our educational activities as a whole.

Name : Shinkayama Junior High School
Principal : Yoshio Sugita
No. of students : 326
Address : 20-86 Osawa, Kuwabara-cho, Okazaki, Aichi 444-2141
Tel : 0564-45-2026
Target age group : Students in all years
Subject/area : Period for integrated studies, science, moral education
Partner school/organization : Environmental Partnership Office Chubu of the Ministry of the Environment, Japanese Association of Teaching and Learning Materials, NPO Chubu Ryouyoukai Sanshu Matagiya, Karakuwa Junior High School, Toyota Higashi High School, Ogawa Elementary School, Jimokuji Primary School, Group of general representatives of Shinkayama Junior High School, School Advisory Committee

► Transformation

■ Ability to open up the future

- Through the three years’ systematic environmental learning, students have developed the “ability to think critically” that enables them to appreciate the essence of things, and “cross-generational ethics” along with an awareness of equity and equality between them and people of the future.
- Our original ESD Shinkayama Plan has motivated teachers to improve their teaching and promote exploratory learning in a creative manner.
- Students have become aware of their responsibility to society and deepened their sense of citizenship by working with the local community to protect Japanese lilies and visiting elderly persons in the community.

Through the ESD efforts, the entire school now promotes education so as to increase students’ metacognitive ability*2 and self-efficacy, and fosters the ability to open up the future (21st-century-oriented skills).

*2···Metacognitive ability is a psychological term that means the ability to look at and recognize one’s own behavior, idea and character from a different perspective.

* Essence of our ESD efforts

ESD is a means of future-oriented learning about living. It is:

- A slogan of student guidance that helped the troubled school overcome problems and make a new start
- A new scale to measure ability and academic skills necessary for living in the 21st century society

“Learning to live together” with other people and with our planet

General

[Keywords] Learning to live together, ties with people, platforms for hands-on learning, developing an array of activities

▶ Goal

■ Helping those in distress, no matter who they are

By providing platforms for a wide array of activities, ranging from contributing to the local community to contributing to international society, our school aims to help students discover their own future path. We also aim to nurture “the humanity to be able to devote oneself to helping those in distress, no matter who they are.”



▶ Activity

■ Learning to live together with our local community, our nation, the international community and the planet

We established a system enabling individual students to choose a cooperative activity matching their own interests and individuality, from a wide selection of areas ranging from the environment to international understanding, disaster preparedness, biodiversity and the local community.

As a platform for interaction with the local community, we are involved in the organization and running of a “Fureai Festival” (a festival to encourage encounters between people). We also organize a creative-cooking contest and other events, which have become seasonal fixtures in the local community. Our school is a disaster-preparedness base for the local community, and in that capacity we hold community disaster-preparedness drills. We also cooperate with Toyota Motor Corporation to organize disaster-preparedness camps at which participants can gain hands-on experience of the usefulness of Toyota plug-in hybrid vehicles (PHVs), among other things.

As a platform for activities on a national scale, we use our school’s solar power generator to roll out a campaign to reduce CO₂ emissions, working in cooperation with a number of groups including the Nagoya Grampus football club. We are exchanging information with groups we have encountered through ESD events, and other UNESCO Associated Schools in Japan that our students have visited on study trips, and meanwhile considering social contribution activities that we can pursue jointly.

As a platform for activities featuring international exchange, every year, we organize a short overseas study trip to our sister junior high school in Republic



of Korea, on which our students visit the Korean Demilitarized Zone and exchange ideas about peace. We are also participating in the Fair Trade movement.

As a platform for activities focusing on global issues, we are rearing chestnut tiger butterflies – Japan’s only migratory butterfly – and carrying out an ongoing observation program, as well as experimenting with exchanging data with communities in other areas. Working with Severn Cullis-Suzuki – the Canadian environmental activist famous for delivering a speech at the 1992 Rio Earth Summit at the age of 12 – we have also helped to publicize the need to conserve the global environment.

▶ Outcome

We feel that, thanks to active participation not only by members of the local community, but also by school alumni and students’ parents and guardians, our school events have increased the value of our school in the eyes of the local community. Our challenge is to secure the time to prepare hands-on learning platforms that can accommodate the students’ individual interests, which become increasingly diversified as their enthusiasm grows.

▶ Transformation

Our students are becoming increasingly eager to engage in ESD in the future, as attested by the fact that more of them are choosing to go on to high schools that play an active role in the international community and engage in environmental conservation. We have also noticed an increase in the whole school’s level of interest in ESD.

Name : Fujioka Minami Junior High School

Principal : Akinori Amano

No. of students : 415

Address : 86-1 Kurayashiki, Nishinakayama-cho, Toyota, Aichi 470-0431

Tel : 0565-76-2410

Target age group : Students in all years

Subject/area : Special activities, period for integrated studies

Partner school/organization :

Shinshu University Matsumoto Junior High School;

Oomori 6th Junior High School;

Higashi-atago Junior High School; Toyota Higashi High School;

Toyota Municipal Nakayama Elementary School;

Cheolsan Junior High School, Gwangmyeong, Republic of Korea;

and many other organizations

* Essence of our ESD efforts

For our school, which opened soon after the Great East Japan Earthquake of 2011, the ESD principle of “learning to live together” has a special resonance, as it is our school motto and the principle on which our school was founded.

Tsurumibashi Junior High School

Fostering children's zest for living and transforming the school through "disaster-preparedness education as a human right"

Disaster-
preparedness

[Keywords] Life; human rights; disaster-preparedness;
"We need to stop treating disaster-preparedness as a routine matter,
and start taking it seriously"

▶ Goal

■ The lesson learned by visiting disaster sites

On our school visit to sites stricken by the Great East Japan Earthquake of 2011, the lesson learned was "we need to stop treating disaster-preparedness as a routine matter, and start taking it seriously." With this in mind, we resolved to go even further in terms of education designed to foster children's mental health from the perspective of "disaster-preparedness education as a human right." We also aim to provide education that encourages students to strive to become the shapers of tomorrow's society, education in respect for life, and education towards self-fulfilment.

▶ Activity

■ One-night, two-day disaster drill sleep-away camp at an evacuation center

In order to provide activities in which students can communicate what they have learned on visits to disaster sites, and put it into practice themselves, our school has had a Children's Disaster-Preparedness Project Team since 2011. About 20% of the school's entire student body participates in this Project Team, which leads activities on the themes of "life" and "disaster-preparedness" in which the whole school engages. One of these activities was a whole-school earthquake and tsunami evacuation drill organized and run by the Project Team. This consisted of a one-night, two-day disaster drill sleep-away camp at an evacuation center, based on an imaginary scenario in which infrastructure "lifeline" services had been cut off by a major earthquake.

Over the course of one year, student delegations carried out an array of activities including visits to sites stricken by the Great East Japan Earthquake of 2011, fieldwork in each area, observation and hands-on training at disaster-preparedness facilities outside the school, and "life lessons" using corporate social responsibility programs run by the business community. At various assemblies and gatherings, the students gave presentations reporting on what they had achieved through their practical activities, and communicating the lessons they had learned.





► Outcome

Based on the message that “we need to stop treating disaster-preparedness as a routine matter, and start taking it seriously,” the students have made changes in their daily lives – such as launching a campaign to encourage courteous interaction – and there has been an improvement in their willingness to find things they can personally do to help. Through being of service to others, and doing what is in their power to do for others, the students have found joy and a sense of accomplishment. By fostering their self-respect and self-esteem, this has empowered the students, and they are showing a positive attitude to life. In fact, those students whose home lives are severely troubled are showing a tendency to engage actively in these activities.

Our challenges include increasing the number of projects we can engage in jointly with the local community and neighboring schools, and building a system to ensure the continuity of projects even when the key educator leaves.

► Transformation

■ A culture of disaster-preparedness as a human right

The students have started to offer their own suggestions for projects we could tackle.

It is now three years since we launched this project, and through our work on “disaster-preparedness education as a human right,” we feel that awareness of the need for disaster-preparedness has increased among the educators as well as the students. The project also seems to be effective in fostering a resolve to live more consciously. Themes related to life, ties to others, and disaster-preparedness are being incorporated into school events, daily routines and other aspects of school life, and the culture of disaster-preparedness as a human right seems to be catching on.

Name : Tsurumibashi Junior High School
Principal : Tetsu Fujii
No. of students : 180
Address : 3-9-23 Nagahashi, Nishinari-ku, Osaka 557-0025
Tel : 06-6562-0001
Target age group : Students in all years
Subject/area : Disaster-preparedness education as a human right
Partner school/organization : Nishinari Ward Office, Osaka Municipal Fire Department, Nishinari Fire Department, Osaka City University, Osaka Municipal Nagahashi Elementary School,

Osaka Municipal Kitatsumori Elementary School, and other organizations

✿ Essence of our ESD efforts

Through being of service to others, and doing what is in their power to do for others, the students have found joy and a sense of accomplishment. Their self-respect and self-esteem is being fostered, and they are starting to be able to have aspirations for the future.

Toyonaka Municipal 2nd Junior High School

Transformation of students through their participation in a children's summit held across three countries (Japan, Republic of Korea, and New Zealand)

An approach to the environmental issues dear to us, attempted by a collaborative study program with Friendship Schools

International

[Keywords] Power to live in globalized society, aptitude for symbiosis, exploratory collaborative study program, community for learning, networking of schools at four locations in three countries, involvement in the management of the FF system, sending out information to the local community

▶ Goal

Through a collaborative study program, students in three countries attempted an approach to the challenge of building a sustainable society as members of the global community. The program gave students an opportunity to think about global environmental issues by inviting them to be directly engaged in an effort to solve some of the environmental issues that are dear to them. The program helped them realize that the putting together of small individual efforts could create a great force.

▶ Activity

■ Collaborative study program supported by the use of a Web-based TV conference system

We organized a children's summit across three countries. With the help of a Web-based TV conference system, we organized a collaborative study program that focused on environmental issues with Friendship schools and other schools inside and outside Japan. The program had the participation of five elementary and junior high schools in Toyonaka City (Japan), Kesennuma City (Japan), Republic of Korea, and New Zealand (NZ). The students in these schools addressed the following topics in discussions held from September to December 2013: (1) energy, (2) food, and (3) waste. As our school has concluded a Friendship agreement with those schools in three cities that had suffered an earthquake, "energy" was selected as one of the topics, and we covered this topic in our research work. Our students listened to the principal of a municipal junior high school in Kesennuma City and the principal of our Friendship school in New Zealand,

among others, speak on various subjects including the earthquake damage that they had to deal with, and were greatly impressed by remarks such as "we are the very undertakers of restoration activities and the creators of future society" and "children serve as eco-leaders in the local communities of New Zealand, and making efforts not to produce garbage is normal at our school." This led to the following initiatives of the student council at our school.

■ Student council's initiatives and local-based initiatives

The ESD Practical Guidebook was referred to in our effort to redefine the curricula for different subjects along with the student council's activities, from the perspective of ESD. The student council began to be involved in the management of the FF system (a system for receiving a refund for reduction in light, heating, and water utility cost), linked present conservation targets with quality-of-life targets, and tried to reduce energy consumption at school and at home, with cooperation from PTA and local community members. In addition, lectures were organized for participation by the students' guardians and local community members to promote ESD-oriented local-based initiatives.



► Outcome

Our research work supported a shift from the traditional style of learning at junior high schools. With this program, the students recognized the importance of having objective data (grounds) supporting their views in order to have the views understood by others. The school now shares its understanding about the need to develop global-minded human resources with the students' guardians and local community members. We succeeded in building a basic framework for networking with other schools inside and outside Japan for the continuation of collaborative study. Fulfilling our role as an ASPnet school in Toyonaka City, we should inform all schools of the results of our ESD-oriented collaborative study program to increase the number of schools that participate in this project and expand the collaborative study networks inside and outside Japan. We wish to give enough time for these programs to ensure their continued availability as parts of the curricula.

► Transformation

The experiencing of how the ecological activities and clean-up initiatives that had been started earlier served as a backdrop for networking at a global level helped our students to have a broad perspective. The program realized the expansion of collaborative voluntary activities with people in other countries. Knowing that students continued to study in a poor physical environment at schools in Kesennuma City and other earthquake-struck cities of other countries, the student council at our school led a campaign for collecting donations. As demonstrated by this example, the program increased the students' self-initiated interest in environmental issues and school life issues. The spreading of information about the initiatives led by the student council triggered a change of awareness in local community members and in the students' guardians, making them more conscious of global issues.

Name : Toyonaka Municipal 2nd Junior High School
Principal : Keizo Tanaka
No. of students : 481
Address : 2-1-1 Miyayama-cho, Toyonaka, Osaka 560-0056
Tel : 06-6843-5288
Target age group : Students in all years, student council
Subject/area : English, science, special activities, period for integrated studies
Partner school/organization : Toyonaka ASP Network Coordination Panel; Secretariat of the Board of Education, Toyonaka City; Toyonaka City International Education Proportion Council; ESD Practical Guidebook Working Staff Members Group; Friendship schools (in the United States, New Zealand, and Kesennuma City); Environmental Policy Office, Environment Department, Toyonaka City; Center for International Education and Exchange, Osaka University

✿ Essence of our ESD efforts

ESD is an essential factor in the development of the "zest for living," which should be the aim of school education. In the spirit of "Think Globally, Act Locally," we try to share the awareness of students, teachers, PTA, local community members, etc., regarding global issues and expand the initiatives that are focused on the issues that are dear to us. We are reconstructing the curricula from the perspective of ESD. We pursue education programs aimed at helping the students, the bearers of the future, to become capable of building a sustainable society.

A “whole school approach” to the practicing of ESD

With attention to interrelatedness, sense of ownership,
and future orientation as our keywords

Peace

[Keywords] Whole school approach, collaboration, interrelatedness,
sense of ownership, future orientation, dialogues

▶ Goal

Based on a recognition that our educational activities in the past had already been aligned with the philosophy of ESD, we have been engaged since the academic year of 2006 in research work on the practicing of ESD with what we call “the whole school approach.”* Using the ESD Calendar produced with attention to interrelatedness among different subjects and study areas, we prepared a coherent set of study programs to help the students develop their sense of ownership and their self-awareness as the self-motivated creators of the future. The following explains how such study programs address the issues around “peace” as our keyword.

*...The “whole school approach” refers to an approach characterized by the commitment of the whole school and the continuous deepening of that commitment.

▶ Activity

■ Peace gatherings

Peace gatherings developed as a form of self-motivated student activities since they were started 27 years ago by the initiative of the student council. Since then, our students kept alive the original spirit of these gatherings by continuing to explore in connection to these gatherings relevant subjects chosen by themselves. As an example of what happened in this process, their learning about the life story of a minister who brought *Souvenir d'Anne* (roses of a particular breed dedicated to the memory of Anne Frank) for the first time to Japan and people who worked with him, which reminded them of the nobleness of human beings, motivated them to support and have exchange with people who suffered through the Great East Japan Earthquake. Each gathering, convened after classroom-level research work and discussions, is designed to allow multi-dimensional views on events. Views expressed by older students often invited younger students to think deeper, while naive views and sentiments from younger students often invited older students to rethink. In this manner, dialogue helped the students deepen their thinking and arrive at new findings. In this academic year, our students are engaged in the formulation of a “Peace Declaration” to mark the beginning of the next 10 years dedicated to the practicing of ESD.

■ Learning from exchange with Republic of Korea

Our program called “Learning from exchange with Korea (ROK)” is an extension of our peace study programs. This program, which we started three years ago, is realized through support from people taking care of South Korean visitors and also from Koreans residing in Japan and South Koreans studying in Japan, etc. The students visiting ROK in this academic year stated in a preliminary study session that “it



would be possible to change the relationship between countries with awareness produced by human contacts,” acknowledging the role they could play in the context of the present-day relationship between Japan and ROK.

▶ Outcome

The peace gathering initiative strengthens the willingness of the students to broaden their awareness and act with others by giving them the experience of trying to make use of the knowledge they have acquired from textbooks, exploring on their own to follow up on questions and issues that arose in that process, discussing with friends and coming in contact with the ideas and ways of life of other individuals. What they have gained through practice is carried over to the next academic year, as it is related with what they would learn next. The students experienced joy in seeing how learning in a certain area could develop into learning in many other areas and began to become aware of their own transformation through learning. In the future, we would like to build on the achievements we have made so far as we seek to expand our study programs toward deeper engagement with regional issues and more readiness to act together with local community members.

▶ Transformation

First, the experience taught the importance of “collaboration” to both students and teachers. The attention to interrelatedness demanded by ESD should signify not only the relatedness among different subjects and study areas but also the teachers’ collaboration with students in the development and implementation of study methods, as well as teacher-student and student-student collaborations in the process of learning. Peace gatherings as an example of ESD in practice have established a style of learning that interrelates learning in different subjects as well as different opinions from different students and helps the networking of the school with related organizations. The learning gained from peace gatherings was introduced successfully into the learning from exchange with ROK, which formed in our students a tendency to think of the relationship between Japan and ROK more as a relationship between humans than a relationship between states.

Name : Nara University of Education Junior High School
Principal : Toshihiro Matsukawa **No. of students :** 485
Address : 2058-2 Horen-cho, Nara 630-81135
Tel : 0742-26-1410
Target age group : Students in all years
Subject/area : All areas
Partner school/organization : Nara ASP Network; one elementary school and two junior high schools in Kesennuma City; Junior High School Attached to the College of Education, Kongju National University, Republic of Korea

✿ Essence of our ESD efforts

ESD prompts us to rethink the present states of the school and society as well as the roles of the teachers, by inviting us to shift from the traditional curricula and methodology in school education.

Tsukigase Junior High School

Let's dream about and be proud of our hometown! Think globally, act locally!

General

[Keywords] Environmental protection, contribution to welfare, support of disaster-struck areas, learning about our hometown, international exchange

▶ Goal

Our school exists in a place of natural beauty known as “Tsukigase Baikai” (“Plum Tree Valley with a Moonlight Cascade”), which is associated with history, culture, and tradition. Here, we have a deep connection with the local community. Our aim in ESD is to help students live positively with pride in their hometown and to be prepared for the future.

▶ Activity

■ Aluminum can recycling activity

“Let’s donate wheelchairs using funds raised by collecting aluminum cans!”

Under this slogan, chosen by the student council, an aluminum can recycling activity was started 19 years ago with the involvement of local volunteers, the student council, families, and the school. Using the revenue from this activity, 106 wheelchairs have been donated so far. The first-year students participated in a tour of a recycling factory. In the previous academic year, we donated wheelchairs to Shizugawa Public Hospital in Minamisanriku-cho because our school doctor had been involved in activities in that locality (which was greatly affected by the Great East Japan Earthquake).

■ Friendly visits to elderly persons living alone

This is an activity that has been continued for 19 years through the initiative of the student council. As a preliminary study program, the students first learn, from welfare center volunteers, some basic rules to be remembered by volunteers. Then, the students pay visits to elderly persons living alone, in order to offer

help and conversation. Before and after such visits, summertime greeting cards and New Year greeting cards, etc., are sent to maintain contact with them.

■ Hometown learning program

This is a study program that helps the students become strongly aware of the attraction of their hometown and to become proud of it. In our hometown walk-about program, the students take a walking tour of the school district led by a local guide. The photographs they take of local attractions and examples of excellence are compiled into photo stories and submitted for entry into the “Treasures of the Hometown” contest. In addition, we organize a plum picking event in which our students pick plums with nursery school and elementary school children for use in the preparation of pickled plums and plum syrup, in the spirit of “local production for local consumption.” Pickled plums are sold as commercial products. Another major product of our locality is tea. The students are given opportunities to experience two examples of traditional culture related with tea: *toucha-kai* (competition regarding the excellence of tea) and *sencha-do* (discipline regarding the preparation and serving of tea), in which they may learn the spirit of hospitality, as well as manners. Furthermore, we produced *benibana-zome* (vermillion-dyed textiles) using *ubai*, plums of a particular breed that grow in Tsukigase, as a brand product of the school district. This was exhibited and sold at a National Summit for World Heritage Studies.

■ International understanding/exchange

For a long time, we have been seeking international exchange in the form of exchange with a Belgian visiting group, participation in exchange events organized by South Korean teachers at United Nations University, student exchange by participation in the JENESYS Programme, and exchange with students in Gyeongju, Republic of Korea. In addition, we have been offering cross-cultural understanding seminars on a continuous basis.



▶ Outcome

With support from the local community, we organized programs for global environmental protection, the continuation of traditional culture, and welfare and volunteer activities. As a result, the students began to speak of the beauty of their local environment and the depth of history in this locality with a sparkle in their eyes, and they became acquainted with the life stories of great ancestors and have acquired pride in their hometown. The further development of the students' ability to study the subjects based on their own initiative along with their skillfulness in expression is identified as a challenge.

▶ Transformation

■ Ties with other countries

From the perspective of ESD, we have restructured and reconstructed the activities we have been continuing for a long time with support from the local community. The spirit of "Think globally, act locally!" is realized as our school, a small school in an isolated district, begins to have ties with UNESCO Associated Schools and with schools in other countries. Moreover, our ties with South Korean teachers and others who are also engaged in the practice of ESD have given us opportunities to learn various methods and receive encouragement and energy from them. We propose that ESD is pursued in Nara under the motto of: "Be connected with nature, be connected with people, be connected with crafts/products, be connected with history, be connected with the world, and be connected with the future!"

* Essence of our ESD efforts

Nara preserves a culture and tradition that spans a history of 1,300 years since it became the capital of ancient Japan. We find it important to offer educational programs that emphasize this point and continue to teach Nara's values to future generations. In other words, our message to children is as follows: "Be connected with nature, be connected with people, be connected with crafts/products, be connected with history, be connected with the world, and be connected with the future!"

Name : Tsukigase Junior High School
Principal : Akiko Imoto
No. of students : 35
Address : 2551 Tsukigase Oyama, Nara 630-2302
Tel : 0743-92-0020
Target age group : Students in all years
Subject/area : Periods for integrated studies, moral education, social studies
Partner school/organization : Nara ASP Network

Five years of implementation of the Dream Project

Using our experience in the Japan-U.S. Teacher Exchange Program for Education for Sustainable Development (ESD)

General

[Keywords]

Dream Time, Dream Kita Festival, Dream Song, Dream Drums, Dream Friends

▶ Goal

■ Dream Time

Develop students who are willing to make continuing efforts to realize their dreams and better express themselves by helping them develop their social and relationship skills through interaction with diverse people.

■ Dream Kita Festival/Dream Drums

Expand our community and social contribution.

■ Dream Song/Dream Friends

Share the unlimited power of music with as many schools as possible to support areas devastated by the Great East Japan Earthquake.

▶ Activity

■ Putting our experience in the Japan-U.S. Teacher Exchange Program for ESD into practice

(1) Dream Time: Comprehensive curriculum for exploration- and inquiry-based learning

Under the theme “community and social contribution,” we provided a curriculum with the concept of ESD based on the conviction that “increased knowledge leads to changes in behavior,” which we learned in the Japan-U.S. Teacher Exchange Program for ESD administered by the Japan-U.S. Educational Commission. Our students actively interacted with community residents and took the initiative to bring positive changes to the community, such as the restoration of the community’s festival, and created boards to advertise the event.

Our experience of visiting a variety of schools and having many discussions in the United States helped us modify the way we teach our classes. We learned the importance of developing the personality of students and how to encourage and support them to have a much more inquiring mind and improve their critical thinking, judgment, and presentation skills. We will use these in our future programs.

(2) Dream Song: Music project

The most attractive aspect of the Japan-U.S. Teacher Exchange Program for ESD is that it can establish long-lasting relationships among Japanese and American teachers at different schools. Perhaps the most prominent example of this is our music project designed for people living in the areas affected by the Great East Japan Earthquake. Our students wrote the lyrics and translated them into English. A total of 10 schools in Japan and the United States shared the objectives of our project. Students of the participating schools sang the same song, hoping to help the affect-



ed people. Their performance was filmed and edited into a video, which was sent to schools in devastated areas and available online. Both teachers and students were impressed by the unlimited power of music, and the relationship established through Japanese and American teacher exchanges worked in our education.

► Outcome

In a national assessment of academic ability, 78% of our students enrolled in academic year 2014 answered “Definitely yes” to the question “Do you have a dream or goal for the future?” This figure is up 33 points from academic year 2011, when 45% of students gave the same answer. We see this significant increase as a result of our Dream Project, which encourages our students to learn how they relate to society, explore what they want to do, and discover what the local community needs.

Name : Takeokita Junior High School
Principal : Masaaki Hayashi
No. of students : 122
Address : 25956-3 Mateno, Takeuchi-cho, Takeo, Saga 849-2342
Tel : 0954-27-2004
Target age group : Students in all years
Subject/area : Integrated learning and other programs
Partner school/organization :
 • Partner schools offering ESD programs in Japan and the United States
 The Town School (U.S.A.), Ureshino City Onohara Junior High School, Miyoshi Senior High School, Senior High School at Sakado, University of Tsukuba, Sakuraminami High School, Osaka Prefectural Seibi High School, Rusutsu Elementary School, Takeo City Wakagi Elementary School, Takeo City Takeuchi Elementary School, Jonan High School

► Transformation

■ The establishment and promotion of the concept of ESD

What we learned in the lectures provided by the Japan-U.S. Teacher Exchange Program greatly helped us review and improve our curricula. Through their five years of experience in the Dream Project as a learning program based on the concept of ESD, students have found that they interact with what is around them and have actively worked toward their dreams.

Teachers have changed their perspective of program management from a single-year approach to a sustainable development approach and developed our programs into more organized, systematic, and practical ones. In particular, the Music Project, which was shaped by our perspective broadened through exchanges between Japanese and American teachers and is perceived and supported by local residents as a meaningful event, has been continuing.

• Network with UNESCO Associated Schools
 Furukawa Kita Junior High School

✿ Essence of our ESD efforts

Evolving global mindset: The possibility of the power of dreams

The future can be anything we want it to be. We need to encourage students to be able to actively think and act for themselves to have a dream and work toward it. We also need to help them practice creative approaches to address issues and engage in exploration- and inquiry-based learning to find a way of life and contribute to their community and society.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 4

Unified lower and
upper secondary
schools etc.

Kokusai Gakuin Junior and Senior High School

A series of education for international understanding based on a program of foreign studies

Foreign cultural studies, foreign cuisine studies, international study tour

International

【 Keywords 】 Multicultural symbiosis, international understanding, food and nutrition education

▶ Goal

Encourage students to develop their international sensibility and their independence through education for international understanding. Increase their understanding of Canada because it is a multicultural country and the destination of our international study tour. Thus, students need to learn about the country's diverse cultures.

▶ Activity

Our program of foreign studies is mandatory for second-year students of our high school. To help students learn about different cultures, we offer not only a study tour in Canada, but also opportunities to prepare and review this event throughout the year.

■ Study tour preparation

Every year, we invite international instructors from the Saitama International Association to offer lectures and cooking lessons to help students better understand different cultures and learn about multicultural symbiosis. This academic year, instructors from nine countries visited our school and talked about their nations. For all students who are majoring in the Cooking Course, we offer a program of foreign cuisine studies to help them better understand other countries by learning about their cuisines. As part of their study of regions and countries around the world, Cooking Course students sell food, which they learned how to cook in this program, at a booth at the school carnival held in September. In the past, they listened to lectures on the foods of Turkey, Thailand, Malaysia, Russia, and other countries. This year, they learned about Brazilian cuisine in commemoration of the 2014 FIFA World Cup Brazil.



■ Study tour

We organize an international study tour (one week) and a language study tour (two weeks), both of which are designated by Japan's Ministry of Education,



Culture, Sports, Science and Technology as “Model Programs for Educational Reform.” The international study tour features a homestay of three days and two nights and visits to a nursery school, an elementary school, and a nursing facility to interact with people in Canada. The language study tour includes a language program at Vancouver Island University while staying with a local family and an exchange program.

■ Study tour review

Students report on their study tour including its preparation programs. Using PowerPoint, their representatives make a presentation of their foreign studies to students in lower classes.

▶ Outcome

As our program of foreign studies is mandatory, students can systematically learn about different cultures. For students, this is a great advantage because they can learn on a continuous basis instead of making it a one-time event. Meanwhile, the program tends to provide less time for group work, such as a joint study, than for a study tour and its preparation. It also tends to be a one-sided lecture. These issues need to be addressed.

▶ Transformation

Even before becoming a member of the UNESCO Associated Schools Project Network (ASPnet), we organized international study tour programs. However, these programs were self-contained in our school and the experience of exchanges with high school students in different countries was not used to plan for our next attempt. After becoming a member of the ASPnet, we found out that we could promote international exchanges in a more casual way, such as inviting international people living in Saitama Prefecture as lecturers of our foreign cultural studies. Students who are enrolled in our program of foreign cuisine studies serve food, which they learned how to cook in this program, to visitors to our school carnival. This helps these students gain a broader perspective not only on global issues, but also on building closer relationships with local residents.

Name : Kokusai Gakuin Junior and Senior High School

Principal : Hiroyuki Ono **No. of students** : 857

Address : 10474 Komuro, Inamachi, Kitaadachi, Saitama 362-0806

Tel : 048-721-5931

Target age group : Second-year students in high school

Subject/area : International understanding, food and nutrition education

Partner school/organization : Sekolah Sultan Alam Shah (Malaysia), Sekolah Islam Fitrah Al Fikri (Indonesia), National Feng-Shang Senior High School (Taiwan), National Feng Yuan Senior High School (Taiwan), Chiao Tai High School (Taiwan)

* Essence of our ESD efforts

At the start, many of our students lack confidence in their ability and feel insecure about their future. We define ESD as education for helping everyone realize that they are a valuable asset and can build a good future through international exchanges and environmental learning.

International volunteering study tour course (Bangkok)

What we can do now

International

[Keywords] International cooperation, supporting the self-reliance of those in poverty, understanding different cultures

▶ Goal

With the cooperation of Habitat for Humanity Japan, an NPO, our students will participate in an international volunteer program to build houses to help the poverty-stricken support themselves. The main purpose of our participation is to put the best efforts of high school students forward for international cooperation. Building houses is a means to this end. In this program, we will encourage our students to see how local people live, identify what they really need, consider what to do to meet their needs, and act accordingly. After returning home, our students will be required to compare their lives in Japan with what they have experienced in Thailand and to think about how they can reflect what they see in their future.

▶ Activity

■ Study tour in Bangkok

The international volunteering study tour, which was designed for our third-year high school students, was held in Bangkok during their summer vacation. About 25 students participated in this 10-day project and stayed at a hotel. For four months from April, they were provided with a preparation program on Saturdays to obtain the necessary local information and to learn about what they should think about before going there. The house that they were asked to build had only pillars and a roof on the top. With the help of local staff, the participants engaged in constructing the underfloor portion, walls, and floor of the house. As non-professional building constructors, they did as much as they could in six days. After supper every evening, they shared information and had discussions about what type of support is really necessary for local people, what they are building, and how they should overcome the language barrier, in order to reflect these in their work the next day.





► Outcome

We can say that we concluded the project successfully, as the participants finished off the last day of their tour with no serious injuries, accidents, or health concerns, and above all, by sincerely working on their task, they could gain an experience that was not possible in their ordinary school lives. As their post-tour program, in order to announce their achievements, they were given a task to organize what they learned into readable form and submit it to the Global Education Contest held by JICA. As a result of their efforts, they won an honorable mention and a Group Achievement Award in the photograph and video sections, and one of our teachers received a prize in the report section. Furthermore, these students were given the Best Senior High School Award of the Fourth Education for Sustainable Development Award. Our future challenges now regard how our students can use their experience when entering the real world and how they can widely express what they have achieved.

► Transformation

■ Face yourself, face others.

While our students do not hesitate to engage in international cooperation, they find it really difficult to be successful in it. International cooperation starts with helping people who need help ahead of you. There is no need to try to accomplish a big task from the beginning. For that matter, from the moment one feels a calling to help or serve someone, one takes the first step toward international cooperation. However, because of language barriers, cultural gaps, and the different environment surrounding individual countries, it is hard to put such a passion into action. When one discovers one's potential and limitations, one will surely grow as a person.

Name : Ritsumeikan Moriyama Junior & Senior High School

Principal : Katsuari Kamei

No. of students : 1,362

Address : 250 Miyake-cho, Moriyama, Shiga 524-8577

Tel : 077-582-8000

Target age group : Third-year high school students until FY2013, second-year high school students from FY2014

Subject/area : Period for integrated studies

Partner school/organization : Habitat for Humanity Japan, Japan-Thailand Education Exchange Society

✿ Essence of our ESD efforts

Here is a quote from Albert Einstein, which we feel best fits when practicing ESD: "Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning."

Practicing ESD to foster people with a global perspective

International

【 Keywords 】 Developing ESD programs for subjects, fostering people with a global perspective, researching issues, collaboration with the university and community, international exchanges, improving English communication skills

▶ Goal

Offering combined junior and senior high school education, our school aims to foster future-oriented people with a global perspective. We provide ESD programs as follows to develop people who understand the nature of ESD and acquire comprehensive skills and attitudes essential to ESD.



▶ Activity

To develop an interdisciplinary program jointly organized by Kobe University, which is called the “Kobe Model for Global Career Development (KMGC),” we design and offer problem-based learning activities in the period for integrated studies from the perspective of ESD.

More specifically, we provide our students in the first and second years (start-up period) with collaborative learning and language arts programs, those in the third and fourth years (growth period) with comprehensive programs that fall into the category of “communication and dialogue,” “global citizens,” “science and mathematics,” and “living environment,” in order to encourage our students of these ages to develop their identification, analysis, summarization, and presentation skills from a global perspective. For our students in the fifth and sixth years (mature period), we provide programs including “global security,” “international network,” “cross-cultural communication,” and “global science” as graduation work.

We hold the “Global Leader Seminar” with lectures by people working on international cooperation projects and specialists on international affairs. We encourage our students to exchange with JICA trainees and international students and participate in international study tours including school trips, in order to help them gain a global perspective and develop them as future global leaders.

Since 2014, our third-year students have participated in a project called the “International Intercultural Mural Exchange (IIME)”. They work on collaborative learning programs for ESD through exchanges with students of schools outside Japan via the Internet. The outcome is a large jointly-painted mural.



Moreover, to increase the awareness of our students on disaster preparedness, we hold disaster drills and related events organized by our students.

▶ Outcome

By participating in sessions organized by Kobe University and other institutions, such as “Security Council Simulation” and “Oxbridge,” and by interacting with researchers and students from other schools, our students are highly motivated to recognize international affairs as their own issues and proactively consider how to resolve them. We need to think about how to provide high-quality programs and international exchange opportunities through which our students come to take the initiative to express themselves. Furthermore, we should improve our educational system including cooperation with external organizations and provide our students with more opportunities to present the results of their studies.

▶ Transformation

■ Directly hearing about experiences from people and exchanging views with them

It is clear that the relationships between our students, teachers, and community have become stronger through our programs. By directly hearing about experiences from people in the private sector and specialists who are working on global issues through their grassroots approaches and also by directly exchanging views with these people, our students embrace these issues as their own, have more interest in them, and are highly motivated to address these issues as members of the global community.

Name : Kobe University Secondary School
Principal : Toshio Funaki **No. of students :** 782
Address : 5-11-1 Sumiyoshiyamate, Higashinada-ku, Kobe, Hyogo 658-0063
Tel : 078-811-0232

Target age group : Students in all years
Subject/area : School-wide activities

Partner school/organization : Kobe University, Tokyo Gakugei University International Secondary School, Nagoya University School of Education Affiliated Upper and Lower Secondary School, Hyogo International Association, Kobe University Brussels European Centre (Belgium), Alleyn’s School (U.K.), Cirencester Deer Park School (U.K.), Iganga High School (Uganda), Kobe Trade Information Office (U.S.A.), International Community School (U.S.A.), Cleveland District State High

School (Australia), Kilakala Secondary School (Tanzania), Nan Jeon Junior High School (Taiwan), Preparatoria Lomas del Valle UAG (Mexico)

✿ Essence of our ESD efforts

We define ESD as a way to foster people who can improve knowledge about today’s global issues, recognize these issues as their own, and start by doing what they can to solve them, and develop new values and approaches that allow for innovative solutions to these issues.

Tomio Daisan Elementary and Junior High School

ESD at a school that provides integrated schooling for students at elementary and junior high school levels using unified facilities

A nine-year journey toward the discovery of a path to a sustainable society

General

【 Keywords 】 Integrated schooling for students at elementary and junior high school levels, World Heritage study, multi-cultural symbiosis, career education

▶ Goal

With study programs unique to us as a school providing integrated schooling for students at elementary and junior high school levels using unified facilities, we invite children to look deeply into their local community as well as Nara at large, and then make a comparison with other regions and cultures. We take this as an opportunity for them to think about how they should relate to people, crafts/products, and events, and how they should live in order to be able to contribute to the creation of a sustainable society.

▶ Activity

■ Beginning with the study of families and expanding awareness to our connection with local communities and other countries

With whatever we find in our locality, we find it important to think of it in a comparative manner from a wide perspective. We develop our study programs with attention to the “connection with others” and the “connection with society,” which become more visible through this approach.

In the first one-third of “Nara,” a subject covered during the period for integrated studies, the children start focusing on the study of families as the social unit closest to them. Then, they study about the locality in which they live, as they are acquainted with regional cultures that they may experience in life and with the natural environment around them. With attention to how one is connected with others, their awareness is further expanded to cover a larger part of society around them. Furthermore, an exchange with Nara Prefectural Nara-nishi School for the Handicapped gives the children an opportunity to learn something about human rights. In the second one-third of the study on Nara, local shrines, temples, and other cultural assets of Nara as an ancient capital and UNESCO World Heritage sites are used as teaching materials. The children are invited to ponder the significance of these assets as passed down to them, and they think about how they would like to participate in the creation of a future Nara. In the last one-third of the study on Nara, the children compares Nara with Kyoto, Okinawa, and cultures found in other countries. They are advised to maintain an awareness of how they would like to participate in the working of a sustainable society as they plan their future career.

Furthermore, we feature a program of exchange with Harrison School, Australia. When we are visited by



students and teachers of Harrison School, our students (including students at elementary and junior high school levels) and our teachers participate in various exchange events with them that are planned in connection with English conversation learning programs, which are offered to our students in all school grades.

▶ Outcome

Through the preparation of a systematic curriculum of nine years that starts with learning about the local community, all teachers come to share an understanding about the ideals that the students should finally arrive at, ensuring the consistency of learning.

However, we are still in the fourth year after beginning integrated schooling for students at elementary and junior high school levels. We will realize our real achievements when the first-grade students of today become ninth-grade students.

Name : Tomio Daisan Elementary and Junior High School
Principal : Yoshikazu Yoshida
No. of students : 662
Address : 2-11-1 Tezukayama-minami, Nara 631-0064
Tel : 0742-43-9568
Target age group : Students in all grades
Subject/area : Living environment studies, periods for integrated studies, English conversation
Partner school/organization : Nara University of Education; Nara ASP Network; Harrison School, Australia (mutual exchange visits of teachers, students at elementary and junior high school level, along with the exchange of songs and crafts); Nara Prefectural Nara-nishi School for the Handicapped

▶ Transformation

■ Aspiration toward international understanding

We are aware that the students (at elementary and junior high school levels) have become more interested in the preservation of the goods in our locality in terms of the natural environment and traditional culture. As to career planning, many students expressed a wish to continue their study at a school that has an English department, reflecting their aspiration toward the understanding of different cultures. A national survey in 2013 indicated that “student interest in people from other countries” was more than 10 points higher than the national average, and was reflected by the percentage of affirmative responses to relevant questions in the questionnaire.

At the regional level, the school’s activities deepened the level of collaboration between the school and the local community, as some local community members hosted the homestays of visitors from Harrison School, for example.

✿ Essence of our ESD efforts

To us, ESD consists of evoking awareness about the relationship between oneself and society and the relationship between oneself and others, inviting the students to seek “a better connection with others and a better way of living” as a member of the local community.

Let's learn about the suppression of women

human-rights education

Human rights,
gender

[Keywords] Women, disparity, poverty

▶ Goal

To realize the fact that opportunities for women to actively participate in society are limited by the “artificial gender bias.” To realize that there are many people who are forced to live in poverty due to various causes and social conditions.

▶ Activity

■ Think about the social environment surrounding women

Divide the students into small groups. Ask the students to classify four cards (India, Pakistan, Japan, Burkina Faso) based on certain criterion (e.g. whether or not children can go to school, whether or not they are likely to become rich in future, etc.). Ask them to find where India is on a world map, see the poster, and consider the environment in which a girl is living. We use the poster prepared by the Public Interest Incorporated Foundation Plan Japan. Then, ask them to read the “Story about a Girl in India” and discuss the issues in each group, and to think about what points need to be improved to make the life of the girl in India better. Finally, ask the students to write their impressions after the discussion and share their thoughts.





▶ Outcome

The students state various impressions, for example, “I realize that the reason why women’s social standing is low is not because of inadequate legal systems but because of the perception of people and social traditions and customs,” and “Women are discriminated against. Because of this discrimination, their children will also keep on suffering. I wonder why.” Even though they are students of a girls’ school, there are few occasions for them to specifically think about the gap between their everyday life and the current situation of women all over the world. It is necessary to consider and develop the optimum method of teaching so that the students think about gender issues as their own problems, by letting them study various themes based on individual and specific examples like this practice.

▶ Transformation

■ Realization of their connection to the world

Many students of our high school help to organize the “International Forum on UNESCO ASPnet – Students’ Forum –” scheduled to be held in Okayama City, as a UNESCO Associated School. We expect them to realize their connection to the world by participating in this international event where students representing 33 countries in the world gather. Concerning the activities in the school, we have focused on studying environmental issues through the development of a biotope, nature observation and preservation of endangered species in the “Life Science Course.” On the other hand, concerning global education, we have given students opportunities to discuss “Disasters Triggered by Floods, and Water Supply Issues” in English with a school in the Netherlands through Skype conferencing. These activities have given the students a chance to recognize environmental issues on a global scale.

✿ Essence of our ESD efforts

The motto of our school, which is run by a Catholic mission, is “Purify your heart and be a person of love.” It is important to cultivate and enhance the students’ awareness of human-rights and gender issues in addition to fostering women who can help build a peaceful international society. We believe all of our everyday educational activities, including environmental studies, are based on the true spirit of ESD.

Name : Seishin Junior High School / Seishin Girls’ High School

Principal : Kyoko Kotani **No. of students :** 728

Address : 1200 Futago, Kurashiki, Okayama 701-0195

Tel : 086-462-1661

Target age group : First-year student of high school

Subject/area : Long homeroom

Partner school/organization :

Schools participating in the UNESCO ASPnet International ESD Events – Students’ Forum –, schools participating in the ASPnet

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 5

High
schools

Hokkaido Sapporo Hiragishi High School

“Exchange with children in Portland through digital picture books” and “Participation in the ‘Treasures of Our Town’ competition”

International

[Keywords] Japanese language teaching materials, digital books, UNESCO’s “Heritage for the Future” movement, “Treasures of Our Town” competition

▶ Goal

- (1) Produce digital books of Japanese folktales and other themes using an iPad as Japanese language teaching materials and interact with children in Portland (U.S.A.), a sister city of Sapporo, to deepen international understanding.
- (2) Attend an educational event on food and nutrition held in Otaru Shukutsu as part of the “Treasures of Our Town” competition hosted by the National Federation of UNESCO Associations in Japan, and create a slideshow of the event for public viewing and publish a digital photo book to communicate local dietary traditions to the public under UNESCO’s “Heritage for the Future” movement.



▶ Activity

■ International exchanges and creation of digital teaching materials

(1) In response to a request of educational institutions from kindergarten to high school in Portland where Japanese language is taught, students made digital books and digital teaching materials from 25 Japanese picture books and video teaching materials and made them accessible on the website of our school.

Students shared the picture books with high school students from Portland who visited our school during a summer training session, while showing the digital picture books and teaching materials to high school students in Portland via Skype.

(2) Students attended an educational event on food and nutrition held in a historical herring guardhouse and published a digital book about the event for presentation at the “Treasures of our Town Art Exhibition” hosted by the Sapporo UNESCO Association. Students also read to children the digital picture books produced as Japanese language teaching materials for Portland.

(3) Students donated the digital picture books to Sapporo Chuo Library, and also visited elementary schools in Sapporo City to read these books to children.



▶ Outcome

(1) Students promoted international exchanges with students of Grant High School in Portland, a sister city of Sapporo.

(2) Students published two free digital picture books and donated five digital picture books to the digital collection of Sapporo Chuo Library. They also visited elementary schools in Sapporo to read the books to children.

(3) A work titled “Heritage of the Town of Herring” created by students won the Federation Prize in the competition hosted by the National Federation of UNESCO Associations in Japan. Students also published a photo book *Treasure of Our Town: The Herring Guardhouse in Otaru Shukutsu as a Site of Weekend Dietary Education* on Amazon.

▶ Transformation

■ Contribution to international and cross-cultural understanding

The most difficult part of publishing digital picture books was writing in English, but the English turned out to be comprehensible to students in Portland and the books were used as teaching materials.

By reporting on the educational event on food and nutrition at the herring guardhouse, the students helped communicate the sea-food-based diet eaten by local people during the pioneer days of Hokkaido, as well as the appeal of Japanese foods.

Name : Hokkaido Sapporo Hiragishi High School

Principal : Keisuke Ida

No. of students : 955

Address : 18-1-2 5-jo, Hiragishi, Toyohira-ku, Sapporo, Hokkaido 062-0935

Tel : 011-812-2010

Target age group : Students in all years

Subject/area : “Expression through image media” (art) and “information media design” (information study)

Partner school/organization : Sapporo Odori High School, World Terakoya Movement (National Federation of UNESCO Associations in Japan), National Federation of UNESCO Associations in Japan, Sapporo UNESCO Association

✿ Essence of our ESD efforts

The purpose of education at our school is to foster the humanity and individuality of students and eventually change their sense of value and the way they act for the better. ESD enables us to provide high-quality education by giving students sufficient opportunities to study and take action to achieve this purpose.

ESD activities in the World Natural Heritage Site Shiretoko and other local natural settings

Tradition,
local community

[Keywords] World Natural Heritage Site Shiretoko, hands-on learning about the nature of Shiretoko, learning through excavation of historical sites, “Introduction to the Nature of Shiretoko,” a special course established by the school, utilization of local educational resources (such as Shiretoko Museum and Shiretoko Natural Park Nature Center)

▶ Goal

Our program aims to promote experience-based learning about the importance of preserving nature and living with wildlife by utilizing the World Natural Heritage Site Shiretoko and beautiful local natural environment and using local educational resources.

Through this program, we aim to cultivate skilled human resources who are determined to contribute to the local community in the future with a good understanding of the value of the local natural environment, the necessity of preserving the value (and their responsibility for doing so) and measures to be taken to this end.



▶ Activity

■ Background

Home to the World Natural Heritage Site Shiretoko, the municipality of Shari-cho boasts a beautiful natural environment and abundant resources for experience-based education, such as Shiretoko Museum, Shiretoko Natural Park Nature Center, Shiretoko Five Lakes Field House and facilities of the Ministry of the Environment and Forestry Agency as well as professional personnel who are willing to serve as lecturers. These resources together create an ideal learning environment that enables us to pass down the local natural environment to future generations in better conditions.

We established a new course titled “Introduction to the Nature of Shiretoko” and launched special hands-on projects to study the nature of Shiretoko, while promoting ESD activities centering on experience-based education leveraging the rich natural environment of the local community, especially Shiretoko. In 2011, we joined the network of UNESCO Associated Schools.

■ Focus of our activities

We have been implementing ESD-based programs to learn about the environment through the local nature. In order to gain first-hand understanding of the importance of preserving the natural environment and living with wildlife, first-year students participated in special hands-on projects to study the nature of Shiretoko and excavation of historical sites, while second- and third-year students studied “Introduction to the Nature of Shiretoko,” an elective course. We also used local educational facilities such as Shiretoko Museum, Shiretoko Natural Park Nature Center, and Shiretoko Five Lakes Field House and worked in cooperation with local personnel.



► Outcome

■ Achievements

Students now have a good understanding of local nature, which is necessary for all people living in the World Natural Heritage Site Shiretoko. They have gained knowledge necessary for performing their responsibilities and taking action toward living in harmony with nature, and they are also determined and well equipped to communicate the appeal of local nature.

■ Remaining tasks

We should develop cooperative ties with elementary and junior high schools in the municipality to ensure the consistency of education on the local community, and improve our activities by encouraging the sharing of information and personal exchanges with other UNESCO Associated Schools. It is also necessary to improve our teaching method to help shift from passive learning to active learning.

Name : Shari Senior High School
Principal : Yasuhiro Kanou
No. of students :224
Address : 5-1 Bunko-cho, Shari-cho, Shari, Hokkaido 099-4116
Tel : 0152-23-2145
Target age group : Students in all years
Subject/area : Special project and other programs
Partner school/organization : Kiyosato Senior High School, Hokkaido Rausu High School, Hokkaido Shibetsu High School

► Transformation

■ Students

Through these activities, students have become aware of the value of local nature, their responsibility for preserving and living in harmony with the local natural environment, and what actions they should take as members of the community that is home to a World Natural Heritage Site. They have also become determined and well equipped to communicate the appeal of the local natural environment.

■ Teachers

Teachers have now recognized the importance of ESD activities for our school in helping students deepen understanding of the local community. They now have a strong will and motivation to enhance and deepen their ESD efforts, not content with repeating the practice of the previous year.

■ Cooperation with the local community

Both our school and the local community are working toward the same goal of developing personnel capable of playing a leadership role in protecting and preserving the World Natural Heritage Site. For this reason, the local community has become supportive of our activities, while we have endeavored to improve our efforts to meet the expectations of the community.

✿ Essence of our ESD efforts

ESD is an educational initiative to guide students to understand the value of the local natural environment from a global perspective, and develop human resources capable of acting locally to contribute to preserving the environment.

Conducting environmental activities together with overseas sister schools

General

【 Keywords 】 Cross-cultural understanding, international cooperation, environmental protection activities

▶ Goal

■ Addressing environmental problems

Our program aims to help students develop the personal qualities they will need as members of international society by giving them opportunities to work with 21 sister schools in 18 countries/region, to share an understanding of global problems from the perspectives of respective countries/region, draw up action plans and implement the plans together. Especially, students are expected to learn about issues relating to energy resources.

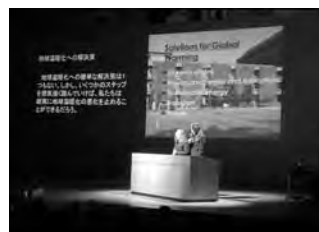
▶ Activity

■ Issues relating to energy resources and global warming

We invite university faculty members and researchers to deliver lectures on issues relating to energy resources and global warming.

Lecturers scheduled to be invited in academic year 2014 are: Mr. Murata, Associate Professor, Graduate School of Environmental Studies, Tohoku University; Mr. Ito, Associate Professor, Faculty of Agriculture, Iwate University; and Mr. Asanuma, Senior Researcher, National Institute of Advanced Industrial Science and Technology.

Also, we organize the CHUO International Education Forum in Morioka every year in August, inviting students and teachers of our overseas sister schools. In this forum, presentations are made on environmental problems and efforts to address these problems in each country/region, and action plans to be undertaken jointly by all the 22 schools (21 sister schools and our school) are proposed. The action plans adopted in the 15th forum held in academic year 2013 call for joint efforts to address the problems relating to water pollution, forest resources, food and waste, and global warming in ways suited to the respective situations of participating countries/region.





▶ Outcome

By listening to lectures by professionals, students have steadily deepened their knowledge and understanding of environmental problems. Students of sister schools invited to the forum join classes at our school and stay at the homes of our students while they are in Morioka, and such experiences have also helped our students foster cross-cultural understanding and enhance communication skills. We are now considering how to continue sharing information with our sister schools after each event is over, and how to better motivate students to take joint actions.

▶ Transformation

■ International education and environmental problems

As a result of our efforts to promote international understanding through international exchange activities for more than 20 years, most students are now keen to participate in overseas programs and interact with students of our sister schools. In our environmental education, we have been working to increase the environmental awareness of students by inviting them to develop energy-saving slogans, which has helped them realize that they are responsible for contributing to sustainable development by taking action.

Name : Morioka Chuo High School
Principal : Masaichi Tomisawa
No. of students : 1,084
Address : 4-26-1 Mitake, Morioka, Iwate 020-0122
Tel : 019-641-0458
Target age group : Students in all years
Subject/area : International understanding, environmental education

Partner school/organization : Davidson High School (Australia), Bui Thi Xuan High School (Viet Nam), High School Affiliated to Fudan University (China), No.2 Middle School of Changzhi (China), Taylor's International School (Malaysia), Changmun Girls' High School (Republic of Korea), Otumoetai College (New Zealand), Bangkok Christian College (Thailand), Collège Sainte-Anne de Lachine and Mount Douglas Secondary School (Canada), SMA Dwiwarna Boarding School (Indonesia), High School

attached to Russia State University of Economics and Services [School for Gifted Children] (Russia), Qiang Shu High School and Tainan Chang Jung Senior High School (Taiwan), Blanche du Castille (France), The Masters School (U.S.A.), Cool St. Mary de Han High School (Senegal), Colegio Ward High School (Argentina), Rajamäki Lower and Upper Secondary School (Finland), Institut Sainte-Ursule (Belgium), Handelsgymnasium (Norway)

* Essence of our ESD efforts

ESD provides us with an indispensable means to achieve our goal of developing personnel who can play a leadership role in creating the future and continue efforts to make ideals come true.

Environmental education in partnership with the local community based on the achievements of education on international understanding

Environment

【 Keywords 】 Ecology, business, change

▶ Goal

Our school offers opportunities for students to work with local companies and NPOs to think about a sustainable society where a healthy balance is maintained between ecological preservation and commercial/economic activities, and encourages students to act locally to contribute to creating such a society. Through these activities, students are expected to recognize the importance of changing lifestyles both personally and throughout society.



▶ Activity

We implemented various environmental programs for members of the ecological business team, which was one of the student groups formed for the purpose of our general studies.

For example, members of this team engaged in joint activities with companies selling boards made from rice husks and mats made from waste tires, while working with the Conference of Earth Environment from Akita to produce “Uchi Eco Shindan (Eco Assessment at Home)” and “Eco Sugoroku (Eco Board Game),” which are PR materials containing information on recycled product dealers in Akita Prefecture.

In addition, they conducted a wide range of environmental activities, such as: attending several lectures a year to learn about environmental issues from experts sent to our school under the “Environmental Professionals” Program of Akita Prefecture; participating in fund-raising activities hosted by the Akita UNESCO Association; making presentations at seminars for high school students; joining a river bed clean-up project led by Akita Paddlers; and teaching elementary school children how to make chopsticks from waste Akita cedar wood.

From May to November, members of the ecological business team, which consists of students of different years, met once a week and conducted these activities together, each lasting one to two hours. We also encouraged local people to visit the classrooms during school hours, while students often joined off-campus environmental activities on non-school days. Moreover, we launched international programs some years ago, sending students to foreign countries (Uganda and Nepal) to make them aware of local environmental problems first-hand.



► Outcome

The activities of the ecological business team are based on the achievements of its forerunner, the UNESCO school team, which edited and published four books on: international cooperation, the United Nations, understanding of Africa, and global environmental problems, including *ESD Implemented by a UNESCO School: Exploring New Possibilities of Education* (Arte, 2013). While the publication of these books effectively communicated our activities nationwide, the current environmental efforts have only limited support from students. We must therefore consider how we can make the activities of this team, including the significance of ESD, more widely known by students and teachers and build understanding throughout the school.

► Transformation

Through direct interactions with local people who are enthusiastically and actively pursuing both environmental protection and business (commercial) success, students became aware of the difficulty of both protecting the environment and developing commercially viable products. They explored how they could develop products that would meet the purpose through trial and error, and thus enhanced their ability to think and developed good business sense. Also, through the opportunities to meet many businesspeople and NPO staff, they naturally learned business etiquette and manners.

Name : Akita Commercial High School

Principal : Masaru Kamada

No. of students : 718

Address : 1-1 Araya Katsuhiradai, Akita 010-1603

Tel : 018-823-4308

Target age group : Second- and third-year students

Subject/area : Period for integrated studies

Partner school/organization :

Omagari Minami Junior High School;

Conference of Earth Environment from Akita;

Akita Prefecture “Environmental Professionals” Program;

dispatches environmental lecturers to local organizations;

Akita UNESCO Association; NPO Akita Paddlers, Inc.;

Home for children orphaned by AIDS and civil war in Uganda;

elementary and junior high schools and a child protection institution in Nepal

✿ Essence of our ESD efforts

ESD encouraged students and teachers to embark on new endeavors. If we had not known about ESD, our students would not have worked on global environmental issues, interacted with local people in a wide range of fields, or taught elementary school children and junior high school students.

Chibahigashi High School

Collaborating with other UNESCO Associated Schools in Chiba and better presenting Chiba's UNESCO Associated Schools

Tradition,
local community

【 Keywords 】 Collaboration, connection, understanding others, self-understanding

▶ Goal

- (1) Increase the number of high schools and students who engage in changing society in a sustainable way to foster people who can be active on the world stage in the future.
- (2) As a model school for ESD, provide ESD programs unique to Chiba Prefecture.
- (3) Designate a facilitator organization and establish a system to encourage UNESCO Associated Schools in Chiba to share information, learn from each other, and conduct joint work on a regular basis while promoting their own programs. Ensure collaboration within the ASPnet to offer high-quality ESD.
- (4) Encourage each school to establish a system to provide student-centered programs and continue them regardless of the transfer of teachers.

▶ Activity

■ Good collaboration for good ESD programs

The major strength of Chiba's UNESCO Associated Schools in practicing ESD is good "collaboration" among them. In August 2013, a total of 10 UNESCO Associated Schools in Chiba established a liaison council and a system to offer ESD programs.

In Japan, UNESCO Associated Schools in individual prefectures are preparing to host students from around the world at the UNESCO ASPnet International ESD Events, which will be held in this country. In Chiba, students of these schools are playing a major role in planning the welcome party. To allow international students to experience Japanese culture and other wonderful things about Japan, they are now discussing arrangements for many attractions under the theme "Japanese festival," such as So-ran Bushi dance, kimono fitting, and a quiz game.





▶ Outcome

Students of the 10 schools are discussing what they should do after the UNESCO ASPnet International ESD Events to be held in November:

- (1) Share a common perception of learning from each other (understanding others and self-understanding).
- (2) Share social problems that they have identified and see them as their problems: “meeting and understanding different people” and “what would society be like if nothing had changed?”
- (3) Consider issues from multiple perspectives: “what should students aim for, respecting the diversity of people?”
- (4) Go into action: “what can students do to bring out change?”

Name : Chibahigashi High School
Principal : Hiroshi Mikami
No. of students : 1,099
Address : 1-18-52 Todoroki-cho, Inage-ku, Chiba 263-0021
Tel : 043-251-9221
Target age group : Students in all years
Subject/area : Home economics, period for integrated studies, and other programs
Partner school/organization : Ten UNESCO Associated Schools in Chiba Prefecture

▶ Transformation

The history of the 10 schools as UNESCO Associated Schools is not long. However, they have become more active in learning from each other and sharing practices with others.

Our school always facilitates external communication via our website, provides UNESCO training programs for students, and increases opportunities to enable students to learn about different cultures by hearing reports by students who have experienced studying abroad and teachers who have come back from an invitation program for Japanese teachers to China organized by the Chinese government.

Motivated by these, an increasing number of our students are participating in the ESD International Exchange Programme, Study Tour in Cambodia for High School Students, short-term study abroad programs in the United States and Australia, and other international programs, as well as showing a greater interest in other people and countries.

Through collaboration with other UNESCO Associated Schools, our students have opportunities to better understand themselves by meeting students with different opinions and exchanging views with them.

✿ Essence of our ESD efforts

We define ESD as the process of helping students understand others as well as themselves, making efforts to express themselves, and motivating others to do what they can.

ESD that serves community needs

Programs focusing on international understanding, using Skype

Volunteer

[Keywords] Community volunteer opportunity, programs focusing on international understanding (toward eliminating school bullying), disaster preparedness program

▶ Goal

In our first year as a UNESCO Associated School, we chose to review our past programs to work with our community, as well as develop new programs for practicing ESD. We started to provide programs focusing on international understanding to broaden the perspective of our students and to encourage them to be active in many fields.

▶ Activity

(1) Volunteer work (communication with the community)

Volunteer work for social services in the nearby community, including assistance for disaster drills, the Child-rearing Support Forum, voting assistance, and welfare facilities.

(2) Programs focusing on international understanding

a. Human rights education: Our program featured the history of the founding of the United States and the United States as a firearms-oriented society, in order to encourage our students to think about differences between American and Japanese cultures.

Exchanges with Israeli university students online (via Skype): Our students and Israeli students introduced their countries to each other. Our students learned from Israeli students about Israel and Palestine, and both parties discussed peace.

After learning about conflict and peace around the world, our students looked at multiple forms of discrimination that can cause conflicts and disputes and then drew attention to bullying, which occurs around them. They talked about these issues with young people in Ireland (junior and senior high school students as well as university students) using Skype.

b. School visits from Benin: From the People's Republic of Benin, three people visited our school to see our solar car project. They told our students about their county and the situation of Africa.

Students wrote and sent greeting cards (Christmas cards) to people around the world with whom they interacted.



(3) Disaster preparedness program

School trips (to see areas devastated by the Great East Japan Earthquake) and overnight disaster drills

We have chosen the Tohoku region as the destination of the school trip for our second-year high school students. This year marks our third year of visiting the affected areas of the region. The students visited the site of a disaster preparedness government building, which was destroyed in the disaster, while also visiting a temporary housing complex, serving as volunteer members that could sincerely listen to those affected by the disaster. Working with local police officers and members from the disaster preparedness division of the city office, students also participated in an overnight disaster drill (two days and one night), which was held at a school as a supposed temporary evacuation center.

► Outcome

Certified as a UNESCO Associated School, we were able to clearly make our programs meaningful, including our exchanges with the community and through education activities. Practicing ESD gives us a sense of exaltation, which is different from what we feel when providing course instructions and lifestyle guidance for our students. ESD provides an invaluable opportunity for schools to demonstrate their strength.

However, with a heavy workload at school, quite a few teachers may feel that their burden will become larger if they engage in ESD, although they are interested in it. We need to plan and develop a system to encourage teachers to practice ESD in a simpler and easier way to make school life more active.

► Transformation

More than half of the students who have experienced volunteer work also join the next time around. In communication with people around the world using Skype, students who seem to have little confidence and who speak softly at first gradually become positive and enjoy talking with these people. This may be not because their English is improving, but because they have had enough courage to enjoy different cultures and unfamiliar situations. We are very encouraged by their growth.

Name : Chiba Reimei High School
Principal : Kiyoshi Nishimura
No. of students : 837
Address : 625 Yachimata Ho, Yachimata, Chiba 289-1115
Tel : 043-443-3221
Target age group : Students in all years
Subject/area : Integrated studies
Partner school/organization : None

✿ Essence of our ESD efforts

We expect that ESD will allow both teachers and students to grow as individuals and to become more positive members in helping to build a better society.

Developing global leaders through programs across a variety of subjects

Peace

【 Keywords 】 Human rights, the security of people, peace, ability to identify problems, ability to organize information into a logical presentation in both one's native language and English

▶ Goal

Develop people with a basic knowledge of global issues, the ability of thinking to identify problems and logically analyzing and resolving them from multiple perspectives, the ability to communicate in both one's native language and English, and the ability to take action.

▶ Activity

■ *The World in 2050 Project*

This is a program offered through collaboration in both English and social studies classes. In the English class, students read *Megachange: The World in 2050* and related articles, while in the social studies class, they use the Japanese translation of this book as a textbook. Moreover, the social studies class asks students to hold group discussions about women's rights and women in society. Furthermore, the class invites students from other countries and asks them questions how their countries are actually changing. Then, the students write and read their paper to the class in groups. Those that write a good paper have a chance to be evaluated by an expert. In the English class, students debate the same theme, acquire debating skills, and develop the ability to logically express themselves in English.

■ *Hiroshima Project*

This project provides a program through collaboration in four different subjects, which are designed based on a study tour of Hiroshima. In the information literacy class, students write a guidebook for creating world peace. In the social studies class, they conduct fieldwork in Hiroshima on the theme of "How to achieve security for peaceful coexistence among people and countries in today's increasingly globalized world," and they suggest their own programs for building peace. The Japanese language class features Japanese literary works and subcultures dealing with nuclear weapons, examines the awareness of the Japanese today about these weapons, and compares such books with those in the same genre published outside Japan. In the English class, students are divided into groups and create a booklet about Hiroshima under the theme "Peace and world heritage" and present their booklets to students of St. Stephen's Episcopal School (SES) in Florida, U.S.A. A selection of the best booklets will



be posted online and used as world history textbooks at the school. Highly acclaimed groups will have a chance to visit SSES to make a presentation and have discussions with the students of this school.

▶ Outcome

■ Achievements

Encourage students to:

- (1) Become more problem conscious, exchange opinions, and develop multiple perspectives;
- (2) Develop the ability to think logically and critically; and
- (3) Improve all four English skills: reading, writing, speaking, and listening, as well as presentation skills in English, by working on a variety of English studies.

■ Remaining tasks

How to apply our school methods to other schools.

▶ Transformation

■ Programs across a variety of subjects

The quality of our programs has improved by providing them across a variety of subjects. The level of understanding of students about a difficult English book greatly depends on how much basic knowledge they have about the topic of the book. Our students have come to understand a somewhat difficult topic written in English by learning the same topic in Japanese in the social studies class.

Our teachers have started working with each other to organize their classes. They can clearly see how their students grow, which increased their motivation to work.

Name : Shibuya Kyoiku Gakuen Shibuya Junior & Senior School

Principal : Tetsuo Tamura

No. of students : 1,264

Address : 1-21-18 Shibuya, Shibuya-ku, Tokyo 150-0002

Tel : 03-3400-6363

Target age group : First-year high school students

Subject/area : English, social studies, Japanese language, information literacy

Partner school/organization :

Tokyo University of Foreign Studies,

St. Stephen's Episcopal School (U.S.A.),

Raffles Institution (Singapore), Thuong Kiet School (Vietnam),

Dalian No.55 Junior High School, Nazareth College (Australia)

* Essence of our ESD efforts

Our school aims to develop individuals who are willing to help build a sustainable global society, consider how they use their personality and skills to make this happen, and take concrete actions for this purpose. We define ESD as a way to do this.

ESD Rice Project conducted by Arima High School

International

【 Keywords 】 International understanding, international exchanges, ESD learning

▶ Goal

Our school offers an English course and accepts a certain number of non-Japanese students living in Kanagawa Prefecture, which makes for a highly cosmopolitan atmosphere. Against this backdrop, we join the ESD Rice Project* organized by the Asia-Pacific Cultural Centre for UNESCO to encourage our students to understand different cultures, and we implement ESD programs and improve communication skills by having students interact with other UNESCO Associated Schools in Japan, India, Indonesia, Republic of Korea, the Philippines, and Thailand. In the ESD Rice Project, we predict future changes in rice production and consumption, and we identify what can bring about these changes based on the results of our questionnaire and interview surveys. We also visit agricultural institutions to learn about new rice-farming techniques. As a final part of studies, our students suggest a desired future direction for rice agriculture in their region, in Japan, and in Asia.

*...A UNESCO project for international collaborative learning in which UNESCO Associated Schools in the Asia-Pacific region foster students who can contribute to the development of a sustainable future, under the common program theme of “rice.”

▶ Activity

Our students prepared a guidebook with photos for rice-based Japanese food and sent it to ESD Rice Project-participating schools outside Japan. Moreover, they collected information on food items with specific characteristics available overseas. When the students of our sister school in the United States visited us, our students prepared for them rice dishes unique to Japan (*sekihan* steamed rice mixed with red beans and *shiratama* sweet rice-flour dumplings). While enjoying these dishes, our students introduced their guests to Japanese food culture, and both Japanese and American students exchanged their views about rice consumption in the United States.

Our students working on the ESD Rice Projects visited the Zen-Noh/Ei-Noh Gijutsu Center and Monsanto's farms to learn about new rice farming techniques. Those students conducted a questionnaire survey of their fellow students in all years and their parents about rice consumption and new rice cultivation techniques.

Furthermore, they had a conference call with Indonesian junior high school students and South Korean senior high school students who are also engaged in the ESD Rice Project, in order to present an interim report and introduce their own respective country's rice culture to each other.

We will present our study results from the ESD Rice Project at the UNESCO ASPnet International ESD Events, which will be held in November.



► Outcome

The success of the conference call with schools in different countries is a great achievement. This event should be continued because it affords students of different countries a meaningful opportunity to discuss the same theme.

It is difficult for all students of a senior high school to work on the same theme throughout the year. We need to think about how we can involve our students in this activity, such as by narrowing down topics and making them manageable within the normal hours of classes, special activities, club activities, and other curricular events.

Developing teachers who can guide ESD programs is another issue. Today, teachers are quite busy. Amid all this, it is not easy to start a new program.

► Transformation

■ Activities by our students

Our students conducted an interview survey of local farmers, and visited the Zen-Noh/Ei-Noh Gijutsu Center and the farms of Monsanto Japan Limited. They became more motivated by listening to local farmers, along with listening to engineers who are working on the development of new farming techniques.

■ Changes in our teachers

Our teachers of individual subjects, who organize our ESD Rice Project Team, have given guidance to their students from the perspective of their expertise. This project, which is conducted across a variety of subjects, enables our teachers to acquire new knowledge and have new experience outside their expertise. This proves the effectiveness of participation in this project. Furthermore, our teachers have built a network with teachers outside Japan and had greater chances to jointly develop educational programs with them.

Name : Arima High School
Principal : Yumi Ito
No. of students : 866
Address : 240 Shake, Ebina, Kanagawa 243-0424
Tel : 046-238-1333
Target age group : Students in all years
Subject/area : Social studies, home economics, science, English, extracurricular activities
Partner school/organization : Senior High School at Sakado, University of Tsukuba;
 schools in five countries participating in the ESD Rice Project;
 National Federation of UNESCO Associations in Japan;
 Asia-Pacific Cultural Centre for UNESCO;
 UNESCO Associations in individual regions;
 Network of UNESCO Associated Schools in Kanagawa Prefecture

✿ Essence of our ESD efforts

Our school offers an English course and aims to foster students who can be active in global society. Our students, some of whom are non-Japanese living in Kanagawa Prefecture, live fulfilling school lives while having a variety of experiences and acquiring substantial knowledge. Learning within this environment, our students can pursue their programs in ESD.

As part of our science programs, addressing the reduction of damage by animals, a regional issue

Tradition,
local community

[Keywords] Regional issues, agricultural damage by wildlife,
ability to resolve issues, basic biology, biodiversity

▶ Goal

■ Causes and measures

Find a way to conserve the biodiversity of the Yahagi River basin in its ideal form and act accordingly. Agricultural damage by wildlife is a major concern for Toyota City. By identifying the causes of this problem and developing measures against it, our students will think about the relationships between people and forests and the large mammals that live in forests, such as wild boars, from the perspective of the conservation of biodiversity, as well as about what people can do to protect these relationships.

▶ Activity

Under the concept of ESD, we chose agricultural damage by wildlife as a unit of our basic biology class. We conducted a questionnaire survey before and after our program to check its effectiveness.

We worked with the Aichi Agricultural Research Center and the Aichi University of Education to conduct this program.

(1) Identifying the issue (one hour)

The students saw a presentation including images delivered by the chief researcher of the Aichi Agricultural Research Center about the current status and seriousness of the agricultural damage by wildlife in the Mikawa region. They were able to understand the causes of the damage.

(2) Analyzing the issue (four hours)

The students studied agricultural damage by wildlife from multiple perspectives, including those of animals, in order to really think about how to deal with the problem. They then listened to a lecture from a university professor about the conservation of biodiversity and used the information as a reference when forming their own opinions.

(3) Taking the initiative to address the issue (one hour)

The students made presentations on how to control agricultural damage by wildlife and on what our students can do in regard to this, with a conclusive opinion being formed. Presentations were evaluated by the chief researcher of the Aichi Agricultural Research Center.



▶ Outcome

■ Achievements

Our students actively participated in this class and formed their own opinion about damage by wildlife. Nearly 90% of them were inspired to take action to prevent wild animal damage to food crops.

■ Remaining tasks

Our school needs to work with those highly motivated students to provide them with opportunities to play an active role in their study area. This is our first concern.

▶ Transformation

The participating students concluded that wild boars which are removed in order to reduce their population should be respected and used as a resource. This is important and will lead to the conservation of biodiversity. They also found it important to take the initiative to work on local issues as members of the community. Moreover, they formed their own opinions through group discussions.

Our teachers found that their students have great potential and that the students can play a major role in connecting the school to its community. One of the achievements from the standpoint of practicing ESD is to enable us to identify other issues.

Name : Toyota Higashi High School

Principal : Yasuomi Ito **No. of students :** 718

Address : 11-1 Mitachi-cho, Toyota, Aichi 471-0811

Tel : 0565-80-1177

Target age group : First-year students

Subject/area : Science (basic biology)

Partner school/organization : UNESCO Associated Schools in Aichi Prefecture, Environmental Partnership Office Chubu, Aichi Agricultural Research Center, Toyota Yahagi River Institute, Yahagi-gawa Shinrin-juku (NPO), Aichi University of Education

✿ Essence of our ESD efforts

We define ESD as a way to encourage our students to take the initiative to address the issues faced by Toyota City—the best place for our school to explore the possibility of ideas. ESD is also a way to help our students improve their ability to think critically and affirm themselves.

Sano Senior High School study tour in Nepal

International

[Keywords] Poverty, sustainable development, multicultural understanding, citizenship

▶ Goal

- (1) Through the experience of living in a developing country, move beyond developed country values and gain a global perspective.
- (2) Appreciate and respect the diversity of cultures and values around the world.
- (3) Improve the attitude and quality required of those who will be responsible for a sustainable society.



▶ Activity

■ Universal values for all humankind

Our classes are designed to encourage students to understand how they relate to global issues, think about how they can resolve these issues, and build a positive attitude and the ability to take action toward a sustainable society.

As part of these classes, we offer a study tour to Nepal to students who want to visit the country. The tour mainly includes exchanges in classes at local elementary, junior high, and senior high schools, as well as exchanges and volunteer work at a local orphanage and other institutions. While staying with a family in a village without electricity or water supply, participants eat what local people eat in the way they eat it, help take care of livestock and do the housework, do the laundry at the river, and look up at the starry night sky. Through these experiences, our students will become concerned with values and issues universal to all humankind regardless of differences between countries and cultures.

This study tour places more emphasis on presentations made by the participants at school after returning home, as well as at other schools and organizations in our community, than the tour itself. The more they make presentations, the more they learn to appreciate what they have experienced. We also expect them to realize they have the potential of becoming an innovator in the future by describing what they have learned to others.



► Outcome

■ Achievements

Through repeated presentations, our students become more interested in issues facing Japanese society and those around them. Motivated by responses from the audience, some of them have a desire to make a presentation at many more places. One of the participants won an Award of Excellence at a speech contest organized by the Osaka UNESCO Association.

■ Remaining tasks

We need to apply and spread what the tour participants learned to many other students.

► Transformation

■ Developed sense of citizenship

We firmly believe that our students have developed a stronger sense of citizenship. They seem to consider themselves also to be important members of society and have a responsibility to take action to help create a better society. An increasing number of our students have actively participated in seminars and volunteer programs organized inside and outside the school and are keen to interact with society.

Name : Sano Senior High School

Principal : Katsuji Yamada

No. of students : 1,071

Address : 2-398 Ichiba-higashi, Izumisano, Osaka 598-0005

Tel : 072-462-3825

Target age group : First- and second-year students

Subject/area : International understanding

Partner school/organization : ASPnet Osaka, Toyonaka International Friendship Association (TIFA), Izumisano Cross-cultural Association (ica)

* Essence of our ESD efforts

Some of our classes deal with serious problems, such as conflicts, which could hinder the development of sustainable society. In such cases, we intentionally provide them with specific positive examples and approaches to make them feel hopeful about their future instead of making them feel negative or discouraged. Practicing ESD can draw our students out of themselves, their school, and other small places, help them interact with the community and the world, and guide them from the present to the future.

High school students change their school and community!

Volunteer activities of NPOs to help reconstruct disaster-devastated areas in Tohoku

Volunteer

【 Keywords 】 Self-esteem of students, earthquake disaster reconstruction support, network of the school, community, and NPOs, community contribution activity

▶ Goal

■ Improving the self-esteem of our students

We considered how to guide and counsel our students about their behavior. Does our school have a bad reputation in our community because our students have bad manners and dress poorly or do our students have low self-esteem because our school has a bad reputation in our community? We went around in circles on this point.

In the final month of the fourth year of our school, the Great East Japan Earthquake struck (March 11, 2011). Some of our students insisted that we should do something to help the affected people. We thought that if our school and community appropriately helped these students to take action (changes in behavior), they could boost their self-esteem (changes in awareness) and the school could build a trusting relationship with its community (changes in relationship). We also expected that if our community began to look at our school positively, all of our students could improve their self-esteem (changes in awareness).

▶ Activity

■ Encouraging affected people

In April 2011, we established a volunteer organization. From May of that year to July 2014, we visited Kesenuma five times to do volunteer work, with the participation of a total of our 146 students.

To soothe high school students in devastated areas and encourage affected people through exchanges between high school students in Tohoku and Osaka, we worked with our neighboring communities and high schools to recruit host families and organize a program to invite high school students from Kesenuma three times by March 2014. A total of 82 people visited Osaka and they had high-school exchanges through student council and club activities. Our hands-on learning programs include international relationships, current affairs, and the UNESCO club. These three programs feature volunteer activities and have a total of 150 participants. To encourage more students to join these programs, we introduced a volunteer work point system last year. Since the academic year of 2014, we have used this system on a school-wide basis to encourage all of our students to engage in community volunteer work. Volunteer work points gained are shown in their student handbook.





▶ Outcome

■ Achievements

Our students changed their behavior. This allowed them to have a higher self-esteem (changes in awareness) and helped build a better relationship between our school and the community (changes in relationship). Our school acquired a higher reputation from our community, which improved the self-esteem of all of our students. Since the academic year of 2013, our school has worked with neighboring high schools to support earthquake-devastated areas in Tohoku with a greater number of students from different schools. This is attracting increasing attention from our city residents and interested parties and has raised their participation.

■ Remaining tasks

We need to apply what some of our students learned in affected areas to the rest of our students to encourage the whole of the school to participate in community contribution activities.

Name : Hokusetsu Tsubasa Senior High School
Principal : Eiji Matsuura
No. of students : 742
Address : 2-15 Tamashimadai, Ibaraki, Osaka 567-084
Tel : 072-633-2000

Target age group : Students in all years
Subject/area : Extracurricular activity, civics
Partner school/organization : Kesenuma High School; Yamayo Suisan; Kesenuma City Office; Kesenuma Municipal Board of Education; Minoo UNESCO Association; Erini UNESCO Association; Osaka Prefectural Ibaraki High School; Konko Osaka Junior & Senior High School; Korea International School (junior and senior high school); Osaka Prefectural Kasugaoka High School; Graduate School for Creative Cities (Urban Co-existing Society Study Field, Urban Policy Course), Osaka City University; Ritsumeikan University; Ibaraki Lions Club; Ibaraki Oak Lions Club; Ibaraki Rose Lions Club; Tamashima Area/Mi-

▶ Transformation

We adopted the ESD Passport issued by the National Federation of UNESCO Association in Japan and integrated it into our school's student handbook. This passport has become the symbol of our school. Since the academic year of 2014, to encourage more of our students to participate in our volunteer activities, we have designated a UNESCO ESD Coordinator for each year and assigned them to our student counseling office.

zuo Area Neighborhood Community Association; Ashihara Area Disaster Prevention Association; Masago/Tamashimadai Area Land Reallocation Association; Ibaraki City Association; Ibaraki City Youth Baseball Team; Citizen's Centre for Ibaraki City; Ibaraki City Office

✿ Essence of our ESD efforts

We define ESD as education that enables our students to grow as people who help others as they would like to be helped themselves, through social contribution activities in cooperation with our school, community, and NPOs, in order to help create a sustainable society.

Energy and environmental education to help create a sustainable society

Environment

【 Keywords 】 Energy and environmental education, exchanges, other countries

▶ Goal

To foster students who can take the initiative to think about how to resolve energy and environmental issues, in order to help build a sustainable society. To do this, proactively promote exchanges with other regions in Japan and different countries to help our students gain a global perspective.



▶ Activity

■ Discussions about energy and environmental issues with people of different countries

Participated in the Nagasaki Prefecture High-School/College Students' Environmental Conference via Skype and exchanged views with university students in Sydney about Japanese and Australian energy and environmental issues.

Participated in "Meet the Mayor: Eco-machi talks in SUMA" to exchange opinions with the Mayor of Kobe City about energy and environmental issues faced by the city and made a concrete suggestion.

Participated in field work sponsored by Japan's Ministry of Education, Culture, Sports, Science and Technology to compare energy policies in Japan and Germany and study such policies implemented by other countries, with the assistance of our assistant language teacher (ALT). Interacted with Sangdang High School students via Skype.

Developed an ESD model program for FY2014 "Learning ESD from Samoa" and compared Japan with Samoa to learn about differences in their areas of biodiversity, local production for local consumption, food mileage (food transportation distance), garbage issue, and ESD. Had contact with JICA trainees and students in Western Australia.



▶ Outcome

It goes without saying that it is important to study the history, culture, and the current status of a country or region before interacting with people from them. It is also important to be ready to answer questions about your own country. Through our ESD programs, our students have become more interested in energy and environmental issues and have taken the initiative to develop solutions. We were given an Award of Excellence in the FY2010 Energy Education Award and certified as a Green School by the Hyogo Prefectural Governor in FY2013.

We should proactively interact with many more schools, mainly UNESCO Associated Schools around the world.

▶ Transformation

■ Exchange of opinions via Skype

When our students had discussions with students in Nagasaki Prefecture via Skype, both parties proactively asked each other a lot of questions including: “Did people in Nagasaki, as a place hit by an atomic bomb, oppose the launch of power generation using plutonium-uranium MOX fuel (known in Japan as “pluthermal”) in Saga Prefecture next to Nagasaki?” and “What happened to the supply of energy such as electricity and gas after the Great Hanshin-Awaji Earthquake?” This session helped us to understand each other. When learning about energy and environmental issues in Samoa, our students gained a different perspective of ESD by comparing the two countries.

* Essence of our ESD efforts

Practicing ESD has allowed us not only to improve our awareness about energy and the environment, but also to reduce our energy costs and garbage disposal fees every year. This is a result of our energy-saving and environmentally-friendly practices with the concept of ESD. We define ESD as a way to learn about how each of us should think and act through exchanges with people around the world in order to find what makes people living around the world today happy, and to prepare for the future.

Name : Kitasuma High School
Principal : Chikako Yamada
No. of students : 718
Address : 9-23 Tomogaoka, Suma-ku, Kobe, Hyogo 654-0142
Tel : 078-792-7661
Target age group : Students in all years
Subject/area : Science, period for integrated studies
Partner school/organization : Newman College (Australia), Sangdang High School (Republic of Korea), Nagasaki Prefectural Kunimi High School (Nagasaki), the University of Sydney (Australia), Doral Academy Preparatory School (U.S.A.)

Preservation of World Heritage site — Iwami Ginzan Silver Mine

Tradition,
local community

【 Keywords 】 World Heritage education, cooperation with the local community, continuation, respect for human rights

▶ Goal

By taking action to preserve remains of World Heritage site “Iwami Ginzan Silver Mine and its Cultural Landscape” interest in Iwami Ginzan Silver Mine increases. Through contact with NPO groups, local residents, the World Heritage Center, and the Iwami Ginzan Guide Association it is possible to relate to and understand the passion of the locals to continue protecting the area’s heritage.

▶ Activity

■ Removing felled bamboo

The cultural landscape of Iwami Ginzan was spoiled by bamboo in the silver mining area that was withered, broken by snow or blocking the tunnels. The bamboo is constantly being felled with the collaboration of administration, NPO groups, local residents and cooperative businesses but they could not keep up with removal. There are many unpaved roads in the “Iwagin district” meaning large machines cannot pass. The felled bamboo must be carried to a more open area where chippers and trucks can reach.

Removing the piles of bamboo began in May 2012, the plan was to do it twice a year in spring (April) and autumn (November). The bamboo was felled in spring 2012 and piled in a place where it would not spoil the landscape. After it was dried, in autumn, all of the first-year students carried the bamboo in a relay from Kamaya district to Kinseiko-mae. The activity was limited to two hours and only a small amount of bamboo was removed. As the activity continued, the number of people who showed understanding of what we were trying to achieve increased. The felling, which is quite dangerous, was done by adults and students from our school came a few days later to remove it, forming a good division of labor.



▶ Outcome

This project was carried out by a mix of girls and boys. The steep slopes of the mountain meant that the difference in stamina disrupted the pace and the efficiency of the whole activity dropped. In order to efficiently carry out the task without accidents the participating students and adults needed to communicate with each other.

One issue was the 20km distance between the school and the site making it necessary to secure the funds to transport the students (this year we are being supported by the Bank of Tokyo-Mitsubishi UFJ).



▶ Transformation

■ Request for educational activities

The project the school is undertaking is difficult to continue as the participating volunteers face life stage changes such as further study, work, marriage and childbirth. However, if the school becomes a leader in the preservation activities, it will be possible to continue the project. Through this activity, ties with the community will strengthen and requesting help and cooperation in educational activities from other districts, and vice versa, will be easier. In February this year we received and carried out a request to assist with preservation of the important cultural property “Maruyama Castle Ruins” in the local town Kawamoto. It was a moment to realize the versatility of this study program.

Name : Shimane-chuo High School
Principal : Toshihiko Takami
No. of students : 226
Address : 222 Kawamoto, Kawamoto-machi, Ochi, Shimane 696-0001
Tel : 0855-72-0355
Target age group : Students in all years
Subject/area : School designated subject “Hometown”, period for integrated studies
Partner school/organization : Oda City, Oda City Board of Education, Iwami Ginzan World Heritage Center, Iwami Ginzan Guide Association, NPO Midori to Mizu no Renraku Kaigi (Greenery and Water Resource Liaison Meeting), NPO Iwami

Ginzan Kyodo Kaigi (Iwami Silver Mine Collaborative Meeting), and the volunteers from Omoricho

✿ Essence of our ESD efforts

Within the school we do not particularly use the words ESD (Education for Sustainable Development), however, the educational targets of our school are in line with the concepts of ESD. This is true of most schools however.

Intercultural Exchange through the Art Mile International Mural Project

International

【 Keywords 】 Intercultural exchange, international understanding, communication, cooperation, problem solving

▶ Goal

To deepen understanding of other cultures as well as reflect on the culture in one's own country and gain the ability to communicate with people overseas by participating in the Art Mile International Intercultural Mural Exchange Project* and through cooperating with overseas high school students in making a mural. In addition, through one's own activities, promote ESD activities to the school and local area.

*...A program using the internet with overseas schools to promote international collaboration on a common theme together and to jointly create a mural (1.5m×3.6m) to display the results of the study.



▶ Activity

■ Create a mural in collaboration with Malaysian students

Students at the Montfort Youth Centre in Malaysia were chosen to be exchange partners. The students learned about nature and culture, people well-known in their countries, and food. After sharing opinions over the internet using Skype, based on the information discovered in the sessions, the decision was made to create a picture where eight famous people from both countries are seated at a table with food from those countries. The hope, when the picture was complete, was that both countries would gain understanding of a different culture and gain harmony.

The finished mural was forwarded and an exchange of opinions held ending with a will to further deepen exchange in the future. The mural was displayed at school to attract attention in the whole school to ESD activities. The mural was also shown in the newspaper communicating to the local community the concept behind cultural understanding at the school. The mural will be on display at the UNESCO ASPnet International ESD Events to be held in Okayama city in November 2014.



► Outcome

■ Achievements

Other countries did not seem so far away after communicating with high school students in Malaysia via Skype and being able to see their faces. The completion of a collaborative picture meant that students could share the happiness with their counterparts overseas.

■ Remaining tasks

Exchange via a forum meant that the supervising teacher collated the thoughts and opinions of the students for input, this meant it was not possible to have frequent exchanges and there was no opportunity for students to become friendly or speak closely with each other.

► Transformation

■ Scientific and cultural development

International understanding is considered to be gained by repeated specific measures. Since this school is designated as a Super Science High School, we have exchanges with many high schools overseas regarding studies in science and technology. Considering the Art Mile Project is exchange from a cultural perspective, the experience of learning that ESD initiatives should include both scientific and cultural aspects was a very valuable one. The activities of students at this school are based on an international outlook and always have the potential to be developed. The community and the next generation of elementary and junior high school students are becoming aware of this and the number of junior high school students hoping to study at this school is on the increase.

Name : Okayamaichinomiya High School
Principal : Hirofumi Nakayama
No. of students : 1,070
Address : 221 Narazu, Kita-ku, Okayama 701-1202
Tel : 086-284-2241
Target age group : Students in the first and second years
Subject/area : Club activity
Partner school/organization :
 Montfort Youth Centre (Malaysia),
 nine UNESCO Associated Schools in Okayama Prefecture,
 ASPnet high schools in Osaka

✿ Essence of our ESD efforts

The realization of a sustainable society is a major problem that humanity is facing. ESD at this school is a chance for each student to acquire the desire and ability to solve this problem through their daily studies. As a Super Science High School, we train students who will lead Japan as a science and technologically advanced country and in doing so, we plan educational activities with a sustainable society in mind.

“My Dream Project”

A sustainable community by Hayashino High School students

Tradition,
local community

【 Keywords 】 Partnership with the community, problem-solving ability, whole school involvement

▶ Goal

■ Thinking about problems facing the community

The sustainability of community in times of advancing depopulation, low birthrate and aging population is a major issue facing the hilly and mountainous area where our school is situated. Therefore, we decided to use the My Dream Project (MDP) during the periods for integrated studies and study the topic of “thinking about problems facing the community.” The aim of the classes was to foster the ability to think, the capacity to judge, the ability to express themselves and the ability to solve problems while encouraging the students to have qualities that would help them build a sustainable society.



▶ Activity

■ Exploration focused on experience

The MDP saw all students in the school divided into 10 groups including all grade levels. They undertook exploration activities in the community with a focus on experience. All the teaching staff was also involved. Topics included many related to ESD such as environment, culture, history, welfare, and medicine. The main feature was the “Experiencing old Kurashiki” festival planned and run by a committee of community residents, students and teaching staff held as the MDP practical presentation.





► Outcome

The students matured greatly by putting ESD into practice using the educational capacity of the community. Another benefit was the gradual revitalization of the community through the efforts of the high school students. Challenges will be to raise the level of exploration and further improve the ability to think and solve problems.



► Transformation

■ Spontaneous actions by the community residents

The students gained a lot of maturity from interacting with the local residents and gaining varied experiences. They were able to talk with local people who were thoroughly enjoying their lives and by using the achievement of a sustainable society as an opening, the students were not only able to gain awareness of the issues but also form a connection and have pride in the community. As a result, the students developed the desire to help the community, stand up for their hometown and in order to do so found the desire to learn more. Seeing the growing maturity of the students the teachers also gained confidence in ESD at the school and developed a positive attitude toward incorporating the achievement of a sustainable society into various educational activities. Local residents also demonstrated a spontaneous desire to be involved in community activities after seeing the high school students making so much effort.

Name : Hayashino High School
Principal : Ikuo Okizuka
No. of students : 342
Address : 58-1 Mikurada, Mimasaka, Okayama 707-0046
Tel : 0868-72-0030
Target age group : Students in all years
Subject/area : Period for integrated studies and more
Partner school/organization : Yakage High School, local municipal groups, administration, Mimasaka Local Activation Team, NPOs, and other organizations

✿ Essence of our ESD efforts

Observing the community also leads to taking another look at your own everyday life. In addition, awareness of the need to improve the community also brings on the ambition to be a better person yourself. Furthermore, the topics you choose are often linked to thoughts of what and who you want to be in the future.

Sustainable ESD activities

General

【 Keywords 】 Sustainability of ESD in school, teaching staff ESD training, personnel transfers

▶ Goal

Contents of ESD activities are becoming more developed at this school. We have advanced from content development to content enhancement and progress and now the sustainability and succession of the contents is becoming an issue. Content development was undertaken by certain people at the school. In order to ensure that ESD activities are continued, it is necessary to pass on not only the form according to the school system but also the spirit of those who run the program. This is the approach we are currently undertaking.



▶ Activity

■ System to promote ESD

The base is set in guidance counseling, in which all teaching staff participate as part of being a high school. We tie the periods for integrated studies to guidance counseling with an ESD perspective (homeroom teachers, sub homeroom teachers and environmental office). In addition, beginning with school designated subjects such as environment and Yakage studies, each section including educational affairs, student, career, health and welfare, library and general affairs take on ESD activities with their own slant. In the long-term view, the reform committee keeps the balance. Passing down the form is possible by sharing roles but passing down the spirit is only possible through cooperation between the teaching staff. Several teaching staff are increasing the opportunities for cooperation with a light increase in burden. This is assisting us to pass on the heart of ESD teaching.

■ Annual ESD plan

Teaching the students about the concepts behind ESD and shifting that into action requires a push to the students and improved skills of the teaching staff that support the action. The “push” is shown in the annual plan but “improved skills” changes each year depending on the staff involved. A flexible approach to teaching staff training that is appropriate to the relevant members is what supports ESD activities.

■ Environment, local community, international

The ESD activities at this school are in the three fields of environment, local community and international. The sustainability of each activity often depends on different elements. If there is lack of personnel it makes it very difficult to ensure balance with other activities and maintain the adjustment. We maintain



the stability of adjustments through planning regular report coordination meetings such as subject meetings and year level meetings.

► Outcome

There is a limit to how much continuance and succession of ESD activities can be done with teaching staff that is subject to personnel transfers. Coordination with the community, coordination with UNESCO Associated Schools, and coordination with teaching staff that have left the school requires the formation of an ESD safety net encompassing everything or it is difficult to achieve stable ESD activity. For areas not involving school teaching staff also, it is vital when considering the sustainability of ESD activities to think about how ideas should be best passed on.

► Transformation

Differing from the so-called “correct” way of studying, ESD studies and activities open up unlimited paths that reach into the future. Some discover their potential in the community; some gain an intrinsic sense through debate between students and teaching staff. By making their purpose to be “a person who shapes a sustainable society,” the students and teaching staff gain a common ground with links to affirmation of study activities. Comparing the school on this one point to before the introduction of ESD activities, the feeling is calmer, there is an increase in positive comments and activity, and academic performance is also improving.

Name : Yakage High School
Principal : Koichi Kawakami
No. of students : 398
Address : 1776-2 Yakage, Yakage-cho, Oda, Okayama 714-1201
Tel : 0866-82-0045
Target age group : Students in all years (all teaching staff)
Subject/area : The school ESD system
Partner school/organization :
(Prefectural) Wake Shizutani Senior High School, Hayashino High School, Maniwa High School, Okayamaichinomiya High School
(Private) Okayama Ryukoku High School, Mimasaka Senior High School, Okayama Gakugeikan High School, Seishin Girls' High School
 The above are UNESCO Associated Schools in the prefecture.
(Municipal) Yakage Junior High School, Yakage Elementary School, Mitani Elementary School, Nakagawa Primary School, Yamada Elementary School, Oda Elementary School, Kawamo

Elementary School, Mikawa Elementary School, Yakage Kindergarten, Yamada Kindergarten, Kawamo Kindergarten, Mikawa Kindergarten, Yakage Nursery School, Mitani Nursery School **(Facilities in Yakage town)** Library, art museum, farming experience facilities, nursing care center, welfare facilities for the elderly

✿ Essence of our ESD efforts

ESD activities for this school are a sphere for combining school courses and subjects; however, in fact, it is more like a rubber band that can change shape. By stretching and tightening the rubber band, it is possible to provide instruction that matches the aptitude of each person.

Volunteer activities organized by the student council

Volunteer

【 Keywords 】 Student council-based activities, volunteer activities, from the local community

▶ Goal

To make the students themselves learn the school philosophy of “Kyu Shizutani Gakko” (the oldest school opened for ordinary people in Japan), which is the root of this school, through the student council-based activities and become capable of contributing to the local community and taking voluntary action.

▶ Activity

The Shizutani volunteer guide activity of showing tourists around Kyu Shizutani Gakko, which is the root of this school, started from the students’ wish to contribute to the local community. This activity has been organized by the student council since 2011, because if it is organized by students, it will continue regardless of the transfer of teachers. The student council also carries out activities such as after-school care for children and bottle cap collection campaigns. All of these activities are on-going and benefit the local community. When acting as guides, the participants are first given the minimum information. Then, all the participants visit Kyu Shizutani Gakko together, and the students with experience show the beginners how to guide the tourists. Later, the experienced students and the beginners form a team and guide the tourists around this historical site. They continue to participate in this activity when they have time on their holidays. At the end of the year, all the participants work together to revise the guide book.

▶ Outcome

■ Voluntary activity of the students

As four years have passed since the student council started to organize the activity, they can now coordinate with organizations outside the school by themselves. After this activity was introduced as a successful case of ESD on the UNESCO website, it was also featured in Japanese TV/radio programs and newspapers. This year, the local community has made additional requests such as opening a shop in a local event, using display spaces in local stores, and co-designing the use of a facility located in front of the station. The students gain confidence through these activities and some students even consider these opportunities as a chance to decide their career options.

■ Use of tablets

The volunteer guides continue to make various efforts to satisfy the needs of tourists. They started to use tablets last year so that they can show pictures at places where it is hard to see, and also to use sound. The students can also now update the contents for the guides. This is one of the examples in which the students have started to take voluntary actions and to consider how to solve issues by themselves. We hope to integrate what they learn in the school and this guide activity, for example, by guiding foreign tourists in English. Our future challenge is to make progress and continue





this activity based on using tablets. The teachers are keen to support activities that the students develop by themselves with the spirit of “taking lessons from the past” in the Analects of Confucius.

► Transformation

■ Inheritance of tradition

The students have learned to be able to consider continuously by tackling the endless question of what we can do for others through the activity. The students are aware that it is they themselves who will create the tradition of this school with the history of 344 years. Therefore, the students try to improve what they have taken over, and transfer matters to the next year of students by intentionally leaving some pending issues.

■ Achievements made in presentations in other schools

The students have increasing opportunities to make presentations on their activity, for example through exchanges with Hyogo Prefectural Muraoka High School, a round-table meeting with University of Fukui, and various other forums.

The students keep on maturing by preparing presentations for these occasions. The contents of the presentations are not perfunctory reports because they have learned a lot through their activities. We can observe the students’ growth by recognizing that they do not confine their experience to themselves but they try to share their experience with other students in our school.

Name : Wake Shizutani Senior High School
Principal : Shinichi Koyama
No. of students : 453
Address : 15 Shakuso, Wake-cho, Wake, Okayama 709-0422
Tel : 0869-93-1188
Target age group : Students in all years
Subject/area : Special activity (activity of the student council)
Partner school/organization : Nine UNESCO Associated Schools in Okayama (high schools), ASPnet Osaka

✿ Essence of our ESD efforts

ESD is an essential and fundamental program for our school.

Relfie Project aiming at deepening the bond with the local community

Relfie: Bond with other people

Disaster
preparedness

[Keywords] Relfie, fostering the willingness of students to contribute to the local community, making environmentally-friendly products, protecting the next generation

▶ Goal

To make each student recognize that the various problems in society are related to themselves. To develop human resources who are motivated and capable of working and acting in cooperation with each other for the development of a society where future generations can enjoy the blessings of nature and live with a sense of security in a safe environment. To deepen understanding of biodiversity and development of a sustainable society, and foster willingness to contribute to the local community.



▶ Activity

■ Education on disaster preparedness and reinforcement of the ability to prevent and respond to disaster

We established an amateur radio station in 2011 and performed a communication drill assuming a large-scale earthquake and tsunami. In 2012, we conducted a joint disaster preparedness drill with people in the local community, and also produced a human-powered electricity generator to learn about emergency preparedness through manufacturing products. This year, we also intend to conduct a drill on setting up an evacuation camp in an emergency using our school building, designated as an evacuation center by the local government. Both teachers and students plan to participate in this drill.

■ Environmental conservation activities to contribute to the local community

Taking the opportunity of the re-discovery in Tokushima Prefecture of the fresh-water fish, the golden venus chub, which had been thought extinct in Japan, we started an activity to protect, preserve and breed golden venus chub in cooperation with the prefectural government and companies. Studies on the fish's ability to adjust to the environment and to breed are also on-going. We also focus on environmental preservation activities for the growth of fishery resources that support the local economy and food, by experimenting with double-cropping of wakame seaweed in cooperation with local fishery cooperatives.

In both 2012 and 2013, we visited and conducted support activities in a nursery and kindergarten in Higashi-Matsushima City and Onagawa-cho in Ishinomaki-city in Miyagi Prefecture, which were seriously damaged by the Great East Japan Earthquake. The students donated wooden toys and furniture that they had made in classes, and also produced solar LED lights for the nursery and made friends with the children.



► Outcome

The students realized the importance of cooperation and coordination with the people in the local community and also recognized the respective roles of self-support, public support and mutual support through participation in local events aimed at reinforcing disaster preparedness skills. Especially, we are actively enhancing the interaction with the local community on a regular basis in areas other than disaster preparedness to strengthen the basis of mutual support. Our school also received the “Tsunami Disaster Preparedness Award” in the “Bosai Koshien” (a national competition for high-school students on disaster preparedness ideas) held by the Mainichi Shimbun.

Students’ efforts to breed golden venus chub and double-cropping of wakame seaweed have steadily yielded results and are continuing. We hope to help preserve local resources through our environmental education and volunteer activities.

► Transformation

As a specialized school providing both industrial courses and marine courses, we strive to utilize not only human resources but also our facilities and mobility to help revitalize the local area. Therefore, all the students and the teachers value their bond with the people in the local community who support our high school. In fact, due to population decline and aging of society, our high school students would have to play an important role in evacuation activities in time of disaster. To make students aware of this role, our school motto is to become someone who can take care of others rather than being taken care of. We video-recorded the drill jointly held with the people in the local community and performed a self-check and self-assessment. As a result, we confirmed that each student has a sense of awareness and responsibility and took swift and efficient action.

Name : Tokushima Prefectural Senior High School of Science and Technology

Principal : Yoshiharu Kado

No. of students : 910

Address : 2-1-1 Kitayaso-cho, Tokushima 770-0006

Tel : 088-631-4185

Target age group : Students in all years

Subject/area : Industry, fishery

Partner school/organization :

Osnabruck Brinkstraße Vocational School (Germany)

✿ Essence of our ESD efforts

Our school considers that ESD is education about nurturing life. ESD signifies a way of living that respects others as human beings, and helps deepen the bonds with nature and society. We believe this attitude brings the joy of life to us.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 6

Universities

Children's Camp to Learn about ESD by Nara ASP Network

Peace

[Keywords] Historical site related to war, Nara Park, deer, Nara-machi, camp fire, ESD, ICT

▶ Goal

To deepen understanding of ESD and to develop the ability to instruct the concept of ESD in field activities organized for the students of the UNESCO Associated Schools in Nara, by developing and implementing teaching materials about the local area and the activity programs from the viewpoint of ESD.

▶ Activity

■ Background

There are a total of 36 UNESCO Associated Schools in Nara. The Nara ASP Network was established to promote exchanges among these schools and to provide training and information exchanges related to ESD. This is the third year since we started to organize an overnight children's camp to learn about ESD by sleeping in tents in the campus of our university. The contents of the activities are planned and designed by the students of our university in discussion with the teachers. The ideas and abilities that our students want the participants of the camp to learn and develop are examined and designed from the viewpoint of ESD.

■ Contents of the Practice

This university is built on the site where No. 38 regiment of Nara was based during World War II, and some buildings from that time still remain. The tour of the remaining war site provides an opportunity for the children to think about peace. Besides, there are many types of trees and insects in the campus, and the deer in Nara Park visit the campus to eat the grass. By staying overnight in tents in this nature-rich campus, children can enjoy the camp fire under the stars and feel close to nature. It also gives the children an opportunity to make friends with other participants ranging from elementary and junior high school students to university students who are in the same group in just a short time. As there are several public bathhouses, which are now rare in Japan, close to the campus, the children can also experience a public bath. The main feature of this camp is that the children can experience and learn about peace, nature, cultural heritage and can make friends at the same time.

It is the students of the UNESCO club who mainly design and organize this activity. It is a great opportu-



nity for these students to deepen their understanding of this university and the local area, as well as how to take care of children and the future of the activity. Overall, this is a great chance for them to develop the leadership skills that they will require when they become teachers.

▶ Outcome

The students who are usually instructed by the teachers can develop their own instructing skills through designing, preparing and carrying out this camp; not only the activity itself, but also the serious discussions about what they want the children to learn, and what is the optimum approach to develop leadership and designing skills which are hard to master in classroom lectures. As this was the third camp, our challenge is to think about how to hand over the knowledge and wisdom acquired through the camp from the current-year students to the next-year students over the long term.

▶ Transformation

There are probably only a few universities where you can put up a tent and camp. We are trying to convey this new attraction of the university. Setting up tents is also an opportunity to transmit the idea of ESD to the students and teachers/staff of the university. Although we had to solve various problems when we started this program, this camp has become established and is now one of the features in summer of the university.

Also, interchanges among the teachers, and between the teachers and students of the UNESCO Associated Schools in Nara, have been promoted thanks to the camp. In fact, this camp prompted us to visit each other's school to observe classes and to provide mutual support. Moreover, the "Joy of Study: Serial Open Lecture on ESD," "Serial Lecture on ESD" and also "Joint Workshop" have been held for the teachers and the students to learn about ESD together.

Name : The Nara University of Education
Principal : Tsuneto Nagatomo
No. of students : 1,314
Address : Takabatake-cho, Nara 630-8528
Tel : 0742-27-9108

Target age group : From fifth grade of elementary school children to third year of junior high school students, and freshmen of the university to the students of the graduate school
Subject/area : Extracurricular activity

✿ Essence of our ESD efforts

All the things we learn should be dedicated to achieving a sustainable society where every single person on Earth can live happily. ESD provides a foundation for fostering teachers.

Chapter 2

ESD good practices
of UNESCO
Associated Schools

Section 7

Others

Children's Newspaper-making Program

International

【 Keywords 】 International understanding, communication skill, information-gathering ability, *noblesse oblige*

▶ Goal

Given the flood of information easily accessible on a global scale, young people of the coming generation should have the ability to select information they truly need, paired with high communication skills, in order to be able to share problems with others and deepen mutual understanding. At our nursery, we continue to provide classes to deepen international understanding, centering on our “Children's Newspaper-making Program,” with an aim to set children on the path to becoming adults capable of playing leading roles in the international arena.

▶ Activity

In this program, children work together to issue the Children's Newspaper, which consists of pages that carry articles gathered and edited by older children and pages that are made up of cutouts from newspapers. Dealing with real news, children are naturally led to take interest in what is happening in society, which provides topics for them to discuss at home. This is one of the merits of this program.

Children are made responsible for many of the newspaper-making processes, including negotiations by telephone, visits to sites of incidents for coverage, and the operation of PCs and printers, all of which they find exciting. Dealing with newspaper articles, children grow interested in overseas news as well, and naturally develop broader perspectives. The Children's Newspaper is issued regularly and distributed to the families of all the children in the nursery, encouraging conversations at home.

However, small children need assistance in expanding their scope of interest. As part of our program, therefore, we invite NGO personnel, as well as professionals such as artists and creators, to give special classes and workshops, in order to help children explore a wider world and develop yet broader perspectives.



▶ Outcome

Since the beginning of this program, the number of pages in the Children's Newspaper has exceeded 100, and the paper continues increasing by five pages from month-to-month. This program is reported on both in Japan and abroad, and has also led to charity activities. This is one of its great achievements.

On the other hand, we require energetic teachers with a broad understanding of the trends of society and the ability to think and act alongside children while offering appropriate advice to guide them.



▶ Transformation

Through the program, we have renewed our awareness such that even small children have a strong will to participate in society and that they have sufficient information for discussion.

In our program, children interact with the community as newspaper reporters, and when contacted by the children, adults in the community are naturally required to devise ways or make preparations for easy-to-understand explanations. Many of them have never explained to small children how society works. In this sense, the ability of adults to explain important matters in an appropriate manner is of equal value to the communication skills that children are expected to gain through this experience.

Name : Nursery Tomida Kindergarten

Principal : Teruki Ochiai

No. of children : 155

Address : 5-15 Tomidabashi, Tokushima 770-0937

Tel : 088-653-4872

Target age group : Children aged between 2 and 5

Subject/area : Human relationships, language, expression

Partner school/organization : JICA, JNNE

✿ Essence of our ESD efforts

We place importance on creating opportunities for both adults and children to learn together, instead of teaching children one-sidedly.

Learning about the global environment through practical training in chemistry and agriculture

Environment

[Keywords] Combustion and plants; three major nutrients generated by plants; how water, oxygen and carbon dioxide circulate on the planet; how humans, animals and plants coexist; how plants are the planet's only creators of oxygen

▶ Goal

By helping students to reach a deeper understanding of the plants that are such a familiar presence, through practical training in chemistry and agriculture, and lectures on natural agriculture, we aim to foster a keen sense of the importance of conserving the global environment, and a desire to put this awareness to work in their own daily lives.

▶ Activity

■ Seventh-grade students (students in the first year of junior high school)

Through observation, students notice how roots, stalks, leaves and flowers differ from one another. Students consider the relationship between the elements of the natural world that create the bodies of plants.

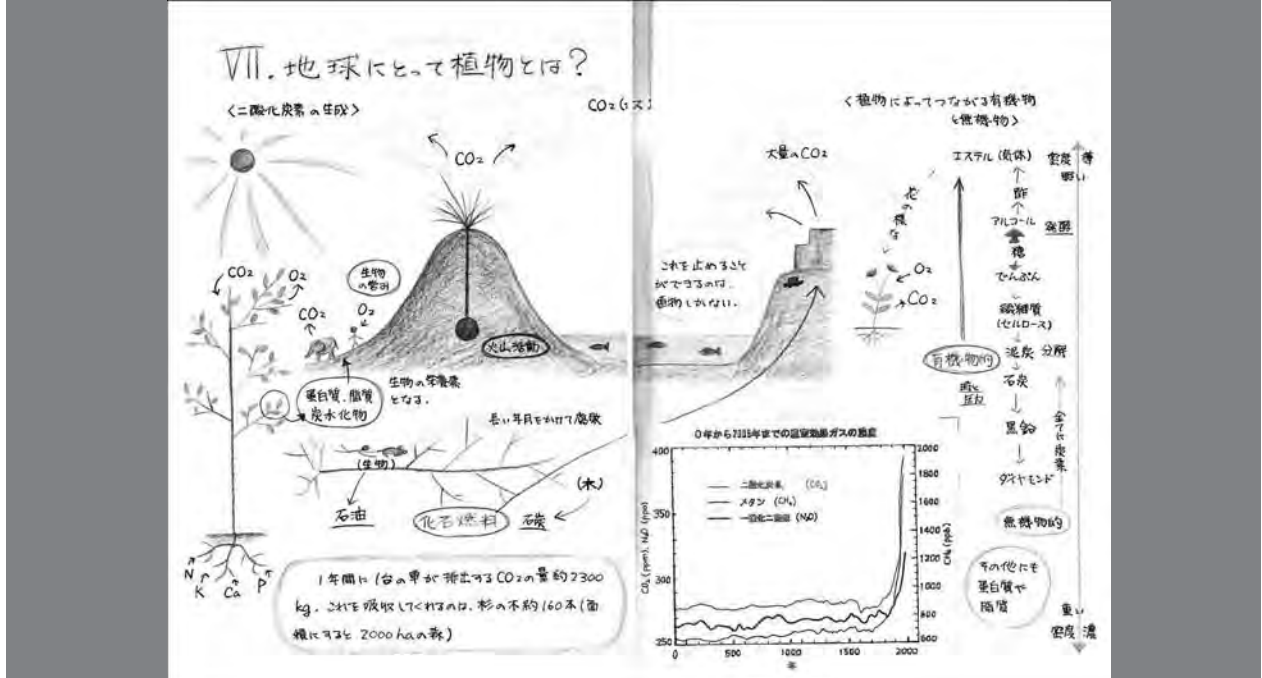
■ Eighth-grade students (students in the second year of junior high school)

By learning about acids and alkalis (i.e. bases), students reach an understanding of the properties and role of water, and reaffirm their awareness that water circulates around the planet.

■ Ninth-grade students (students in the third year of junior high school)

Through practical training in agriculture, and lectures on natural agriculture, the students learn about the profound relationship between plants (agricultural produce), humans, animals and the global environment. By learning about organic chemistry, they also realize that the three major nutrients necessary for the survival of living organisms are all generated by plants. They also come to understand that oxygen is created by the process of photosynthesis, whereby plants generate nutrients.





▶ Outcome

■ Achievements

Through learning about chemistry and doing practical training in agriculture over three years of junior high school, the students individually realized that we need to protect plants that protect the global environment – in other words, the forests – and they also wrote poetry with a message about environmental conservation.

■ Remaining tasks

By giving them a scientific understanding of plants, we were able to raise students’ awareness of the need for global environmental conservation. Going forward, we plan to develop the program by broadening the conversation into the field of modern society. This will involve lessons where the students find out which parts of the world are showing a decrease in forest area, confronting the relevant causes and problems, and considering solutions that would stop forests decreasing.

▶ Transformation

The students are gaining a keen awareness of the process that begins with a small-scale chemical event and leads to a global phenomenon. The above examples of our activities are merely highlights intended to provide a rough idea of our whole ESD program. Instead of looking for changes resulting from individual ESD projects, we are assessing changes in terms of the cumulative fruits of all our ESD work so far.

Name : Yokohama Steiner School
Representative : Yasushi Kano (Representative Director)
No. of students : 108
Address : 3-1-20 Kirigaoka, Midori-ku, Yokohama, Kanagawa 226-0016
Tel : 045-922-3107
Target age group : Seventh- to ninth-grade students (students in the first to third years of junior high school)
Subject/area : Practical training in chemistry and agriculture, and lectures on natural agriculture
Partner school/organization : Kanagawa UNESCO Associated Schools Network (points of contact: Nagatadai Primary School, Arima High School), Tamagawa University, NPO Niiharusatoyama Association for Spreading Peace (designated administrator, Niiharusatoyama Community Centre, Yokohama), Association for the Protection of Niiharu Yatoda Area, Tambo Club, NPO PukaPuka, seven Steiner schools nationwide, and many other organizations

✿ Essence of our ESD efforts

We see it as important that, instead of being an individual segment of the school’s daily educational practice, ESD permeates our entire curriculum. We want to demonstrate the principles of ESD in every subject. As a methodology for harmoniously eliciting true development in children, ESD is the true essence of education.

About UNESCO Associated Schools

UNESCO Associated Schools are member schools of the UNESCO Associated Schools Project Network (ASPnet)

UNESCO Associated Schools pursue peace and international partnerships in order to help attain UNESCO's ideal which is enshrined in the Constitution of UNESCO. These schools are positioned as the focal point for promoting Education for Sustainable Development (ESD) in Japan by the Ministry of Education, Culture, Sports, Science and Technology, and the Japanese National Commission for UNESCO. There are approximately 9,900 member institutions of the ASPnet in 180 countries around the world. In Japan, the number of UNESCO Associated Schools has increased rapidly since 2005, the first year of the United Nations Decade of Education for Sustainable Development (DESD). With 705 UNESCO Associated Schools as of April 2014, Japan has the largest membership in the ASPnet in the world.

Official website of the UNESCO ASPnet in Japan



http://www.unesco-school.jp/index.php?action=pages_view_main&page_id=500

■ The website offers a wide range of useful information, including the latest information on ESD-related events, projects implemented by member schools, educational materials helpful for ESD activities, and groups and organizations supporting UNESCO Associated Schools.

■ Upon joining the ASPnet, the school will be issued a login ID and password with which to access the website to provide information and exchange ideas.

Merits of using the website

UNESCO Associated Schools can use the website to:

- Introduce themselves and their activities on the “List of UNESCO Associated Schools in Japan” page.
- Provide information on their original educational materials and recommended materials on the “Educational Materials” page.
- Announce workshops and meetings on the “Regional Information” or “Calendar” page (in Japanese only).
- Provide information and exchange ideas on the “Members’ Bulletin Board” page (in Japanese only).
- Find partner schools among overseas UNESCO Associated Schools to promote international exchanges.

Index of good practice schools by field of study

■ Environment (23 schools)

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Elementary school	Toyama	Chuo Elementary School	56-57
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Junior high school	Miyagi	Ohya Junior High School	94-95
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Junior high school	Ishikawa	Izumi Junior High School	106-107
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Junior high school	Aichi	Shinkayama Junior High School	116-117
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Elementary school	Okayama	Tsushima Elementary School	78-79
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