

GUIDE FOR THE PROMOTION OF ESD

本冊子は平成 28 年度文部科学省「日本／ユネスコパートナーシップ事業」によって制作されています。

Preface

We sincerely appreciate that you have taken the time to read this booklet.

This booklet was created to aid everyone involved in Education for Sustainable Development (ESD) whether you are part of the UNESCO Associated Schools Network (ASPnet) or not.

Upon the launch of the UN Decade of Education for Sustainable Development (DESD) in 2005, the ASPnet in Japan was designated as the centre for promoting ESD by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and has grown as such. During those ten years, not only was there a rapid increase in the number of member schools, but also the practice of ESD has spread within each school. Since 2015, we have continued to promote ESD, and its implementation continues to take grow. In addition, the practice of ESD has not been limited to just ASPnet schools, but recently has been in demand in all classrooms and their local communities.

As a result, the UNESCO ASPnet Secretariat in Japan has received many questions and comments from schools. We can tell how bewildered teachers can be from statements like these: "I'm in charge of ESD activities, but I don't know what to do", "The person in charge of ESD has been transferred, so ESD activities have stopped", "My boss told me to do this, but the burden is too great", and "We've become part of ASPnet, but how can we benefit more?"

What lies beyond ESD activities, that is to say, what should be done to make sure that ESD activities don't end with simply "activities", is the view that this booklet takes. It also introduces the programmes and services the Secretariat provides to support you. We would be very pleased if this booklet is of some assistance to you and turns the bewilderment of teachers into joy.

Finally, we at the UNESCO ASPnet Secretariat in Japan are always open to your ideas and advice. We hope to be a catalyst of transformation working towards a sustainable future together with all of you.

Asia-Pacific Cultural Centre for UNESCO (ACCU)
UNESCO ASPnet Secretariat in Japan



Table of contents

02	Preface
03	Table of contents
03	Acronyms
04–05	Let's participate in ESD! — Which project is perfect for you? —
06	UNESCO ASPnet Secretariat in Japan
07	Secretariat for the Interuniversity Network Supporting the UNESCO Associated Schools Network (ASPUnivNet)
08	ESD Sustainable School Project
09	ASPnet project on Whole School Approach to Climate Change
10	ESD Food Project
11	Training utilising “A Guide to Promoting ESD”
12	Other training opportunities
13	History of education cooperation between UNESCO and ACCU
14–15	About ACCU
16–17	Relevant materials for promoting ESD

Acronyms

ACCU	Asia-Pacific Cultural Centre for UNESCO
ASPnet	UNESCO Associated Schools Network
ASPUnivNet	Interuniversity Network Supporting the UNESCO Associated Schools Network
DESD	UN Decade of Education for Sustainable Development
ESD	Education for Sustainable Development
GAP	Global Action Programme
SDGs	Sustainable Development Goals
UN	United Nations
WSA	Whole School Approach

Let's participate in ESD!
Which project is perfect for you?

START!

You sufficiently understand ESD.

- A. Yes
- B. No

A

B

Your school has joined ASPnet.

- A. Yes
- B. No

B

A

You would like to know

- A. Concrete examples of ESD
- B. Widely about ESD, starting from general concepts

A

B

A. 

B. 

Your school would like to join ASPnet.

- A. Yes
- B. No

UNESCO ASPnet Secretariat

Go to page 6

ESD Sustainable School Project

Go to page 8

Which activities would you like to know?

- A. Activities in Japan
- B. Activities that expand overseas

ASPnet Project on Whole School Approach to Climate Change

Go to page 9

ESD Food Project

Go to page 10

You would like to

- A. Learn by participating in ESD trainings
- B. Invite an expert and learn within your school's context

Training utilising "A Guide to Promoting ESD"

Go to page 11

Other training opportunities

Go to page 12

ASPUnivNet Secretariat

Go to page 7

UNESCO ASPnet Secretariat in Japan

—To support schools joining ASPnet and to expand the network as the centre for promoting ESD—

ACCU has served as the Secretariat for ASPnet in Japan for about ten years, since 2008, supporting the ASPnet membership process. There has been a dramatic increase in the number of ASPnet schools, from only 20 ten years ago, to 1,034 as of October 2017. This is the largest number of any country in the world and is approximately 10% of the ASPnet schools in all 181 countries.

The Secretariat's purpose is not only to provide support in becoming an ASPnet member school, but also to assist all ASPnet schools in implementing continuous ESD, with the aim of achieving Goal 4: Quality Education of the Sustainable Development Goals (SDGs), which were established as global goals at the United Nations in 2015.

The following are the activities that the Secretariat conducts in support of UNESCO ASPnet schools in Japan.

• On-site trainings and lectures on ESD

One of the ways we provide support after becoming an ASPnet member is by furnishing on-site training by visiting lecturers. The topics covered by our lecture staff are wide-ranging, such as "What is ESD", "What is an ASPnet school", "Becoming an ASPnet school", "Support after becoming an ASPnet school".

• Matching to facilitate domestic & international ASPnet school exchanges

To encourage the expansion of the ASPnet in Japan and abroad, we provide intra-school matching support. In addition to the four successful school matchings in Japan (junior high school), New Zealand (elementary school), Korea (senior high school), and Thailand (junior & senior high school), we are providing intermittent support for many requests from the U.S., India, and other countries. We're utilising the ACCU overseas network to build bridges between ASPnet schools in every country.

• Operation and maintenance of the official ASPnet website

We operate and maintain the official ASPnet website. You can search for information regarding ASPnet member schools, as well as obtain information about ASPnet schools and ESD-related events on the website. In addition, there is a page just for members to assist them in conducting exchanges among the member schools.

■ Contact

Email: webmaster@accu.or.jp

Tel: (+81) 3 3269 4559

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For more information regarding ASPnet schools in Japan...

UNESCO ASPnet in Japan



Secretariat for the Interuniversity Network Supporting the UNESCO Associated Schools Network (ASPUivNet)

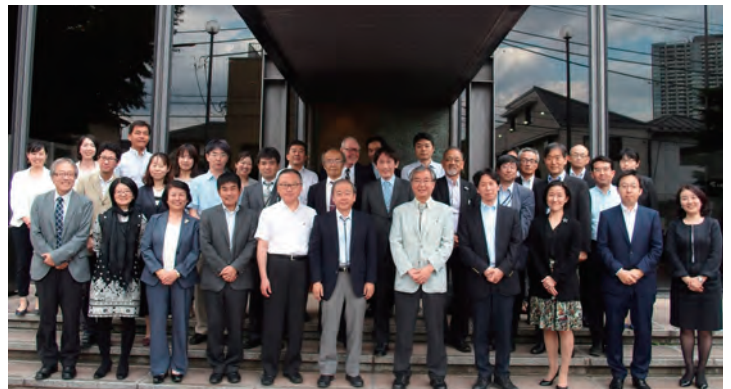
—To ensure smooth support from higher education institutions to ASPnet schools—

For nearly ten years since the establishment of the Interuniversity Network Supporting the UNESCO Associated Schools Network (ASPUivNet) in December 2008, it has provided support for schools in their applications to join ASPnet, as well as held post-membership training sessions and conducted research and analysis regarding ASPnet schools and ESD. At present, 20 universities (as of January 2018) are providing support for ESD activities that have taken root in their region.

To make these ASPUivNet activities proceed smoothly, ACCU took on the role of secretariat in 2015. We continue providing support to build links between higher education institutions and ASPnet schools with the aim of collaboratively developing ESD.

The following are the types of support the Secretariat provides.

- Liaising between member universities, and between member universities and MEXT
- Coordination meetings (twice yearly) to share ASPUivNet information
- Pamphlet production (Japanese & English) to increase awareness of ASPUivNet activities
- Operation and maintenance of ASPUivNet website
- Providing support for projects the ASPUivNet is taking on as a whole
- Cooperation with the construction, implementation, and analysis of the annual ASPnet schools' activity survey



■ ASPUivNet Member Universities

- Hokkaido University of Education Kushiro Campus
- Graduate School of Environmental Studies, Tohoku University
- Miyagi University of Education
- College of Education, Tamagawa University
- School of Humanities and Culture, Tokai University
- Kanazawa University
- Gifu University
- Faculty of Education, Shizuoka University
- Aichi University of Education
- Chubu University
- Mie University
- Kyoto University of Foreign Studies
- Osaka Prefecture University
- Nara University of Education
- Okayama University
- Graduate School of Education, Hiroshima University
- Fukuyama City University
- Faculty of International Studies, Hiroshima City University
- Naruto University of Education
- University of Teacher Education Fukuoka



ESD Sustainable School Project

—To provide support for schools with unique ESD practices in promoting whole-school approach—

In September 2016, we put out a call for schools nationwide that wanted to strengthen and actively expand their ESD programmes, with good understanding of its importance, and had a willingness to develop the potential of ESD in collaboration with us. We selected 24 schools to be core ESD schools (hereinafter, Sustainable Schools). Sustainable Schools strive to help build society that can support a sustainable future through education.

In fiscal 2017, the second year of this project, we employed a "Whole School Approach Design Sheet" to implement the whole school approach¹. A key word that is considered to be a shared value among the teachers at each school is established as a "vision" for them. By listing the activities in the four areas of "school operations", "education inside and outside of the classroom", "facilities and environment", and "community partnerships", they are able to get an overall view of whether the school as a whole is working toward this vision.

At the first workshop in July 2017, each school presented their unique activities, learnt from each other and shared ideas for all four areas in the Design Sheet. At the second workshop in December, we held a working session regarding the process for determining the vision. In both the first and second year of the project, all 24 schools met on a regular basis and benefited from opportunities of collaborative learning, gradually energising the exchanges between Sustainable Schools. Through these exchanges, local communities and school types that normally wouldn't have any kind of exchanges can get together, causing changes in values among the teachers and children.

ACCU will continue to shine a spotlight on each Sustainable School's unique activities and is working toward making them brighter and more exciting. We will continue to grow together and spread information about these activities so that someday in the near future they can expand outside of Japan and into the world abroad.



Whole School Approach Design Sheet



¹ See "Whole school approach to climate change" (p.9) for more information on the framework defined by UNESCO.

ASPnet Project on Whole School Approach to Climate Change

—Utilising the Whole School Approach to tackle a global problem—

Based on the Aichi-Nagoya Declaration² which was adopted in November 2014, the ESD Global Action Programme (GAP)³ was begun. As a key partner of UNESCO, ACCU is developing activities in the field of whole-institution (school) approach.

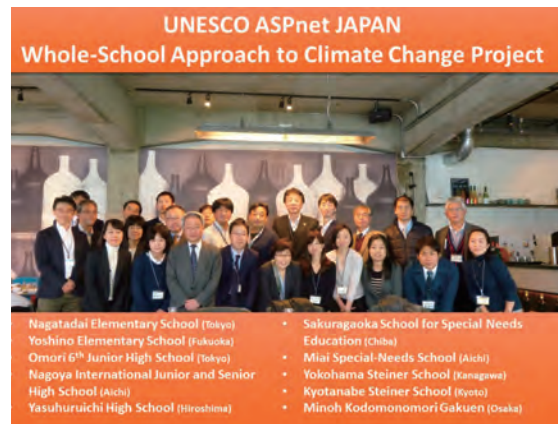
Since September 2016, ten ASPnet schools in Japan have taken part in the UNESCO flagship project concerning climate change, undergone international facilitator training held in Senegal (June 2016) as well as national training in Japan (January 2017). By spring 2017, all participating schools had come up with their own action plans, taking advantage of each of their unique characteristics and resources.

In designing these action plans, they first conducted a survey to determine their own baseline in the four areas of "School Governance", "Teaching and Learning", "Facilities and Operations", and "Community Partnerships" as set out in the whole-institution approach framework provided by UNESCO. They then developed activities they would implement in order to enhance the areas that they felt needed improvement. At the information sharing meeting in July 2017, those ten schools presented their unique action plans, and have been implementing them throughout the year.

Another unique aspect of this project is that it is being simultaneously implemented in countries around the world. As of March 2018, 250 ASPnet schools in 25 countries, including Japan, are implementing activities at the school and local level to tackle this shared global challenge of climate change.



International Facilitator Training held in Dakar, Republic of Senegal



- UNESCO ASPnet JAPAN
Whole-School Approach to Climate Change Project**
- Nagatadai Elementary School (Tokyo)
 - Yoshino Elementary School (Fukuoka)
 - Omori 6th Junior High School (Tokyo)
 - Nagoya International Junior and Senior High School (Aichi)
 - Yasuhuruichi High School (Hiroshima)
 - Sakuragaoka School for Special Needs Education (Chiba)
 - Miai Special-Needs School (Aichi)
 - Yokohama Steiner School (Kanagawa)
 - Kyotanabe Steiner School (Kyoto)
 - Minoh Kodomonomori Gakuen (Osaka)

Facilitators/teachers from the participating schools

Whole School Approach to Climate Change
-Framework by UNESCO



UNESCO Global Action Programme on
Education for Sustainable Development



² See "Relevant Materials for Promoting ESD" (p.17)
³ See "Relevant Materials for Promoting ESD" (p.17)

ESD Food Project

—Nourishing problem-solving skills by learning about different values through international collaborative learning—



From 2010, ACCU has established and implemented the International Collaborative Learning Project, with the aim of fostering students that will become the “agents of change” in order to build a sustainable society. Having gone through some changes in theme and target countries over the years, we are currently implementing the ESD Food Project with schools in and outside the country.

In fiscal 2016, we carried out the project in cooperation with NGOs and government agencies in Thailand, India, Indonesia, and Japan. There are 28 schools participating, including those within Japan, breaking up into several groups to conduct international collaborative learning on the theme of “Sustainable Lifestyles in regard to Food”. In addition to opportunities of face-to-face exchange among coordinators and teacher representatives from each country, coordinated by ACCU, the schools are deepening the relationships among themselves using the postal system, email, Skype, and other means.

Through this project, the students are investigating how various global issues affect food in their communities and countries. By learning about the situation in each of their countries, they are able to capture global perspective on the issue and gain better ideas for how to solve these problems.

From fiscal 2017, schools are implementing activities rather independently, building on their own partnership with schools abroad, and sharing project outcomes and ideas. In addition, ACCU provides assistance for participating schools in Japan by creating opportunities for those students to give presentations about their project results in other ACCU programmes.

ACCU is utilising the international connections it has developed to continue to provide places for international collaborative learning, and support learning across borders.



Training utilising "A Guide to Promoting ESD"

—For people who want to learn about ESD and hold ESD training sessions—

"A Guide to Promoting ESD" (hereinafter, ESD Guide), which was created jointly by ACCU and other experts, was published in March 2016 by MEXT and the Japanese National Commission for UNESCO. To facilitate understanding of ESD, this guide is used to expand knowledge of ESD in training sessions held across the country. In fiscal 2017, sessions were held in four locations: Nagano Prefecture (October), Oita Prefecture (November), Aichi Prefecture (December), and Hiroshima Prefecture (January). The training sessions made the most of each region's unique character. The following is a summary of their content.

Nagano Prefecture

In collaboration with the Japanese Geoparks Network, this training session was held in Ina, Nagano Prefecture, one of the parks in the Central Alps aiming to gain Geoparks membership. We invited as instructors a headteacher of Nagatadai Elementary School in Tokyo as well as a researcher at the Centre for Professional Development of Teachers, Shizuoka University, who is well versed in Geoparks. The session provoked thought on how ESD is becoming a focus of attention not only at schools but in a variety of areas.

Oita Prefecture

We invited a professor from the Research Centre for Marine Education, University of Tokyo, one of the experts involved in the creation of the ESD Guide. Making use of part of training for school administrators, he gave a lecture on "Educational Activities Based on ESD" to share his knowledge and expertise.



Aichi Prefecture

The training session was divided into theoretical and practical sections, so it could be more easily understood by participants. We invited an ESD expert from Hiroshima City University to give a lecture on utilising the ESD Guide, as well as teachers from Minoh Kodomonomori Gakuen in Osaka and Renkouji Elementary School in Tokyo to present their own case studies and also to introduce methods for disseminating ESD throughout each school by way of a workshop.



Hiroshima Prefecture

This session was held in Fukuyama, Hiroshima Prefecture, a city which is striving toward reforming education 100 years into the future. We invited a teacher from Kanagawa Prefectural Arima High School as instructor. Other panellist members included a researcher and ESD coordinator from Hiroshima University as well as a headteacher from Fukuyama Municipal Jr. and Sr. High School. The focus of this particular session was on "networking" – a key concept for ASPnet schools as well as ESD activities.

The training sessions are meant to not only make ESD easy to understand, but also to get practical training on methods for using the Guide. According to surveys distributed to participants, the training sessions were greatly appreciated, with 99% of participants answering that they were useful.

Other training opportunities

—Encouraging more people to learn about and take action on ESD and SDGs—

At ACCU, in order to promote dissemination of ESD, and contribute to the achievement of SDGs⁴, we mobilise our knowledge and networks to provide a variety of training opportunities for wider public. Below are some of those examples.

SDGs Workshop for Children

Two workshops in regard to food were held for 49 participants, including first year elementary school students through first year high school students, parents, and teachers: 1) How food connects me and the world, and 2) If the world were a village of 100 people. Through taking part in these workshops, the participants experienced their individual connection with the world, learned about poverty and disparity, and thought together about issues such as energy. Ms. Han Chuson, Director of the NPO Common Beat, was invited to organize the latter workshop.

At the end of the workshop, everyone came up with ideas together for how they could do something in their lives toward achieving the larger goal, placing their "Idea Fruit" on the apple tree.



International ESD Workshop

Since ACCU is UNESCO's key partner for transformative learning, otherwise known as the whole institutions approach, for GAP⁵, in order to achieve this mission, we hold International ESD Workshops to wider audience to introduce some of the outstanding ESD activities or best practices abroad.

During fiscal years 2016 and 2017, the instructor was the headteacher of Ashley Primary School, Mr. Richard Dunne. Based on his seven principles for achieving harmony with nature, he helped participants understand how to include learning for sustainability in their daily lessons, sometimes placing fish or fruit in front of participants or having them form a circle and sing. Professor Yoshiyuki Nagata of University of the Sacred Heart, an expert of ESD in Japan and abroad, acted as an advisor to give the workshop an approach even more relevant to the situation in Japan.

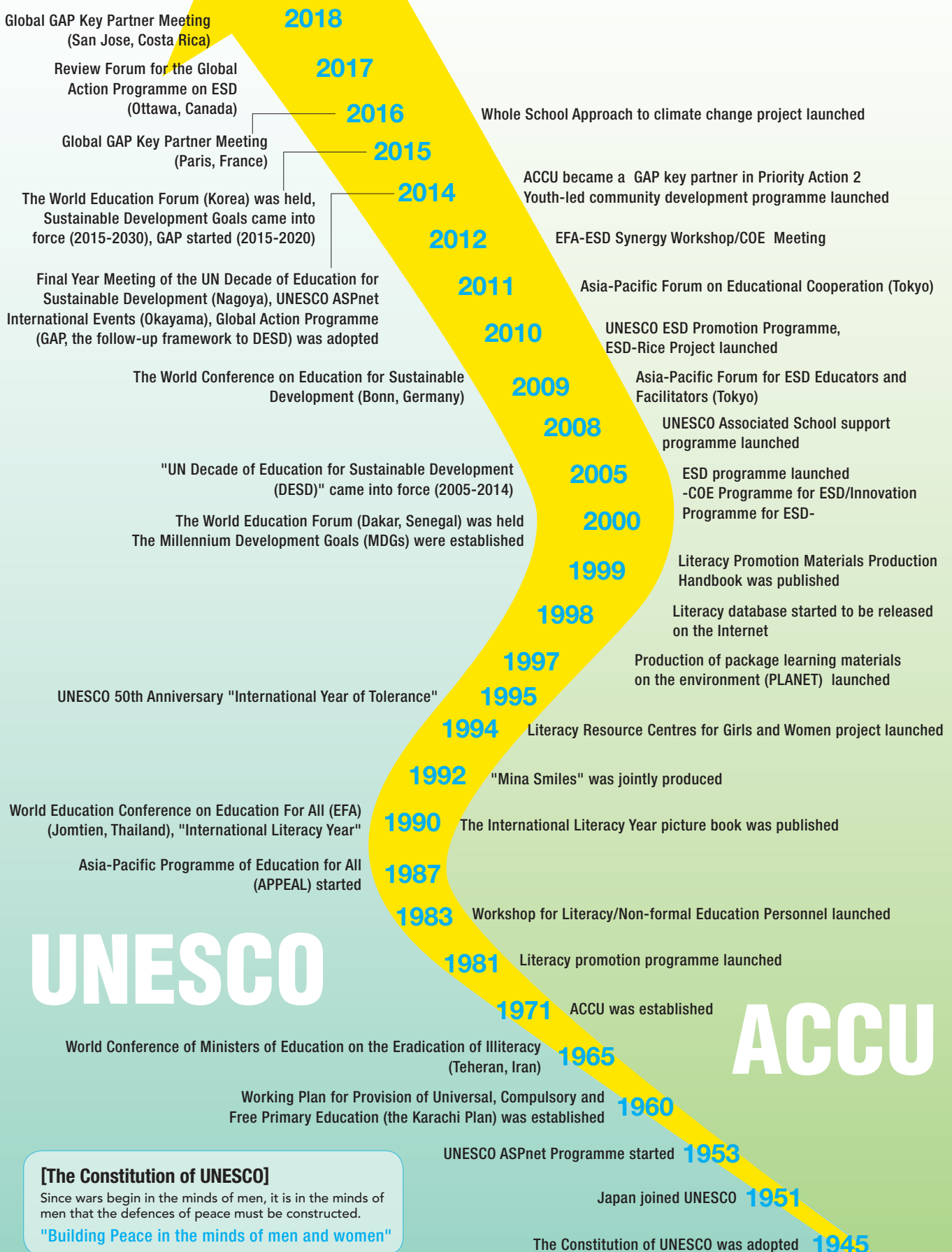


⁴ See "Sustainable Development Goals" (p.17)

⁵ See "Global Action Programme" (p.17)

History of education cooperation between UNESCO and ACCU

ACCU was established and operated in accordance with the principles of UNESCO. We will continue to strive with UNESCO to achieve education for a peaceful and sustainable society.



UNESCO

ACCU

[The Constitution of UNESCO]
 Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.
 "Building Peace in the minds of men and women"

About Asia-Pacific Cultural Centre for UNESCO (ACCU)

—Connecting the people, cultivating wisdom, and building the future, ACCU aims to spread the circle of learning to people in Japan and throughout the world—

ACCU has been engaged in activities in the fields of education and culture both in Japan and the Asia-Pacific region in accordance with the basic principles of UNESCO. Since 2015, as a Member of GAP Partner Network of UNESCO, we have contributed to the further development of many related projects in collaboration with various relevant bodies.

Our activities are implemented around four programmes : Education Cooperation Programme, International Exchange Programme, Global Classroom and Model UN Programme in Japan, and Cultural Heritage Protection Programme (Nara).

Education Cooperation Programme

Here are some of our other projects in education that have not been touched upon in this booklet so far.

Youth-led Sustainable Community Development Project

This project encourages youths (ages 15 to 35) in the Asia region to take their own initiatives for community development towards a sustainable future. So far, ACCU has worked with NGOs in the Asia region to conduct these activities in Pakistan, Indonesia, the Philippines, and India. We've reported on a variety of tangible and intangible results, such as the building of non-formal education facilities for girls, installation of water purification system, and better sense of unity within the community as well as self-confidence among youths, especially girls.

In 2017, to put together all the work accomplished in each country over the previous four years, we produced a

storybook which records how these youths' desires moved them to develop their communities, and how these youths themselves were changed, as well as their communities. The storybook details the various methods used in these communities.



SMILE Asia Project

The SMILE Asia Project is an initiative that supports literacy education for women, focusing on maternal and child health care. We provide mothers and mothers-to-be in remote areas with an opportunity to learn literacy skills in their own community, using learning materials specifically designed to respond to their daily needs. We also work with local organisations to develop an environment where they can continue to utilise their literacy in everyday life even after graduating from classes. The project has been implemented in seven countries in Asia from its start in 2007 up to present.

In Cambodia, where we have been implementing SMILE project since 2008, there are 2.4 million people who were deprived of the opportunity for basic education, and who have become adults without fundamental reading or writing skills. Seventy percent of these people are women. Through our SMILE project, over 1,220 women in 55 villages have acquired basic literacy skills by 2017 and succeeded to improve their life and gained self-confidence.

International Exchange Programme

International Exchange Programme for Teachers and Students

In an effort to promote mutual understanding and friendship among teachers and students in Japan and abroad, we conduct international exchange programmes for teachers in primary and secondary schools (dispatch and invitation). With the goal of “deeper learning through participation and exchange, understanding of multiple and foreign cultures, and ultimately the transformation of selves”, the participants visit various local schools, and educational and cultural facilities, and communicate with local teachers, children and students during an approximately one-week programme.

In addition, we provide such support as matching and consulting for post-programme exchanges.

Countries teachers are invited from: China, Korea, Thailand, India
 Countries teachers are dispatched to: China, Korea
 Countries high school students are invited from: Thailand



Model UN Conference Promotion Programme

Model UN Conference for High School Students

With financial support from private corporations and in collaboration with the Japan Committee for Global Classrooms, we conduct the Model United Nations (UN)

Conference for High School Students. The overall objective is to educate the next generation of world citizens and global leaders. Since 2012, as the Secretariat for Global Classrooms, we have held national conferences, and dispatched some outstanding students to the international conferences held at UN headquarters. Since 2017, with the cooperation of high school teachers, we also organise an entry-level Model UN Conference to open up opportunities for newly interested students.

Cultural Heritage Protection Programme

In Nara, we have established the Cultural Heritage Protection Cooperation Office (ACCU Nara Office) to focus on study and research of cultural heritage. In cooperation with international organisations, we hold international conferences and training workshops to develop human resources responsible for protecting cultural heritage, preserving and restoring cultural property. In addition, we also give lectures at high schools in Nara prefecture and organize open seminars for the general public.

ACCU PR Materials

ACCU News

This is the ACCU newsletter which is published three times a year. It includes not only ESD-related projects which ACCU is involved in, but also information on various other projects relating to international educational cooperation, international exchange, and others.

<http://www.accu.or.jp/jp/accunews/2017.html>



The ACCU website URL

<https://www.accu.or.jp/jp/en/index.html>

Like us on Facebook!

<https://www.facebook.com/accu.or.jp/?fref=ts>



Let's start a collaborative learning project —ESD Food Project (2016) (Language: Japanese/English)

This book features activities of the “ESD Food Project”, which is an international collaborative learning project. In this project, children and students carried out activities acting as “a catalyst of transformation” with the theme of “food” to make their local communities, their countries and the whole world become a sustainable society. Participating in the project were seven Associated Schools and other schools that were in the process of joining ASPnet in Japan, along with five Associated Schools and other schools that were in the process of joining ASPnet in India. They carried out activities from September 2015 to the end of January 2016.



Let's think about the future of UNESCO Associated Schools—Whole School Approach (2016) (Language: Japanese/English)

This book features the workshop, “Let's think about the future of UNESCO Associated Schools”, which was held in December 2015. This workshop consisted of two sessions. In the first session, Ann FINLAYSON, an ESD and sustainable schools specialist in the UK, gave a lecture on the whole school approach, and in the second session, one teacher from an Associated School who had helped organize the workshop from the planning stage suggested they “establish a national network in Japan and learn from each other”. Participants exchanged opinions on what they wanted to achieve through the network.



UNESCO Associated Schools in Japan as Bases for Promoting ESD—Current Status and Way Forward (2015) (Language: Japanese/English)

At the conclusion of DESD and the official launch of GAP, this book was published for the purpose of providing information to further improve the quality of ESD practices while clarifying the characteristics of ESD practices that have been promoted by UNESCO Associated Schools in Japan. This book includes discussions with specialists who have been providing support for the activities of UNESCO Associated Schools and those of school headmasters and teachers from the standpoint of ESD practitioners.

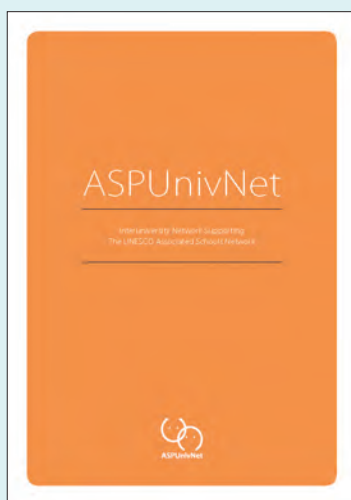
* The four materials on P16 can be downloaded from the the official ASPnet in Japan website.

UNESCO ASPnet in Japan



UNESCO Associated Schools ESD Good Practices in Japan (2014) (Language: Japanese/English)

This book, which summarizes DESD activities, was published to commemorate the UNESCO ASPnet International ESD Events (in Okayama City, Okayama Prefecture, November 6-8, 2014), one of the Stakeholder Meetings that was being held prior to the UNESCO World Conference on Education for Sustainable Development (Aichi-Nagoya, November 10-12, 2014) which will serve as a springboard for further progress of ESD both inside and outside Japan after 2015. This book includes ESD good practices of 84 UNESCO Associated Schools in Japan.



ASPUnivNet Pamphlet (2018) (Language: Japanese/English)

This pamphlet includes comprehensive information on the UNESCO Interuniversity Network Supporting the UNESCO Associated Schools Project Network (ASPUnivNet). The pamphlet is filled with information on the support provided by ASPUnivNet, as well as activities conducted by the individual associated universities.

<http://www.unesco-school.mext.go.jp/ASPUnivNet/>

Materials provided by MEXT



A Guide for Promoting ESD (2016) (Language: Japanese/English)

This guide is mainly for instructing teachers and managerial teachers, etc. responsible for planning and conducting workshops on ESD at boards of education and education centres which are in the position of promoting ESD to schools. The guide aims to explain the importance of ESD and specific methods used to practise ESD at schools to teachers who don't yet know about ESD and teachers who don't yet know how to teach ESD.

http://www.mext.go.jp/component/a_menu/other/micro_detail/_icsFiles/afieldfile/2016/09/14/1369326_01.pdf

SUSTAINABLE DEVELOPMENT GOALS 17 GOALS TO TRANSFORM OUR WORLD



Sustainable Development Goals (SDGs)

As goals to be globally targeted from 2016 to 2030, the SDGs, which consist of 17 goals and 169 targets, were established at United Nations Headquarters in 2015.

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/> (United Nations website, English)

http://www.unic.or.jp/activities/economic_social_development/sustainable_development/2030agenda/ (United Nations Information Centre, Japanese)



Key Partner

UNESCO Global Action Programme on Education for Sustainable Development

Global Action Programme (GAP)

The Global Action Programme was developed in 2014 as the follow-up framework after the UN Decade of Education for Sustainable Development for the period from 2015 to 2020. It includes five priority action areas: (1) Advancing policies (policy support for ESD), (2) Transforming the learning and training environments (whole-institution approaches towards ESD), (3) Building capacities of educators and trainers (developing educators/trainers who practise ESD), (4) Empowering and mobilizing youth (supporting ESD actions of the youth) and (5) Accelerating, sustainable solutions at local level (facilitating ESD actions at a community level). ACCU is a GAP key partner of (2) Transforming the learning and training environment.

<http://www.mext.go.jp/unesco/004/1345280.htm> (MEXT website)

Aichi-Nagoya Declaration

The Declaration was adopted at "the ministerial-level meeting and wrap-up meeting" of the UNESCO World Conference on ESD held in November 2014 and calls for all stakeholders to strengthen their efforts on ESD and take their allocated actions.

http://www.esd-jpnatcom.mext.go.jp/conference/result/pdf/Aichi-Nagoya_Declaration_ja.pdf

Okayama Declaration of UNESCO Associated Schools in Japan Promoting Education for Sustainable Development beyond the United Nations Decade of ESD

This Declaration was adopted at the 6th Japan's National Conference on UNESCO ASPnet held in November 2014, and calls for everyone related to UNESCO Associated Schools to promote ESD under the promotion of GAP and aim for the further improvement of education quality.

http://www.esd-jpnatcom.mext.go.jp/conference/result/pdf/Aichi-Nagoya_Declaration_school_ja.pdf

Framework for promoting ESD in Japan and worldwide



Guide for the Promotion of ESD

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