



ESD: The Japan Model

The background of the slide features a deep blue night sky filled with numerous small, white stars. In the lower right portion, a stylized representation of the Earth is shown. A large, semi-transparent dome with vertical rainbow-colored stripes (red, orange, yellow, green, blue, purple) covers the landmasses of East Asia, specifically highlighting Japan. The rest of the Earth's surface is depicted in a dark, muted blue-grey tone.

From Us to You: Our ESD Experience in Japan

A man with grey hair, wearing a light brown blazer over a white shirt and dark trousers, stands on a green lawn. He is looking upwards and to the left. In the background, there are several buildings: a large, multi-story brick building with many windows, some of which are lit up, and a smaller, older building with a stone facade and many windows. There are also some green plants and trees in the foreground and middle ground.

Preface

From Us to You: Our ESD Experience in Japan

Osamu Abe

Chair, DESD World Festival Forum

Chair, Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)

Introduction

Last August, in the run up to the Final Year Conference on the UN Decade of Education for Sustainable Development (DESD; 2005-2014), we held the National Conference on ESD Practical Models 2014 and the Global Citizen's Conference on DESD 2014 as a grand showcase of our ESD work in Japan. These annual events were begun in 2009 based on the recognition that implementing ESD throughout the country will require stakeholders from each region to assemble and share their experiences in ESD practice. Japan has many great practical examples of ESD, regardless of whether they go by that name. At the conferences, we chose to highlight activities in themes that are particularly important to ESD (climate change, biodiversity, sustainable production and consumption, historical and cultural heritage, and peace and social justice) based on challenges faced in Japan and those addressed at the UNESCO World Conference on Education for Sustainable Development (Bonn Conference) in 2009. Considering that these themes were also included in the sustainable development goals (SDGs) compiled by the UN Open Working Group in July 2014, these are major themes that ESD needs to tackle not only in Japan but on an international level. Detailed descriptions of initiatives related to these five themes are provided in the following chapters.

From the discussions that have unfolded these several years, we are starting to identify effective ways to view and go about the promotion of ESD. Based on these insights we have created a proposal on ways to expand successful ESD programs to a national level. We will share this proposal at the World Conference held in Nagoya, Aichi Prefecture, in November 2014, because we think it is extremely valuable to not only Japan but the entire international community.



Early History of ESD

The greatest issue we face today is how to make sustainable development a reality. Global environmental problems are intensifying, and climate change—a phenomenon we once saw on the horizon—is already wreaking havoc in our daily lives. The Brundtland Commission, which alerted the international community to the need for sustainable development, was proposed by Japan at the 1982 Nairobi Conference.

At the 2002 World Summit on Sustainable Development, Japan's NGOs, which included myself, appealed to the Japanese government and together we proposed the UN Decade of Education for Sustainable Development. Since then, we NGOs in Japan have been working to promote ESD while taking pride in our role as the originators of the Decade.

Right now, Japan is plagued by a whole range of issues, everything from the environment and economy, to culture, social equality, and public welfare, not to mention the aftermath of the 2011 earthquake and tsunami, and radioactive pollution from the Fukushima Daiichi Nuclear Power Plant meltdown. We have even taken to being called "a forerunner of emerging issues." ESD in Japan is inextricably tied to these issues.

What We've Accomplished in the Decade

The achievements of the last decade of ESD work in Japan can be organized roughly into five categories.

ESD in Japan as a multi-stakeholder movement

As the originators of DESD, and as a stakeholder in sustainability issues wanting to tackle ESD proactively instead of leaving it to our government, we NGOs in Japan established the Japan Council on the UN Decade of Education for Sustainable Development (ESD-J¹) in June 2003. Given that sustainable development requires the participation of all stakeholders—not just government and NGOs—from there we advanced multi-stakeholder initiatives that brought all sectors to the same table through the issues they shared.

ESD-J started this work by holding workshops in more than 40 communities nationwide from 2003 to 2005. Some of these workshops attracted diverse entities involved in sustainability across various issues and sectors. We also quickly called for the creation of national-level organizations for promoting ESD, petitioning the Japanese government for an inter-ministerial organization and for another mechanism for the public and private sectors to discuss possible measures to promote ESD.

ESD-J: A networking organization dedicated to promoting education for a sustainable society by connecting and training stakeholders and carrying out public policy advocacy in Japan and overseas. Its members include NGOs/NPOs, public interest corporations, local authorities, universities, businesses, and individuals.

This led to the creation of an inter-ministerial meeting on the UN Decade of ESD, which has 11 participating ministries and agencies, in December 2005, and a DESD Roundtable Meeting in January 2008.

ESD-J functions as a contact point for various stakeholders in Japan, both local and national, as well as international stakeholders; no networking organization like ours can be found in other countries. Without ESD-J, I doubt the progress we have seen in ESD in Japan would have been possible.

Legislation

Our ESD proposal in 2002 prompted a series of legislative actions on ESD in Japan. It led to the passing of the Act on Promotion of Environmental Education in 2003. It also contributed to the introduction of ESD principles in the Basic Act on Education, the backbone of education in Japan. The Act on Promotion of Consumer Education, enacted in 2012, clearly states that consumers have an intra- and inter-generational responsibility toward the environment, and also sets out to cultivate responsible consumers as part of a comprehensive effort that integrates consumer education with diverse educational fields such as the environment, international understanding, and food. The passing

of numerous educational laws influenced by ESD, such as these, is one of the gifts the UN Decade has given to Japan.

ESD in schools

Since Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) designated UNESCO Associated Schools as model schools for ESD and began efforts to promote them, the number of UNESCO Associated Schools has grown to exceed 600 schools in ten years. ESD has also taken a gradually larger place in the classroom thanks to the inclusion of ESD in MEXT's



Basic Plan for the Promotion of Education and curriculum guidelines. In more progressive areas of the country, ESD has been approached as part of a broader community initiative aimed at giving schools an active role in making the community more sustainable. Before ESD, it was difficult for NGOs and individuals working in sustainability education, in fields related to the environment, development, peace, and so forth, to find time and space in the classroom. This has changed with the spread of ESD, as the inclusion of these groups and people has made learning more participatory, experiential, and collaborative. We therefore see ESD as having helped to revitalize Japanese education and give new impetus to the country's preexisting mission to give children the skills they need to live in the 21st century.

ESD as community education

Realizing a sustainable society starts with the way we each live our lives. Put differently, a sustainable society is impossible without sustainable communities. For this reason, sustainable community development through ESD has been, as it is in many other countries, a central goal here in Japan. Our country had valuable experience in this area even before the start of DESD. Minamata, Kumamoto Prefecture, the location of a globally unparalleled outbreak of lethal mercury poisoning, called Minamata disease, is a prime example. With its communities still

reeling from the effects of the disease, in 1992 the city embarked on a comprehensive education program for citizens of all ages, thereby restoring various relationships within the community and transforming itself into one of the most sustainable cities in Japan today. Kesennuma, in northern Japan, is a good example of a city that used DESD to expand and build on previous initiatives. ESD in Kesennuma, which ranges from international exchange activities to local resource utilization, has been instrumental to the disaster recovery effort. There are a myriad of other examples, but these experiences were of great value and a vital resource to the advancement of DESD.

Okayama City, host of the ESD stakeholder conferences; Kitakyushu City; and Tama City are among the representative examples of municipalities that were prompted by DESD to work on ESD from the standpoint of sustainable community development. Each of these cities has formed its own multi-stakeholder council for promoting ESD. Because the ESD experiences in Japanese municipalities like these are of precious value to the international community as well, Kesennuma and Okayama City were also used as models by United Nations University in the launch of its Regional Centers of Expertise on ESD (RCE) program.

Column: ESD activities in Kyoyama, Okayama City

Kyoyama began promoting ESD at community centers in 2003, which later developed into a community-wide initiative involving community centers, schools, and local residents. Using the mottoes "We can change the future" and "Many hands make light work," children and adults work together to educate the public on sustainability by making videos, performing plays, and holding festivals and other events on the environment, cultural diversity, and other topics. Through ESD, children are motivating adults, who in turn are motivating their community.

<http://www.kc-d.net/pages/esd/index.html>

<http://www.kc-d.net/pages/esd/kyoyama-esd-en.html>



Business participation

There are many companies in Japan that are implementing ESD based on the environmental education initiatives in their corporate social responsibility (CSR) programs. The publication of ISO 26000 in 2010 was particularly influential in convincing Japanese businesses to support ESD through CSR. The ESD initiatives by businesses and economic organizations profiled in this e-book were all carried out in partnership with NGOs and other stakeholders.

In Closing

The flow of population away from the countryside and into major cities has created numerous problems for Japanese society, not least among which is deterioration of its agricultural communities and landscape. This poses a tremendous hurdle to Japan's sustainability. As a result, ESD in rural Japan has been approached as a means of encouraging sustainable use of farmland and other natural resources, mitigating risk from natural disasters, and enhancing communities' resilience.

ESD has also helped to empower communities in the process of recovery and restoration from the 2011 disaster; during the disaster, many felt supported by the communal bonds forged through ESD. Conversely, we can also say that ESD's role in disaster risk reduction has manifested itself clearly through


Japan's experience. Such community-based learning is an important distinguishing feature of ESD in Japan.

Our goal in Japan, as the country that proposed DESD, is to develop a system for training ESD leaders who will drive our society toward a more sustainable future, and then share and leverage this system to achieve results over the next decade or two. We hope you will use our experience as a valuable resource for developing an ESD movement that addresses all issues, not just environmental, that is a collaboration of all stakeholders, and that is driven by people working at the community level.

Osamu Abe



Osamu Abe, professor at the College of Sociology, Rikkyo University and director of Rikkyo University's ESD Research Center, was born in 1955. He worked as assistant professor at the University of Tsukuba and associate professor at Saitama University before assuming his current position in 2002. Presently, his roles include president of the Japanese Society of Environmental Education, chair of the Japan Council on the UN Decade of Education for Sustainable Development (ESD-J), representative director of the DESD World Festival Forum, executive director of the Japan Environmental Education Forum (JEEF), and a member of the IUCN Commission on Education and Communication of the World Conservation Union (IUCN-CEC). As a pioneer of environmental education and advocate of DESD in Japan, Abe is engaged in action research for environmental education and ESD in the Asia-Pacific region.



Education for Disaster Risk Reduction and Climate Change

A photograph of two people, a woman on the left and a man on the right, sitting in a library. They are both looking towards the right side of the frame. The woman has short, curly brown hair and is wearing glasses and a dark blue top. The man has dark hair and is wearing a dark suit jacket over a white shirt. The background is a wooden bookshelf filled with many books, some of which have blue and green spines. The lighting is soft and even.

Education for Disaster Risk Reduction and Climate Change
Dialogue:

**Masako SHIGE and
Yukihiro OIKAWA**

Shige: Mr. Oikawa, you and I have worked together on the theme of education for disaster risk reduction and climate change for some time now. Some people say education for disaster risk reduction and climate change are different things, so it must have been hard to combine the two. What do you think about that?

Oikawa: You mean the link between education for disaster risk reduction, that for climate change, and that for sustainable development?

Having been through the East Japan Earthquake and Tsunami in 2011, Japan now recognizes more than ever the need for education for disaster risk reduction. The 2011 disaster, however, was an earthquake and huge tsunami caused by movement of the Earth's crust, which is different in origin from problems caused by climate change. Typhoons in the Philippines, floods in Thailand, damage to villages at the foot of the Himalayas caused by melting glaciers—these are all impacts of climate change. In other words, globally speaking, climate change-related disasters can occur often, and the size of such disasters can be catastrophic. Therefore, we need to make sure people understand climate change and can consider its causes and impacts to human beings. Climate change is a huge mechanism but its impacts vary by region, so education on local adaptation to climate change can make direct contributions to disaster risk reduction.

That's why we should group education for disaster risk reduction and climate change together. It's important to teach people how to cope with disasters, in other words how to prepare for and respond to disasters before, during, and after they occur. Through this learning, it's also crucial to recognize the relationship or causal mechanism between climate change and disasters, and that's where there is a connection between these two subjects, I think.

Shige: At the Bonn Conference in 2009, the fifth year of DESD, education for disaster risk reduction and climate change was adopted as a conference theme. That's one reason why we adopted it as one of the themes of the ESD Theme Conference in Japan. There are many good examples of education for disaster risk reduction, but we couldn't find any adequate examples of education for climate change.

Oikawa: Taking a lesson from the fact that we have only a few examples and the ones that do exist are rather hard to understand, we need to change our approach to, and the way we look at, education for climate change. People tend to think climate change is the same thing as global warming. Global warming is a global issue and its impacts appear slowly and gradually. We adults, for example, may feel like rainstorms are stronger or come more often than before, but for children there's

not much they can actually feel that signifies global warming. That probably helps explain why it's such a difficult issue to address. Thinking along these lines, I feel like two approaches are necessary. One is to teach the various effects of climate change that children are likely to experience or hear about, such as floods, typhoons, and tornados, and then incorporate discussion of their impacts on people's daily lives. When doing so, it is important to always teach these in combination with how to prepare and respond to such events.

Since climate change is the result of a wide range of human social and economic activities, the other approach is to refashion education so that children can see how their own behavior relates to the problem. We do this by shedding light, from an ESD standpoint, on the various cause-and-effect relationships that can bring about a phenomenon, including relationships that are harder to see.

Shige: You're saying it's important to understand these two approaches—one of studying what climate change is and how it happens, and the other of supporting concrete efforts to mitigate and adapt to climate change—and implement them in the classroom.

Oikawa: Yes, but implementation is the difficult part. In reality, these ideas are not often carried out at the level of curriculum, activities, or practice.

Shige: I see. That reminds me of what we call "green curtains" in Japan. A green curtain is a series of climbing plants that are grown to create a wall of shade on the outside of a building, and is used as a global warming mitigation measure. Green curtains are planted at many schools across the country. However, I wonder how we can get more people in communities across Japan to plant them. It seems the initiative has ended at the point of simply recognizing that, yes, green curtains certainly make a difference in terms of temperature.

Oikawa: I think we should focus not on the activity of planting green curtains, but on learning the mechanisms and cause-and-effect relationships related to climate change that tell us why they are necessary. Once that's done, it will lead to real action, such as individuals rethinking their own lifestyles and taking action with their local communities as an adaptation and response. That way of thinking and approach to learning needs to be more widely disseminated.

Shige: You mentioned critical thinking and systems thinking before, when we talked about what kind of people we need to promote ESD. Could you tell us more about them?

Oikawa: Just after the East Japan Earthquake and Tsunami, because conditions were so severe, I had serious doubts about whether and how ESD could really contribute to a solution, and suffered from feelings of helplessness. After some time I was able to sort myself out a little, and when I was able to analyze the response to the disaster and the process of reconstruction more objectively, I realized that ESD had played a great role in various forms of adaptation and response. I thought it was very helpful.

One such response, in ESD terms, is critical thinking. It means not just to deny one's experience, but to take an objective view. Critical thinking is important for getting through a disaster calmly, for seeing information and opinions objectively and choosing the better options. Moreover, each conclusion needs to be linked to others in a single process, and doing that naturally leads us to seeing things as an entire system. We are faced with many questions to answer. For example, which escape route and evacuation area should we choose? How can we protect our children? What if others in the community come seeking refuge? It's difficult to tackle an emergency if we can't answer these questions quickly and see them as an integrated process. The

abilities to collect and analyze information are also very important in ESD, but these abilities are really tested in emergencies.

In reality, however, networks are cut off or disrupted in disasters—not only communication tools like mobile phones, TVs, and the



Internet, but also transportation networks like roads and railways. Information is also extremely limited and often unreliable. Even in such conditions, people need to gather and process the information that's available, assess it, and in the end make a decision and act based on it. A lot of ESD skills are condensed into this process.

Shige: I see. And what is the power of "N-help" that you mentioned at the first theme conference?

Oikawa: After the disaster, a variety of relief organizations from various sectors, including private business and the international community, came to affected areas. Our connection with them was extremely useful and helped a lot in the process of restoration and reconstruction. Self-help, mutual-help, and public-help—these are the three stages often referred to in education for disaster risk reduction. But we experienced various problems that couldn't be solved at these stages. The affected area was so vast that it took a long time for aid to reach everyone, and some places public-help couldn't reach. It was the networking by NPOs, NGOs, and volunteers that filled such gaps in time and space. This is what we call "N-help", a new concept.

Basically, we've been promoting ESD in collaboration with local communities, and it's this networking that is ESD's true value and



strength. When disaster strikes, such networking can play an extremely important role, I would say.

Shige: What do you think of our suggestion that at the time of disaster, biodiversity issues, economic and consumption issues, and other ESD themes all become closely interrelated?

Oikawa: What I felt in my experience in the 2011 disaster and promoting education for reconstruction was that the original aim of ESD is to foster people who will help shift society from conditions that are unsustainable to conditions that are sustainable. It's easier to understand ESD by thinking about what conditions are unsustainable.

There are two conditions that are most unsustainable, I think. One is the condition of conflict, or war. The other is the condition of disaster.

In fact, at the time of the earthquake, various crises occurred. Because of the tsunami, for instance, biodiversity is now on the verge of crisis in many places. The coastline, tidal pools, and pine trees were devastated. At the same time, economically speaking, 80% of businesses left Kesennuma because of the tsunami and 83% of people lost their jobs right after the disaster. Such environmental and economic destruction naturally leads to poverty, from which many other problems emerge, such as social justice and gender issues, as well as cultural heritage issues.

Aside from direct physical damage, the keeping and passing down of culture is also at risk, because the community that supports culture is damaged and no longer functioning properly. In other words, many forms of unsustainability stem from a disaster. How to rebuild affected areas is therefore a paramount concern of sustainable development (SD). From that point of view, it is easy to understand the synergies that exist between education for disaster risk reduction and ESD.

Shige: But don't we need to offer this education in a more concrete form, so it empowers the people who receive it? What do you think is necessary to link education and disaster risk reduction more effectively?

Oikawa: I think providing this education systematically, organizationally, and on a curriculum basis is necessary. For example, we probably need to pass on knowledge of the mechanisms of climate change, and the disasters that derive from it, to children and the public. Also, I think it is important to foster awareness of how climate change affects human lives in ways that are relevant to local communities, because it's not only a global issue but also a local one, and it affects each region differently. Moreover, educating children on a practical level is important, so they can take appropriate action in case of a real

disaster. In short, we need to offer children opportunities to think about how to act in a disaster, prepare for it, and practice.

However, while disaster risk reduction is of course important, the effects of a disaster do not end all at once. You'd be totally wrong to think that a disaster is over when people's lives are saved. It gets harder and the hardship continues long after that. Recovery, reconstruction, psychological support, temporary housing, economic recovery...it's important to take these things into account and think about how to tackle them as well.

Shige: It's essential that people stay involved in reconstruction. But it's hard to do it alone. So support is necessary, some sort of hub.

Oikawa: Yes! After the earthquake, I strongly felt such a need. Many NPOs and volunteer groups rushed in to provide aid all at once, and it was very tough managing them. It became a huge job of handling their offers effectively and smoothly, while connecting them with individual needs. What I really hoped for then was to have a coordinating function that connected various helping hands and supporters to those who needed them. That function could consist of individual people, networks of people, or organizations, like intermediate support groups. I can think of various forms depending on the local situation.

Shige: We would need not just one large "hub" to serve that function but one in each local area, right?

Oikawa: Yes, because each area has different characteristics, daily lives, and backgrounds.

During the previous earthquake and tsunami in Tohoku, I think it was possible for people to act in a self-controlled, cooperative way, because it was in a different part of the Tohoku Region with a still significant proportion of older Japanese communities. On the other hand, because people tended to practice self-restraint, problems were rather hard to see. In places where people tend to speak their opinion, organizations are needed to collect such opinions. There's also a difference between inland and coastal areas.

Shige: So culture is fairly diverse even within the Tohoku Region. I think we need to create a forum where we can see such differences comprehensively support each other by sharing information. ESD-J is trying to implement the ESD National Center Plan, a public-private partnership to establish a national center for promoting ESD, so I'm of the view that we should have a national center with many local hubs.

Oikawa: I agree. On the one hand, it is necessary to coordinate the whole. But on the other, it is important to offer support based

on local experiences and knowledge across the country. For example, we've learned many lessons from the East Japan Earthquake and Tsunami. But have we been able to share them with the rest of the country? I doubt it. And meanwhile the sense of urgency of those lessons is fading as time goes by.

Shige: What do you think is the problem?

Oikawa: For one thing, we need to establish an effective, information-sharing system to deliver information from local hubs to a national center and from the national center to local hubs. Not only in affected areas, but any place in Japan could be affected in the future, communities along the Nankai Trough, for example. Currently, disaster information is not being sent systematically, even to such areas, I would say.

We should see this year's DESD World Conference as an opportunity to share Japan's experiences in the East Japan Earthquake and Tsunami and the 1995 Great Hanshin Earthquake not only with stakeholders in Japan but also the world, as valuable lessons related to ESD.

The most effective way to promote ESD varies between countries, between regions, between developed and developing countries, and between cultures. Given that, the key question is, how do we share the know-how Japan has cultivated during the last decade? We have acquired some valuable information, and I hope we can

share it with confidence with the world, in a format that can be appreciated globally. To do so, it's important that we express the information visually so people outside Japan can fully understand it. In that sense, I think ESD focused on disaster risk reduction is one of the more important messages that are easy to understand. These three priorities—biodiversity, climate change, and disaster risk reduction—that UNESCO has focused on in the second half of DESD are all interrelated. And when combined with ESD through our experience in these huge earthquakes and tsunamis in Japan, there are many good practices we can offer. I think we should really appreciate this fact.

To convey these messages within the context of such unique and realistic circumstances, I think, is more persuasive.

Shige: There are still many challenges, but like Mr. Oikawa, I would like to continue to offer ideas and help disseminate education for disaster risk reduction and climate change based on our empirical observations here in Japan. And I have great expectations for the outcomes of such education.



Masako Shige



Masako Shige, the Chair of ESD-J, served as an education officer and then education director of the Girl Scouts of Japan, where she worked on the reform of educational programs and the organization's instructor training curriculum and system, and organized international projects. As a member of the Youth Subcommittee of the Central Council for Education, she was involved in the promotion of hands-on activities for youth. In the Girl Scouts of Japan, she also served as a trainer and as chief of its Chiba Office. Meanwhile, she was also involved in establishing the Council for Outdoor & Nature Experiences (CONE). After serving as an Executive Director, Bureau Chief, and Vice-Chair, she is now Councilor of CONE. She also serves as a Director of the Toyota Shirakawa-Go Eco-Institute, and a Director of the Supporting Organization of J.O.C.V., a board member of the DESD World Festival Forum and a member of the Japanese National Commission for UNESCO. She resides in Chiba Prefecture.

Yukihiko Oikawa



Yukihiko Oikawa is a Researcher of Miyagi University of Education, an Associate Researcher of the University of Tokyo, and Senior Advisor of SEEDS Asia, a Japanese non-profit organization. He was the former Deputy Director of Kesennuma City Board of Education. He has been promoting Education for Sustainable Development (ESD) over ten years at regional and national level, collaborating with local sectors, universities, Japanese government, NGO/NPO and international institution such as UNESCO, United Nation University (UNU), Fulbright Fund and OECD. Since the East Japan Earthquake and Tsunami (EJET) in 2011, he has been contributing to educational recovery of post-disaster in Kesennuma City utilizing the network of ESD, and to improvement of DRR Education based on lessons of EJET and the concept of ESD.

ESD and Education for Disaster Risk Reduction in Kesennuma, Japan



Reaching the Unreachable: Mobile Knowledge Resource Center - MKRC



ESD JAPAN MODEL

Education for Disaster Risk Reduction and Climate Change



Disaster Education for 12-year-olds



Learning Programs on Measures to Address Global Warming in Urban Areas—Competency in Providing Content for Local Use



Children's Eco-Life Challenge: A Growing Educational Program Born in Kyoto

The ESD practices presented on the following pages are contributions from those involved in each initiative.



ESD and Education for Disaster Risk Reduction in Kesennuma, Japan

Kesennuma City Board of Education

Kesennuma faces the Pacific Ocean and, like other municipalities along the Sanriku coast in northern Japan, has experienced repeated tsunami disasters over the centuries. The 1896 and 1933 tsunamis were particularly devastating and still have a place in local memory. Just recently have we realized that tsunami events like these were occurring even farther back in history. This history has generated various ruins and other artifacts related to tsunamis in Kesennuma, as well as stories on how to respond in the event of an impending tsunami.

Prior to the March 2011 tsunami, a multi-segment earthquake was predicted off the coast of Miyagi Prefecture, and this, among other factors, led the city's Risk Management Department to spearhead, under the direction and support of Tohoku University's International Research Institute of Disaster Science, studies and training on disaster risk reduction and tsunami evacuation. Kenichi Sato, head of the department, played an important role in this pursuit. The department's main focus at the time was on forging partnerships with local schools. Given Japan's aging population and the rise in dual-earner households, the department was well aware of how instrumental schools could be in disaster preparation.

This partnership offered benefits to the schools as well. ESD was starting to be introduced to local elementary and junior high schools around 2002, and schools' greatest need was felt in the area of outside support. Education for disaster risk reduction, with a focus on outside collaboration, gradually spread—and spread by necessity, considering the mission of ESD. This ESD curriculum, which emphasized independent thinking and decision-making within a framework of collaboration, led to a child survival rate of 99.8%, encouraged voluntary actions by students at evacuation centers, and allowed schools in Kesennuma to reopen before all other schools in the disaster zone.

Still, many issues were exposed by the disaster, and so participating parties have decided to reexamine the aftermath and strive to make the educational program even more effective. The Kesennuma City Board of Education has recently begun research and implementation of a type of disaster education that maintains universal aspects of disaster preparedness while also training children, students, teachers, and community members to respond effectively to local factors and event-specific circumstances. These efforts have been made possible with support from the Kyoto University Graduate School of Global Environmental Studies, the non-profit SEEDS Asia, and other organizations, and the

leadership of Yukihiro Oikawa (currently researcher at Miyagi University of Education). Meanwhile, Miyagi Prefecture launched in fiscal 2012 a new disaster management system that appoints a disaster preparedness coordinator to schools in each municipality that was affected by the 2011 disaster. This system draws on the experiences and approaches used in Kesennuma and, it is hoped, will lead to even more effective education for disaster risk reduction.



Reaching the Unreachable: Mobile Knowledge Resource Center - MKRC

NPO SEEDS Asia

SEEDS Asia is engaged in Disaster Risk Reduction (DRR) education in Asian countries that experience many natural disasters. We have found that the keys to conducting these activities effectively in Asian countries with dramatically different cultural and socioeconomic conditions than Japan are customization and mobility.

Myanmar was hit by a huge cyclone in 2008 in which more than 130,000 people lost their lives. This was because information on the cyclone did not reach people in the affected delta area, and because they had no knowledge about disasters and how to protect themselves from them. Amidst public concern over a rise in weather-related disasters attributable to climate change, Myanmar has faced a major challenge of improving its administrative capacity to deal with disasters, as well as educating its rural citizens on DRR.

It was against the backdrop that we launched our Mobile Knowledge Resource Center (MKRC) project. A MKRC is a small, mobile museum on DRR equipped with educational materials for learning about disasters, such as posters, models, and games. We have two types of MKRCs: trucks and boats. Trucks are for villages that can be reached by land, while boats are for communities in the delta region that can only be reached by travelling downriver. We offer DRR training to schoolteachers, students, and local residents, as well as administrative officers.



When launching the project, we worked hard on customization—in other words, how to create experience-based educational packages that are best suited to local circumstances, and how to offer such packages to as many people as possible. To make our educational materials more familiar to local people, we adopted well-known cartoon characters in Myanmar, and incorporated locally specific disaster risks into the content of the educational materials for each area of the country. As for the training method, we thought it would be rather difficult to maximize our outreach through the conventional way of gathering community leaders and training only them, expecting that the trainees would

disseminate knowledge to other residents. So we took the approach of passing on DRR knowledge directly to as many people as we could by ourselves. We offer a one-day DRR training in each village we visit. By doing this over and over again, we expect and hope that many people are acquiring the ability to think for themselves and take action to save their own lives from future disasters.

As a result of these efforts, our MKRC program has been evaluated and confirmed by an independent organization as an effective way of providing long-lasting DRR knowledge that leads to practical actions, such as the preparation of emergency evacuation kits. Communities have welcomed such steady efforts, resulting in a program that has reached 30,231 people as of August 15, 2014.

www.seedsasia.org/eng/





Disaster Education for 12-year-olds

Saijo City and Saijo City Board of Education

Saijo City is located in eastern Ehime Prefecture on the island of Shikoku, at the foot of the sacred mountain Ishizuchi, which, with a height of 1,982 meters, is the highest mountain in western Japan. The city has a population of 113,000, and an area of 509 square kilometers with both coastal and mountainous areas; 30% of this area is flat and the remaining 70% is mountainous.

The climate here is mild. Even when typhoons come, the city is rarely hit directly, because Mt. Ishizuchi stands like a shield, protecting us from serious damage. In September 2004, however, typhoons Meari and Tokage hit the city and caused mudslides and other damage, leading to the loss of five citizens' lives.

Therefore, just after recovering from these disasters, Saijo City launched a number of policy measures aimed at making the city more disaster resilient. In fiscal 2006, as one of the core initiatives in this effort, we started a disaster education program targeting 12-year-olds, or sixth

graders, the senior year of elementary school in Japan. Twelve-year-old students are physically and intellectually mature enough to look at and think about their own lives, and make personal judgments. We have been conducting this program hoping they could learn how they will fit into society and deal with disaster

risks, eventually becoming leaders of disaster risk reduction (DRR).

Out of the 25 schools in the city, we choose 60 students as representatives, and carry out activities throughout the year, offering them solution-based education that clearly lays out the purpose and goal of our activities. Aiming to make Saijo City more disaster resilient, we work on having the children learn DRR measures that they can put into practice. We hold DRR summits twice a year, and

organize a DRR camp during summer vacation. At the second DRR summit, all sixth graders in the city gather and exchange their views.



One of outcomes of this program is a collection of proposals compiled by the leaders of each school that describes their research and the solutions they proposed to reduce disaster risk in their communities.

Through DRR education, children come to appreciate the preciousness of life, the importance of family and friends, and the value of connection. They play a role in helping the City improve its DRR capacity by learning local history and culture and sharing what they have learned in DRR education with their families and local communities.

These efforts are also becoming widely known: Saijo City has received awards on DRR, has been included in a UN publication on best practices, and presented at various conferences and

forums held across Japan. This has led to our providing DRR education in Hue City, Vietnam, as one of the international assistance projects of Japan International Cooperation Agency (JICA). We have conducted this project for three years since fiscal 2011.

We think it is critical to teach children the ability to judge for themselves, based on correct information, what actions to take when confronted by disaster, whether it is an earthquake, tsunami, torrential downpour or other extreme weather event.

<http://www.city.saijo.ehime.jp/khome/gakkokyoiku/oshirase/12saikyoiku.html> (in Japanese)





Learning Programs on Measures to Address Global Warming in Urban Areas—Competency in Providing Content for Local Use

Japan Network for Climate Change Actions (JNCCA)

Carbon dioxide (CO₂) emissions from Japan's household sector are steadily growing. More people need to understand what climate change is, of course, but the more urgent issue is how to change awareness and galvanize people into taking actual steps toward mitigation.

The Japan Network for Climate Change Actions (JNCCA) is a network of 55 Centers for Climate Change Actions designated by local governments nationwide. JNCCA develops and provides program materials and data as part of its project to support NPOs, businesses, and other organizations that embark on environmental awareness activities. These activities are based on recognition of the need for hands-on, participatory learning programs that connect the issue of climate change with everyday life so more people make climate change a personal responsibility over the long term.

Many of the program materials JNCCA develops are designed as tools that enable participants to learn through communication with each other in workshops held indoors, such as in classrooms or conference rooms.

JNCCA's own staff conducts the entire process of content creation, from analyzing information on global warming, to developing and preparing programs, to designing and producing the materials. This allows us to continually update the materials we develop, adding or replacing information as occasion



demands based on input and requests from instructors who use the materials. Indeed, the greatest advantage of these materials is that they are tailored to users' desired applications.

This systematic process of content development (i.e., educational materials and programs) which gives organizations and instructors control in customizing the content for their own purposes, as well as the approach of supporting instructors in this way, can be seen in itself as a sustainability model of Japan.

As we have improved our content development process, we have seen a growing number of instructors across the country who are

using our content, many of whom are modifying the program materials by adding local characteristics and using them to teach courses at primary schools, junior high schools, children's centers, and other institutions.

Furthermore, these educational materials and programs provide an educational style in which participants are encouraged to think seriously about climate change through communication and discussion and develop their own stories of turning learning into action. Through this exercise, participants not only discover insights into resolving the issue of climate change, but also learn how to think critically, reconsider how to live with responsibility for the future, find new awareness, and transform such awareness into action.

The following are examples of comments from participants of these hands-on learning programs: "It helped me think seriously about the connections between living organisms and the environment and the balance between them. It was inspiring." "It reminded me of the importance of action, starting from what I can do right now, no matter how small a step it may be."

JCCCA's educational tools library:<http://www.jccca.org/tool/>

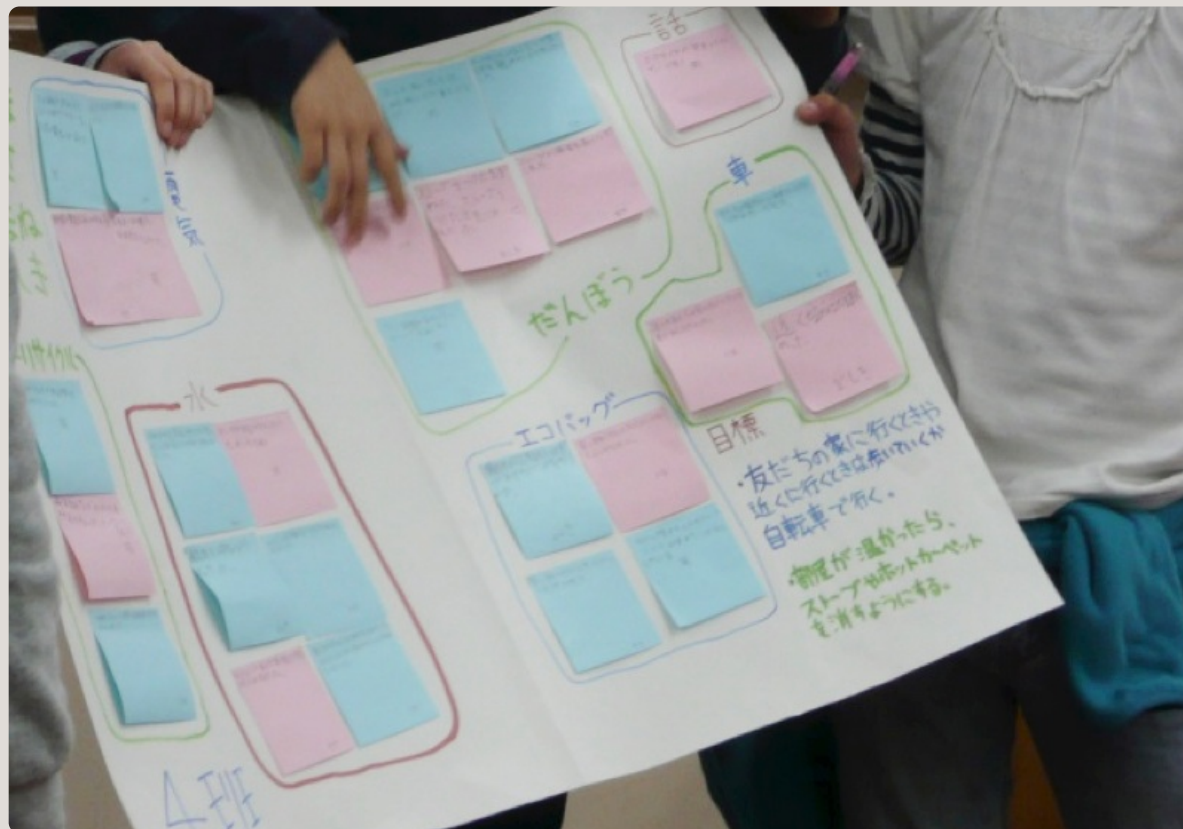


A group of children are sitting on a red carpeted floor, working on a large project. They are looking at a large sheet of paper with a grid of colored squares (blue, pink, yellow) and some text. One child in the foreground is wearing a white shirt and a blue skirt, and another is wearing a grey hoodie. There are other children and papers scattered around them.

Children's Eco-Life Challenge: A Growing Educational Program Born in Kyoto Content for Local Use

KIKO NETWORK

Children's Eco-Life Challenge is an environmental education program aimed at helping children gain a deeper understanding of global warming and eco-friendly lifestyles and promoting such lifestyles at home. Through collaboration with the City of Kyoto and Kyoto Junior Chamber, Inc., the Kiko Network began this program on a trial basis at an elementary school in 2005. From there, the number of participating schools increased every year, and since 2010 all Kyoto City elementary schools have been part of the program. Participating grades range from fourth to sixth, depending on the school. The Kiko Network plans and organizes the program under a contract with the City of Kyoto.



Children's Eco-Life Challenge has three important features. First, it is a practice-focused program offered throughout the summer and winter school breaks. It offers preliminary learning before the start of each vacation, practical learning during the vacation, and a review after the vacation. In the preliminary learning session, children discover the connection between global warming and daily living, and consider what they can do to help slow global warming down. In the review session, each child receives an Eco-Life Certificate—a paper presenting in a visual format the results of the efforts he or she made using the workbook during the summer vacation—which the child uses to assess his or her efforts. The children also follow the KJ Method to sort out what they achieved and what they found difficult to achieve, and set up and announce their new action goals based on the results.

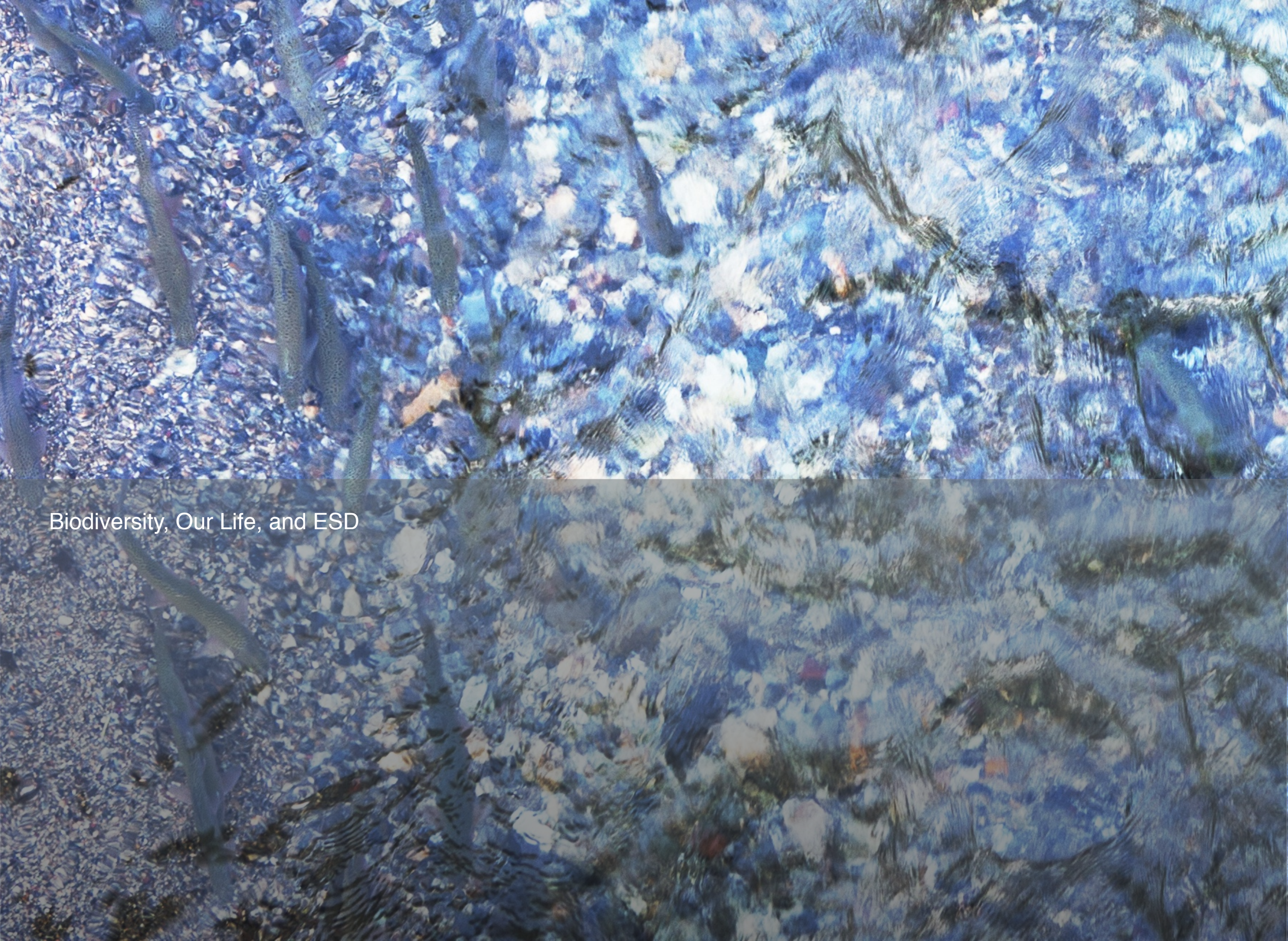
Secondly, the Kyoto City Climate Change Prevention Office, Kyoto City Board of Education, Miyako Ecology Center, Hinodeya Eco-Life Research Institute, and Kiko Network work together based on a philosophy of collaborative partnership to plan and organize the program and ensure its effective implementation.

Thirdly, a wide variety of stakeholders participate in implementing the program, such as Kiko Network staff, and volunteers including climate change action promoters (certified by the governor of Kyoto) and volunteers from local schools. For volunteers, the program serves as a place to get involved and also share experiences with other participants.

By year-end 2013, some 55,000 students had participated in the program. The results of their Eco-Life Certificates show that their behaviors toward the environment improved in all categories between before and after the program, and that more eco-friendly lifestyles had spread to other members of their households. In some schools, students participate in this program in connection with another course unit. In recent years, the Children's Eco-Life Challenge program has attracted attention from other parts of Japan and overseas, with similar programs being introduced in Okayama and Nara in Japan, as well as in the Iskandar region of Malaysia.



<http://www.kiconet.org/local/education/children-eco-life-challenge> (in Japanese)



Biodiversity, Our Life, and ESD



Biodiversity, Our Life, and ESD

Dialogue:

**Yoshihiro NATORI and
Masahiro KAWATEI**

Kawatei: I would like to clear up our understanding of how biodiversity and ESD are related. Let us begin with biodiversity: When did the Japanese government begin making efforts to promote awareness of biodiversity in the first place?

Natori: Well, going back to the beginning, Japan became a party to the Convention on Biological Diversity in 1993. Back then, the focus was on Japanese terminology. The English term biological diversity had been directly translated into Japanese as *seibutsugaku-teki-tayousei*, but that term was difficult to understand. Meanwhile, a new word, namely biodiversity, was coined in English-speaking countries, so people in Japan decided to use the term *seibutsu-no-tayousei* (i.e., biodiversity) instead.

Kawatei: So things started moving around the time Japan became a party to the Convention.

Natori: Later, not a year after the Bonn Conference on ESD, the G8 Environment Ministers Meeting was held in Kobe, Japan. The delegates to this meeting came out with a strong position on biodiversity.

Kawatei: But the meaning of the term biodiversity was still not easy to understand, right? There were debates among citizens'

groups that a different term like *seimei-no-tayousei* ("diversity of life") would be closer in meaning.

Natori: The people I worked with suggested rephrasing the term as *ikimono-no-nigiwai-to-tsunagari* ("vitality of all creatures and the links among them").



Kawatei: I believe that phrase was proposed by Prof. Yuji Kishi of Keio University. It was a very understandable interpretation. When I thought of biodiversity conceptually, I used to think of nature conservation and the protection of rare species, but Prof. Kishi's phrase helped me go beyond such ideas. My understanding changed further when I read the preamble to the Basic Act on

Biodiversity, which was drafted by officials at the Ministry of the Environment. The preamble stated that humans thrive thanks to the benefits we receive from biodiversity, that biodiversity serves as a foundation to our lives. It went further by saying that biodiversity, as assets that are unique to each region, also supports the diversity of regional and local cultures. This explanation really made sense to me. The preamble explained biodiversity not as conservation of satoyama or preservation of living things, but as something on which our very lives depend, which enabled me to think that we could start to understand biodiversity by looking at it from such aspects as food, clothing, and shelter.

Natori: That preamble is really well written.

Kawatei: I think ESD is really about promoting an understanding of these points. In other words, promoting understanding of biodiversity and ESD seem essentially the same.

Natori: Wetlands are what I have been most heavily involved in. When new Ramsar Sites were designated in Japan in 2005, we compiled and presented examples of the types of benefits provided by wetlands, in order to explain the significance of the Ramsar Sites in simple terms. Food from wetlands is a prime

example, such as seaweed in the case of coastal wetlands, fish and plants in the case of rivers.

Kawatei: So the benefits are basically about food?

Natori: More like products. Wetlands also serve as a tourist destination. People derive peace of mind from seeing beautiful landscapes of wetlands. There was already a move back then to promote wetlands by highlighting these aspects.

Meanwhile, in the area of biodiversity, there was definitely a move to connect food, as an aspect of livelihood, with biodiversity, from around the time of CBD COP10 in 2010.

Kawatei: The NPOs and NGOs working on wetlands were very active at COP10. There was one group working on wetlands that promoted an approach with a livelihood perspective focusing on food, and its specific aim was to propose at COP10 the Rice Paddy Resolution [to enhance biodiversity in rice paddies as wetland systems]. This group worked toward COP10 in tandem with other aims, but based on their experience with the Ramsar Convention, they succeeded in including the Rice Paddy Resolution in the COP10 decision, and also made full use of their previous policy advocacy experience in the Convention on Biological Diversity. NGOs were working in partnership with the

government as well. I felt like the wetlands groups were able to make the connection between biodiversity and livelihood, and so paved the way for citizens to make their own recommendations at COP10.

Natori: Wetlands are something you can actually see. Like rice paddies, for instance, the benefits of wetlands are also easy to understand. Based on this background, the Rice Paddy Resolution and other results came out.

Kawatei: But it was not easy for me to visualize a *shicchi* ("wet land"). It never occurred to me that places such as rivers and shores were included, let alone rice paddies. To me the term *mizube* ("place near water") was easier to understand.

Natori: The English term "wetland" was directly translated into Japanese and has been used that way ever since. Even now, people imagine marshlands when the term *shicchi* is used—so we still have to explain that wetlands under the Ramsar Convention include, for example, marine water to the depth of six meters.

Kawatei: I heard that initially under the Ramsar Convention they used the term "education and public awareness" (EPA). But the parties to the convention realized the importance of

communication as they observed proper reporting by the Japanese media at the Kushiro Conference of the Ramsar Convention and so changed the term to CEPA (Communication, Education, and Public Awareness).

Natori: There are hardly any provisions corresponding to CEPA in the Ramsar Convention, but a solid article on CEPA is included in the Convention on Biological Diversity.

Kawatei: That's Article 13. But if you had conducted a Web search on CEPA activities prior to COP10, all the results would have been about Ramsar activities.

Natori: Since there are always people living around wetlands, those who stand to benefit the most from them are people who live around them and make a living from them. They have to protect wetlands to continue benefiting from them, and that's why they participate and take action.

Kawatei: Wetland issues are clear and specific because wetlands are areas with a defined space, unlike initiatives that aim to address nature as a whole. Prof. Osamu Abe, who is taking a lead role in ESD now, used to serve as a leader of CEPA in East Asia for the International Union for Conservation of Nature's Commission on Education and Communication, (IUCN-CEC).

When we asked Prof. Abe to deliver lectures in Tokyo before COP10 and at a side-event of COP10, he said that CEPA and ESD were fundamentally synonyms. In other words, he said, "We are users of natural resources but we also have to understand our role as stewards of natural resources. We need to take action with the awareness of someone for whom these issues are personally relevant." The words sounded simple, but it occurred to me that ESD's role was to explain what this means in practice.

Natori: Indeed, to have a sense of the ownership of biodiversity is not easy.

Kawatei: I felt the need to have members of the business community and people involved in civic activities hear about the



discussions on biodiversity, instead of just having them within the research community, which had been the case.

Through my interactions with Prof. Abe, I realized that I should take more determined action, which is when my relationship with members of the DESD World Festival Forum began.

Natori: My involvement with ESD began in 2006. I was working hard on CEPA for the Ramsar Convention, but for the first few years after I came across ESD, I didn't realize that CEPA under the Ramsar Convention and ESD were almost the same. When I was working with children in the Ramsar Convention's CEPA activities and saw the way they were growing up, I came to realize for the first time that this was ESD. Several years later I realized that the two terms could be used as synonyms. This understanding based on practical experience was truly significant.

Kawatei: That's why you thought the message would be better understood by adults if it were told by the children who grew up with the Ramsar CEPA activities.

Natori: Until then, I had been explaining what ESD is using UN or UNESCO terms, in a way. After the idea sunk in, I was able to explain ESD in my own words, referring to community

development and the nurturing of people who work in it. This was around 2008 or 2009.

Kawatei: So CEPA and ESD came together inside your mind just around the time when the term biodiversity started gaining traction. And that was based on what you understood from having seen children grow up. Rephrasing the term ESD based on what you experienced and learned in practice seems like an important step.

Natori: All I had been able to explain was that ESD was much broader than environmental education and that it involved international understanding and peace, or something along those lines—but this changed after I realized that CEPA and ESD could be used as synonyms.

Kawatei: Since then, you started interpreting ESD based on real-life experiences. That's really important. I've been having pleasant interactions with members of the DESD World Festival Forum who share a similar philosophy. An ESD theme conference focusing on "Biodiversity, Our Life, and ESD" was started later, in 2012. I got CEPA Japan started in May 2011 after COP10, so I joined after having worked on various projects.

How to proceed with the theme conference was a big challenge. First I phrased biodiversity as the foundation of our lives, and ESD

as a process for understanding this. Then I was introduced to people like Mr. Yasunori Maezono, who trains regional coordinators, and Ms. Reiko Nakamura of the KODOMO Ramsar, and was able to bring in people from a wide range of fields. You were strongly recommending KODOMO Ramsar at the time, and I now after listening to you again today I really understand why.

Natori: Both biodiversity and ESD are difficult words to understand, but there are plenty of practical examples throughout the country. The first theme conference was aimed at compiling such examples.

As I listened to the case studies, I was convinced that biodiversity and ESD are linked.

Kawatei: Based on the understanding that connection is an important theme in biodiversity, we used the phrases "connecting with nature," "connecting with communities," "connecting with watersheds," and "connecting with children" to express the case study presentations. Also, since the event was held after the Great East Japan Earthquake, Mr. Makoto Hatakeyama focused on levees. He said that ESD was about finding ways to live without artifacts that separate nature from the spaces we live in, and to refrain from building such things. His lecture provided a good lesson.

Natori: ESD is not a process of rote learning. It's more about providing a place or experience. The story about levees was indeed given from this approach.

Kawatei: Understanding the nature and people of a region means understanding biodiversity, and experiential learning on how to live in a given area is ESD. These insights have informed my reconstruction work.

In the second year, we realized that, of the four keywords




involving connection—connecting with nature, community, watersheds, and children—thinking from the perspective of watersheds is particularly important, and so we asked Prof. Yuji Kishi of Keio University to give a lecture.

This is what the "watershed thinking" proposed by Prof. Kishi says: First, the earth has three types of ground: rainy land, sandy land, and icy land. The ground where rain falls is the place where human beings can live. If we can change how we look at the land we live on not in terms administrative domains but in the way natural systems, such as watersheds, are organized, and shift our societies toward harnessing the adaptability of ecosystems, cities will begin to play a positive role in sustainable development. This allowed us to reorganize our understanding and see that, by addressing climate change not just through mitigation but also adaptation, we could include biodiversity as part of our understanding of resilience.

Natori: Indeed. Our response would have been faster if we had taken adaptation measures in combination with mitigation measures, instead of mitigation alone.

Kawatei: We will never come up with adequate adaptation measures for climate change without understanding local biodiversity—and "watershed thinking" connects everything together. Having noticed this, I understood anew the importance of having a bird's eye view of watersheds when addressing biodiversity and ESD. Listening to Prof. Kishi's lecture on watersheds, it occurred to me that the essence of ESD was to



understand nature's boundaries instead of thinking within municipal boundaries drawn based on human convenience.

Natori: Biodiversity and ESD are the basis for all five themes.

Kawatei: In future, I am thinking trying to get businesses involved. ESD in business is about understanding corporate social responsibility (CSR), and the process of integrating CSR within a company is ESD itself. I like to think that sustainable use of natural resources is really what sound business management is about. So, CSR is also about understanding biodiversity.

Natori: For me the subject is environmental education. I would like to help people realize what they are doing is ESD through practical examples, and in that way get them involved in ESD.

Yoshihiro Natori



Yoshihiro Natori joined Japan's Environment Agency (currently, the Ministry of the Environment) in 1975. At the Agency, he served as a park ranger at Fuji-Hakone-Izu, Aso-Kuju, Akan, and other national parks, and then worked for the Nature Conservation Bureau and the Global Environment Department. Between 1987 and 1990, he worked at the Japanese Embassy in Kenya as a deputy resident representative of the Japanese government for the United Nations Environment Programme (UNEP). Between 1999 and 2001, he served as deputy director of the UNEP Regional Office for Asia and Pacific in Bangkok. After serving as director of the Wildlife Division of the Ministry of the Environment, he joined the United Nations University Institute of Advanced Studies in July 2006, where he managed the ESD program and the Satoyama Initiative. In September 2010, he joined the Nagao Natural Environment Foundation. He is now a board member of ESD-J and the DESD World Festival Forum. He also became President of the Wetlands International Japan in January 2013.

Masahiro Kawatei



Masahiro Kawatei, CSR Manager at Hakuodo Inc., was born in Ashiya, Hyogo Prefecture, in 1963. He joined Hakuodo in 1986. He experienced the Great Hanshin Earthquake while at home in 1995. He joined a national carbon emissions reduction project, called Team Minus 6%, just after the project's launch by Japan's Ministry of the Environment in 2005. He was appointed Executive Manager of the Environmental Communication Department at Hakuodo in 2008. Following the achievement of a resolution on education and communication, to which he contributed, at the 10th meeting of the Conference of the Parties (COP10) to the Convention on Biological Diversity, held in Nagoya, Japan, in 2010, he was appointed Representative for CEPA Japan and member of the Commission on Education and Communication of the International Union for Conservation of Nature and Natural Resources (IUCN). He joined Tohoku University's "Tohoku Green Renaissance Project" in 2011. He has served as a facilitator for the theme of "Biodiversity, Our Life, and ESD" at the DESD World Festival Forum since 2012, and gave a speech at the TEDxTohoku event in 2013. He also serves as a member of the Japan Committee for the United Nations Decade on Biodiversity (UNDB), a communication advisor of the FSC Forest Stewardship Council Japan, and a lecturer of the Graduate School of Environmental Studies at Tohoku University. He is also a member of the Japan Professional Photographers Society.

Asahikawa Watershed Academy



Save Japan Project: Supporting
Biodiversity Conservation
Nationwide



ESD JAPAN MODEL

Biodiversity, Our Life, and ESD



KODOMO Ramsar for ESD:
International Wetlands
Exchange Program



Bioregion-based ESD in the Ise-
Mikawa Bay Watershed



Asahikawa Watershed Academy

Asahikawa Headwaters Academy Planning Committee

Japan's unusual patchwork landscape is the result of a multi-generational effort to protect local biodiversity. This landscape is threatened, however, by population decline and the loss of people working to preserve the mountains, rivers, coastlines, roads, bridges, and other resources and infrastructure that keep this land thriving. We quickly need to gather our best ideas and shift this situation toward a more sustainable future.

In Okayama Prefecture, the Asahikawa River harbors a rich community of more than 80 species of fish and 120 species of aquatic insects. This setting has served as the laboratory for various projects in Asahikawa Watershed Academy (formerly, Asahikawa Headwaters Academy), a program started by the Planning Committee in 2010 with the mission of providing outdoor environmental education to high school and junior high school students and community members through real-time monitoring of river wildlife. The Academy implements actions to promote local sustainability by focusing on the entire river—from headwaters to ocean—as a

means and measure of sustainability.

The Academy follows a long line of programs centered on local rivers, including a series of conferences hosted by the prefecture and Okayama City from 1997 to 2002 where junior high and high schools students presented projects on the Ashimorigawa River watershed, and activities by a group of teachers who served as advisors for junior high and high school clubs, namely a summer river workshop and winter environmental conference hosted from 2003 to 2011.

From 2010 to 2012, the communities of Tomi District in Kagaminocho, Shinjoson, and Hiruzen-Tsuguro Highlands, all located in the Asahikawa watershed, took turns hosting a



Asahikawa Watershed Academy event titled "Rediscover Your Hometown!" where participants collected source data on natural, historic, and cultural assets through year-long surveys under the direction of experts. In 2012, the Academy held nine public events across the entire watershed, from the headwaters down to the coastal wetlands. In 2013, we changed the program's name from the "Asahikawa Headwaters Academy" to the "Asahikawa Watershed Academy." We later commenced a biological survey in which all citizens in the watershed could participate at any time of year. We also conducted a number of activities focused on community improvement through watershed conservation and countering the effects of rural population decline, including a water survey in the mid and lower Asahikawa watershed aimed at restoring an endemic species of catfish (*Liobagrus reinii*), a biological survey of the Ukaigawa River watershed, and activities under the title "Takashima Wetlands Eco-museum."

A common theme among these projects is their intention of leveraging the appeal of wildlife observation using local natural resources to stimulate exchange between communities in different areas of the watershed (in other words, a new type of community development in the Asahikawa Watershed built on wildlife observation), and the planning and implementation of new and appealing fieldwork courses and environmental development projects for citizens and students along the watershed. By shedding light on the biodiversity (i.e., biota) that makes the

Asahikawa watershed so special, we hope to increase interaction between downstream urbanites and residents in the rest of the watershed and create a renaissance in nature appreciation, leading to the realization of, for example, our vision for a Asahikawa Watershed Academy Village, place where resident researchers can stay and lead wildlife observation and river development projects all along the watershed.

Okayama Wildlife Research Committee: <http://k1.fc2.com/cgi-bin/hp.cgi/phalcon/>





Save Japan Project: Supporting Biodiversity Conservation Nationwide

Sompo Japan Nipponkoa Insurance Inc.

The Save Japan Project is a multi-stakeholder initiative working to conserve biological diversity across Japan. The Project works like this: When customers take out an automobile insurance policy from Sampo Japan or Nipponkoa, or when they get their vehicle repaired following an accident, we recommend that they go paperless (allowing them to view their insurance policy and its terms and conditions through our official website) or use recycled parts for their car. When customers choose these options, we donate a portion of the saved costs to NPOs across Japan's 47 prefectures to support their grassroots biodiversity conservation efforts. The Japan NPO Center, national environmental groups, and local NPO support centers, which provide assistance to local civic activities, serve as intermediaries. Examples of these activities include cleanups in wetland areas to prevent red-crowned cranes, an endangered species, from accidentally ingesting human litter (Hokkaido Prefecture), and the building of nest boxes for the Japanese dormouse (Yamanashi Prefecture).

The Save Japan Project has three important features. The first is that the project is an integrated part of our business. A portion of the costs saved when customers sign up for a car loan, one of our flagship products, or repair their vehicle is put toward NPO activities, meaning that this money is not merely a donation, but is made possible by our business.



The second feature is that the project is a collaboration with NPO support centers and environmental groups nationwide. We not only partner with more than 120 NPOs and environmental organizations, but we also hold operational meetings as well as conferences for sharing initiatives between partners, which is helping to strengthen NPO networks and stimulate activities. In fact, this project has led to the creation of new initiatives in more than 10 communities.

And, lastly, the third important feature is that such collaboration between stakeholders is making it easier for ordinary citizens to participate in biodiversity conservation. According to a user

questionnaire, while roughly 60% of respondents were first-time users of the program, 98% said that they would participate in an environmental conservation activity again, suggesting that the project is encouraging citizens of Japan to take an interest in the natural environment around them. The project has seen 325 events held across the country to date, joined by more than 18,000 people.

The Sompo Japan Nipponkoa Group will continue through its business to take concrete steps toward a more sustainable future in ways that promote collaboration between business, communities, and ordinary citizens.

<http://savejapan-pj.net/>



ラムサール条約釧路会議20周年記念事業

ラムサール条約釧路会議 + 20



KODOMO Ramsar for ESD: International Wetlands Exchange Program

Ramsar Center Japan

KODOMO Ramsar for ESD is part of KODOMO Ramsar, an environmental education program for children (kodomo means children in Japanese) that Ramsar Center Japan has been implementing at Ramsar wetlands across Asia since 2002. These ESD activities were conducted seven times in Japan and in other Asian countries (Thailand, Malaysia, India, and China) from 2011 through 2014 so children can learn the value, importance, and diversity of wetlands.

The value of wetlands lies not only in their rich biodiversity but also in their precious resources, which provide us a variety of benefits and services, such as water, food, buffering against disaster risks, and recreation. The mission of the Ramsar Convention is to promote the conservation and wise use of these wetlands. The appreciation of wetland ecosystems as well as participation in programs under the Convention are essential for a sustainable society, especially in Asia, where many people live around wetlands, such as rice paddies and rivers.

In KODOMO Ramsar programs, about 30 to 50—sometimes as many as 100—elementary to senior-high students representing the host Ramsar wetland and other Ramsar wetlands gather

together for a two-day or four-day camp, where the children: 1. Present their home wetlands and experiences in conservation activities, 2. Learn about the host wetland scientifically from local representatives and professionals, 3. Participate in a field trip to see examples of wetland conservation and wise use demonstrated by local farmers, fishermen, merchants, and residents, 4. Discuss in groups of five or six to identify six 'treasures' (or benefits) provided by the wetland they visited and



"KODOMO Ramsar for ESD in Lower Chao Phraya River, Thailand" held in January 2014 under the auspices of UN-ESCAP, UNEP, and other organizations.

draw them in a picture, 5. Choose the top six from all the treasures identified (six times the number of groups), and 6. Make a "treasure poster" with a slogan to call for action to conserve the wetland.

Exploring Ramsar wetlands in this way allows participants to see the different types of wetlands and their environments. Teachers in Shiga Prefecture who came up with the idea for this program encourage children to discuss and rediscover the value of wetlands, as well as the relationships between wetlands and the living things, including human beings, they support, from their own viewpoint without too much assistance from adults. The outcomes of the discussions are compiled as a recommendation to local governments and relevant parties. This program has helped to broaden exchange between children, forming extensive national and global networks, and has inspired local people at various wetlands to launch their own KODOMO Ramsar campaigns.

Started in 2002, KODOMO Ramsar, which includes KODOMO Ramsar for ESD, is an ongoing international program that, thus far, has been held 47 times in nine countries with participation from 3,720 children.

<http://homepage1.nifty.com/rcj/>



Bioregion-based ESD in the Ise-Mikawa Bay Watershed

Chubu University (the Key Institution of RCE Chubu)

Chubu University is a managing institution of RCE Chubu, which is one of the Regional Centers of Expertise on Education for Sustainable Development (RCE-ESD) certified by United Nations University. Since its establishment in 2007, RCE Chubu has developed activities to promote sustainability in the Ise-Mikawa Watershed Area, a catchment basin of rivers that flow into the Ise Bay and the Mikawa Bay. This area roughly covers the three prefectures of Aichi, Gifu, and Mie in the Chubu region. The university offers the Ise/Mikawa Watershed Area Seminar Series (ESD Seminars) as part of this bioregion-based ESD, seeing fragmentations within the watershed, or between watersheds, as a hazard for sustainable development. The objective of ESD Seminars is to cultivate human resources capable of identifying and resolving challenges involved in the natural environment, economy, and society of the region that could impede its sustainable development. Working together with organizations that address these distinctive challenges, the seminars aim to create a platform for learning, sharing experiences, and networking. Since fiscal 2012, 36 seminars have been held in each of the past three years to discuss 33 locations around the watershed of the 11 major rivers (three locations for each river at its upstream, middle basin, and downstream) and three locations around Aichi Yosui (an irrigation channel) within the Ise/Mikawa

area. By 2014, we hope to shed light on one hundred regional issues and the organizations tackling them.

Issues discussed in the seminars reflect the diverse aspects of ESD, not merely environmental problems, but issues related to foreign labor and poverty, shortage of workers in the primary sector, community development of hilly and mountainous areas, and perpetuation and advancement of traditional cultures. The ESD seminars focusing on biodiversity, among others, highlight a



number of efforts made by local people: beach litter cleanups on Toshi Island, primarily conducted by young ESD leaders from across the country (downstream Miya River); the Matsunase Coast river survey regularly conducted by students from Mie Junior High School (downstream basin of the Kushida River); Chisato Satoyama conservation project co-organized with Mori-no-kaze Kindergarten (upstream basin of the Kaizo River); Biotope Festival by students of Nishihirose Elementary School (upstream basin of the Yahagi River); reed cutting and boat building on Aburagafuchi Lake (downstream basin of the Yahagi River); and a seminar to learn about the blessings of water from the Aichi Yosui with local people (downstream basin of the Aichi Yosui).

In addition, we organize forums for local organizations to present their on-going activities and exchange information on a regular basis. These ESD seminars have led to substantial results—for example, the voluntary planning by local stakeholders of exchange events between organizations located in upstream and downstream basins.

www.chubu-esd.net (in Japanese)

www.chubu-esd.net/eng

RCE Chubu Facebook





Education for Sustainable Production and Consumption



Education for Sustainable Production and Consumption

Dialogue:

**Tadashi KAWASHIMA and
Masao SEKI**

Kawashima: I want to talk with you about sustainable production and consumption, but first I'd like to point out that my own home ground is outdoor environmental education. So one thing we have in common is education, see? That's probably going to be the biggest theme in our discussion today: how to get people to understand sustainability.

Mr. Seki, can you start by talking about the "E" in ESD, from your perspective as a member of Sampo Japan, or as a businessman in general, or as a professor at Meiji University?

Seki: I've spent many years promoting CSR, and one thing I've learned is just how difficult it is to establish a CSR practice within an organization. It all comes down to three elements: vision, system, and education. You need to form a vision, or philosophy, about why you're doing it and what you're aiming for. Next, you need to create a mechanism for managing the effort to make sure your vision doesn't end up being just a pie in the sky. And finally, since the system in actual practice will be used by employees, it's important to educate them and make sure everyone fulfills his or her responsibility.

These three elements are mutually reinforcing, and the overall effect is zero if just one is missing.

Kawashima: Hearing college students talk lately, they seem to be showing an interest in CSR and environmental initiatives in the

business sector. And it's not just something they're saying because it sounds good in a job interview.

Seki: In my own interaction with students, I can sense their emotional capacity or sensitivity to understand issues like the environment and inequality. They want to work at such companies on an honest level. Recent changes in the global environment and the spread of CSR must be having a real effect on the awareness of today's students.

And that's another area where having a CSR program can pay off for businesses. There's a huge advantage to attracting talented workers who will work for the company with a strong moral compass.

Kawashima: When do people learn something like business ethics? During school? Or after they graduate and start working at a company where they provide various products or services? Companies shouldn't have to do all of the educating, for sure.

Seki: That's something that should be taught at every age level. It's important to learn general knowledge as a student, and it's also important to learn about the various problems that exist as part of one's work at a company. Take the drought insurance we recently developed for Thailand farmers as an example. Most college graduates can't even imagine the relationship between

environmental problems and insurance—until they start working for a company. And once employees learn that insurance can help solve problems caused by climate change, it serves as a hint for developing solutions in other fields, too. Real-world examples are a great learning tool.



Kawashima: Okay, so what about the sustainable consumption part of our discussion?

In textbooks, we see sustainable development defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." But there are different levels of meaning to the phrase "needs of the present." The problem with the age of mass production-mass consumption was this idea that you can do so to

your heart's content. Considering that the world's resources are limited, I feel like the definition should include something about practicing some self-restraint.

Seki: If you're trying to change the way our societies work based on the same pattern of thinking of past generations, then yes, you inevitably come to the conclusion that we need to forgo comfort for the sake of others. But ideally we want to redesign society while maintaining current standards of living. In other words, we need to dramatically change society as a whole, on the level of entire systems, markets, financial industries, and so on, not just individual parts.

And that's where I think companies have a big part to play. In fact, some companies are already trying to drive social reform through collaboration with other stakeholders; it's one of the changes we're seeing in CSR today. For example, it's said that 70 to 80% of the environmental impact of products stems not from manufacturing processes but from consumption. Once you realize that consumption is such an important stage—whether we're talking about a car or a bottle of shampoo—you can start to develop, and consumers can start to use, products that emit less carbon. The idea is to account of not just your upstream supply chain, but your entire value chain, which includes everyone downstream.

Kawashima: What you're saying is that companies can make an even greater contribution to sustainability by addressing the entire value chain, right?



Seki: Consumers have their own responsibility to use products sustainably, but the important point here is for companies to say, let's do this together! To call out to customers through their product advertising and marketing. To promote sustainable consumption in addition to the basic requirements of protecting consumer rights and prioritizing their health and safety. Companies need to make an effort in this area, of course, but this is where consumers' role or responsibility comes in, starting with the decision about what to buy, and extending to how to use what you've bought.

Awareness and education is critical for this to happen, and all stakeholders are taking up the charge, not just businesses but governments and consumer groups as well—this is CSR minus the "C", in other words the "SR" in ISO 26000. Consumer education is the one social responsibility that's perhaps most applicable to all organizations. This is a key point when talking about sustainable consumption.

Kawashima: In cities in Japan we're seeing an increase in the number of cooperative living arrangements such as share houses, something I find appealing from an environmental perspective since energy consumption per person also declines. Should we be thinking of style of living as being included in the term "consumption"?

Seki: Absolutely. Consumers choose for themselves how to live, but there are limits to realizing sustainable lifestyles if we don't change the way the entire society works, including housing policy and urban planning.

One change we've seen in Japan in recent years has been a move toward value chain thinking and consumer engagement. Another is cross-sector collaboration. The Japan Business Federation and consumer organizations have started to work together on consumer education events, and partnerships between businesses and NPOs/NGOs have deepened

considerably over the last decade or so. In Europe and the U.S., NGOs are powerful and have earned a high level of trust from society. They're generally at odds with corporations, using public criticism to keep them in check. In Japan, the relationship is different. NPOs and NGOs actively seek assistance from corporations and try to forge partnerships with them. Their relationship is cooperative, which is unusual globally speaking.

Kawashima: The Kiyosato Educational Experiment Project (KEEP), through which for many years I've been involved in environmental education, also started reaching out to businesses around 2005, and before we knew it half of all our programs were outsourced by businesses, alongside municipalities and schools. For example, we would work with an energy producer to create a program where participants go to a hydropower plant and learn about the connection between electricity and natural systems, and that experience would lead to ideas for new programs, or become a program in itself.

Seki: A good example is the story where Greenpeace succeeded in pressuring industry, including Japanese manufacturer Panasonic, into using refrigerants free of CFC.

This might broaden the discussion a bit, but there's a growing view that companies, as solution providers, should incorporate

CSR into their business strategies. And indeed, more and more companies are working strategically to solve social issues.

This is Michael Porter's Creating Shared Value (CSV) concept—business providing the solutions society needs. Creating shared value is about creating value that is good for both society and business.

Conventional CSR, put rather bluntly, was something companies did out of a sense of obligation, or without a strategic objective for their business. Managers are finding it more palatable to shift toward CSV, and I think that's helping to drive CSR forward.

Kawashima: Perhaps CSR should have been CSV all along.

Seki: CSR and CSV aren't entirely synonymous, and that has to do with negative versus positive impact. CSV is definitely about positive impact. CSR has two sides—maximizing positive impact while minimizing negative impact—so it's better to think of CSR as including CSV within it.

Kawashima: What kind of challenges are there when we view these concepts from the perspective of education?

Seki: Until recently, primary and secondary education has been the main focus of ESD. But lifelong learning is also important, and

especially critical for people in the business world who have a huge role to play in social reform. As I said earlier in our discussion, a CSR program will yield nothing without education. And since strategy is also an important part, employees in the CSR department can't be the only ones working on it; everyone in the organization, from business planning to product development, need to be working to create social value as a company. More and more people agree that this collaboration enhances the company's value in the long run. In that sense, rather than concentrating simply on ethics, the scope of education should probably be broadened to include cultivating people who can implement CSR strategically.

In terms of ESD for business, that's a good place to focus on going forward.

Kawashima: The entire basis for having ESD is the fact that the societies we currently live in are unsustainable, right? So education tends to about scare tactics. Instead, I think it's important to paint a picture of the kind of sustainable future we want. To form a vision of which direction we want to go. I've heard that in Sweden, a doctor started this by distributing a picture book that asked what a sustainable future looks like. What type of energy should we use? What should we eat? How do we interact with various resources? With the climate? Paint a detailed picture

that everyone can understand. Instead of going on a negative rant about how bad things might get, we should be saying, let's go in this direction! What an exciting world awaits us over there! Let's build a society like that one!



I see ESD as an act of practicing drawing pictures like these. Does employee education ever include activities like that?

Seki: You're talking about long-term thinking, in other words. Businesses face enormous pressure to pursue short-term profits and results, but at the same time I think they should be expanding their thinking about how society, and their company within society, should be in the future, and what they should do to get there.

Kawashima: In a way, thinking about what kind of future to build is a responsibility. We have a responsibility to think long-term and get something done that we can share proudly with the next generation. There are also a lot of decisions we need to make right now.

Seki: Businesses are working independently on a variety of discrete problems like safety, carbon emissions, etc., but the impacts tend to be small because the scale of the efforts themselves is small. We should be thinking about how to scale up these efforts. To do that, we need more people, and a greater diversity of people, to get involved and work together on these problems.

Kawashima: You mean take a multi-stakeholder approach?

Seki: Exactly. And for that, it's important that businesses show leadership. Until recently, businesses weren't actively taking part in UN negotiations on the building of an international framework for climate change. Meanwhile, we're coming up against natural limits and various problems are emerging, in the environment and in society. And the ones with the technologies, know-how, and experience for solving these problems are companies. If that's the case, how can we tap into corporations' resources and deploy them globally? What I'm saying is that industry

participants should actively take part in setting the rules, by expressing their own opinion and by having a dialogue with various stakeholders.

At the COP 19 meeting on climate change last year, the UN held a business forum in the official convention hall for the first time. Business forums had always been held at a separate venue. That goes to show how much the UN is calling on business for their help. If we can get companies to think long-term and get involved from the urban planning stage, I think there's so much more they can do.

Tadashi Kawashima



Tadashi Kawashima was born in Tokyo in 1953. In 1980, he joined the Kiyosato Educational Experiment Project (KEEP) Inc., an environmental education group located at the foot of Mt. Yatsugatake in Kiyosato, Yamanashi Prefecture, where, in 1984, he began planning and managing educational programs. As a nature interpreter, he developed environmental education programs that offer hands-on experiences in nature, trained staff, and produced events, among other activities. After leaving the position of KEEP's executive officer in 2010, he has served as a training facilitator using the Kamishibai Presentation (KP) method, and as an environmental education advisor for companies, governments, and NPOs. He has also served as: general producer of the Nature School Forest and Village Nature School at the 2005 World Exposition in Aichi, Japan (2004 to 2005); member of the steering committee and head of the CSR Team at the ESD Research Center at Rikkyo University (2007 to 2012); and executive director of the Tsunaguhi Forum (literally "forum of people who connect") at KEEP (2008 to present). He was designated a Person of Merit for Social Education by the Ministry of Education, Culture, Sports, Science and Technology in fiscal 2008. He was appointed chairperson of the Japan Environmental Education Forum in June 2014.

Masao Seki



Masao Seki joined Yasuda Fire and Marine Insurance Co., Ltd. (currently, Sompo Japan Nipponkoa Insurance Inc.) and since 2001 has been involved in promoting CSR within the company. After serving as an Associate Director and Chief CSR Officer, he was appointed Senior Advisor on CSR at Sompo in 2013. He also helped develop global standards on social responsibility as an ISO 26000 Social Responsibility Working Group expert representing Japanese industry. He has served as member of Japanese government committees on sustainable development and social responsibility at the Cabinet Office, Ministry of the Environment, Ministry of Economy, Trade and Industry, and Ministry of Education, Culture, Sports, Science and Technology. Currently, as Executive Director of the the Sompo Japan Nipponkoa Environment Foundation he is involved in promoting a human resources development program in the environment field, a core project of the Foundation. He is also chair of the Steering Committee of the Council for Better Corporate Citizenship (CBCC) of the Japan Business Federation, and executive member of ESD-J and the Japan NGO Center for International Cooperation (JANIC). In April 2013, he became a specially appointed assistant professor at Meiji University's School of Business Administration.

ITO EN's ESD, from tea plantation to used tea leaves



Experiential Learning Project for Ecology and Energy



ESD JAPAN MODEL

Education for Sustainable Production and Consumption



ESD Shopping: Community-Minded Supermarkets Contribute to the Environment and Society



Energy for Sustainable Development: Education Program on Energy and the Environment



ITO EN's ESD, from tea plantation to used tea leaves

ITO EN, LTD.

ITO EN is a Japanese beverage company established in 1964. Today the company has consolidated sales of 437.7 billion yen, the main source of which is green tea.

Based on its customer-first policy, ITO EN strives to achieve sustainable production and consumption in all phases of its core tea beverage business, from tea cultivation to the recycling of used tea leaves. In 2013, the company won the Porter Prize, an award organized by Hitotsubashi University Graduate School and given annually to Japanese companies that have achieved superior profitability with unique strategies in product, process, and management, for its unique green tea business model, which integrates the concepts of corporate social responsibility (CSR), as defined in ISO 26000; creating shared value (CSV); and education for sustainable development (ESD) through a comprehensive corporate policy. ITO EN's practices in the business of this traditional Japanese beverage offer a good example of ESD that can be implemented across entire value chains.

At present, ITO EN handles about 24% of all crude tea produced in Japan (fiscal 2013 data). In 2001, the company started a program to revitalize tea-growing regions and ensure the stable procurement of tea leaves for its products. This has been done through contracts with farmers of existing tea plantations as well as deserted farmland in four prefectures in Kyushu to buy all they

produce. The company also supports community development by training farmers in stable farm management and farming methods, creating jobs, and improving self-sufficiency—a "community ESD" effort that also leads to sustainable production. The company has also developed a system to recycle used tea leaves generated during the manufacturing process by incorporating part of the leaves into paper products and other materials; this contributes to reduced CO₂ emissions, the saving of other resources, and the recycling of waste all at the same time. Through collaborative studies with partner companies, 30



Fostering tea experts

products have been developed from this recycling system to date. These recycled products also retain the aromatic, deodorant, and antibacterial properties of the tea leaves. Offering, for example, a paper-folding class using origami made from used tea leaves provides a participatory ESD opportunity for young people as well as consumers.

In marketing, the company has contributed to the preservation of world heritage and its application in education by running campaigns, such as Making Japan Beautiful Through Tea, to spread *washoku*, Japanese food culture, as an intangible world cultural heritage.

Among consumer-related initiatives, the Oi Ocha New Haiku Contest has collected some 26.2 million poems from the public over the last 25 years, displaying the winning entries on product packaging. These poems are also now used in education at about 2,600 schools nationwide. The company has also supported the ESD Free Haiku Contest organized by the Japan's Ministry of the Environment, and offered to place the selected poems on some of its products. In addition, ITO EN has implemented ESD for educators through its in-house Tea Taster Qualification System, which features expert coaching for beginners as well as providing hands-on education outside the company, such as a class on green tea brewing as part of the company's reconstruction assistance for disaster sites in Tohoku.

The company also advances international understanding through ESD. Initiatives in this area include a program to revitalize tea-growing regions in Australia, English haiku campaigns in 35 countries, and promoting understanding of Japan through sugar-free tea culture. In 2014, ITO EN has created an ESD Global Action Program (GAP) that includes assistance and an organizational structure for ESD measures as well as plans to expand ESD-related activities, through which ITO EN is striving to transform itself into a global tea company.

ITO EN's CSR initiatives: <http://www.itoen.co.jp/eng/csr/>



Teaching how to fold origami made from used tea leaves



Experiential Learning Project for Ecology and Energy

Electric Power Development Co., Ltd. (J-POWER)



Electric Power Development Co., Ltd. (J-POWER) is a wholesale power company that owns and operates power plants and power transmission, distribution, and transformer facilities throughout Japan, supplying approximately 6% of the country's electricity through general electricity utilities. The Experiential Learning Project for Ecology and Energy is a hands-on learning program organized by J-POWER as a social contribution initiative in 2007. The mission of the project is to help realize a society that strikes

an equilibrium between the environment and energy. Our modern lifestyle, with its conveniences, pleasures, and also spiritual richness is built on abundant energy, a rich natural environment, and diverse ecological services. We are thus promoting this project to enhance understanding of the links between the environment and energy and a better balance between them, to nurture the spirit, and foster technologies that value both.

Important features of the initiative include: experiential learning programs including power plant tours, outdoor activities, and fun laboratory classes, through which J-POWER and its expert partners demonstrate to participants the links between energy and the environment using simple terms and concepts; and an emphasis on experience and discovery.

Programs have been gradually added and improved over time, creating more opportunities to learn. Today, these programs include: a Hydropower Plant Tour, in which participants visit a hydropower plant and the surrounding forest to discover the secret connection between forests, water, and electricity; Ecology and Energy Café, where participants discuss in a relaxed atmosphere environmental and energy topics presented by guest speakers from diverse backgrounds; a Thermal Power Plant Tour, in which participants explore the technologies and engineering solutions that enable environmental conservation and efficient energy generation at a thermal power plant (Isogo Thermal Power

Plant); and a "Be the Energy Minister" workshop, in which participants simulate energy policies through a card game.

From our experiences in this program to date, we have realized that valuing our interaction with participants, and having sincere communication with them in a style that allows learning from each other instead of our teaching them something as professionals, gives us a valuable opportunity to further improve on our social contribution and social responsibility activities. We will continue to implement and improve this and other projects, gradually and within our means, so more people can participate.

<http://www.jpower.co.jp/english/>

<http://www.jpower.co.jp/ecoene/> (in Japanese)





ESD Shopping: Community-Minded Supermarkets Contribute to the Environment and Society

UNY Co., Ltd.

Uny, an operator of community-minded retail stores (supermarkets), carries out programs with our customers, local governments, local NPOs, supply chain members, and local businesses. These programs provide participatory, hands-on opportunities to learn about production and manufacturing, transportation, and consumption, and to discover how everyday shopping can contribute to a sustainable society. We would like to take this opportunity to introduce some of our programs.

Eco Supermarket Search: This program offers the opportunity to learn about environmental stewardship through shopping, providing a hands-on learning experience facilitated by the managers of our stores. The program presents our efforts to separate and recycle waste, and to collect and recycle the food packaging and wrappers that customers return to the store. In addition, participants have the opportunity to search for products with eco-labels in the store, and to make crafts using materials that would otherwise be thrown away as waste.

Eco-Interpreter Workshops: As part of our efforts in ESD, Uny holds a series of workshops to train local citizens to be environmental interpreters. Centered on the theme “Shopping Will Save the Planet,” participants gain hands-on experience in nature observation, farming, traditional food preparation and manufacturing, and eco-friendly cooking, and study how to communicate effectively. Graduates of the class go on to play



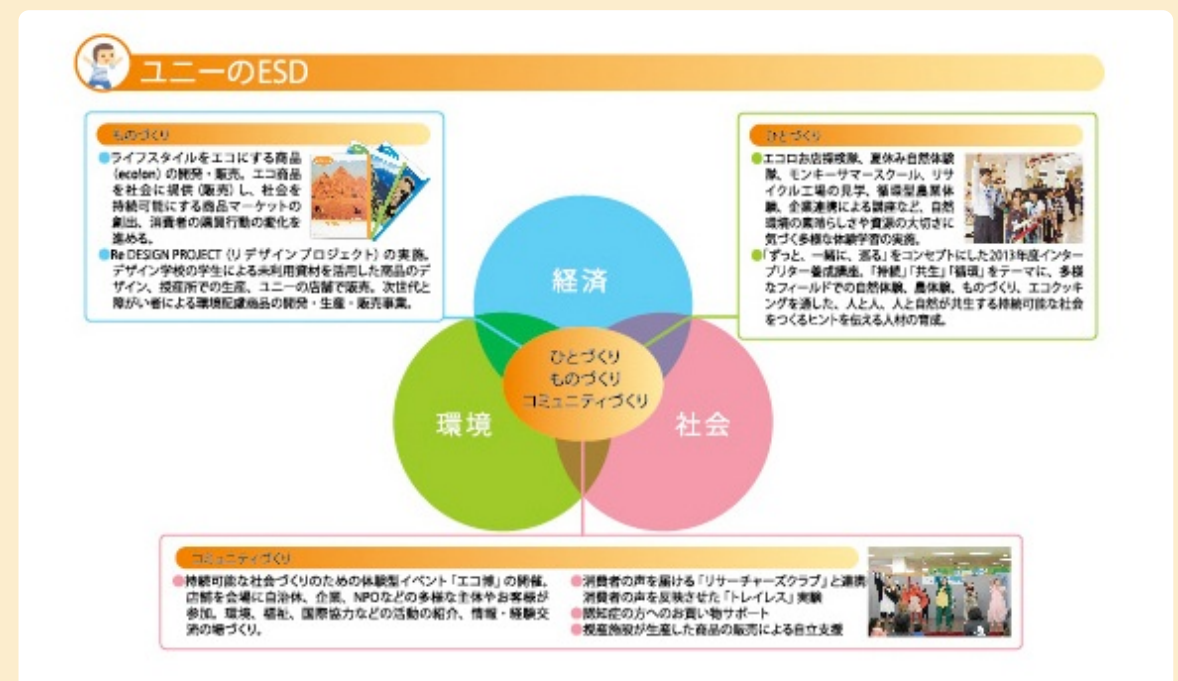
active roles in various environmental education programs.

Exploring Nature—Summer in Shirakawa-go: This is a program for children, providing them, after signing up in our stores, the opportunity to make friends while learning about the wisdom of their predecessors and the connections between culture, tradition, and nature at the Toyota Shirakawa-Go Eco-Institute, an environmental education facility at the Shirakawa-go World Heritage Site in Gifu Prefecture.

The Japan Monkey Centre Summer School: Participants discuss the topic “Who Are We?”, learn about the abundance and importance of living things, and examine the life forms closest to humans: monkeys and apes.

Re Design Project: Through this program, which draws on the potential of local resources in regions where textile manufacture is a key industry, Uny works to connect several projects by using resources effectively, promoting social participation among the next generation, and promoting work opportunities for the differently abled. To accomplish this, we provide unused cloth and materials from local businesses, work with students to host an environment and creation-themed design exhibition with seven local design schools, and work with local vocational centers (work facilities for the differently abled) to turn award-winning creations into products that are then sold in our stores.

Through activities like these, Uny leverages local resources toward its ESD efforts, fostering “children and adults who think and act on sustainability issues as a personal responsibility.” We see our supermarkets as local centers for communication, providing a space for the exchange of information and experience in learning about topics such as the environment, social welfare, and international understanding.



A photograph of a classroom where several students are raising their hands, indicating an interactive session. The students are seated at desks, and the focus is on their hands and upper bodies. The background is slightly blurred, showing a typical classroom setting with a teacher and other students.

Energy for Sustainable Development: Education Program on Energy and the Environment

Tokyo Gas Co., Ltd.

Our gas business began with the servicing of gas lamps in Meiji Era Japan, a symbol of modernization and enlightenment at the time. Since then, Tokyo Gas Co., Ltd. has been supplying essential energy to people living in the greater Tokyo metropolitan area for 130 years. The raw material used to make gas has changed over time, from coal to petroleum to natural gas, while its application has also evolved, from lighting and heating, to cooking and hot-water supply, to air conditioning and power generation.

Japan's experience in the 2011 earthquake and tsunami and the ongoing search for newer, more climate-friendly forms of energy use mean that natural gas will assume an increasingly important role as a low-carbon energy source. Tokyo Gas will continue to support ESD and urban living by providing clean natural gas as "Energy for Sustainable Development."

Since 2002, Tokyo Gas has been conducting various activities focused on the theme "What natural gas can do for a more sustainable society," with the mission of contributing to a new generation of leaders. We have been conducting these activities mainly at primary schools and junior high schools in Tokyo and the other eight prefectures to which we supply gas.

We are helping to foster vitality in these children through a variety of means, most of which focus on energy and the environment. These include holding visiting lectures and hands-on learning



Gas lamp

sessions at schools, training teachers by providing them with information and tours of company facilities, creating various teaching materials and an educational website that supports student research projects, and the operation of corporate pavilions where visitors can learn about gas and science in a hands-on, experiential environment. We have given 32,698 visiting lectures, with 985,108 participants to date. While efforts like these are simply our responsibility as a member of society, we remain committed to fulfilling this responsibility now and in the future.

The World of Gas: Full of Wonder and Discovery [An educational website for teachers and children]

<http://www.tokyo-gas.co.jp/kids/> (in Japanese)

Gastenani Gas Science Center [Corporate pavilion]

<http://www.gas-kagakukan.com/> (in Japanese)

Gas Museum [Corporate pavilion]

<http://www.gasmuseum.jp/> (in Japanese)

Tokyo Gas CSR website

http://www.tokyo-gas.co.jp/csr/index_e.html



Scene from a teacher training course)

Historical and Cultural Heritages: Preservation and Applications for Education



A photograph of two men in dark suits standing in a grassy field. On the left, a man with glasses and grey hair looks towards the right. On the right, a man with glasses and a beard looks towards the left. They are standing in front of a large, leafy tree. The background shows a line of trees and distant hills under a clear blue sky.

Historical and Cultural Heritages: Preservation and Applications for Education

Dialogue:

**Shohei FUKUI and
Shizuo NAKAZAWA**

Fukui: I would like to discuss ESD from the perspective of one of the principal themes—Historical and Cultural Heritages: Preservation and Applications for Education—but to begin, could you start by saying a few words about your first encounters with ESD?

Nakazawa: I entered graduate school at the age of 42 to study under Professor Isoo Tabuchi, and what grabbed my interest then was World Studies. I think this is close to the British approach to ESD. But the curriculum was not based on my own region, so I found it somewhat difficult to apply in Japan. That was my first exposure to ESD.

Fukui: How have things been since the start of the UN Decade of ESD?

Nakazawa: I learned about DESD from Prof. Tabuchi in 2006, when I was on the Nara Board of Education. At the time, I was invited to study the UNESCO World Heritage Education Programme with him, and to do so, I started exploring the idea of connecting world heritage education and ESD.

Fukui: My first encounter was as the Chief Producer for Expo 2005 in Aichi, Japan. Everyone in the International Exhibitions Bureau and United Nations was in agreement that the Aichi Expo should be a kick-off event for DESD. Originally, it was decided

that the Expo would have three objectives: play a role in building a sustainable society, protect biological and cultural diversity—in other words, spread the message that the world is an extremely diverse place—and foster an awareness of global citizenship. And we actually incorporated the promotion of ESD into the role of the exposition.

After the Expo ended, I have continued to lend a hand in promoting a broad public understanding of ESD.

Prof. Nakazawa, you were also a primary school teacher at one time, correct?



Nakazawa: In 1998, cultural assets in Nara, the ancient capital of Japan, became a UNESCO World Heritage Site, but at the time, many children even in Nara hadn't seen them yet. So, with the

idea that we should start by learning about Nara, we began local school tours to the World Heritage Site in 2001. At the time I was an elementary school teacher, but that didn't mean I clearly understood the value of learning about World Heritage Sites and history. I was in charge of world heritage education at the local board of education, and it was only when we combined world heritage education with ESD that I really began to grasp its significance. Not only world heritage but also cultural heritage is a useful tool for learning about local history. Energy is needed not only to create cultural heritage, but also to maintain and preserve it over time. Thanks to this dedication, we can see it today with our own eyes. It is the same with society. The society we live in today is a gift borne from the struggles and efforts of people who lived in the past. Once we recognize that, we gain a sense of appreciation for those people. We also then become aware of our responsibility to pass on our heritage to future generations.

Fukui: How does the UNESCO Club at Nara University of Education fit into that approach?

Nakazawa: The first idea behind the UNESCO Club is that the students themselves will be the ones to lead the sustainability movement. Second, because they will all become educators, the

idea is to build their capacity to spearhead ESD. We made these our objectives.

Fukui: And that's when you created the slogan, "Spark a fire in the hearts of children"?

Nakazawa: The basic nature of ESD is to provide the conditions in which people become aware on their own and help carry sustainable society forward. Because of that, I always support students by encouraging them to become teachers who will give their children direct contact with cultural heritage, inspire them, cherish their inquisitive minds, and foster the capacity for them to learn on their own and take action. It is in that sense that I talk about sparking a fire in the hearts of children.

Fukui: Activities connecting the World Heritage Site of Nara with ESD are growing nationally in Japan, but did the idea of a national network come from Nara?

Nakazawa: Nara City has an educational vision for fostering in children a sense of appreciation for their region, through world heritage and local heritage, and who can speak with pride about Nara. Other boards of education share this vision, so we

established the Liaison Committee on World Heritage Education. Today 24 boards of education are involved.

Fukui: You are also promoting collaboration on ESD with institutions of higher education, correct?

Nakazawa: In 2008 there was a proposal from the Miyagi University of Education to create a university network, which led to the creation of ASPUnivNet to support the activities of UNESCO Associated Schools. ASPUnivNet helps schools put together applications for becoming a UNESCO Associated School, assists ESD activities, sends lecturers to speak at school study groups, and so on. It also holds liaison meetings three times a year, where members discuss how to provide support effectively and what its role will be at the Final Year Conference this year.

Fukui: What about international exchange?

Nakazawa: We had an exchange between educators and students of the ESD Society at Nara University of Education and the Hong Kong Institute of Education, on the theme of music. Also, when the Hong Kong Institute of Education held an Art for Peace Festival, we had the opportunity to speak about how

effective it is to include historical and cultural heritage in the promotion of ESD.

Fukui: Is it difficult to spread ESD across all disciplines of a university?

Nakazawa: My classes are open to all students, and my university also offers an Introduction to ESD class using a teleconferencing system jointly with Osaka Kyoiku University and the Kyoto University of Education. Institutionally, University Vice-President Hisao Kato is the main figure promoting ESD within the university and across the region collaboratively.

Fukui: We have also held ESD Theme Conferences to shed light on a number of excellent practices in ESD and show people that ESD is an intrinsic part of many efforts already going on around us. The objective of the conferences was to redesign educational programs by incorporating wisdom and knowledge about building a sustainable society, and to facilitate group learning by engaging participants in model activities from around the country.

I would like take a moment now to introduce a few of the models we examined. First, the Ohda City model. This project is

centered on the Iwami Ginzan Silver Mine World Heritage Site in Ohda, Shimane Prefecture.

Nakazawa: This is an initiative to foster an identity among people in the local community, including the mine guides, local schools, and other people of Omori town, based on Iwami Ginzan. Donations raised through the Ginzan Fund help all primary and middle schools in the city go on class trips to the mine, which is no longer operating. The Ohda City Board of Education is also participating in the Liaison Committee on World Heritage Education.

Fukui: What about the Yanagawa Elementary School model?

Nakazawa: When I visited the school in Koto Ward, Tokyo, last year, parents and other community members were using old photos and maps as materials for studying the area's history and development. The foundation was in place for learning about the region collectively, and on that foundation they built ESD initiatives using local cultural heritage. Mr. Toshio Tejima, the school principal, also developed an ESD calendar that has been fully incorporated into the annual curriculum.

Fukui: I understand the curriculum goes from first-year to sixth-year students.

Nakazawa: I would like to see ESD included in every subject, but each subject has its own objectives and content. The ESD calendar is designed to help students develop the capacity to recognize ESD in each subject, and to draw connections between them in the classes on integrated studies. This has become a national model, and is being used at many UNESCO Associated Schools.

Omuta City in Fukuoka Prefecture has also made something called a story map based on the ESD calendar. The city has no designated World Heritage Sites, but it is important to foster a greater appreciation for things individuals and the community hold dearly. Since this is the birthplace of the Japanese card game known as *karuta*, Omuta has a system, called the Children's Omuta Certification, for children to learn about the value of Omuta and its historical and cultural heritage using *karuta* cards.

Fukui: Could you also speak about what's going on in Yakage Town in Okayama Prefecture?

Nakazawa: Teachers at Yakage Senior High School have put together a program they call "Yakage Studies." Students from primary, middle, and high schools learn about their hometown and how to promote it to others. In an initiative in which children act as tour guides, it is the primary school kids who talk to the

tourists, rather than the middle or high-school students, who tend to be more shy. It looks like they're doing a good job of making the best use of everyone's role to initiate dialogue.

Fukui: What kinds of activities do you now have in mind for spreading ESD more broadly?

Nakazawa: When we were looking for a way to extend our efforts to adults, you suggested we look at combining education with tourism. You said it would be good if, through tourism, local people could introduce local attractions and help visitors get to know the area. Three years ago, we started holding the ESD Nara Roundtable Meetings. But since there is no platform for gathering participants' initiatives all in one place, I think it would be ideal if we had a way to make all initiatives viewable, on the Internet for example.

Fukui: When I visited the UK in 1998, I realized that the learning experience itself would become increasingly important. But I was not sure how to convey the idea to the Japanese, so I coined a term with six Chinese characters that I then communicated to the media: *sanka-taiken-gakushu*, meaning participatory, experiential, and fun learning. And in fact, in countries like England and Italy, history and culture-related programs start at preschool, and all

programs are aimed at the respective learner's level, to make the learning participatory, experiential, and fun.

I incorporated these ideas into the Aichi Expo, and when producing the event to commemorate the 1300th anniversary of the relocation of the Nara capital. Prof. Makoto Ueno of Nara University helped us by preparing teaching materials and developing a program. Interest in history and culture is growing, and there are various local certification programs, but I really believe that if education was designed to be participatory, experiential, and fun, there would be more inspiration for mainstreaming ESD.

Nakazawa: In Nara, the Nara Period and Heian Period (710-1192) get a lot of attention, and tourists also have a high level of interest, but local history during the Edo and Meiji Periods (1600-1912) is virtually unknown to most people. So I would like to create a process whereby people can join in the development of a mini-tourism program, so that people who have participated in participatory, experiential learning can rediscover forgotten local cultural heritage, and encourage others to come and see local attractions.

Fukui: What is the local ESD consortium in Nara working on?

Nakazawa: The idea is to create a Regional Center of Expertise (RCE) on ESD. Something is starting to take shape in overall regional coordination to promote ESD, in collaboration with the Nara Prefectural Board of Education, and in close contact with local boards of education, including Nara City and Kashihara City in Nara Prefecture, Hikone City in Shiga Prefecture, and Hashimoto City in Wakayama Prefecture. Corporations and other entities are included too. Discussions are also underway to develop an attractive program, in cooperation with interpretive



volunteers at the Nara National Museum. I am hoping that the museum experience program developed here can also be broadly used elsewhere.

Fukui: Can you now say something about your vision for an ESD network?

Nakazawa: I am of the mind that ESD comes from changes made from the bottom up, so my vision for a network is also for a liberal approach, with local initiatives being communicated upward from the local level, and value being enhanced by cross-referencing with other initiatives. It would be good to have a way to consolidate all of this in one place.

Fukui: Where stakeholders can find things like templates for teaching materials, and sources of funding?

Nakazawa: When someone wants to promote an idea, people need a place where they can seek out the information. That's what I'm thinking.

Fukui: It seems you're thinking more of a new form of communication network, instead of a national top-down network. In closing, do you have any advice for teachers who would like to start doing something with ESD?

Nakazawa: For any teacher looking to put lessons together on historical and cultural heritage, they need to do three things. The first is a literature search. Every municipality has created some



kind of booklet or material summarizing their local history, just as Nara City has done. Teachers need to read them and find what interests them. The next is field research. See the place with your own eyes, feel the local ambiance, and get a deeper sense of the place. And lastly, for the things you cannot grasp just by seeing, it is important to do interviews. These three steps are essential. By following all three, you will discover some interesting aspects of local historical and cultural heritage, and develop the capacity to introduce them to others. Once you've piqued the students' interest, you can have them do their own search for historical and cultural heritage, and then share what they found in a group study session. Also, by looking at one's local area not only in the present but from a chronological perspective, we can cultivate a sense of appreciation for our communities. If we extend this process to include discovering things connected to regional

sustainability, then the group will acquire a desire to take action, and this should naturally evolve into action for realizing a more sustainable community.

Fukui: I hope that the Nara University of Education will serve as a hub to promote ESD initiatives regionally, and that any time someone in Japan begins sustainable community development through history and culture, they will seek advice from Nara. I wish you the best in all of this.

Shohei Fukui



Shohei Fukui served as chief producer of the 2005 World Exposition in Aichi, Japan, which was designated as a kickoff event for the DESD campaign. He played an active role in making a number of projects in the Expo a success, including: Global Citizens' Village, a collaborative project of international NPOs and NGOs aimed at promoting global sustainability; the Plaza for Citizen Interaction, where Japanese stakeholders discussed diverse themes; and the Nature School Forest and Village Nature School, which offered immersive environmental education programs. These efforts earned a high reputation globally. Since then, he has placed himself in the field of ESD implementation and actively participated in grassroots ESD promotion campaigns.

Director of the Japan Institute of Eventology

Director of the Japan Design Consultants Association

Community and Urban Development Advisor, Organization for Small & Medium Enterprises and Regional Innovation, JAPAN
Executive Director of the Kasai Rinkai Environmental Education Forum

General Producer of the Japan Pavilion exhibitions for Expo Milano 2015

Shizuo Nakazawa



Shizuo Nakazawa was born in Osaka in 1960. He joined the Teacher Education Center for the Future Generation at Nara University of Education, where he is responsible for training prospective teachers on ESD leadership and serves as an adviser for the UNESCO Club. He is also engaged in promoting ESD in the Nara area as chief of the Nara ASP Network and as ESD coordinator for a project at Nara University of Education that was awarded, among a consortium of universities, a subsidy in fiscal 2014 for UNESCO activities (to promote ESD for the development of global human resources) by Japan's Ministry of Education, Culture, Sports, Science and Technology. Furthermore, he is also involved in a project to develop and expand an ESD environmental education program for training sustainability leaders in Kinki, a large region that includes Nara, Kyoto, Osaka, and Kobe, as a member of the executive committee and producer of the project at the Kinki Regional Environment Office of the Ministry of the Environment. His interests include travelling and camping for the purpose of developing ESD educational materials.

ESD through Cultural Heritage Sites



Iwami Ginzan Silver Mine: Educational Programs and Activities



ESD JAPAN MODEL

Historical and Cultural Heritages: Preservation and Applications for Education



The Yakage Model: ESD
for Raising Community
Leaders



Studies on the History of Our
Hometown, Fukagawa



'Children's Omuta Certification'
Encourages Children to Study
Historical and Cultural Properties



ESD through Cultural Heritage Sites

Nara University of Education

Nara Prefecture, where the Nara University of Education is located, has three World Heritage Sites: Buddhist Monuments in the Horyu-ji Area, Historic Monuments of Ancient Nara, and Sacred Grounds and Pilgrimage Routes in the Kii Mountain Range. Isoo Tabuchi, an advocate for World Heritage education, has classified this education into three categories: education about World Heritage Sites, to help people understand the value of our world heritage; education for World Heritage Sites, to foster a desire to preserve World Heritage Sites for future generations; and education through World Heritage Sites, to teach people the history of World Heritage Sites and the process of preserving them so they can contemplate what they mean. The concept the Nara University of Education is promoting is "ESD through World Heritage Sites."

One of the goals of ESD is to change people's values and behavior for the development of a sustainable society, and to involve everyone in the process of sustainable development, from the bottom up. Commenting on the kind of values that Japan hopes to cultivate in its citizen through ESD, the country's Action Plan for ESD states an intention to integrate consideration for the environment, human rights, and culture into social and economic systems. It identifies climate change, resource depletion, and biodiversity loss as

environmental challenges, and inequality, peace issues, intolerance to different cultures, and poverty as challenges for human rights and culture. ESD offers a way to learn about these global issues from an inter- and intra-generational equity perspective.

World Heritage education is designed to help people develop a sense of urgency and personal responsibility regarding these issues by developing and using educational materials on nearby World Heritage Sites and other cultural properties. It is also designed to help people develop a greater capacity for critical thinking, systems thinking, and communication through a process of learning that juxtaposes local/regional and global issues. For instance, the Buddhist Monuments in the Horyu-ji Area and the Sacred Grounds and Pilgrimage Routes in the Kii Mountain Range provide an opportunity to consider respect for cultural diversity, the importance of forest resources, and the Japanese view of nature. Meanwhile, the statue of seated Yakushi Nyorai, the Healing Buddha, at Yakushiji Temple, the treasures of Shosoin, and the life legacy of priest Ganjin, the founder of Toshodaiji Temple, provide an opportunity to consider the importance of international cultural exchange. Moreover, the wish to see "every animal and plant flourish," to which the colossal statue of the Buddha at Todaiji Temple was dedicated at the time of

its construction, provides an opportunity to contemplate sustainable society itself.

Our university has set up a "joy of learning" project to promote learning using the five physical senses, carried out by a multi-stakeholder network of undergraduates, graduates, and practicing teachers. This project offers such activities as on-site training for teachers, both practicing and prospective, focused on World Heritage Sites and local cultural properties, and an ESD camp for children in cooperation with teachers of local UNESCO Associated Schools. Moreover, regarding sightseeing as "ESD for adults," we have explored ways to apply ESD to lifelong learning through the integration of education and tourism.

Sense of values and the ability that we want to bring up in Education for Sustainable Development (in Japanese)

<http://www.nara-edu.ac.jp/CERT/bulletin2014/CERD2014-R14.pdf>

Keynote Speech for International "Arts for Peace" Research Symposium
Ethical Values and Abilities to be Fostered through Education for Sustainable Development (ESD) / Shizuo Nakazawa, Nara University of Education

<http://jisedai.nara-edu.ac.jp/open/netcommons/htdocs/?>

[action=cabinet_action_main_download&block_id=907&room_id=317&cabinet_id=13&file_id=1728&upload_id=2831](http://jisedai.nara-edu.ac.jp/open/netcommons/htdocs/?action=cabinet_action_main_download&block_id=907&room_id=317&cabinet_id=13&file_id=1728&upload_id=2831)



Iwami Ginzan Silver Mine: Educational Programs and Activities

Ohda City Board of Education, Shimane Prefecture

We at the Ohda City Board of Education are engaged in a variety of initiatives related to the Iwami Ginzan Silver Mine and its Cultural Landscape World Heritage Site. Themes centered on the site include learning about the heritage itself, considering what should be done to preserve and use it, and broadening children's appreciation of local cultural and natural resources in their school districts. Going forward, we intend to explore synergies between our local heritage and ESD through the creation of supplementary reading materials. Currently about 2,500 children are registered in Ohda City primary and middle schools, and some schools are merging due to an ongoing decline in the number of students.

The City makes use of a variety of sites and facilities in its educational efforts, such as the Iwami Ginzan Silver Mine World Heritage Site, Mt. Sanbe National Park, the National Sanbe Youth Friendship Center, and Shimane Nature Museum of Mt. Sanbe, as

well as local cultural resources. We are also promoting the program "Learn About Your Hometown" for locals to study the legacy of their ancestors, as well as village homestays.

One of our core objectives is to promote a variety of learning opportunities on both local and international topics. This is part of our educational messaging about appreciating our hometown and fostering an awareness of distant places outside our region.

Students learn about the value of living near a World Heritage site and visit local sites to build a sense of pride in their local area.

Starting in fiscal 2011, under the Iwami Ginzan Silver Mine Educational Programs and Activities, the Board of Education started a new initiative at primary and middle schools in the city. Board members serve as educational planners for each school and as visiting lecturers, and coordinate on-site activities on field trips. The Board also subsidizes costs, such as transportation to local sites, using



Viewing the mountains around the Iwami Ginzan silver mine from the Sea of Japan by boat. A good way to experience the legend that the silver mine was discovered by an approach from the sea.

the Iwami-Ginzan Fund established through public-private collaboration.

The initiatives described above have allowed us not only to promote field trips to heritage and historic sites, but also to establish annual activity plans with attention given to key heritage assets and diversity, including historic streets where people live closer to nature. For example, for primary schools that have a recognized World Heritage street within their district, instead of having the guides do all of the explaining as the students walk along the streets, teachers also point out relationships and differences in connection with other cultural heritage assets in the school district that are scheduled for study at another time in the school year.

For middle schools that have a heritage site within their school district, we are using the theme of Shinto shrines, symbols of local cultural assets, and having students research the history and current state of their management. They then compare their findings with shrines located in World Heritage Sites across Japan, and summarize their own observations and actions in a report.

In the ways described above, the Iwami Ginzan Silver Mine Educational Program is establishing connections between each school and local heritage in a way that recognizes the unique characteristics of properties within their respective districts. We

report these activities in our World Heritage Education Newsletter (in Japanese), to spread the word about these efforts and their achievements.

Iwami Ginzan World Heritage Center

<http://ginzan.city.ohda.lg.jp> (in Japanese)

<http://ginzan.city.ohda.lg.jp/1750.html> (in English)

English, Korean, Chinese (simplified, traditional).

(Information about World Heritage Education is only in Japanese.)



Learning about minerals and the hardships of ancestors who worked in the mine tunnels.



The Yakage Model: ESD for Raising Community Leaders

**Yakage Senior High School, Junior High School,
and Elementary School, Town of Yakage, Okayama Prefecture**

Yakage is a town of 15,000 people situated in the Odagawa River watershed in rural southeastern Okayama Prefecture. The town developed as a rest stop during the Edo period (1603-1868) and still contains vestiges of inns used by lords and nobility during that feudal era. Also scattered throughout the town are the remains of communities in the Yayoi period (300 BCE-250 CE) that built moats for protection and irrigation, burial mounds of various sizes dating from the Kofun period (250-700), and mountain castles from the Warring States period (1467-1573). As the resting place of various artifacts from Japan's prehistory to the modern era, Yakage is a town rich in history and culture.

Yakage Senior High School has its own unique history as the fourth school of secondary education to open in the prefecture in 1902. In a reorganization with neighboring Yakage Commercial High School in 2004, Yakage Senior High added an environmental course and since then has been implementing ESD using environmental education as a jumping-off point. The class encourages students to find solutions to environmental problems by having them examine the social circumstances that cause them, as well as their interdisciplinary nature, in connection with their own daily lives. This deepens the knowledge they gain through various activities and opens their minds to the connections such knowledge has with real-world phenomena. Through this class and its various projects, the student's

experience a dramatic change in awareness and acquire the skills to exert leadership and influence in their own communities. In 2010, the school extracted the community projects and volunteer activities from the environmental course and expanded it into its own course, titled the Japanese equivalent of "Yakage-ology." The class deepens students' knowledge of the government, history, culture, social welfare system, and industries of Yakage, provides roughly a year's worth of hands-on experience in town facilities, and concludes with a review of activities and presentations on accomplishments and things gained. This experience takes place at medical, welfare,



educational, agricultural, or tourist facilities—fields that are grappling with issues related to the decline and aging of Yakage's population. The number of students entering these fields after graduation is growing, as is the number of students who are giving back to the community by getting jobs in town after finishing higher education.

Students in the school's "local business" class interview the shops that keep operating in Yakage's historic district and create a "Map



of Historic Stores." This class makes a significant contribution to the community as it helps these stores develop and sell products using local produce and materials.

Through their partnership with community members, many students acquire a conceptual understanding of

sustainable town development. Traditional events, ways of living, and historic structures in Yakage are closely tied to the natural environment and exhibit various systems and methods for enriching the community. Learning about these systems provides these students with a major resource for building more sustainable communities in the future.

In a satellite event of a national historic townscape festival in nearby Kurashiki in 2013, students of Yakage elementary, junior high, and high schools helped out by introducing visitors from across the country to Yakage's history and historic streets. This served as impetus for the creation of a Children's Association for Community Development, which has begun town development activities drawing on local history and culture. Adults joined them in 2014, providing more opportunities for people of all ages to contemplate Yakage's future together.

<http://www.yakage.okayama-c.ed.jp/> (in Japanese)



Studies on the History of Our Hometown, Fukagawa

Yanagawa Elementary School, Koto Ward, Tokyo



Fukagawa, where Yanagawa Elementary School is located, is a 400-year-old historic town in Tokyo, Japan. This project is designed to teach children the history of their hometown so they can discover what makes it great and talk about it with pride.

Our town is situated on the Onagi River, a canal originally developed by the order of Tokugawa Ieyasu, the first shogun of the Edo period (1603-1867), to transport salt to Edo, the capital of Japan at that time. Although now the river is quiet and has little traffic, it was once a commercial artery connecting Edo, a major consumption center, to the surrounding region—a quite wide area

including Kanto and Tohoku—from the Edo period to the early Showa period (1926-1935).

Fukagawa was the last stop on the way to Edo, and so many people and goods came to Fukagawa by ship. Back then, the streets bustled with townspeople and workers, and out of their busy lives emerged sushi, a fast food of the day and today a world-class cuisine.

In this class, children learn the surprising fact that sushi was first made in their hometown, and that it embodies the ingenuity of the Japanese because sushi was developed to cook and serve fish and shellfish caught in the sea near Edo safely, cheaply, and deliciously at a time when there was no refrigeration technology. We also pique the students' interest by showing them many other cultural products that came out of Fukagawa.

Students become absorbed in their own studies of local foods, such as *soba* (buckwheat noodle), *tempura* (battered and deep-fried seafood and vegetables), grilled eel, and *Fukagawa-meshi* (a bowl of rice cooked with clams), as well as aspects of traditional life, including *Ikada-no-kakunori* (going down the river on a squared timber) and *Kiyari-uta* (songs of workers who transport timber).

Students also learn about the many intellectuals and artists who lived in Fukagawa, including the haiku poet Matsuo Basho and kabuki actor Nakamura Shikan.

Children study these topics in connection with history class and through the activity of making a brochure to introduce the beauty of their hometown in Japanese class. For teaching these lessons, we receive special support from a historical novelist who lives in town and the Fukagawa *Edo* Museum, a museum of local history. On an open school day, children invite their family, family friends, and fifth-grade students (the class below them) and perform a reenactment of life in the Edo period. Girls wear *yukatas* (unlined cotton summer *kimonos*) with *obi* belts, and show their guests

around the town. Boys wear workmen's *happi* coats and wait for the guests at a sushi stall that they build themselves. Pushing past the shop curtain and coming out of the stall, they call to people and introduce the town, acting just like people in old Edo.

ESD at Yanagawa Elementary School (in Japanese)

<http://www.koto.ed.jp/yanagawa-sho/educationofesd/newpage2.html>

ESD calendar (in English)

<http://yngw.sakura.ne.jp/topics/ESDcalendar/YanagawaElementarysESDcalendar.pdf>

Overall Plan for Integrated Studies Period (in English)

<http://yngw.sakura.ne.jp/topics/ESDcalendar/YanagawaESD.pdf>





'Children's Omuta Certification' Encourages Children to Study Historical and Cultural Properties

Omuta City Board of Education

The city of Omuta is located in the southernmost part of Fukuoka Prefecture. Surrounded by the sea and mountains and rich in natural beauty, Omuta also developed as a "coal capital" of Japan. The city is home to a modern industrial heritage, which has been included among the Modern Industrial Heritage Sites in Kyushu and Yamaguchi. The Japanese government nominated these properties as a UNESCO World Cultural Heritage Site in autumn last year, and momentum toward its formal registration has been growing on a grassroots level. In fiscal 2011, all primary, junior high, and special-needs schools in the city were registered as UNESCO Associated Schools, and since then each school has been engaged in ESD activities with historical and cultural heritage as their main theme.

(1) 'Children's Omuta Certification' Test on Historical and Cultural Heritage
Omuta launched the Children's Omuta Certification test in fiscal 2011 in an attempt to encourage students to develop an interest in and love of their hometown. Children study for the test at school and at home using a guidebook that compiles the city's historical and cultural properties, including human-made structures, sites, people, and foods, into the "50 Treasures of Omuta." Through the test, a growing number of students have broadened their understanding of their hometown and acquired a desire to explore it.

(2) Volunteer Guides and Tours of the Tentative World Heritage Site

Students in school districts with cultural properties included in the tentative World Heritage Site volunteer as tour guides for the properties and also help others in the community clean them inside and out. In doing so, students gain a deeper understanding of what makes their city unique and how the city plans to improve itself. Meanwhile, the city also organizes tours of the cultural properties for all elementary school students in the city. Students then synthesize what they learned and share their newfound knowledge with others.




(3) Hosting the UNESCO Associated Schools Children's Summit

Omuta City holds a UNESCO Associated Schools Children's Summit every January to provide local students an opportunity to present and share their schools' ESD-related projects in the city. Students from each school present what they learned about the tentative World Heritage Site, the town's history and culture, and so on at a local venue and in the venue's lobby. The summit always elicits an enthusiastic response from the audience, which includes the students' parents and other community members, a sign that interest in ESD is growing throughout the city. Our hope is that educational activities like these that are centered on our local heritage will help raise students who will take action toward building a more sustainable society.



Omuta City Board of Education Website (in Japanese)

<http://www.city.omuta.lg.jp/kyouiku/>



Education for Poverty Eradication and Social Justice

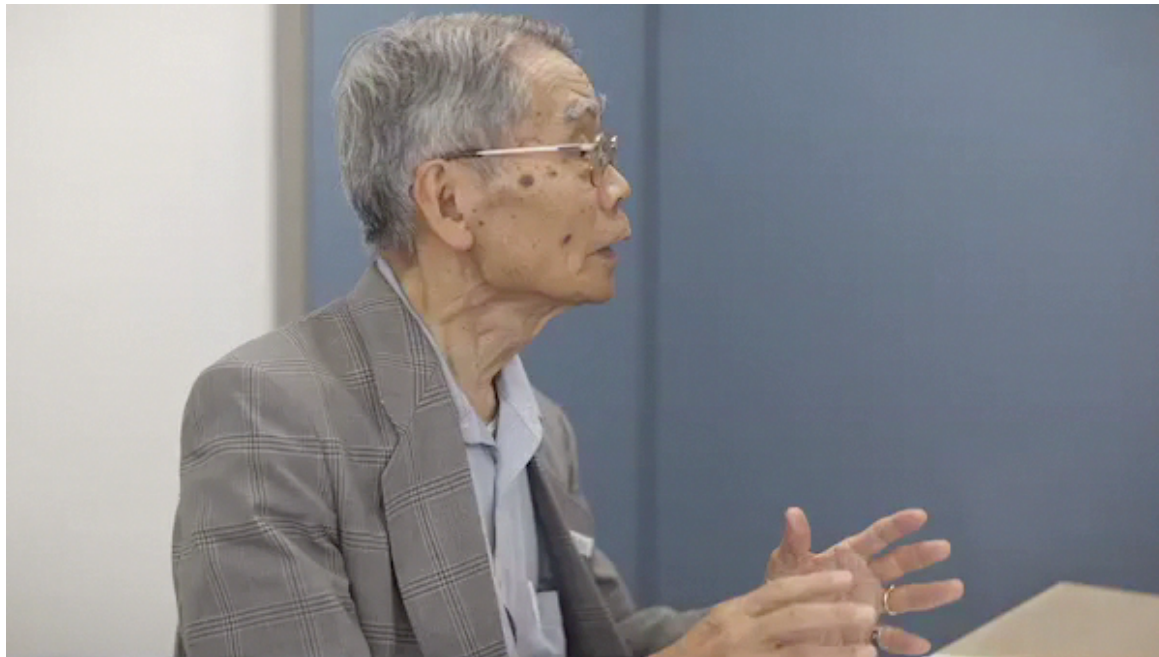
A photograph of two people, an older man and a woman, standing in front of a modern building. The man is wearing a grey plaid blazer over a light blue shirt. The woman is wearing a patterned jacket and glasses. To their right is a glass wall with logos for UNICEF, UNV, WFP, JFUNDU, and UN Women. The background shows a blurred city street with buildings and trees.

Education for Poverty Eradication and Social Justice

Dialogue:

**Ryokichi HIRONO and
Mitsuko HORIUCHI**

Hirono: The DESD World Festival Forum has many different sessions, but I'd like to talk about the background to the theme "Education for Poverty Eradication and Social Justice." The decision to make this a theme is rooted in the Millennium Development Goals (MDGs), a set of goals adopted by the UN General Assembly in 2000 outlining the international community's priorities for addressing global challenges in the 21st century.



Eradication of poverty is at the top of this list, which includes goals on a number of other issues such as primary education, gender equality, human health, and environmental sustainability. We at the World Festival Forum have been advancing the discussion on Education for Poverty Eradication and Social Justice while attempting not to focus on these problems in

developing countries but to have a global view that also includes developed countries.

In that spirit, I'd like to start by introducing some of the amazing examples of initiatives in the five fields related to this discussion. The first, in the area of poverty eradication, is an initiative aimed at extending employment (i.e., improving incomes) to people in poor rural communities. OISCA, an NGO that is very active in developing countries, with a range of programs including the Children's Forest Program, has one project where it is supporting farmers on the Philippine island of Negros in the raising of silkworms and production of silk and silk products for global export. The products from this project account for 85% of all silk exports from the Philippines, which provides an amazing economic opportunity to poor farmers. The project also received support from silk producers in Japan.

The second is work by the organization ACC21. For some two decades, ACC21 has been helping disadvantaged farmers and fishermen in Asia get education and training and start their own businesses. They have been working in many countries in South and Southeast Asia to protect the rights of disadvantaged people such as women, children, and indigenous peoples, and to empower them through education and skill building, as well as providing continued support to those affected by the 2004 Indian Ocean earthquake and tsunami in Indonesia.

The third is the *Mori-to-Kaze-no-Gakkou* ("Woods and Wind School"), a program focusing on environmental issues operated by Iwate *Kodomo Kankyou Kenkyujo* ("Iwate Children's Environmental Research Center"), a non-profit in Iwate Prefecture. What's great about this program is the work they've done using environmental education and getting the children to involve their parents, friends, schools, and eventually the entire community. The organization has also created teaching materials based on its activities and accomplishments that it is offering to other groups for inspiration.

The fourth is an organization focused on preventing the spread of AIDS and other infectious diseases. Infectious diseases, particularly AIDS, have been an important global issue since the 1980s. Since the number of infections was growing in Japan as well, the Japanese government launched the Okinawa Infectious Diseases Initiative at the G8 summit in Okinawa in 2000. One organization, called the AIDS Culture Forum in Yokohama, has been putting effort not only into helping patients of infectious diseases but also into educating others to prevent their spread, while also educating youth to spur them into taking a stronger interest in their own health. The group has also received numerous awards from the Japan Foundation for AIDS Prevention.

And the fifth is the Global Campaign for Peace Education (GCPE). This movement started from an international peace

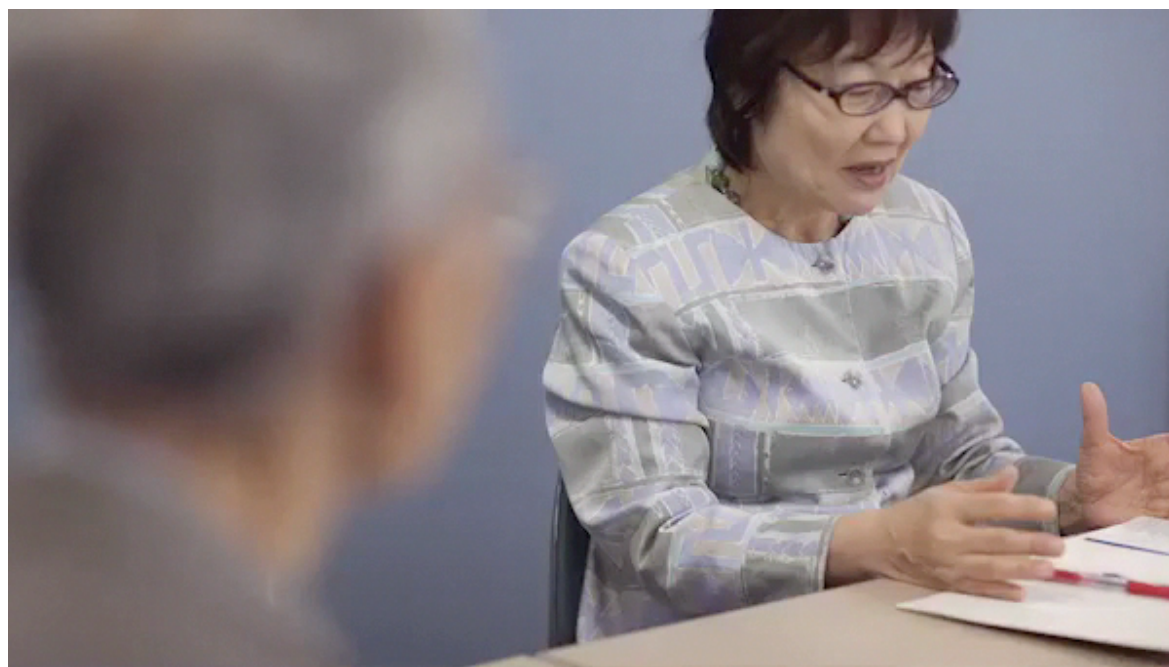
meeting held in the Netherlands and has spread to other European countries and the U.S. thanks to some very fervent support. In the U.S., the Quakers have appealed to the world the importance of peace and helped lay the foundation for peace culture, resulting in, for example, the federal government's recognition of conscientious objection to military service. In Japan, a country that suffered the atomic bomb explosions on Hiroshima and Nagasaki and was also responsible for the death and suffering of millions of people in and outside its own borders, there are many with whom the peace movement resonates and who are active participants in GCPE.

I actually have been involved for a long time in disseminating information about the Earth Charter. The Earth Charter is essentially a call to action on the eradication of poverty, protection of human rights such as children's rights and gender equality, conservation of the global environment, and the building of peaceful societies. My mission was to organize the discussion on this theme by including all of the principles outlined in the Earth Charter—and to maximize participation on a popular level, to have all stakeholders involved, I wanted this discussion to include everyone, from youth and students, to working professionals and seniors, all representing communities on a local, national, and international level. At the same time, because ESD is education for sustainable development, I think it's

important to practice it not only in schools but also in community centers and in companies, so people everywhere can participate.

From here I'd like to talk with Prof. Horiuchi.

ESD was introduced by a heads of state meeting in 2002. The Japanese government and NGOs jointly submitted the proposal for ESD, which was adopted by the UN General Assembly in 2003/2004. Important in the process of its introduction was the decision made at the Earth Summit in 1992 to create the Earth Charter. Can I ask you to continue from there?



Horiuchi: I recently became a member of the Earth Charter Initiative Council, and have learned a great deal. The final version of the Earth Charter came out in 2000, but it is based on the same

type of thinking as the 1992 Rio Declaration. It identifies values and principles for a sustainable future, and lays out a code of conduct for changing awareness and behavior in order that we take responsibility for the Earth and for future generations. It's a set of ethical principles for addressing not only environmental issues, but also poverty, social justice, and peace issues. Sharing the principles of the Earth Charter and ramping up specific actions based on these principles is an important task we are faced with.

Hirono: You and I were taking action based on the Earth Charter after it was created, but it wasn't getting as much participation as we had hoped. That's when ESD was launched, so we figured we could take up the same objectives within the themes of ESD. ESD is education for sustainable development, so there are many things to teach and learn besides the environment. That's the approach we started with.

Horiuchi: If we were to identify two challenges of ESD, one is that it is intended to address issues beyond environment, such as social justice and peace. The other is to take education beyond formal classroom education to an array of institutions, such as community centers and private companies, and for all ages, including educating children outside of school and in the community. Both of these challenges are critical.

Hirono: The Japan Council on the UN Decade of Education for Sustainable Development (ESD-J), which was founded soon after the Sustainable Development summit in 2002, has been working on bringing ESD down to the civic level. ESD includes E, so in Japan, the Ministry of Education, Culture, Sports, Science and Technology has been implementing programs and projects, especially in schools, and since sustainability includes the environment, the Ministry of the Environment has also been putting in effort; even the Ministry of Foreign Affairs has been active trying to bring ESD activities to the international stage. A number of other efforts have been made: We now have more than 700 UNESCO Associated Schools. And the Ministry of the Environment established a Japan Fund for Global Environment, which it is using to advance ESD. From my perspective, though, I am still left with the question, what about the other ministries and agencies? Is this a symptom of the vertically segmented nature of Japan's administrative systems?

Horiuchi: I think that is it exactly. The UN announced the Global Compact at the 1999 World Economic Forum Annual Meeting in Davos, but for a long time only one Japanese corporation was participating. That has changed recently. Japan is one of the most represented countries in Asia, with 225 businesses and other organizations participating. ISO 26000, an international standard on social responsibility, was launched in 2010. I would

like to see the Ministry of Economy, Trade and Industry to get more involved in ESD as part of corporation's global social responsibility.

Another issue is consumer behavior. Some of my work is on eliminating child labor. I would like Japanese citizens, as consumers, to broaden their awareness and do more.

Compared to the consumer movements occurring in Europe, consumers in Japan are less aware and less active on the issues of poverty and social justice.

Hirono: While it's true that schools have been the main host of ESD activities in Japan, I'm also pleased that many local governments have shown an interest. I'm very happy with how far ESD has come as lifelong learning on a local administrative level. I think it's wonderful that all types of NGOs have conducted programs in their local communities, while also partnering with local schools and chambers of commerce and other organizations.

What I want to ask you next relates to the need to think about post-2015, when the Millennium Development Goals (MDGs) will end, and the UN resolution that came out of Rio+20 in 2012 to work toward Sustainable Development Goals (SDGs). I think it's important that we connect the two initiatives, ESD and the SDGs. How do you think we should do that?

Horiuchi: The post-2015 development agenda will be combining MDGs and SDGs. In order to live in equilibrium with this living system we call Earth, it's crucial that we decide and act on what's truly important. And we need to do this by properly mobilizing the wisdom and actions of the entire spectrum of people and stakeholders. For example, Japan in the Edo period (1603-1866) was a community-oriented society. We need to rejuvenate these community-based efforts. I believe that the things done on a community level will lay the foundation for global progress.

Another issue is gender equality. Even in the UN's discussions on the post-2015 development agenda, member states are considering making gender equality and women empowerment a core component. This is an issue Japan needs to work more on, don't you think?

Hirono: Comparing trends in the implementation of ESD between the international community and Japan, there are a few areas where I think we need to put in a greater effort.

In the first area, the new administration announced a new program to develop globally competitive human resources. This is great news for people like us who have been calling for such a program. The other area is education: A OECD survey of junior high school teachers ranked Japan at the bottom of OECD countries on measures such as confidence. It's not easy, but teachers, too, need to be more in tune with global and social

developments so they can inform their students at school, or tell the international community about them. And in that sense, it's also critical that we change education in Japan, away from its focus on rote memorization and test taking.



Horiuchi: The basic skill we need to be teaching is the ability to take initiative and act, whether it is for oneself or for others. Education is very much a tool for empowering people. I think we need to educate people with the intention of empowering them. What I would like Japanese people to recognize is that our actions and efforts here in Japan right now have a direct and significant impact on the world, that we are not an island unto ourselves. It's said that Japan is not good at communicating about itself. There is the language barrier, of course, but as co-

passengers on Spaceship Earth, we have a strong mutual dependency on other countries—we cannot survive without the connections we share with them. We need to cultivate globally literate human beings based on a recognition of our connection to other countries, and our education should be fostering a strong awareness of the fact that the way we live our lives in Japan affects and is affected by other people in the world.

Hirono: Private business is probably the most globalized of any sector. Since Japanese companies will increasingly have to compete with overseas firms, some, for instance, are making English their official language. There are more international students, and also more foreign teachers and researchers, in our universities and graduate schools than ever before, and yet our own students are falling behind this globalizing trend—the decline in number of Japanese students who study abroad is one example.

Horiuchi: As economic globalization deepens, companies in developed countries are starting to place social justice concerns—termed "corporate social responsibility"—at the core or center of their administrative agenda. Japanese companies are also doing this, but it seems like it's being given somewhat peripheral importance. If companies don't put sustainable development—the SD of ESD which we're promoting—at the center of their

operations, they won't be able to compete on the global stage. We need to educate and train people who can lead that change—something I say with much hope and expectation.

Hirono: We're starting to see good examples of Japanese companies that are following a globalization path, which is fantastic.

Horiuchi: Before we end, there's another issue confronting Japan and it is human rights. The concept is quite simple, actually: Let's value one another. Respect for human rights is an important principle within the context of a globalized society where much diversity exists.

Hirono: The issue isn't human rights within corporations but across society as a whole. Children's rights, gender equality, people with disabilities, the elderly—it's important that we protect these rights and live with a spirit of mutual help and support. That's how I want our world to be.

Ryokichi Hirono



HIRONO, Ryokichi, Professor Emeritus, Seikei University, Tokyo, and former Chair, UNECOSOC's Committee for Development Policy, New York.

Overseas, taught at universities around the world and worked at senior management positions of U.N. and other international organizations. At home, while teaching at universities including the National Graduate Institute for Policy Studies, served as member of Japanese government advisory bodies such as Economic Deliberations Council, External Economic Cooperation Council, ODA Policy Committee, Central Environment Council and Forest Policy Council, in addition to sitting among others as chair of Japan Society for International Development, vice-chair of Japan Evaluation Society and as board member of AEON Environmental Foundation and the Institute for Global Environmental Strategies. Currently, holding various public positions at home and overseas, including as Chair, Asia-Pacific Evaluation Association headquartered in Malaysia, Environmental Partnership Council and Partnership for Democratic Governance, Tokyo, and member of Advisory Board of U.N. University for Peace in Costa Rica, Japan National Committee for UNICEF and Japan Fund for Global Environment. Over 600 books, reports and journal articles have been published at home and overseas. Awardee of several certificates of distinction by Japanese and foreign governments, including the Japan's Imperial Majesty's Order of Honour and Presidential Award of Mongolia.

Mitsuko Horiuchi



Professor, Bunkyo Gakuin University Graduate School of Foreign Studies. Currently holds the posts of the President of Kitakushu Forum on Asian Women(public interest foundation)and Chairperson of Stop Child Labour Network of Japan. Holds other posts of advisers /directorships at a number of public sectors and nonprofit organizations including chairperson of the Gender Equality Council in Bunkyo city where she lives.

Formerly, Director of the International Labour Organization (ILO) Office in Japan as well as the ILO Special Regional Advisor on Gender Issues , ILO Assistant Director-General for Asia and the Pacific , Minister of the Permanent Mission of Japan to the United Nations and Cabinet Counselor and Director, Office for Women's Affairs, Prime Minister's Office.

She has published numerous books and monographs on gender and labour issues. Her most recent work is Towards the Elimination of Child Labour : What We Can Do? which she coauthored and published in 2013 by the Institute of Developing Economies of the Japan External Trade Organization.

Negros Silk Industry
Development Project



Training Japanese Youth Alongside
Developing Countries' NGOs,
Protecting and Promoting the Rights
of the Socially Vulnerable



ESD JAPAN MODEL

Education for Poverty Eradication and Social Justice



School of Forest and Wind



AIDS Culture Forum in Yokohama



Promoting Peace Education to
Settle Conflicts Nonviolently



Negros Silk Industry Development Project

**Organization for Industrial, Spiritual and Cultural Advancement —
International, Japan (OISCA Japan)**

The island of Negros, located in central Philippines, produces more than 60% of the country's entire sugar crop. Many of the farmers on this island still work menial plantation jobs even today. In the mid-1980s, a sharp decline in the international price of sugar turned Negros, especially areas of higher elevation, into an "island of hunger." In 1989, the Negros Occidental Provincial Government appealed to OISCA, a long-time supporter of local community development at the time, for help in bringing the Negros people out of hardship. Studies indicated that sericulture would be a suitable industry for restoring local livelihoods, and so we began introducing silkworm rearing and silk production to small farms in the mountains. By 1996, the Philippines was exporting 1.3 tons of dried silk cocoons to Japan, a record for the country.

In 1999 we introduced reeling machinery and shifted to raw silk (silk thread) production, selling the products to weavers in the Philippines through FIDA, the Fiber Industry Development Authority. To scale up the industry further, we

received assistance from the Japan International Cooperation Agency in dispatching sericulture experts from Japan, planting mulberry orchards, and developing infrastructure by introducing more machinery. In 2007, we received a grant from Japan's Ministry of Foreign Affairs through its Grant Assistance for Japanese NGO Projects system and built a

silkworm egg production facility on the project site. This allowed us to build a system for breeding silkworm varieties that are better suited local geography and climate and were more resilient to disease.

As of June 2014, 350 households on Negros produce 18 tons of raw silk cocoons per year, which, after being processing into thread, accounts for 95% of the country's entire silk production. The introduction of sericulture has

raised these families' incomes by 50 to 100%, resulting in a marked increase in their standard of living, evidenced by the purchase of livestock (water buffalo, pig, etc.) and an increase in the school attendance rate among children. Processing of silk waste into yarn, fabric, and other products



has also gathered attention as an employment opportunity and is helping to empower women.

As these results suggest, the success of the silk industry in this region has been due in no small part to OISCA's focus on developing the individual. We have provided numerous opportunities for study, such as basic agricultural training at a training center, instruction by experts, and community workshops, as well as training for young silk farmers—the teachers of tomorrow—by having them meet with Japanese silkworm breeders and visit silk thread and silkworm egg

producers in Japan. Young farmers with the acquired skills then instruct others in their village in their own language, thus allowing skills to spread in a manner that is culturally and locally viable. And since these instructors also travel to other villages to provide instruction in a practical context, this education reaches all members of farming families, including the youngest generations. The passing on of skills and expansion of the sericulture community in this way is helping to ensure that the project remains sustainable.

<http://www.oisca-international.org/>

<http://www.oisca-international.org/programs/sustainable-community-development-program/philippines/development-of-sustainable-communities-in-negros-province-through-silk-production/>





Training Japanese Youth Alongside Developing Countries' NGOs, Protecting and Promoting the Rights of the Socially Vulnerable

Asian Community Center 21 (ACC21)



The gap between the rich and the poor continues to grow among developing countries in Asia, a process that has unfolded alongside a flow of population from farming villages into the city and the slums that develop there, and destruction of the natural environment. Increasingly marginalized populations who are especially at risk of having their basic rights neglected include women, children, the physically challenged, and indigenous groups. In order to change this situation, it is not enough to provide support from the outside; rather, it is critical that these

groups are themselves involved, made to understand their rights and their situation, and then brought into the process of determining and implementing solutions. We at ACC21, through our work with the Asian Community Trust (ACT), provide support to activities across Asia, such as the following.

Independence and Development Program for Women Victims of the Tsunami (2005 to present, implementing organization: Women's Collective—Wilpotha): Since the 2004 Indian Ocean tsunami, 53 groups (comprising 1,531 households) have been established among women in Sri Lanka who lost their families and homes in the southern, northern, and northwestern parts of the country. These groups collectively hold a core fund from which they run a savings and loan program, seek to improve the livelihood of their members (through independent businesses), petition the government about solutions to the lack of land rights and social security services, and provide material support in times of disaster.

Sustainable Indigenous Education Program (2011 to present): Among the indigenous populations of southern India, a large number of poverty-stricken parents sell their children into slavery in cotton fields or factories for just a few hundred dollars. A local NGO, Life Line Trust, takes these children into its care and returns them to their families. They also provide support for schooling for 100 students a year, establish village committees, train volunteers

from among the residents, and work to create systems to prevent this trafficking.

Youth Leadership Development Through the Indigenous College Education Program (2009-2011): Indigenous people of the Philippines, who make up approximately 13% of the national population (approx. 12 million people), suffer issues of poverty, malnourishment, exploitation, discrimination, resource exploitation, and human rights violations. Local NGO Pamulaan, working in cooperation with the University of Southeastern

Philippines, developed a university program for indigenous peoples and provided financial aid to 27 students.

Meanwhile, in Japan we are developing proactive cooperative connections with the Asian public and its citizens, NGOs, government and business sectors, and other diverse stakeholders, from a non-governmental, not-for-profit standpoint. ACC21 and the MRA Foundation jointly operate the Asian NGO Leadership Program with the goal of discovering and developing activists (leaders) who will become exuberant participants in efforts to create an Asian society in support of social justice.



<http://acc21.org> (in Japanese and English)

<http://acc21.org/act> (in Japanese)



School of Forest and Wind

Iwate Kodomo Kankyou Kenkyujo

("Iwate Children's Environmental Research Center")

Mission:

To practice and disseminate a sustainable community development model based on an abundance of creative ideas for restoring health and vitality to children and adults alike. This model is based on operating philosophies of mottainai (the Japanese word meaning “waste not, want not”), appreciation, and recognition of others, and focuses on the following activity themes: renewable energy and reuse of local resources, creation of a playful environment for children, modern agricultural living, and art and the human body. It stems from our recognition of the need for a mechanism that connects adults and children from urban and rural areas, and is dedicated to cultivating self-motivation, autonomy, and life skills in children.

History, activities, and results:

The School of Forest and Wind is an eco-school housed in a once-abandoned school building located at an elevation of 700 meters in a small, 11-household village. Drawing on inspiration from the late Japanese poet and children's literature author Kenji Miyazawa, and in the spirit of human symbiosis with nature, the Iwate Children's Environmental Research Center was founded in 2001 with support from the town of Kuzumaki. Taking mottainai and appreciation as our mottoes, we have worked at a grassroots level to build our own school facilities by hand so visitors can experience what it means to live a life where everything is used,

reused, and recycled. The school employs permaculture design methods and is intended to be a place that provides education for sustainable development (ESD), renewable energy, and ecological living. We have built and are now using composting toilets, a bathtub made with recycled aluminum cans, and a biogas generator, as well as a Community Cafe built using sustainable architecture principles, and an Eco-House for overnight guests. We are attempting to blaze a new path toward a



Children's solar power generation project



more sustainable future while taking hints from local rural living and the lifestyles in Scandinavia. The School of Forest and Wind was featured in the 2005 Environmental White Paper and Environmental White Paper for Children published by Japan's Ministry of the Environment. Currently we are also focusing on environmental education through a sustainable forest management program for children using nearby land borrowed from a paper manufacturer. We also hold renewable energy classes for elementary and junior high schools from not only Kuzumaki but other parts of the prefecture and beyond, and actively work to provide visiting lectures on energy at schools. We have expanded our photovoltaic generation system, reaching 10 kilowatts of capacity, which we started operating in spring 2013. And we have completed the installation of an interactive exhibit, a forest studio, and signs throughout the facility to give the site a theme-park feel that encourages visitors to have fun as they learn about renewable energy use and future lifestyles in the post-3.11 world. In spring 2014 we launched a new training program for teachers and helpers of outdoor play at forest kindergartens and public facilities using a textbook and DVDs we developed. As a result of these various initiatives, we now receive around 3,000 visitors a year. These efforts have also turned our school over its 12-year history into a place for staff and trainees to

gain the experience they need to start similar programs or businesses of their own.

<http://www.morikaze.org> (in Japanese)



View of the school from a distance



AIDS Culture Forum in Yokohama

AIDS Culture Forum in Yokohama

The AIDS Culture Forum in Yokohama is an event created by grassroots citizens for grassroots citizens that was born out of an international AIDS conference held in Yokohama in 1994. Holding the Forum every year in August since then, in 2014 we counted our 21st year.

The Forum committee is comprised of representatives of various organizations with an interest in AIDS, while our operating committee and staff are all volunteers.

As indicated by the use of "Culture" in the Forum's name, our events these 21 years have looked at the infectious disease we call HIV/AIDS not from a purely medical standpoint but from a multifaceted perspective that sees HIV/AIDS as a window into what it means to live as human beings.

What has sustained us this far and brought so many people to our doors, we believe, is the fact that we receive no funding from any particular organization, that all activities are planned and run by volunteers, and that we have made a point of not pushing ourselves too hard in the work we do.

One hallmark of the Forum is its diverse programs. These include presentations on health and medicine from people working in the fields of disease prevention and education, the sharing of human experience through drama and storytelling, and panel discussions given by people who are positive for HIV—all held in the same venue.



Another unique factor is the growing interaction and networking between presenters and attendees. Over the Forum's three-day period, we have, on average, 65 programs, 50 participating organizations, and 4,000 attendees. Entry is free for all programs, whether it is a lecture, workshop, or exhibit.

Attendees range in age from their teens to 60s, although the majority are in their 20s to 40s. And they come from all over Japan. From this we can deduce that young adults and others involved in teaching, providing counsel, or otherwise spreading information on disease prevention in medical and educational

settings come to the Forum seeking new knowledge, information, and connection.

In today's society, information can be easily and quickly obtained through the Internet. But being able to listen, in person, to the stories of people working in the field or who have been affected by HIV/AIDS is a rare opportunity indeed, and that's where we think the Forum's value lies.

This initiative is spreading to other regions as well, the holding of an AIDS Culture Forum in Kyoto in 2011 being one example. We hope that, through collaboration between the AIDS Culture Forums in different cities, we can continue to provide more opportunities for people to meet and discuss and think about such topics as sex, life, and human connection.



<http://www.yokohamaymca.org/AIDS/> (in Japanese)



Promoting Peace Education to Settle Conflicts Nonviolently

Global Campaign for Peace Education Japan

Civil society held a peace conference in The Hague, Netherlands, in 1999. During the conference, a proposal to promote comprehensive peace education was presented as a measure to achieve world peace, based on the idea that education is essential to preventing war and conflict. A variety of achievements have been made in the practice and study of peace education in Japan. The Global Campaign for Peace Education Japan (GCPEJ) works to link these accumulated achievements to movements around the world. The Global Partnership for the Prevention of Armed Conflict (GPPAC) is mobilizing civil society toward conflict prevention, and the GCPEJ works in concert with GPPAC's activities. As concrete measures to settle disputes, hostilities, and conflicts, GPPAC is making efforts to promote dialogue between people of different religions and reconstruct divided regions. At conferences held in the U.S., Kenya, Israel, Seoul, Crimea, and other parts of the world, GCPEJ has facilitated the exchange of various views on peace education. In East Asia, GCPEJ has supported training programs by the Northeast Asia Regional Peacebuilding Institute (NARPI) in Seoul and Inje, Korea, and Hiroshima, Japan.

The integration of so many fields—environment, development, human rights, peace—under ESD is a significant achievement, and it is hoped that ESD will work in concert with the peace education movement. Sustainable societies cannot be built without a foundation of peace. The United Nations (UN)



designated the year 2000 as the International Year for the Culture of Peace, and then proclaimed the period between 2001 and

2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World. At UNESCO, the Intersectoral Platform for Culture of Peace and Non-Violence was established and has worked on a project called Manifesto 2000 to collect signatures worldwide for a culture of peace and non-violence. During the same period, the UN Secretary General requested studies on disarmament and non-proliferation of weapons, and the results of the studies were announced at a session of the General Assembly in 2002. Reports on disarmament education are also delivered to the UN from countries around the world every two years. The UN has also adopted a Declaration on the Right of Peoples to Peace and has worked to have this right codified into international law. The Japanese government has not approved the declaration, on the grounds that the details of the right to peace are unclear. Further petitioning to the government will be necessary.

Twenty-five years have passed since the first International Institute on Peace Education (IIPE), an annual gathering of peace educators, was held by Betty A. Reardon and others, and it has been carried out every year since then. In the hope of using the IIPE held in Japan in 2012 as a means of forging new links between the peace education movement and local communities, rather than just as a one-time event, we held regional gatherings in Tokyo, Kyoto, Hiroshima, Sapporo, and other cities across the country. Prior to these events, most participants in peace

education-related events were those involved in school education, but now we are seeing a wider range of participants, such as development educators, and those providing assistance in developing countries and to foreign exchange students.

<http://gcpej.jimdo.com/> (in Japanese)

A low-angle photograph of a tall, modern building with a glass facade, identified as the United Nations University. To the left, a United Nations flag flies on a tall pole. The sun is bright in the sky, creating a lens flare effect. The building has a sign that reads "United Nations University" and "国際連合大学".

Toward the Next Decade of Spreading Japan-Style ESD for a Sustainable Society

National Conference on ESD Practical Models 2014 + Global Citizen's Conference on DESD

2014.8.20-22 United Nations University

In August 2014, more than 1,000 ESD practitioners from a wide spectrum of organizations implementing and supporting ESD gathered at United Nations University in Aoyama, Tokyo. Over a three-day period, participants took part in a number of forums to reconfirm the direction ESD will take in the next decade—from discussions and Q&A sessions on the achievements and challenges of ESD in the five core themes, to a plenary meeting where the outcomes of deep thematic discussions were shared, to presentations of initiatives by attendees from across Japan.

THIS IS JAPAN MODEL



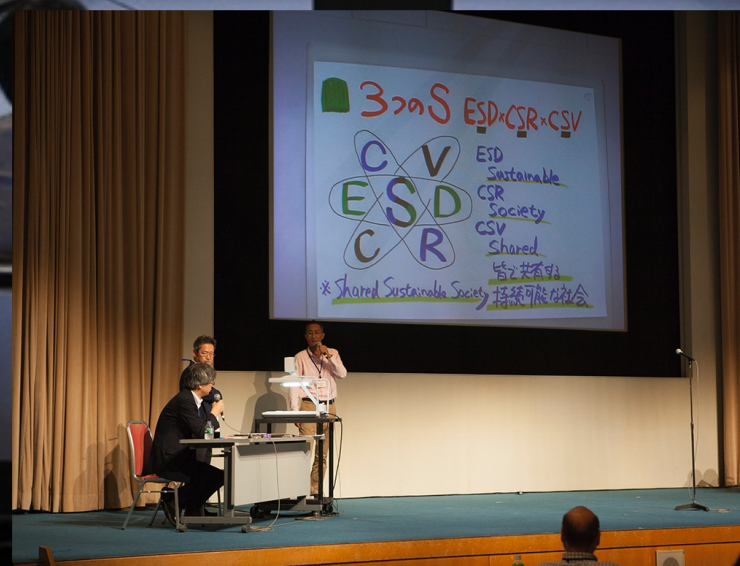
While communication took various forms during the course of the event, including traditional meetings, roundtables, panel discussions, performances, panel displays, and learning programs, the primary mode was the workshop, where presenters used document cameras to facilitate understanding and a stronger and more immediate sense of collaboration and connection between participants.

THIS IS JAPAN MODEL



We will continue to spread and share the impacts of ESD in Japan
—the amalgamation of efforts made by grassroots citizens and
communities working together—with the world.

THIS IS JAPAN MODEL





Proposal from the Global Citizen's Conference on DESD

Proposal from the Global Citizen's Conference on DESD

We want the communities we live in to be rich in nature, have healthy and energetic workers, and be free from poverty and discrimination. To that end, we want our communities to pursue social justice and work toward creating peaceful, autonomous societies based on the spirit and mechanisms of self-help, mutual help, and public help, concepts we learned in the 2011 East Japan Earthquake and Tsunami.

Hoping to build such communities with their own hands, and equip citizens, including children, as leaders of this work, stakeholders are spreading Education for Sustainable Development (ESD) initiatives to schools, businesses, organizations, and communities all across Japan.

Confronted by climate change, large-scale disasters, conflict, and many other global issues, promoting ESD also in

partnership with others around the globe is critical to passing on a sustainable world to the next generation.

ESD is about learning and taking action to foster in all members of society a desire and capacity to make society better. This is done through appreciation of the efforts and wisdom of our ancestors, and by acquiring an awareness of one's connection to society and potential as a future leader.

Critical in this endeavor is the process of experiential learning through active participation in social activities in connection with others, and the desire and effort to find answers to unanswered problems.

We, practitioners of ESD from across Japan, met in Tokyo in August 2014, where we reviewed the ESD initiatives and support systems that have emerged during the Decade. As a result, we compiled the following five items as actions necessary for these initiatives and systems to spread further within Japan and on the global stage.

1. Create systems for sharing ESD methods, teaching materials, and support information that everyone can use

- ◇ A great number of ESD teaching materials and programs have been developed. An archive system (with document/information viewing capability) is needed so everyone can share and use these resources.
- ◇ Also needed is a user-friendly portal site that can be continually updated with information on programs and financing opportunities that support ESD.

2. Work to create systems of mutual commendation that shed light on various ESD practices

- ◇ It is important that we work with the mass media, municipalities, businesses, and central government to create programs that commend attractive examples of ESD in practice.

- ◇ Let's grow our network of community-level ESD supporters by adding an ESD Award to various existing award programs.

3. Provide places for ESD coordinators (people who bring various stakeholders together) to do their work

- ◇ By providing increased opportunity for various ESD coordinators who are active in their communities to learn and improve their leadership and organizational skills, we will enhance the potential of ESD in our communities.
- ◇ We need to encourage the placement of ESD coordinators and create a means of elevating the social status of the work they do.
- ◇ We also need programs to train coordinators and educators to improve their facilitation skills (skills that nurture independent and spontaneous action in others).

4. Strengthen municipality-led ESD initiatives that engage entire communities

- ◇ It is important that municipal leaders and their legislatures promote citizen-focused ESD efforts, while equally important that citizens promote ESD voluntarily and independently. It is also essential that we create an environment that will allow youth, society's future leaders, to become actively engaged in ESD.
- ◇ We will actively promote ESD across the entire curriculum of school education, including integrated studies and individual subjects/courses, and through various social education activities in partnership with local communities.
- ◇ Through both forms of education, we will aim to foster sustainable society leaders who have acquired the "life skills" (*ikiru chikara, ikinuku chikara*) described in Japan's curriculum guidelines and Basic Plan for the Promotion of Education.

◇ The community is the core unit of ESD implementation. Creating a consortium of diverse stakeholders (primary and secondary schools, institutions of higher education, businesses, local governments, NPOs, etc.), in the form of a civic committee or council, for example, is an effective way to promote harmony and collaboration between such stakeholders for ESD while also working toward sustainable community development.


5. Actively pursue mutual learning and collaboration with international stakeholders to address global issues

- ◇ Engaging in exchange with people of other cultures and historical backgrounds on top of community-level learning can deepen the ESD practice, foster international understanding, trust, and partnership, and help cultivate global citizens, while being critically important for reducing poverty, protecting human rights, conserving the global environment, and building a peaceful and peace-loving planet.

◇ It is essential that we strengthen systems that support learning between schools and communities across national borders.

◇ To meet the world's expectations of Japan, we need support for sharing Japan's ESD practices with the world. We also need support for building an English-language website and participating in international conventions.

Let us also build, at a regional and national level, platforms for discussing and formulating these actions that are inclusive to all stakeholders—the national government, businesses, educational institutions, NPOs, youth, etc.

A portrait of Mikio Takagi, a middle-aged man with glasses, wearing a dark pinstripe suit, a white shirt, and a colorful tie with a pattern of red hearts and small figures. He is looking slightly to the left. The background is a blurred green foliage.

Toward a Future No One Knows and No One Has Seen

Mikio Takagi

president of Nichinoken

Toward a Future No One Knows and No One Has Seen

This is the story of Cain and Abel, sons of Adam and Eve. Cain grew crops in the field, while his younger brother, Abel, raised sheep. One day, the two presented an offering to God (Yahweh). God accepted Abel's offering, but rejected Cain's. Cain then became angry: Why would his offering, the fruit of his own labor, be rejected, when that of his brother, who played with sheep every day, be accepted? We don't know exactly how long ago this story was written. My interpretation is that this passage was left by the people of Old Testament days as a warning that humans should never change the natural environment for their own purpose. Since that time, Homo sapiens has altered the planet on a massive scale. For better or worse, many have gained the comforts of modern life as a result.

What is this sustainable world we all speak of? No one on our planet right now knows or has seen what that world will look like—that truly sustainable world where everyone is content and happy. Today, we are on a great adventure toward the unknown, much like those who set sail for the far reaches of the ocean in an age when the world was presumed flat. To adventure means to accept uncertainty. Even if we do something for sustainable development—even if we do everything in our power—there is no guarantee that these efforts will result in a sustainable world. That's what reaching for an unknown world means.

ESD is a combination of two terms: Education and Sustainable Development. Education here isn't the transfer of knowledge from a knowing person to an unknowing person. So what type of education can we create within a context of learning where

everyone is ignorant? It's an education where people who don't know the answer join others who also don't know, and together venture into the future. The Japan Model presented in the foregoing pages is just one example of this venture.

How much of this spirit of forward-looking creation—not just respect for the past—were you able to take from the Japan Model? And what is your impression of the phrase "Japan Model"? Our capacity for action arises solely from the cultural and geographical context in which we find ourselves. Even so, we hope you will view the Japan Model as existing not in mutual exclusion to other models, but as one of a myriad of models that are possible. Having many unique cultures shouldn't create boundaries that stir up competition. It should rather empower us

to move forward together with excitement for what is to come. I want to think of our diverse world as a place of fun and richness.

I hope that each of the various models presented around the world will be a source of strength that propels us toward a more sustainable future.

Mikio Takagi



Born in 1954. As president of Nichinoken, a cram school for elementary school students, Mikio Takagi promotes methods of learning that nurture students' ability to identify and solve problems, setting a foundation for future growth. Since 2005, as chair of the Parent Effectiveness Training Association of Japan, Takagi has been disseminating communication methods that can be used by parents and teachers to improve relationships with their children and students. Through the non-profit CSEL, he also advocates for more effective use of experiential learning time in schools.



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Takayuki MIYAJIMA, Satoko OSHIMA, DESD World Festival Forum

Design

Naoto HIRABAYASHI, bricolage

Writing and Editing

Tomoko TAKAHASHI

Photos and Videos

bricolage

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