



ESD Stakeholders Round-Table Discussion 3



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



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



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



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



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



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



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



NPO/NGO Session

Challenges to Promote ESD and Proposals for Future:

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

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

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

< From Educators in the Audience >

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

