Challenges of ESD
Holistic Approaches Towards a Sustainable Future

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Regional Experts Meeting
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A wise man said ...

No problem can be solved by the same consciousness that created it. We need to see the world anew.

Albert Einstein
An environmental educator says ... 

The [sustainability] crisis cannot be solved by the same kind of education that helped create the problems

David W. Orr
The Problem of Education

• The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth.
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- The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth. If one listens carefully, it may even be possible to hear the Creation groan every year in late May when another batch of smart, degree-holding, but ecologically illiterate, *Homo sapiens* who are eager to succeed are launched into the biosphere.

  David Orr, *Earth in Mind*
UNESCO says...

• More basic education as it is currently taught will not create more sustainable societies.
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• More basic education as it is currently taught will not create more sustainable societies. The conundrum remains, that it is educated nations that leave the deepest ecological footprints, using large amounts of resources and energy to support their lifestyles. Creating a more sustainable future will not occur simply by increasing the amount of education; instead, it is an issue of content and relevance. IIS 2005, UNESCO
Challeng of ESD: Re-orientation of Education

- ESD requires a re-examination of educational policy, in view of a re-orientation of education from nursery school to university (...).
Challenge of ESD

• ESD calls for a re-orientation of educational approaches – curriculum and content, pedagogy and examinations.
The DESD pursues a global vision:

• The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.
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<tr>
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<th>EFA</th>
<th>ESD</th>
<th>MDGs</th>
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<tbody>
<tr>
<td><strong>Values</strong></td>
<td>Human rights values</td>
<td>Values of ESD (including human rights)</td>
<td>All</td>
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<tr>
<td><strong>Skills</strong></td>
<td>Vocational basic skills</td>
<td>Skills in critical thinking, systems thinking and future’s thinking</td>
<td>MDG7</td>
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<td><strong>Curriculum</strong></td>
<td>Literacy, numeracy</td>
<td>Relevant and appropriate, local and global issues,</td>
<td>MDG 1, 2, 3, 7</td>
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<td>Focus on girl’s education and on disadvantaged groups</td>
<td>Links between environment and development</td>
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Ross and Parker. *EFA-ESD Dialogue*, UNESCO
ESD An Expert Review of Learning

• learning to ask critical questions;
• learning to clarify one’s own values;
• learning to envision more positive and sustainable futures
• learning to think systemically;
• learning to respond through applied learning; and,
• learning to explore the dialectic between tradition and innovation.

UNESCO 2011
As of November 2011

Nationwide: 328 schools
- Kindergartens: 6, elementary schools: 165, junior high schools: 75, unified lower and upper secondary schools: 15, high schools: 54, universities: 4, special needs schools: 1, others: 8

Hokkaido/Tohoku area: 85 schools
- Kindergartens: 3, elementary schools: 40, junior high schools: 25, unified lower and upper secondary schools: 3, high schools: 11, universities: 1, others: 2

Hokuriku area: 49 schools
- (elementary schools: 42, junior high schools: 7)

Kinki area: 65 schools
- Kindergartens: 2, elementary schools: 26, junior high schools: 18, unified lower and upper secondary schools: 3, high schools: 17, universities: 2, others: 2

Chugoku/Shikoku area: 33 schools
- Elementary schools: 10, junior high schools: 5, unified lower and upper secondary schools: 1, high schools: 17

Kanto area: 59 schools
- Elementary schools: 30, junior high schools: 9, unified lower and upper secondary schools: 5, high schools: 10, universities: 1, others: 4

Kyushu area: 8 schools
- Kindergartens: 1, elementary schools: 5, high schools: 2

Chubu area: 29 schools
- Elementary schools: 12, junior high schools: 11, Unified lower and upper secondary schools: 3, high schools: 2, special needs schools: 1

Reference: Transition in the number of UNESCO Associated Schools (1956-2010: as of December 31, 2011: as of November 30)

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Quality Education for All, But HOW?
Mt. SD

1000m: A Sustainable Future
800m: Positive Societal Transformation
600m: Change of Values, Behavior and Life-styles
400m: ?
200m: Educational Practices
Mt. SD

1000m: A Sustainable Future

800m: Positive Societal Transformation

600m: Change of Values, Behavior and Life-styles

400m: Approaches / Tools

200m: Educational Practices
Holistic Approaches

• Inquiry-based Approach for Lessons
• Infusion Approach for Curriculum
• Whole-School Approach for School Management
• Solving-Problem Approach for Community Well-being
Holistic ‘Tools’ for Qualitative Ed.

• COMPASS
  http://www.atkisson.com/resources/category/compass-schools/

• Design for Change
  http://dfcworld.com/

• HOPE
  http://www.accu.or.jp/esd/forum_esd_2009/index.html
Towards Holistic View of the World

If we discuss ‘a new vision of education’, we need re-consider where our education is heading for ...

→ Holistic View of the World
ESD An Expert Review of Processes and Learning

• processes of collaboration and dialogue (including multi-stakeholder and intercultural dialogue);
• processes which engage the ‘whole system’;
• processes which innovate curriculum as well as teaching and learning experiences; and,
• processes of active and participatory learning.

UNESCO 2011