

Japan's Action Plan for the "United Nations Decade of Education for Sustainable Development"

(Provisional translation)

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Education for Sustainable Development"

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1. Introduction

In December 2002 the United Nations General Assembly adopted a resolution to designate the ten years from 2005 to 2014 as the United Nations Decade of Education for Sustainable Development. Pursuant to this resolution, in December 2005 the government established the Liaison Conference of Ministries and Agencies (hereinafter the "Liaison Conference") Concerned with the "United Nations Decade of Education for Sustainable Development" in the cabinet to strive for close coordination among the administrative bodies concerned with implementing the measures related to the "United Nations Decade of Education for Sustainable Development," and promote an effective and comprehensive implementation of said measures.

The Liaison Conference has examined this matter while paying adequate attention to opinions from various sources and decided on a plan of implementation on behalf of Japan for the "United Nations Decade of Education for Sustainable Development."

With the related ministries and agencies steadily carrying out the various measures stipulated in the plan of implementation, the government, by promoting Education for Sustainable Development (ESD) in earnest, aims to create a world where everyone may enjoy the benefits of quality education and learn the values, actions, and lifestyles required for a sustainable future and social changes, and where every organization may participate in the creation of a sustainable society.

2. Basic Concept

(1) Background

ESD is derived from worldwide programs for education and sustainable development. With respect to education, the Universal Declaration of Human Rights in 1948 states that, "Everyone has the right to receive education," and after the "World Declaration of Education for All" in 1990, the world has been proactively committed to realizing Education for All (EFA) targeted at the universalization of primary education, elimination of sex discrimination in education, and improvement of literacy rates.

Concerning sustainable development, "Our Common Future," a report published in 1987 by the World Commission on Environment and Development chaired by former Norwegian Prime Minister Brundtland, has taken up the concepts of "sustainable development" by proposing a central theme of "development satisfying the needs of future generations as well as the current one." Later, the 1992 United Nations Conference on Environment and Development (Earth Summit) adopted "Agenda 21," a series of action plans regarding worldwide programs for sustainable development, with Chapter 36 of Agenda 21 (Promotion of Education, Public Awareness and Training) prescribing the importance of education for sustainable development and the guidelines for the programs thereof.

While the programs concerning education and sustainable development were pursued globally, the concepts of ESD were further elaborated, and the United Nations Commission on Sustainable Development, with the United Nations Educational, Scientific and Cultural Organization (UNESCO) playing the leading role, has been examining an ideal way of promoting education for sustainable development.

During the process of negotiating a plan of implementation for the 2002 Johannesburg Summit (hereafter the plan of implementation for the Johannesburg Summit on sustainable development),

Japan proposed, in response to the proposals of NPOs, the "decade of education for sustainable development" (hereafter the decade of ESD), and it was included in the plan of implementation for the Johannesburg Summit on sustainable development with the consent of national governments and international organizations. Pursuant to this, Japan proposed a resolution to designate the ten years from 2005 as the decade of ESD in the 57th United Nations General Assembly in 2002, reaching unanimous approval. In addition, Japan proposed resolutions to drive forward the decade of ESD in the 58th and 59th United Nations General Assemblies in 2003 and 2004, respectively, and the resolutions were adopted. Based on these resolutions, an international implementation scheme was created by the UNESCO, which was designated a promotion organization for the decade of ESD, and approved in September 2005.

(2) About Education for Sustainable Development

(a) Sustainable Development and Education for Sustainable Development

Sustainable development means the creation of a society that meets the needs of the current generation without impairing the ability of future generations to meet their needs. For this purpose, programs that allow everyone to lead a healthy and cultured lifestyle are required, while overcoming poverty, securing sanitation, and providing quality education are indispensable. These programs must be pushed through equitably without discrimination on the basis of sex and race. Furthermore, the programs must be moderate with consideration given to finite resources, acceptable environment limits, and nature's recuperative powers, thus allowing a sustainable society for the future generations. Moreover, since wars and conflicts create refugees and destroy the environment, we also need peace-building efforts.

In view of the above, what constitutes the basis of sustainability are equitability among generations and regions, equality between the sexes, a tolerant society, a poverty reduction, the preservation and recovery of the environment, conservation of resources, and a fair and peaceful society. Therefore, sustainable development means nothing but promoting harmony in terms of environment preservation and socioeconomic development. (Note that this paper uses the term "society" in a broad sense that includes various aspects of culture.)

Sustainable development as noted above can only be realized with everyone being aware of it and implementing it in his or her daily living and economic activities. To begin with, each one of us must realize that we are living in close association with the people of the world, future generations, and the environment, and must change our activities. ESD is the education for this purpose. Toward that end, providing literacy and basic education for all people is the precondition.

Although the word "development" in sustainable development may be interpreted to mean "progress" or "building of society," we use "development" in this plan of implementation by noting the word has the same meaning as "progress" or "building of society." Similarly, the word "education" as used in sustainable education includes all kinds of education and places of training ranging from social education, cultural activities and to corporate training and community activities.

(b) Purpose of ESD

The purpose of ESD is to ensure that anyone can benefit from quality education, and that the principles, values, and actions necessary for promoting sustainable development are incorporated in all forms of education and learning environments, thus bringing about a revolution of action for realizing a sustainable future with respect to the environment, economy, and society.

(c) Fields to be Addressed

Fields that must be addressed differ depending on the circumstances and situations of each country. In developing countries where the eradication of poverty remains the overriding issue, sustainable growth, improved living standards and social welfare — issues of health and sanitation, basic education, human rights, and refugees — and human security are the most pressing issues. Moreover, internal and regional peace and security, as well as improved governance, which are the major causes of these issues, are indispensable. Developed countries, on the other hand, must deal with environment protection, social issues such as human rights and peace, and economic problems including poverty. Among them, controlling the excessive consumption of resources and environment protection could be cited. The world economy is mutually interlinked, making it necessary for each region and country to understand each other's issues and tackle with them in cooperation.

(3) Japan's Action Plan

(a) Position and Content of Japan's Action Plan

Since ESD was decided to be dealt with on a global scale based on Japan's proposal, our government will press ahead with measures at home and abroad, and lead domestic and world programs in accordance with our plan of implementation. In addition, in order for each organization to play an appropriate role in each region in collaboration with other organizations, we will clarify guidelines for implementation as well as show the details each organization is expected to achieve.

In concrete terms, the government will promote the measures along with the content of Section 3 (Guideline for Implementing ESD). Likewise, we will ensure the programs to be undertaken by the various organizations concerned will be implemented in accordance with this guideline. With respect to the concrete measures, Section 4 (Promotional Methods for ESD) shows examples of measures that will be carried out by the government as an implementing organization, as well as clarifying the roles we expect the organizations concerned to play in collaboration so that the measures can be carried out by sharing roles, showing the measures to advance, and supporting the programs undertaken by the organizations concerned. Furthermore, Section 4 shows how to promote international cooperation, demonstrating in detailed programs for exercising leadership in the global community.

(b) Our Goals by the Final Year

By actively promoting ESD, we aim to help everybody to come to grips with situations in the world, future generations, our society, and his/her relationships with them, and participate in the creation of a sustainable society.

In addition, our goal is to ensure that educational institutions, NPOs (as used in a broad sense that includes nonprofit-making, public-interest organizations, such as public-interest corporations), enterprises, and administrative organizations incorporate in their programs actions for building a sustainable society.

Moreover, we intend to build a sustainable community based on its culture, industry, nature, or history, by working hand-in-hand with diverse implementing organizations in the community.

Throughout these programs, we aim to make Japanese society a more sustainable one, with the organizations concerned able to play necessary roles, as a member of the world community by acting

at regional, national, and global levels.

(c) ESD in Japan

There are wide-ranging issues to be dealt with under the ESD programs, such as equity between generations or regions, equal status between men and women, social tolerance, a poverty reduction, the preservation and recovery of the environment, the preservation of natural resources, and a fair and peaceful society. What we must aim for in ESD is not merely to have individuals acquire exhaustive knowledge of these issues, but to transform their awareness and actions by educating them to regard these issues as their own, think globally, act locally, and become leaders in creating a sustainable society. For this purpose, two perspectives are necessary. First, we must nurture humanity such as a person's character, self-discipline, judgment, and a sense of responsibility, and secondly we should nurture individuals who, as they live in association with other people, society, and the natural environment, are able to respect their "connection" or "relations" with others, society, and the environment. Taking these perspectives into account, we must proactively nurture individuals involved in the public good and participate in the creation of a sustainable society. This could also be applied to nurturing individuals who, visualizing future society, are able to execute various programs targeted at building such a society.

With these programs undertaken by individuals being interconnected, they would have the potential to develop into the building of a sustainable community, nation, and world. For this purpose, it is concurrently necessary to establish a social system in which individuals are involved in community building.

Although the concept of ESD is new, its programs are not necessarily new altogether. For example, we already have programs to nurture "physical and intellectual ability" through a "period of comprehensive study" at schools and "community building through citizen participation" in community activities. Throwing new light on these activities from the perspectives of ESD would also allow us to implement ESD.

(d) Priority Issues for Japan

Among the diversity of issues involving the environment, economy, and society, what advanced countries including Japan are now required to do is to incorporate environmental considerations in their socioeconomic systems. Precisely speaking, we must change our lifestyles and industrial structure based on mass production, consumption, and waste, and establish sustainable consumption and production systems that ensure biodiversity.

However, since the environment, economy, and society do not exist in a simple vertical mode, the issues of individual lifestyles and communities must be both multidisciplinary and multi-tiered. What we are expected to do is develop a program intended to preserve the environment into a one that offers solutions for human rights and welfare issues. Taking advantage of natural resources in a region, for example, would advance regional society in terms of the regional economy and environmental preservation. In addition, with wide-ranging organizations in the community participating in this program, relationships in the community would improve, creating desirable outgrowths of face-to-face relationships and improved regional welfare.

On the other hand, from a global perspective, advanced countries are increasingly called upon to strengthen their understanding of the various issues facing developing countries and which are necessary for advancing sustainable development on a global level, and help achieve the Millennium

Development Goals by strengthening coordination and cooperation with various implementing organizations in the developed countries.

Socioeconomic activities including production and consumption in developed countries and various issues such as poverty related to sustainable development in developing countries are inextricably connected, and it is important that these issues are addressed in a comprehensive manner.

In view of the above, our government's stance on ESD in our country is that Japan will promote programs that take into account the issues related to sustainable development on a global scale involving developing countries, while dealing with issues concerning environmental preservation that must be dealt with by developed countries, and addressing the integrated development of the environment, economy, and society.

3. Guidelines for Implementing ESD

(1) Programs Leading to Community Building

In ESD programs, students must view diversified issues as their own problems and make efforts to solve them. To this end, we need to create and develop implementation methods that accommodate the regional characteristics of areas near where the students receive education. Implementing ESD will clear the way to create programs that comply with the features of each community.

Each region is now engaged in activities to provide education tailored to regional characteristics and address various regional issues. Programs to regenerate education power in the country are also being introduced in various regions. Moreover, programs that place great value on traditional culture are also effective in maintaining and improving relationships in the country.

If we view these activities as ESD programs, we see many activities based on the perspectives of ESD already in place. Furthermore, by reassessing some of the activities, they may be considered ESD programs. What is important in these existing activities is to incorporate the principles and value judgment of ESD, such as valuing the connection with future generations and other regions both at home and abroad, and develop them into programs for creating a sustainable society.

An important viewpoint in community building is that not only adults but also children must participate. Promoting children's participation will also encourage adults to participate, thus stimulating activity sites.

In implementing programs, we must pay special attention to people having difficulties in social participation, such as the elderly, persons with disabilities, and foreign citizens.

(2) Places of Education and Implementing Organs

ESD is not supposed to be implemented by the government or local authorities alone, and it is important that ESD is carried out at any place having an impact on individual awareness.

For this reason, it is very important that every institution, not just limited to nursery schools, primary schools, junior and senior high schools, and universities, places of social education such as community centers or museums, or public institutions like vocational training schools, but also including local communities, NPOs, enterprises, and mass media, become an implementing organ.

(3) Educational Curriculums

Issues that are subject to ESD, including environment and development education, peace, and human rights, have been taught in school curriculums as social studies, science, technical arts, and home

economics, or in the period of comprehensive study as well as at social educational facilities and in community activities. Moreover, leaders providing education about the environment, international understanding, human rights, consumers, careers, and nutrition at school, social educational facilities, and in NPO activities and corporate training are equipped with skills to provide education in each field.

ESD, however, requires not only these individual programs but also must handle them in a comprehensive way by connecting the diverse fields. This requires people with professional knowledge about each field to mutually study and understand each other's field, and collaborate with each other.

It will become important for students to study ESD in curriculums or in the period of comprehensive study through the entire school educational system from primary schools to junior high and high schools.

During the period of integrated study, students will be able to deepen their understanding of ESD by checking what they learned in each subject, putting together their thoughts, and presenting them in class. Through these lessons, they must acquire a mindset to participate in community building.

Social education and regional activities could also be developed into ESD by being interlocked and involved with individual issues as well as other fields. In promoting ESD, it is important that ESD, while being based on programs for various issues and not limited to individual fields, is treated both in an interdisciplinary and comprehensive manner from the each aspect of the environment, economy, and society.

With a falling birthrate and aging population, we are about to enter an era of declining population, that is, a shrinking workforce. Against this background, many foreign nationals have been entering our country. To maintain our dynamic society, it has become necessary that these foreign nationals participate in our society. For this reason, we need to provide them with Japanese-language courses.

(4) How to Learn and Teach

With respect to methods of learning and teaching, it is important to position these methods in a series of processes to stimulate "concrete actions" by "arousing interest, deepening understanding, and nurturing a willingness to participate and problem-solving ability." What is important in these processes is not merely to pass knowledge but also to place importance on personal experiences and physical feelings, taking a hands-on approach with emphasis on inquiry and practice. It is also important to value the roles of "facilitators" who excel in skillfully eliciting spontaneous activities among students at the place of activity. We should also make efforts to nurture the willingness of students to participate and problem-solving ability, and provide an opportunity to participate through these approaches.

When implementing these methods of learning and teaching, it would be highly effective to utilize learning methods based on participation and experience, and consensus-building methods. Furthermore, in secondary and tertiary education including high schools and universities, a method of learning from actual implementation through on-the-job training that allows students to gain required knowledge and skills in the workplace or the place of learning is also effective.

What is important in teaching or the learning environment is running the programs while incorporating the opinions of students. Instead of giving all the students the same method all at once, we must emphasize a one-on-one dialogue as much as possible.

(5) Abilities to be Developed

In ESD, we must develop systematic thinking by emphasizing the understanding of problems and events, and the logical power to offer alternatives by stressing critical thinking, in addition to improving abilities to analyze data and information, and communication skills.

Moreover, we must nurture a sense of values related to sustainable development, such as respect for human life and dignity, respect for diversity, nonexclusiveness, equal opportunity, and respect for the environment.

It is critical to nurture the attitudes and skills necessary to participate as citizens by developing these skills and values. Since the period of comprehensive study provided in primary schools and junior and senior high schools is targeted at entrenching knowledge acquired at school through experience and equipping students with the abilities to think, judge, express themselves, and solve problems, and abilities to check and put together or to present, these considerations overlap with the important ones stressed in ESD and we need to straighten out this overlapping.

(6) Coordination and Collaboration between Diverse Organs

When the country promotes ESD at the nationwide level, it is important to coordinate spontaneous programs by implementing organ and strengthen intra-field, inter-field, and inter-regional coordination and the coordination between the central and local governments, as well as with the international community. In this case, we need human resources and organizations able to build and produce activities and organ, taking into account the ability to coordinate among different implementing organs, the characteristics of diverse organs, and the resources and situations of the community involved.

Meanwhile in local communities, universities, boards of education, other education-related organizations, social welfare councils, and local NPOs are expected to connect the places of education with local human resources, facilities, and places of activity. They must have support organizations for education and community activities, such as a volunteer center, NPO support center, and community center, and are expected to coordinate and produce functions. In school education, teachers must have an ability to coordinate.

(7) Evaluation

In order to advance ESD programs and make them more effective, the organizations responsible for ESD must implement various programs while attaching importance to the processes of planning, implementation, and evaluation so that experiences may be utilized for the next activity.

4. Promotional Method of ESD

In addition to incorporating as much sustainable development as possible into its related measures, the government will play the leading role in implementing or promoting the following programs in the hope that ESD is addressed everywhere by diversified implementing organizations. To carry out or promote these programs, the government intends to implement the measures noted in detail in the Appendix (which may be reviewed every year). Concerning the concrete measures stated in the Appendix, it should be noted that individual measures alone do not necessarily achieve ESD and that the implementing organizations are expected to utilize the measures in the Appendix in their activities and develop them into ESD.

(1) Key Programs in the Early Stage

In the first stage of the ESD decade through 2014, our country will carry out the following programs to ensure that ESD is acknowledged and implement a promotion system to establish ESD in our country. In addition to encouraging the related ministries and agencies to implement the ESD-related measures stated in the plan of implementation, the government will have liaison conferences as required, checking the progress of the plan of implementation, sharing information, adjusting policies among the related ministries and agencies, and ensuring that they address ESD through close coordination.

(a) Dissemination and Enlightenment

ESD is scarcely recognized even in places of education and where regional activities take place. The concepts of ESD continue to be put in order. However, as explained in Section 2 (3) (c) (ESD in Japan), it is a "program for promoting changes in individual awareness and action, and developing them into community building efforts." ESD is not an entirely new program, and it could be implemented by developing existing education. We are determined to press ahead with the dissemination and enlightenment of ESD by explaining in an easy-to-understand manner so that all educators and regional activists better understand ESD. Since government's programs alone are inadequate to spread ESD everywhere, the dissemination and enlightenment of ESD will be pursued in conjunction with various implementing organs.

(b) Implementation in the Community

Through sharing experiences in addressing ESD programs in the region, coordination and collaboration at the site level would be improved, resulting in the spread of similar programs to other regions. For example, the United Nations University has been proposing and promoting the building of bases as a mechanism to facilitate coordination and collaboration in these regions. We expect that regional characteristics will be considered for these programs and region building based on a new concept will begin, thus creating a sustainable community. For this reason, ESD will be pushed through with emphasis on community-based programs, supporting progressive approaches in the community.

(c) Programs at Institutions of Higher Education

In the first stage of the decade of ESD, the roles of institutions of higher education are especially important. For universities and graduate schools, we intend to facilitate programs that introduce ESD-related education in the process of nurturing professionals in each field. In addition, we will support their roles as institutions to conduct survey studies that help our country and the world create sustainable societies, as well as their own programs so that they serve as major implementing institutions in the community.

In addressing these programs, it is important to utilize advanced information and communications technology (ICT), such as Internet broadcasting. Furthermore, it would be effective to introduce a mechanism by which people can learn, study, and conduct research at home and abroad based on their own experiences and are able to earn credits.

(2) Concrete Measures to Promote in Japan

(a) Creation of Vision and Exchange of Opinions

Incorporating the perspectives of sustainable development into various basic policies and plans

related to sustainable development will facilitate education and implementation activities related to sustainable development in various places. Various related plans, such as the Basic Environment Plan, the Basic Plan for Food, Agriculture and Rural Areas, the Basic Plan for Forests and Forestry, the Basic Plan for Forests and Forestry, the Basic Plan for Energy, the Plan for Infrastructure Improvement, and the Basic Plan for Consumers, include the viewpoints of sustainable development. We will ensure that related plans to be formulated in the future incorporate the perspectives of sustainable development as much as possible. Moreover, we will examine the images of a sustainable society based on the content of various plans concerning sustainable development by garnering the wisdom of the public and strive to explain these plans to the public.

Pursuant to the liaison conferences, we will hold, as needed, round-table meetings with academic experts, educators, and related persons from NPOs and enterprises, and exchange opinions on the method of promoting ESD.

(b) Promoting Negotiated Policy-Making and Autonomy of the Parties Concerned

In the policy-making process, inviting a broad-range of opinions from implementing organizations is effective in improving the quality of a policy and making it more reliable. Providing information to related implementing institutions will allow them to study sustainable development and create their own ideas about it. Consequently, where policies concerning sustainable development are concerned, we must bring citizen participation processes into action as early as possible. To help the parties concerned obtain information on policies, access to studies and research on sustainable development must be improved by posting the information on the home page as much as possible.

(c) Building and Management of Partnerships and Networks

With regard to the various measures included in this plan of implementation, liaison conferences will be held as needed, ensuring that the related ministries and agencies implement said measures steadily by maintaining close contact among them.

With a partnership involving schools, social educational facilities, NPOs, enterprises, and the government, ESD will be diffused to a broad range of educational institutions and places where regional activities take place. For this reason, the related ministries and agencies will carry out the measures related to ESD, while bearing in mind the building of partnerships and networks with these parties.

In addition, effective coordination and producing methods for ESD in the region will be examined in a practical manner.

Additionally, we will train personnel to assume the roles of regional coordinators and producers. Our efforts include, in addition to personnel development, the examination of a scheme that will facilitate coordination for ESD as well as the creation of required organizations. To be more precise, we will examine hub facilities in the region, such as volunteer centers, NPO support centers, and social educational facilities, and strategies to allow implementing organizations including NPOs and enterprises to have coordinating and producing functions of ESD. In this way, we will also review the best methods of utilizing such regional resources as personnel, places, opportunities, and nature for school education.

(d) Development of Skills and Human Resources

We will improve the lecture courses on ESD in the various training programs offered by the

government.

To improve the quality of schoolteachers, we provide training sessions targeting teacher consultants of the prefectural boards of education and ensure that the consultants who participate in the training sessions are able to offer training programs based on the training sessions in various communities. We will ensure that the training sessions include lectures on the concepts and guidelines of ESD, as well as on the preparation of training plans and ways to utilize outside talent.

In addition, for the leaders of regional activities, we will make efforts to promote ESD and enlighten them about it, secure personnel equipped to implement ESD, and provide information on ESD leaders who are able to carry out ESD. Moreover, for the leaders and teachers engaged in regional environmental activities, we strive to offer special training courses in which they can participate together and ensure that the courses include the content of ESD.

In corporate training, it is important that employees attend training courses on business projects that comply with sustainable development. For this purpose, we intend to offer enterprises with information helpful for corporate training programs.

We will ensure that teacher-training courses offered by universities cover the details of ESD and students acquire practical teaching methods.

By accelerating the programs noted above, we are determined to develop personnel who will become leaders in creating a sustainable society. Moreover, we will make efforts to offer information to all quarters, including educational institutions, so that personnel having gone through our various ESD programs play an active role in promoting ESD. We will make sure that when these personnel offer their professional services, they are paid adequate gratuities and that their abilities to advance ESD are incorporated in the economy.

In addition to personnel, we will remain supportive of the efforts of regional implementing organizations, such as NPOs, to improve their organizational strength.

(e) Survey Study and Program Development

We will advance survey studies and program development for ESD, as well as implement new programs and present case examples. In addition to promoting the development of existing programs and education throughout these programs, we will ensure that more educators are able to understand and practice ESD.

It is desirable that ESD programs reflect local conditions and are rooted in the region. Therefore, we encourage survey studies on creating a sustainable region that takes regional characteristics into account, and support program development in model regions. In these cases, we will consider reflecting and utilizing the results of these survey studies in educational curriculums. In addition, we will strive to gather data on the effectiveness of ESD.

(f) Utilizing Information and Communications Technology (ICT)

Since ICT can be used to transmit information to many people while economizing energy and resources, which is convenient when consolidating observation data at various locations, we encourage the effective utilization of ICT.

On the other hand, as the Internet is very useful for research and study, as well as for disseminating information about resources and course materials for ESD, we will make positive efforts to dispatch information concerning ESD on the Internet.

(3) Programs Expected of Each Organization

It is important that diversified implementing organizations deal with ESD in view of their own capacities. Our government will remain supportive of their efforts.

(a) Individuals and Families

The most important goal of the programs in the decade leading up to 2014 is changing individual awareness and actions. It is, therefore, vital that we begin with day-to-day programs. Of late, we quite often hear proposals for new lifestyles that include the concept of sustainability, such as lifestyles of health and sustainability (LOHAS), or we see rising sales of products that encompass the perspectives of the environment, economy, and society like sustainability and fairness. These cases remind us that it is vital to expand our programs that reflect these concepts in our day-to-day life. In view of the above, we are expected to undertake the following programs and roles:

- The concepts of "slow life" and "LOHAS" are spreading and being mirrored in our daily life.
- We must change our lifestyles by keeping in mind "green" purchases and fair-trade products, practicing energy-saving lifestyles, and recycling wood resources. When building or renovating our houses, we must strive to enhance environmental efficiency and harmonize with the environment.
- We should promote nutritional education and healthy dietary habits as a national movement in every domain of society, such as households, schools, child-care centers, and local communities.
- Each family must raise children who are able to think and act, have a heart that values people, things, and the environment in their relationships with other people, and can talk about relations with other regions, both domestic and foreign.
- We must participate in environmental preservation activities, social services, international exchange activities, and activities involving various issues in other regions. Positively joining policy-making processes means that we are participating in the process of building a better community and society.

(b) Schools

Throughout the entire course of education from kindergarten to university, educational institutions are expected to provide ESD depending on the developmental stages of students. Educational activities, which have already been addressed as the "zest for living," considerably overlap with ESD programs. With respect to the values to which ESD attaches importance, reading passages about the environment and human rights, and improving reading comprehension, for example, will also deepen our understanding of ESD programs at the same time. As noted, when a social issue is taken up or we participate in an activity, it will stimulate willingness of the part of the learner. Furthermore, it is vital to practice "integrated intelligence" by effectually combining this cross-curriculum teaching with the period of integrated study.

ESD, which is a comprehensive program, will allow teachers to provide high-quality education without imposing inordinate burdens on them by making use of outside talent, places, or opportunities. In view of this, educational institutions are expected to undertake the following programs and roles:

- Primary schools and junior and senior high schools must promote ESD throughout all educational activities, including each subject or the period of integrated study. They must utilize school boards of trustees or promote comprehensive programs in school administration such as through PTA activities.

- We must make sure ESD is offered as a comprehensive program, with due consideration given to coordination among different school grades or primary schools, and junior and senior high schools, as well as collaboration with the regional community.
- Encourage nature-based experiences, experience-based activities in rural districts, work-experience activities, and other various experience-based activities.
- School facilities, which are places of learning as well as living, must be environmentally friendly, and well-equipped school facilities must be utilized for education.
- Institutions of higher education, such as universities, must provide education and research for sustainable development depending on the characteristics of each university. They must develop excellent teaching materials and curriculums for ESD and use them in places of learning. They are also expected to drive programs utilizing the expertise of institutions of higher education in collaboration with the local community or collaboration among such institutions.

(c) Local Communities

The local community is where activities based on specific features of the region's nature and culture are conducted. To promote a community-based approach, the various roles played by local communities that constitute the region have become very important. Local communities are expected to undertake the following programs and roles by incorporating ESD's perspectives in diversified community activities participated by various people irrespective of age and sex:

- Utilize various activities in the community, such as child rearing, town-building activities, festivals, playgrounds, sports clubs, and activities addressing community issues. When advancing such an approach, regional communities must coordinate with educational institutions, NPOs, and enterprises.
- In accordance with the improvements made in regional education, create places of amusement and learning where children can freely play and engage in various activities.
- Use outside resources for school education and support high-quality education.

(d) NPOs

The NPO, which is spontaneously made up of people sharing awareness toward common issues and who are engaged in various activities, is one of the most promising ESD implementing organs. NPO activities are geared toward promoting shared interests for the common good of the general public. Sustainable development is not intended to benefit specific people, but develop society as a whole from environmental, economic, and societal standpoints. For this reason, creating a sustainable society is in accordance with NPO activities, with many of them already active based on the ESD perspectives. By reviewing its current activities, it could be said that any given NPO has high potential to implement ESD programs with relative ease. NPOs are expected to undertake the following programs and roles:

- In addition to the individual themes of NPOs, such as environmental preservation, improving welfare, town building, and nutritional education, NPOs will be able to push ahead activities while being involved across different fields. With ESD incorporated in various activities, such as a policy-proposing activity, diffusion and enlightenment activity, and experience-based activity, NPOs should be engaged in various activities while being aware of their efforts to help create a sustainable society.
- Based on their expertise of each activity theme, NPOs must serve a leadership role in ESD activities.

- To promote programs involving various implementing organizations, NPOs must serve the roles of producer and coordinator in advancing ESD programs coordinated with school education, social education, corporate education, and community activities.
- Develop ESD leaders, coordinators, and producers.
- Research, study, and disseminate promotional methods for ESD based on practical examples.

(e) Enterprises and Industrial Organizations

To overcome the various environmental problems that we face, such as global warming, refuse and recycling, the management of chemical substances, anti-pollution measures, as well as realizing sustainable development, we require programs targeted at building a society where both the environment and economy improve concurrently. In addition, public concerns about the social aspects of business activities, such as equality between men and women, consideration for employees, employment of persons with disabilities, and child labor issues in overseas factories, have been increasing. From the perspective of social responsibility, this means that business activities must be pursued based on three elements: the environment, economy, and society. Given the recently rising expectations in society, voluntary efforts by enterprises to address these issues have been spreading.

To realize business activities conscious of sustainable development requires increased awareness of ESD by each person in the related implementing organizations. Enterprises and industrial organizations, with their diversified networks in providing products, services, and information, and maintaining relationships with consumers, suppliers, employees, and the community, as well as global business deployment, are expected to play a large role in promoting ESD.

In view of the above, enterprises and industrial organizations are expected to undertake the following programs and roles:

- With the three elements of the environment, economy, and society as bases, enterprises and industrial organizations are expected to pursue and strengthen business activities in accordance with sustainable development at home and abroad.
- Introduce ESD in corporate education.
- Disseminate know-how of ESD by using the various networks owned by enterprises and industrial organizations.
- Cooperate in community activities in collaboration with schools, social educational facilities, NPOs, and local authorities.
- By making most of their expertise and specialties, provide personnel for school education, social education, and community activities, as well as development programs for ESD that can be utilized at schools. Offer land and facilities for the purpose of ESD.

(f) Farming, Forestry and Fishery Operators, and Related Organizations

Although farming, forestry, and fishery operators are included in (e) Enterprises and Industrial Organizations, their business activities play major roles in maintaining and managing the regional natural environment, their places of business are rooted in the local community, and they handle food, an essential element for human existence. In view of these facts, these operators are specifically expected to undertake the following roles and programs:

- Offer places and opportunities for experience-based activities in farming, forestry, and fishing communities with their multi-faceted aspects, such as actual life experience, nature-based

experience, and work experience.

- In view of the fact that their business activities serve the purpose of creating a sustainable community as they help maintain and manage the natural environment in the community and promote the regional economy and industry, these operators will play a key role as leaders in community building through cooperating with various implementing organizations like schools, NPOs, and administrations.

(g) Mass Media

Since the mass media are able to acquaint us with difficult-to-understand living situations and the natural environment in overseas countries, as well as introducing advanced programs to other regions, they can disseminate information on ESD. Images on TV or the Internet are highly effective in changing our awareness and improving our understanding. For this reason, the mass media are expected to undertake the following programs and roles:

- By taking advantage of newspapers, TV, and radio, the mass media continuously provide information on ESD ranging from global-scale topics to community-based news. They can introduce nationwide case examples or provide information on participation in various activities in regional communities.
- They can offer opportunities to diffuse ESD by opening and supporting events.

(h) Teacher-Training Institutions

Since teachers possessing knowledge and skills about ESD can provide effective ESD to students, teacher-training institutions are expected to undertake the following programs and roles:

- Teacher-training institutions can improve the leadership of teachers concerned with ESD and provide training to enhance lessons. In this case, they should also take up a method of preparing training programs, methods of collaborating with the outside, and teaching methods focused on inquiry and practice.
- Teacher-training courses offered by university education departments must also proactively handle ESD, as well as offer practical teaching methods for ESD.

(i) Public Centers, including Community Centers, Libraries, Social Educational Facilities such as Youth Educational Facilities, Volunteer Centers, Consumer Centers, and Centers for Women

A community center attracts diverse organizations, making it an ideal place for exchanges through education, as well as taking on the characteristics of a hub for the community. Since the library, in addition to lending out ESD-related books, has a wealth of materials concerning the nature and culture of the community, it must be used in implementing ESD programs. The youth educational facility in each region can be expected to develop young people who can participate in creating a sustainable society in a responsible manner.

Other public centers, such as volunteer centers, consumer centers, and centers for women can be turned into the places for implementing ESD.

These facilities can be expected to undertake the following programs and roles:

- Offer places and opportunities for ESD.
- Serve the role of a base for ESD in the community. Assume the roles of coordinator and producer by coordinating with various organizations.

- Develop personnel who can lead, coordinate, and produce in promoting ESD.

(j) Local Authorities

The local authorities serve the role of solving wide-ranging regional issues in conjunction with various organizations in the community, and thus have considerable influence over promoting ESD there. For this reason, we can expect them to undertake the following programs and roles. These programs, however, must be implemented, with citizens, primary schools and junior and senior high schools, local companies and universities participating in the projects.

- Based on the content of this plan of implementation, various plans, including the comprehensive plan for the region, must introduce the concepts of sustainable development. Local authorities must draw up a new or revised Local Agenda and grapple with the creation of a sustainable community. The Local Agenda must include a plan of implementation for ESD.
- Implement community building while encouraging citizen participation. In order for citizens to decide on measures for sustainable development or community building, the local authorities must proactively provide information to them.
- Offer opportunities for ESD to various organizations in the region, as well as encouraging the creation of programs rooted in the community.
- When implementing measures related to ESD, local authorities must do so in collaboration with education-related organizations, such as the board of education and departments related to planning, community residents, the environment, urban affairs, agriculture, forestry, fisheries, and public corporations.
- Disseminate information concerning various ESD programs in the region, as well as pushing ahead with coordination with the parties concerned in the region and creating a network. In this case, they must implement programs that make the most of organizations already engaged in ESD activities and those involved in activities based on the values and principles of ESD.
- Local authorities must play the role of coordinator by putting together education-related institutions, NPOs, and enterprises in the community, as well as that of producer by initiating activities and projects involving diverse organizations in relation to various regional activities and issues.
- Promote coordination among regions and share advanced examples in a study group that includes local authorities or the places of information exchange.

(4) Promotion of International Cooperation

In view of the fact that ESD became addressed in the world on account of our proposal, we are determined to make a positive contribution to ensure that ESD programs are promoted in international society. With MDGs targeted at eradicating poverty and famine, as well as EFA aimed at achieving universal primary education and gender equality in education, international society has been addressing these challenges. Dealing with various issues including poverty and building a peaceful and sustainable international society would allay concerns and contribute to the ongoing development of our country. For these reasons, our country will strive to advance international cooperation.

(a) Collaboration and Cooperation with U.N. Agencies

Through contributions to the UNESCO, U.N. Development Programme (UNDP), U.N. Environment Programme (UNEP), and U.N. University, we will support ESD-related projects, such as opening

seminars, conducting surveys and research, drawing up educational programs, and cultivating experts. In addition, we are resolved to advancing the decade of ESD in the U.N. General Assembly and UNESCO General Assembly.

(b) Promoting Regional Cooperation in Asia

By utilizing the frameworks of ASEAN+3, Asia Cooperation Dialogue (ACD), ASEAN-Japan Cooperation, the Tripartite Environment Ministers Meeting involving China, Japan and Korea (TEMM), the U.N. Economic and Social Commission for Asia and the Pacific (ESCAP), and holding dialogues and workshops, we will continue to cooperate with other Asian countries in creating educational programs and a plan of implementation for ESD.

(c) Support for the Development of Human Resources in Developing Countries

We endeavor to make a contribution to the cultivating of personnel responsible for implementing sustainable development in developing countries by implementing ESD-related projects, dispatching experts, and holding seminars at home and abroad. We also strive to nurture personnel in Japan who are responsible for support rendered to developing countries. In addition, other ODA projects will be implemented in accordance with the concepts of sustainable development.

(d) Collaboration with Organizations and Support for Programs by Private Organizations

In international cooperation, such private organizations as NPOs and enterprises have been playing larger roles. Consequently, our government's international cooperation will be pursued in close collaboration with private organizations. In particular, we seek to effectively implement projects by collaborating with private organizations familiar with local situations and fully understanding their needs.

To promote programs pursued by private organizations, we will continue helping them through our existing support measures and make efforts to improve and strengthen these measures. The local authorities are maintaining information exchanges with sister cities overseas, and will continue to disseminate information on ESD and promote mutual international cooperation by using these channels.

(e) Increasing Global Understanding by the Public

Since promoting global understanding by the public will become crucial in promoting international cooperation, we are resolved to facilitate education on global understanding and nurture human resources with a global view.

(f) Disseminating Information to the International Community

By taking advantage of international and regional-level conferences, we proactively disseminate information about our programs to the global community in order to encourage international cooperation.

5. Evaluation and Review

(1) Evaluation

It is necessary to evaluate the fact that ESD programs are being widely accommodated, and that the awareness and actions of the organizations concerned are changing, with Japan and the world getting

closer to creating a sustainable society. In so doing, it would be necessary for us to discuss how to evaluate the effectiveness of these programs once ESD is introduced. The methods of evaluation will be reviewed in line with the research status of pedagogy and sociology, or discussions at the UNESCO about such evaluation. We are determined to make evaluations with the diverse parties concerned that participate in the evaluation process.

(2) Mid-Year Goals and Review

We will conduct an annual inspection of the situation of progress by our government from 2006 onward. With respect to programs in the first five years up to 2009, we will address the three key components of the environment, economy, and society centered on the environment and development, which are priority agendas, and review those programs in 2010 based on their results.

(3) Evaluation in the Final Year

By the end of 2014, we will evaluate the prior decade and discuss programs beyond 2014.