Redefining the Concept of ESD on Environmental and Economic Perspectives

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(A paper to be presented at the UNESCO Expert Meeting on ESD in Kanchanaburi)
Purpose and Methods

**Purpose** is to redefine the concepts of the environmental and economic perspectives of ESD.

**Methodology** is to examine the official documents regarding the promotion of ESD.
Misunderstanding

There are two fundamental mistakes in understanding the concepts of ESD.

(1) ESD is the evolution of EE.
    (EE must keep its position as EE.)
(2) EFA is a part of ESD.
    (Main targets of EFA are for developing countries and ESD mainly for advanced countries)
Evolution of Civic Education in Japan

1872–1920s
National Citizenship Education

1925–41
Civic Ed.

1941–45
Ultra-Militarism Ed.

1947–91
American Social Studies

1952–73

1971–Today
International Understanding, Peace, & Human Rights Eds.

1982–Today
Development Ed. (from UK)

1993–Today
Global Citizenship Ed. from US

1953–2003
Japanese Human Rights Education (Dowa Ed.)

1972–Today
Japanese Peace Ed. (Anti-Nuclear & Anti-War Ed.)

1964–85
Public Nuisance Prev. Ed.

1986–Today
Environmental Education

Education for Sustainable Development (ESD)
Documents to be examined

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>UN Conference on Human Environment</td>
</tr>
<tr>
<td>1992</td>
<td>UN Conference on Environment and Development</td>
</tr>
<tr>
<td>2002</td>
<td>World Summit for Sustainable Development</td>
</tr>
<tr>
<td>2003</td>
<td>The Earth Charter</td>
</tr>
<tr>
<td>2004</td>
<td>Draft UNESCO IIS for ESD</td>
</tr>
<tr>
<td>2005</td>
<td>UNESCO IIS for ESD</td>
</tr>
<tr>
<td>2006</td>
<td>Japanese NIS for ESD</td>
</tr>
</tbody>
</table>
Development and Sustainable Development

We are still in trouble for defining the concept of ESD.

Smoke, Money and the Sinking Island

(A documentary film presented by NHK)
The Earth Charter 2003 is the guidepost of the principle of ESD. It has four basic values and 16 principles for Sustainable Development.

(1) Respect and care for the community of life
(2) Ecological integrity
(3) Social and economic justice
(4) Democracy, non-violence, & peace
UN Conference on Human Environment (1972)

Goal 1
Preservation and enhancement of the human environment

Goal 2
Maximum social, economic and environmental benefits for all
UN Conference on Environment and Development (1992)

Effects of Agenda 21 for the World

(1) National Commission for Sustainable Development

(2) National Action Plan

(3) National Environmental Protection Act
Agenda 21 presents core issues

1. Social and Economic dimensions
   Seven core issues
   (1) Accelerate SD in developing country
   (2) Poverty reduction
   (3) Change in consumption pattern
   (4) Demographic sustainability
   (5) Human health
   (6) Sustainable human settlement
   (7) Integrating environment and development
Agenda 21 Core Issues (Contd.)

14 Core Issues of the conservation and management of resources for development (see p.4 of my paper.)

Stresses on the conservation and development of resources
MDGs (2000) 8 Core Issues

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development
World Summit for SD (2002)

Has 37 Chapters and 150 Plan of Implementation

Goals:
(1) Concrete actions and measures at all levels
(2) Enhancing international cooperation
(3) Integration of three components-
    1) Economic development
    2) Social development
    3) Environmental protection

Three basic perspectives and fifteen strategic perspectives:
( See pp.7-8 of my paper.)

(1) Socio-Cultural Perspectives
(2) Environmental Perspectives
(3) Economic Perspectives
UNESCO IIS for ESD (2005)

Four major thrust:
(1) Improving access to quality basic education.
(2) Reorienting existing education programmes.
(3) Developing public understanding and awareness.
(4) Providing training.
Important Point to be discovered

(1) Understanding your own values and, the values of the society you live in, and the values of others around the world is a central part of education for a sustainable future.

(2) Each nation, cultural group, and individual must learn the skills of recognizing their own values and assessing these values in the context of sustainability.

Dual goals of ESD

(1) For Japan

(2) For developing countries
For Japan

Action change in life style and economic systems from mass production, mass consumption and mass disposal to sustainable consumption, sustainable production, and secure bio-diversity.
For the Developing Countries

Millennium Developing Goals is the central tasks.

To achieve those tasks;
International Cooperation by both lateral and multiple
Different Goals of ESD

(1) Advanced Countries
   1) Eradication of mass energy consumption
   2) Recycling-based Society
   3) Corporate Social Responsibility

(2) Developing Countries
   1) Millennium Development Goals
Table 1 Common Values for ESD by Sphere

<table>
<thead>
<tr>
<th></th>
<th>Goals of Society</th>
<th>Brighter Future, Harmony with nature, Quality of life, World of peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Environmental Protection</td>
<td>Environmental conservation, Care for the environment, Cultural landscape</td>
</tr>
<tr>
<td>3</td>
<td>Economic Development</td>
<td>Equity of economic opportunity, Economic sufficiency for all, Sustainable economy, Sustainable production, Sustainable consumption</td>
</tr>
</tbody>
</table>
Table 2 Space-wise Goals of Environmental and Economic Perspectives for ESD

<table>
<thead>
<tr>
<th>Space</th>
<th>Environmental Perspective</th>
<th>Economic Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Goals</td>
<td>Harmony with nature</td>
<td>Sustainability</td>
</tr>
<tr>
<td>1 Family</td>
<td>Eco-life, 3Rs Life style</td>
<td>Less energy consumption</td>
</tr>
<tr>
<td>2 Community</td>
<td>More green and clean</td>
<td>Improvement of access</td>
</tr>
<tr>
<td>3 Work Place</td>
<td>Higher health standard</td>
<td>3Rs products</td>
</tr>
<tr>
<td>4 Country</td>
<td>Recycling-based society</td>
<td>Corporate Social Responsibility (CSR)</td>
</tr>
<tr>
<td>5 Sub-Region</td>
<td>International cooperation for better environment</td>
<td>Recycling of resources</td>
</tr>
<tr>
<td>6 World</td>
<td>Peace, Non-violence, Tolerance</td>
<td>Eradication of socio-economic gap</td>
</tr>
</tbody>
</table>
Table 3-1 Core Content Matter by Subject Areas for ESD

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Core Content Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mathematics</td>
<td>Sustainable numerical</td>
</tr>
<tr>
<td>2 National language</td>
<td>Literacy development</td>
</tr>
<tr>
<td></td>
<td>Study of national &amp; international heroes</td>
</tr>
<tr>
<td>3 Social studies</td>
<td>Citizenship, Democracy, Cultural Diversity</td>
</tr>
<tr>
<td>4 Sciences</td>
<td>Sustainable technology</td>
</tr>
<tr>
<td>5 Foreign language</td>
<td>Tolerance to other culture</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Core content Matter</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>1 Arts &amp; Music</td>
<td>Ethnic/Universal arts and music</td>
</tr>
<tr>
<td>2 Sports &amp; Health</td>
<td>Ethnic/Universal sports &amp; health</td>
</tr>
<tr>
<td>3 Home Management</td>
<td>Reflecting of own life-style, Life-style of other culture</td>
</tr>
<tr>
<td>4 Vocational</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>Core Issues</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td><strong>1 Mathematics</strong></td>
<td>Sustainable growth rate</td>
</tr>
<tr>
<td><strong>2 National language</strong></td>
<td>Own culture can be learned by mother tongue</td>
</tr>
<tr>
<td><strong>3 Social Studies</strong></td>
<td>Respect equally to own culture and the values of others</td>
</tr>
<tr>
<td><strong>4 Sciences</strong></td>
<td>Environmental preservation</td>
</tr>
<tr>
<td><strong>5 Foreign language</strong></td>
<td>Mother tongue of other culture</td>
</tr>
</tbody>
</table>
## Table 4-2 Core Issues by Subject Areas for ESD

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Core Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Arts &amp; Music</td>
<td>Cultural diversity</td>
</tr>
<tr>
<td><strong>2</strong> Sports &amp; Health</td>
<td>Cultural diversity</td>
</tr>
<tr>
<td><strong>3</strong> Home Management</td>
<td>Less consumption, 3Rs</td>
</tr>
<tr>
<td><strong>4</strong> Vocational</td>
<td>Less production</td>
</tr>
<tr>
<td></td>
<td>Less disposal</td>
</tr>
</tbody>
</table>
Concluding Remarks
**ESD on the Move**

**Industrialized Society**
- Affluent society with mass production, mass consumption and over-use of materials and energy

**Basic Values**
1. Human rights on development
2. Freedom
3. Self-satisfaction
4. Nationalism

**Basic Actions**
- Local and International Community
- Free competition
- Widening of disparity
- Conflict and War

**Sustainable Society**
- Harmonized quality life with nature and recycled society with less consumption of materials and energy

**ESD Values**
1. Human responsibility on sustainable development
2. Harmony with resources
3. Live together
4. International cooperation

**ESD Actions**
- Local and International Community
- Partnership
- Reduction of disparity
- Peace & Prosperity
ESD is the Voyage of Discovery for the New Horizon

Goal: Sustainable Society with peace and harmony with nature

Action: Paradigm shift of values and life style from mass production and mass consumption to sustainable production and sustainable consumption
ESD Promise of Paradigm Shift

1. Respect for the dignity and human rights of all people throughout the world and a commitment to social and economic justice for all;

2. Respect for all the human rights of future generations and a commitment to intergenerational responsibility;

3. Respect and care for the greater community of life in all its diversity which involves the protection and restoration of the Earth’s ecosystems;

4. Respect for cultural diversity and a commitment to build locally and globally a culture of tolerance, non-violence and peace.

(UNDESD International Implementation Scheme, p.14)
Higher Education on the Move in Promoting ESD

A Proposal for ESD curriculum development in Asia-Pacific

Academic Associations of all kind of disciplines (mainly in a country)

APEID Associated Centers at Universities (International cooperation)

UNU-IAS (International cooperation)

Faculties of Universities and Colleges

Associated Schools Project: ASP Schools

Facilitator training

Pre- and In-service teacher training

International Exchange Programs

Community Learning Centers

Schools & Universities

Beneficiary

Future citizens and leaders
The End

☐ Thank you very much
☐ for your attention
Evolution of the ESD Concept

1965  Public Nuisance Education
1972  Environmental Education after the Declaration of the Human Environment (UN Conference on the Human Environment in Stockholm)
1992  Environment and Development (in Rio) (Sustainable Development=SD)
1994  Environment, Population and Development (E.P.D.) Project by UNESCO
2002  Education for Sustainable Development (ESD) (in Johannesburg)
2005  Launch of the Decade of ESD by UN and UNESCO
ESD National Plans in Japan

1. Socio-Cultural Perspective
   1999 Gender-equal Society Plan

2. Environmental Perspective
   1999 Anti-Global Warming Plan
   2001 Environment Reporting Guidelines for CSR
   2003 Environmental Education Promotion Act

3. Economic Perspective
   1999 Sustainable Economic Society Policy
   based on the 3Rs
   2005 Action Plans and Reporting for CSR based on ESD
**ESD National Network in Japan**

1996 Global Environment Partnership Plaza

1999 National Promotion Center for Anti-Global Warming

2003 ESD-J (Nation-wide NPO)

2005 *Team-Minus 6% Project*

by the Ministry of Environment
Team Minus 6% Campaign

National Campaign of social enlightenment for the reduction of CO₂. Since 2005 by the Ministry of Environment With six core actions
(1) Reduce of air condition
(2) Reduce of water consumption
(3) Reduce of idling of car engine
(4) Purchase of eco-products
(5) Reduce of over lapping and consumption
(6) Reduce of electricity consumption
Growing ESD Partnership in Asia-Pacific and Japanese Nat’Com
Appendix
1. Socio-cultural perspectives

(1) Human rights;
(2) Peace and human security;
(3) Gender equality;
(4) Cultural diversity and intercultural understanding;
(5) Health;
(6) HIV/AIDS;
(7) Governance.

(UNDESD International Implementation Scheme, pp.17-18)
Appendix

2. Environmental perspectives

(1) Natural resources (water, energy, agriculture, biodiversity)
(2) Climate change
(3) Rural transformation
(4) Sustainable urbanization
(5) Disaster prevention and mitigation

(UNDESD International Implementation Scheme, pp.18-19)
Appendix

3. Economic perspective

(1) Poverty reduction;
(2) Corporate responsibility and accountability;
(3) Market economy.

(UNDESD International Implementation Scheme, pp.19-20)