

International Cooperation Initiative



Formation of ESD International Cooperation Models
Utilizing the Knowledge of Universities



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN



Developing University-based ESD International Cooperation Models

Discussions about the necessity of the United Nations' Education for Sustainable Development (ESD) in international society and its fundamental outline and objectives have been carried out repeatedly up to now, and its importance to future generations has come to be recognized. Moreover, now that we are midway into the UN's "Decade of Education for Sustainable Development (DESD)." there are demands to strengthen ESD's practical applications all the more as well as to arrange its theoretical aspects.

Amid such circumstances, since FY 2008, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) - Japan through the International Cooperation Program has been utilizing the knowledge possessed by universities in Japan. Moreover, in collaboration with universities and the like overseas, MEXT has been undertaking the development of model activities and practical teaching materials that can be used in the relevant sites by diverse people engaged in ESD.

UN Decade for ESD (2005~2014)
Strengthening practical application from dissemination and enlightenment

Undertakings expected of Japanese universities

(From Japan's "Action Plan for the UN Decade of Education for Sustainable Development")

- Striving to develop outstanding ESD teaching materials and curricula and applying those results at the actual site of instruction
- Promoting projects collaborations among universities and with regional society that take advantage of the expertise of higher education institutions

Advancement of practical activities in the international cooperation sphere

Advancing each type of activity within Japan

Formation, accumulation, transmissions of the international cooperation model for undertakings expected of Japanese universities through the International Cooperation Initiative Program

Development of activity models and ESD education modules (curricula, teaching materials, instruction methods, etc.)

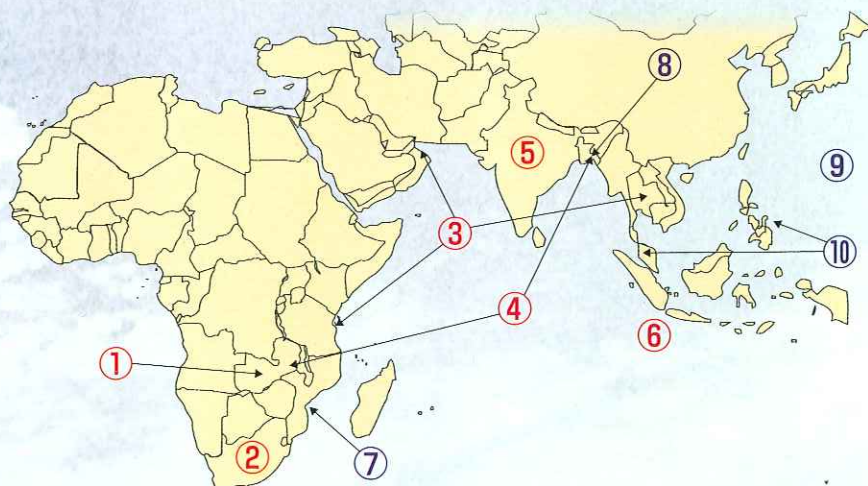
Symposiums, etc., concerned with "Advancing international cooperation for ESD that utilizes the knowledge of universities"



Image of cases of International Cooperation Initiative Program (ESD)

Cases Implemented in FY2008

In FY2008, Asia and Africa were established as the primary target regions, and 10 Japanese universities have been undertaking the formation of ESD International Cooperation Models in cooperation with universities in developing countries. Distinguishing features of this fiscal year are that among all six Regional Centres of Expertise (RCEs) concerned with ESD in Japan, core universities in four regions (Greater Sendai Area, Yokohama, Hyogo-Kobe and Okayama) have launched international cooperation programs on ESD themes through this Initiative and also that the Japanese Universities are aiming for collaborations with RCEs overseas (Cebu, Penang, Yogyakarta, and Maputo).



The Development of Education Modules and Activity Models.

- ① Hokkaido University of Education, [Zambia] The National In-Service Teachers' College
- ② International Christian University, [South Africa] University of Cape Town
- ③ Mie University, [Tanzania] Muhimbili University College of Health Sciences, [Thailand] Khon kean University, [UAE] University of Sharjah
- ④ Okayama University, [Bangladesh] DAM (NGO), [Zambia] Copperbelt University, University of Zambia
- ⑤ The University of Tokyo, [India] Indian Institutes of Technology
- ⑥ University of Tsukuba, [Indonesia] Bogor Agricultural University

ESD International Symposium on Utilization of Academic Knowledge.

- ⑦ Ehime University, [Mozambique] Eduardo Mondlane University, Lurio University
- ⑧ Kobe University, [Bangladesh]
- ⑨ Miyagi University of Education, [Asia & Pacific region]
- ⑩ Yokohama National University, [Malaysia] University Sains Malaysia, [The Philippines] University of the Philippines

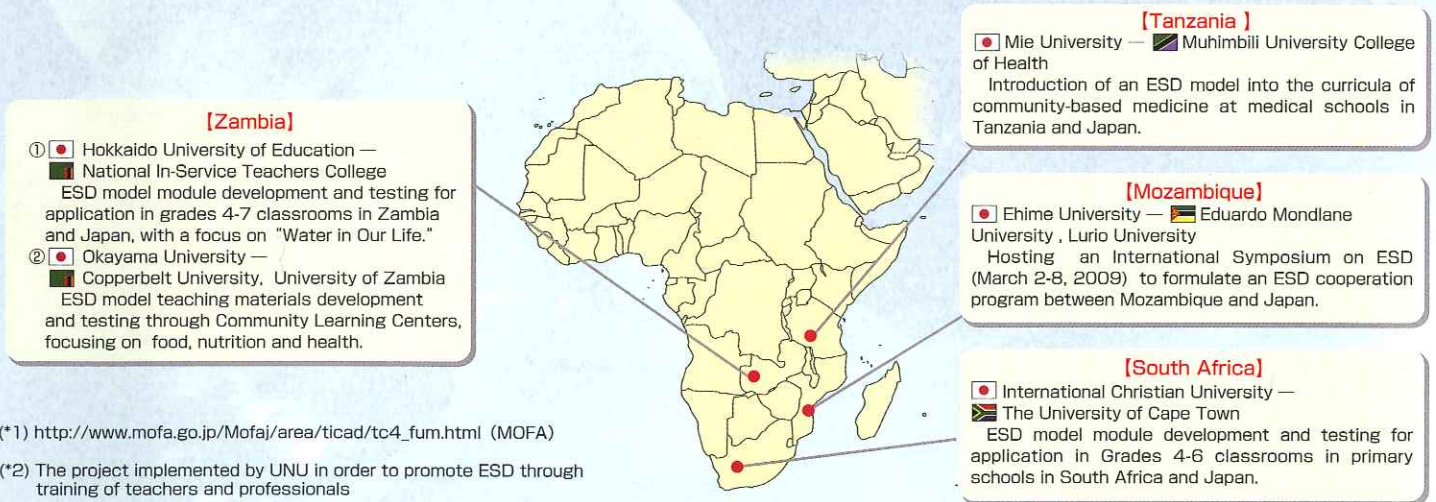
(More Information)

http://www.scp.mext.go.jp/esd/index_e.html
(International Cooperation Initiative HP, MEXT)

Cases for Africa

Through the 4th Tokyo International Conference on African Development (TICAD IV) and the Toyako Hokkaido G8 Summit held in 2008, a stance giving priority to Africa was emphasized. Moreover, ESD was clearly specified in the Yokohama Declaration of TICAD IV as an issue international society ought to deal with. In addition, its results were welcomed in the Declaration by the Leaders at the G8 Hokkaido Toyako Summit as an important contribution.

Based on this trend to give weight to Africa, this Initiative Program, too, is emphasizing matters directed at Africa. These matters are also to be covered by the TICAD IV's follow-up mechanisms (*1). Furthermore, we are scheduled to work on collaborations with ESD projects (*2) that the United Nations University (UNU) carries out directed at Africa as one means of practically using the activity models, which are an outcome of this initiative.



(*1) http://www.mofa.go.jp/Mofaj/area/ticad/tc4_fum.html (MOFA)

(*2) The project implemented by UNU in order to promote ESD through training of teachers and professionals

Graph: Arrangement of activities Directed at Africa (FY 2008)

Examples

1. South Africa : Education for Sustainable Development in Primary and Secondary Schools <A South Africa-Japan Collaboration Project to Develop a Learning Module for Classroom Application> (International Christian University)

In collaboration with the University of Cape Town in South Africa, we at ICU have formed a joint research network of primary and secondary school teachers in Japan and South Africa and are developing an education module (curricular guidelines, teaching materials, instruction methods, etc.) for common application in classrooms in both countries. On the Japanese side, the local Board of Education and a lower secondary school are also participating for possible future extension of this undertaking.

For the next two years the elementary schools of Mitaka City, Tokyo and their partner schools in Cape Town engage in joint learning sessions in the form of television conferences and examine the feasibility of ESD education based on international cooperation. We hope also to benefit from synergy effects by collaborating with the African ESD professional training project being implemented by the United Nations University on the basis of African-Japan university network in which ICU participates.

2. Promotion of ESD on food, nutrition and health through CLCs (Okayama University)

In developing countries, we are making use of Community Learning Centers (CLCs), which correspond to Kominkan (Citizens' Public Hall) in Japan, and developing education models that offer opportunities to residents of the region to learn about ESD, from the perspectives of "ESD and Food, Nutrition and Health."

Keeping primarily in mind the idea of transmitting Asian experiences to Africa, we have taken Bangladesh and Zambia as the bases of our activities. While collaborating with the local NGO Dhaka Ashania Mission (DAM) and the University of Zambia and Copperbelt University, we have been developing teaching materials that can be used at local CLCs (ESD instruction manuals, multi-media teaching materials, etc.). And through verification of their effects, we have been working on the formation of education models.



What is ESD?

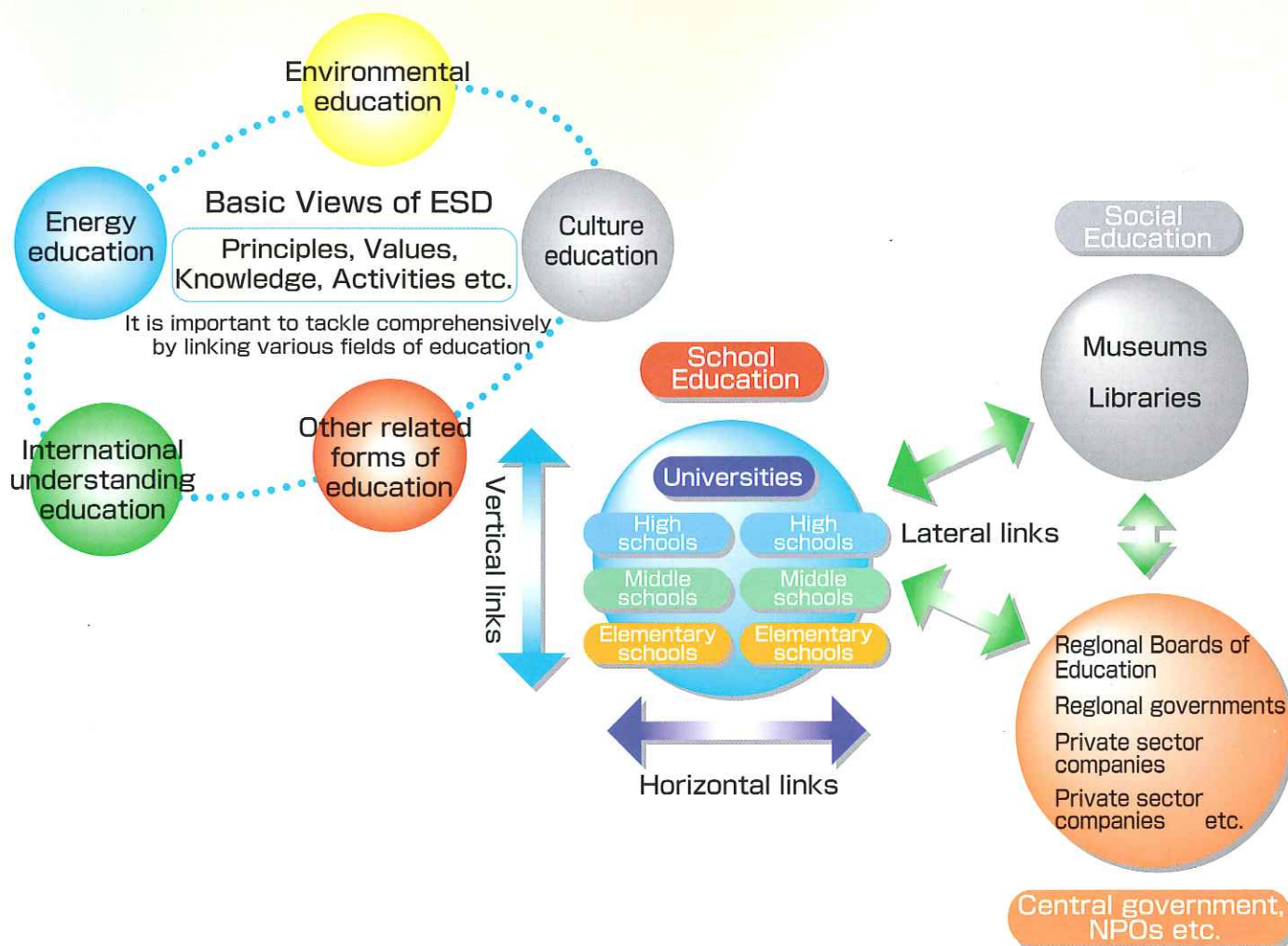
ESD, in brief, is to foster those who will shoulder the creation of a sustainable society. The following points are particularly necessary for implementing ESD.

(1) Cultivating human nature, including the development of character, autonomy, judgment, and a sense of responsibility.

(2) Fostering individuals who can acknowledge relationships with others, relationships with society, and relationships with the natural environment in addition to respecting relationships and connections.

For that reason, it is important for ESD not to be limited to individual fields that deal with problems involved in sustainable development, such as environmental education and international comprehension education but also to tackle this comprehensively in an interdisciplinary way from various aspects, including the environment, economy and society.

In December 2002, the UN General Assembly adopted a resolution, originally proposed by Japan, to make the ten-year period from 2005 to 2014 the United Nations Decade of Education for Sustainable Development (DESD), and UNESCO was designated as the lead agency for promoting DESD. In Japan, the National Commission for UNESCO and related government ministries/agencies have been cooperating to promote ESD with diverse concerned figures.



We plan to go on advancing the formation of an ESD international cooperation model utilizing the knowledge of universities from now on, so please follow our activities.

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