Promotion of ESD at the school level in JAPAN
Plenary Session 1

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ESD Policies in Japan / National Curriculum Standards

Major movement in Japan

2007
Japanese National Commission for UNESCO
- Proposals regarding the Further Promotion for the UN Decade of ESD

2008 JNCU
- Proposals on using the scheme of ASPnet Associated School Project (ASP) Network
- Establishment of ASPUnivnet (Interuniversity Network Supporting UNESCO ASPnet in Japan)

2009 JNCU
- Recommendation for further promotion of support and dissemination of ESD
- Annual conference of ASPnet in Japan

2012 JNCU
- Guideline for ASP in Japan

2014
- Aichi-Nagoya Declaration on ESD

2017 & 2018
- New National Curriculum Standards (issued)

2018
- Third Basic Plan for the Promotion of Education

2020 ~
- New National Curriculum Standard (implementation)

2021 JNCU
- Guide for Promotion of ESD (revised version)

The concept of the New National Curriculum Standards

- Cultivation of the motivation to learn and humanity so that one strives to apply learning for their lives and societies
- Acquisition of the knowledge and skills that can be utilized in real life context
- Developing the ability to think, make judgements, and express themselves to be able to respond to unprecedented situation

What can be achieved

"curricula that are open to society"

What to Learn

Active Learning

How to Learn

Proactive Learning
Interactive Learning
Authentic Learning

"active learning"

Cultivation of the motivation to learn and humanity so that one strives to apply learning for their lives and societies

Acquisition of the knowledge and skills that can be utilized in real life context

Developing the ability to think, make judgements, and express themselves to be able to respond to unprecedented situation

What can be achieved

"curricula that are open to society"
Outline:
Ministry of Education, Culture, Sports, Science and Technology (MEXT) has conducted ASPnet Schools Annual Activity Survey (hereinafter referred to as “The Survey”) annually, commissioning to the Asia-Pacific Cultural Centre for UNESCO (ACCU), secretariat of the UNESCO ASPnet Schools in Japan. The latest Survey was conducted in FY2020, covering school initiatives from December 2019 to November 2020.

Purpose:
The Survey has been conducted for the purpose of understanding the current status, challenges and outcomes of UNESCO ASPnet Schools in Japan, so that MEXT could reflect the trends and challenges to its future policies.

Number of Responses:
In FY2020, 679 responses were submitted out of 1,120 Schools designated as ASPnet Schools in Japan.

Period for Investigation:
From 10 December 2020 to 26 January 2021
Findings from Annual Activity Survey: Knowledge

Awareness of ESD for 2030

- 2019: 23% know, 77% don't know
- 2020: 20% know, 80% don't know

Awareness of SDGs Goal 4, Target 4.7

- 2019: 22% know, 78% don't know
- 2020: 14% know, 86% don't know

Awareness of statements on ESD in the New Educational Guidelines

- 2019: 7% know, 93% don't know
- 2020: 2% know, 98% don't know

Awareness of the relationship between ESD and SDGs 17 goals

- 2019: 13% know, 87% don't know
- 2020: 8% know, 92% don't know
Opportunities are provided to review classes and other things based on sustainability values.

Teachers have come to devise curriculum management such as cross-cutting efforts across subject areas.

Teachers have become creative with teaching materials, data, and questions for the class.

There is growing momentum to improve teaching skills through interactions with UNESCO ASPnet Schools in Japan and overseas, and to incorporate learning that takes advantage of the characteristics of UNESCO ASPnet Schools Network.

Findings from Annual Activity Survey: Teachers

Changes in teachers on curriculum development and teaching methods through educational activities of ASPnet Schools

<table>
<thead>
<tr>
<th></th>
<th>FY2019</th>
<th>FY2020</th>
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<tbody>
<tr>
<td>Opportunities are provided to review classes and other things based on sustainability values.</td>
<td>49%</td>
<td>42%</td>
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<tr>
<td>Teachers have come to devise curriculum management such as cross-cutting efforts across subject areas.</td>
<td>53%</td>
<td>53%</td>
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<tr>
<td>Teachers have become creative with teaching materials, data, and questions for the class.</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>There is growing momentum to improve teaching skills through interactions with UNESCO ASPnet Schools in Japan and overseas, and to incorporate learning that takes advantage of the characteristics of UNESCO ASPnet Schools Network.</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Others</td>
<td>2%</td>
<td>1%</td>
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</tbody>
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Findings from Annual Activity Survey: Teachers_2

Changes in teachers on school management through educational activities of ASPnet Schools

FY2019

- Teachers have actively interacted with local residents and deepened mutual trusts.
- There is increased momentum among schools to work for ESD.
- Teachers have come to discuss values related to sustainability with each other.
- Teachers have become active in communicating the UNESCO ASPnet Schools-related activities to parents.
- Teachers have become active participants in ESD and other UNESCO related workshops.
- All teachers have come to voluntarily form teams and develop activities.
- Others

FY2020

- Opportunities are provided to review classes and other things based on sustainability values.
- There is increased momentum among schools to work for ESD.
- Teachers have come to create a system that enables the ongoing activities of UNESCO ASPnet Schools.
- Teachers have come to discuss values related to sustainability with each other.
- Teachers have become active in communicating the UNESCO ASPnet Schools-related activities to parents.
- Teachers have become active participants in ESD and other UNESCO related workshops.
- All teachers have come to voluntarily form teams and develop activities.
- Others

Compared to FY2019, there has been an increase in the percentage of teachers actively interacting with local residents and deepening mutual trusts, from 21% to 46%. There has also been an increase in the percentage of teachers working on ESD, from 14% to 16%.
Findings from Annual Activity Survey: Students

What kind of changes can be seen with students through ESD activities?

Positive impact to ESD “Three Key Competencies”

- Knowledge and skills: 7%
- Abilities to think, make judgements and express themselves: 37%
- Motivation to learn and humanity: 56%

Most changed Perspectives for building a Sustainable Society

- Interdependence: 42%
- Diversity: 24%
- Cooperation: 23%
- Responsibility: 5%
- Fairness: 4%
- Limitation: 2%
ESD Practices through ASPnet Schools in Japan

*Tadami Junior High School, Fukushima*

- ✔ Tadami Biosphere Reserve
- ✔ UN Decade of Ocean Science
- ✔ Tadami Biosphere Reserve
Thank you for your attention!

Your everyday life will make a future.

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