

ESDに関するユネスコ世界会議報告

Monday 17 to Wednesday 19 May 2021, Berlin, Germany

及川 幸彦
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#ESDfor2030

日本からの発信（萩生田文科大臣のスピーチより）

日本のESDの成果： 3つの強み

- ESDをナショナル・カリキュラム（学習指導要領）に組み入れ、学校教育（公教育）にける組織的・計画的なESDを推進
- 政府に「ESD関係省庁連絡会議」や「ESD円卓会議」を設置し、マルチステークホルダーとの連携のもと、オールジャパンでのESDを推進
- 各地域における課題解決と地域創生を目指して、地域に根差し、地域の文脈に即したESDを推進（➡Local SDGs）

日本のESDの主な施策：

- 国のESD推進のイニシアチブを強化するため新ESD国内実施計画（ESD for 2030国内実施計画）を策定
- 学校教育でのESDのより一層の推進を図るため、「ESD推進の手引」を改訂
- 東日本大震災の教訓や気候変動による災害の多発化・甚大化を踏まえ、日本における防災・減災へのESDの貢献を発信

World Conference on Education for Sustainable Development

Whole school Approach through DRR Education

Lessons learned from Great East Japan Earthquake and Tsunami

Session 11. Concurrent sessions: Putting ESD into action A (Part II) -
[Priority action area 2: Transforming learning environment]

Wednesday 19 May 2021 from 09:00 – 10:15, Berlin, Germany



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Objectives:

The objectives of this session are to provide an opportunity for policy makers, school leaders and teachers, and all stakeholders in school education to better understand the concept of “whole institution approach” and gain some tips for putting it into practice based on the examples to be shared by the partners.

The session will address the following questions:

- ✓ Why do we need to transform the learning environment?
- ✓ What are the challenges for school leaders in promoting ESD as a whole school, and what kind of leadership and qualities are required?
- ✓ What qualities and abilities other than subject expertise are required of teachers to implement the whole institution approach?
- ✓ How can local communities be involved in school activities?
- ✓ How can the government support the efforts made by schools?



Moderator & Panelist

Moderator:

Ms Miho Taguma, Senior Policy Analyst in the Early Childhood and Schools Division of the Directorate for Education and Skills at the Organisation of Economic Cooperation and Development (OECD)

Panelists:

- **Mr Richard Dunne**, Harmony project Lead, the Sustainable Food Trust (UK)
- **Mr Yukihiro Oikawa**, Principal Researcher, Center for Ocean Literacy and Education (COLE), Graduate School of Education, the University of Tokyo (Japan)
- **Ms Lama Khatieb**, Co-founder of the Zikra for Popular Learning (Jordan)
- **Mr Ananto Kusuma Seta**, ESD National Coordinator for Indonesia, Ministry of Education, Culture, Research and Technology (Indonesia)
- **Mr Francisco Benavides**, Regional Education Advisor, UNICEF East Asia and Pacific Regional Office (EAPRO)

Whole school Approach through DRR Education

Lessons learned from Great East Japan Earthquake and Tsunami

-The Case of Hashikami Junior High School in Kesennuma City-



Priority action area 2
Transforming learning
environments

Hashikami JHS has been promoting ESD on DRR education over 10 years.

In 2011, the school area suffered terrible damage by Great East Japan Earthquake and Tsunami, and three students lost their precious lives.

Hashikami JHS tried to innovate their DRR education based on lessons learnt from Great East Japan Earthquake and Tsunami as whole school.

Here are good points of DRR education of Hashikami JHS:

- ✓ DRR education is organized as students centered and action oriented.
- ✓ They improved the DRR practice by researching tsunami affected area.
- ✓ They have built linkage with community and related institutions to implement evacuation drill together and to improve DRR education.
- ✓ They pass on DRR lessons to juniors and others as mentor or storyteller.
- ✓ Students are raising their awareness for DRR action as agents of change!



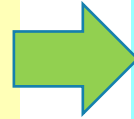
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Transforming learning environment

Obstacles to the Whole School Approach :

Teachers say.... It is too difficult to do ESD??

- Lack of teachers' awareness of ESD values
- Lack of communication between teachers
- Lack of understanding how to promote ESD
- No idea how to organize ESD program
- Difficulties to find subjects to implement ESD
- Too busy to afford time for ESD anymore
- Lack of leaderships of the principal and BoE
- Short of budget or financial support for ESD
- etc...



How to transform learning environment :

1. Curriculum Design & Management

- Basing on experience, inquiry, interdisciplinary....
- Creating and improving ESD Program together
- Utilizing expertise of specialists & community

2. System Building & Collaboration

- Forming teachers' collaborative system for ESD
- Building linkage with community & institutes
- Transforming Self, Mutual, public to Network-help

3. Governance & Leadership

- Empowering teachers' challenge & efforts for ESD
- Affording budget & incentives to teachers
- Organizing teacher training for ESD promotion



Priority action area 2
Transforming learning
environments

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Review of the Session 11

各パネリストからの発表

- ◆ Mr Richard Dunne (イギリス)
 - 環境と人間性との関係性や循環の倫理観
- ◆ Ms Lama Khatieb (ヨルダン)
 - 屋外での学校と連携した環境教育の事例
- ◆ Mr Ananto Kusuma Seta (インドネシア)
 - 教育省として賞を出すことでESDのモチベーションを高める
- ◆ Mr Francisco Benavides (ユニセフ・東アジア太平洋事務所)
 - カンボジアの気候変動による災害と防災教育の重要性

ディスカッション

- 評価（アセスメント）の在り方
- 教員の幸福や働き方
- ユネスコ、OECD、ユニセフとの協働
- アンケート「ホールスクールの実現に必要な要素」
 - 選択肢 (School Governance, Teaching and Learning (Curriculum, Pedagogies & Assessment), Facilities and Operations, Community partnership)