



ISAP2019 Thematic Track 7 (F206, 15:00–16:30)

SDGs達成に向けたESDの今後の展開

Next Step of ESD for Achieving the SDGs

DESD/GAP Lessons Learnt & Points to be Considered for Further Implementation

DESD/GAPの経験とESDの今後の展開に向けた配慮事項



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ISAP2019@Pacifico Yokohama

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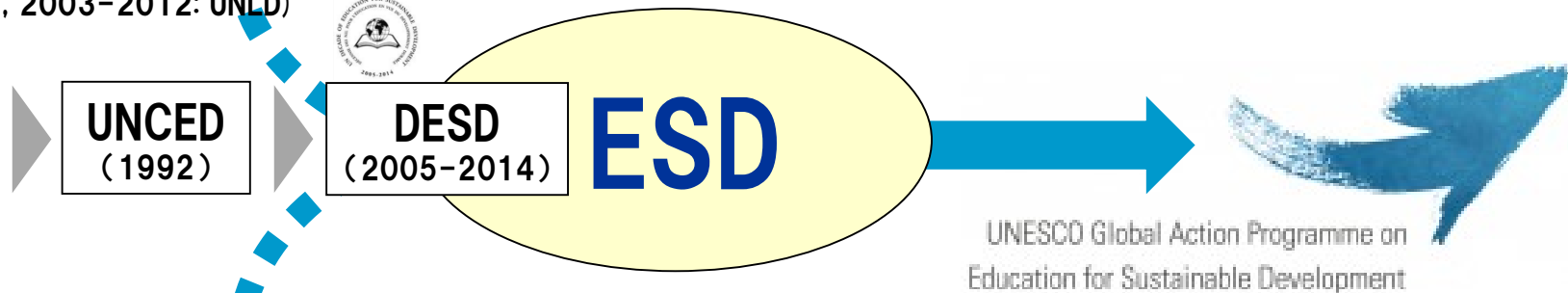
ESD: 2 Origins; SD & Human Development Approach

◆ “Human Development Approach”、Quality Basic Education, Universalization of Access and Promoting Equity

人間開発アプローチ

(1948: The Declaration of Human Rights, 1989: Convention on Right of the Child – CRC, 1990: WCEFA and Jomtien Declaration on Education for All – EFA, 2000: WEF and Dakar Framework of Action, 2000–2015: MDG 2–3, 2003–2012: UNLD)

Economical
Development
·
Social
Development



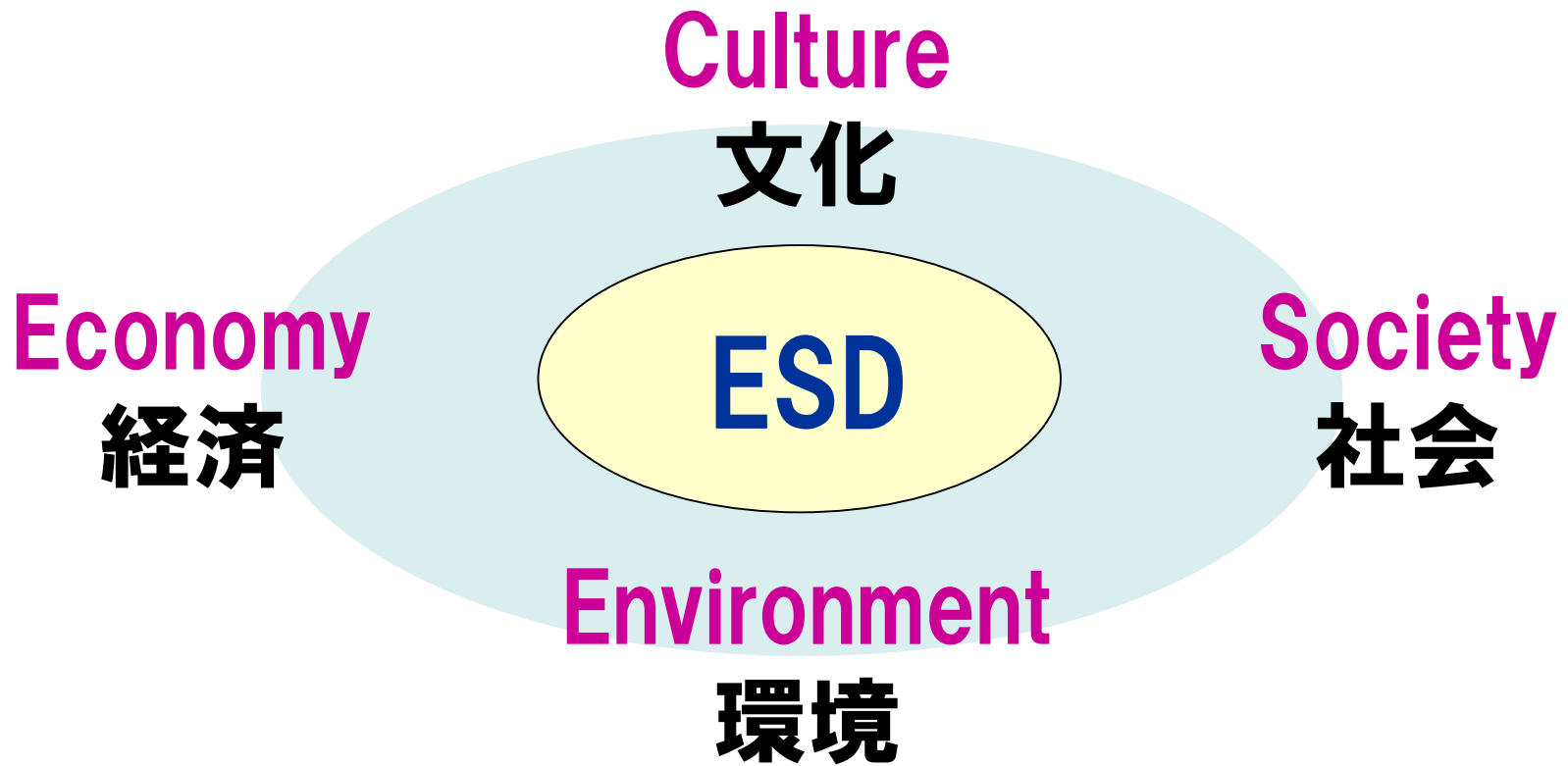
◆ “Sustainable Development” & Education

持続可能な開発と教育

(1972: UN Conference on Human Environment in Stockholm, 1977: Tbilisi, 1987: Moscow, Brundtland Report – Our common future, 1992: Rio Summit – Agenda 21 Chap 36, 1994: World Summit for Social Development, 1995: 2nd UN Conference on Human Settlements, 4th World Conference on Women, 1996: World Food Summit, 1997: Thessaloniki Declaration)

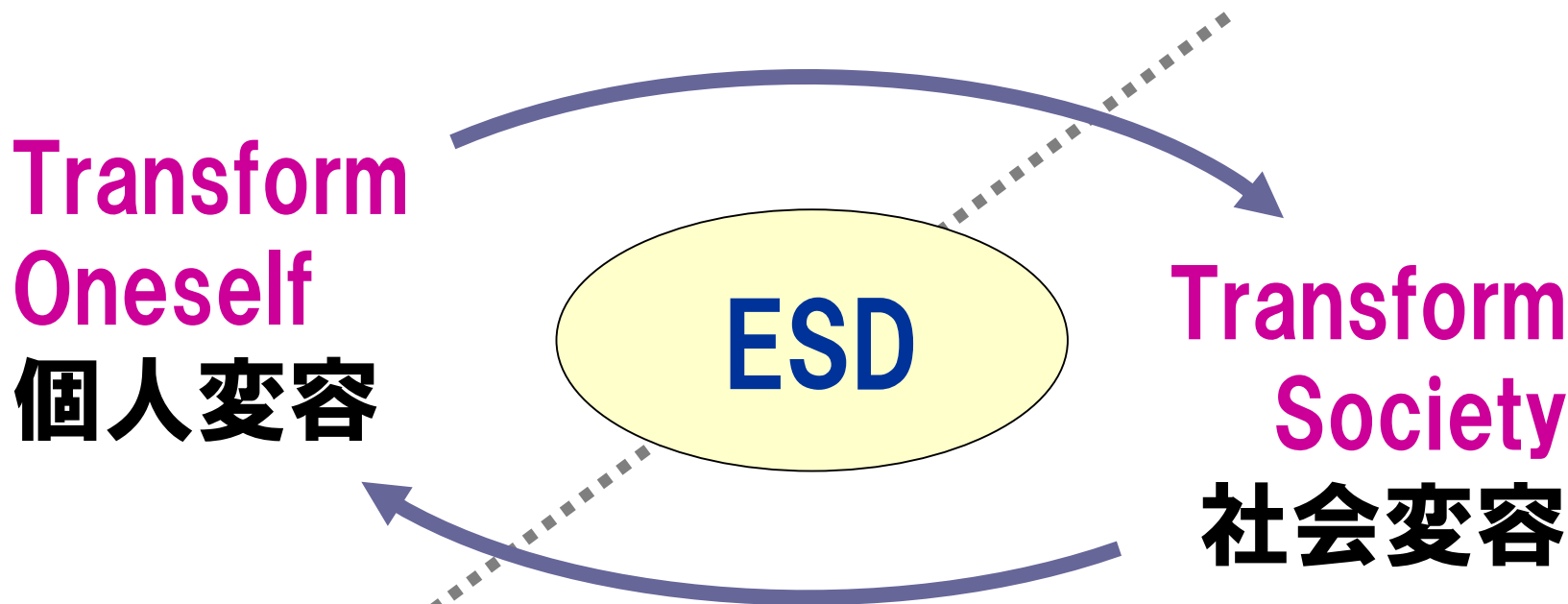


ESD: Sustainability Issues & ESD





ESD: Learning to Transform Oneself and Society



New Pillars of Learning (UNESCO 2009)

“Learning to Transform Oneself and Society”

佐藤(2016)訳: 個人変容と社会変容の学びの連関



ESD: Different Views (About, In, For and As)

IN

Education in Sustainability

体験

(Participation, Collaboration, Dialogue)

Interpretivistic

AS

Education as
Sustainability

内省

(Self Learning)

Reflective, Intrinsic

ESD

ABOUT

Education about
Sustainability

知識・技能伝達

(Knowledge Transfer)

Positivistic

FOR

Education for Sustainability

態度・行動

(Attitude and Action)

Critical Theory



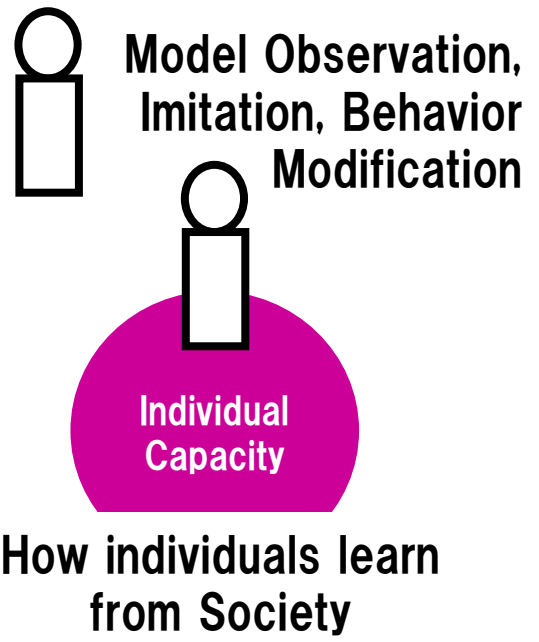
Implications of “ESD” Social Learning (Sato, *et.al.*, 2016)

[1960s~]

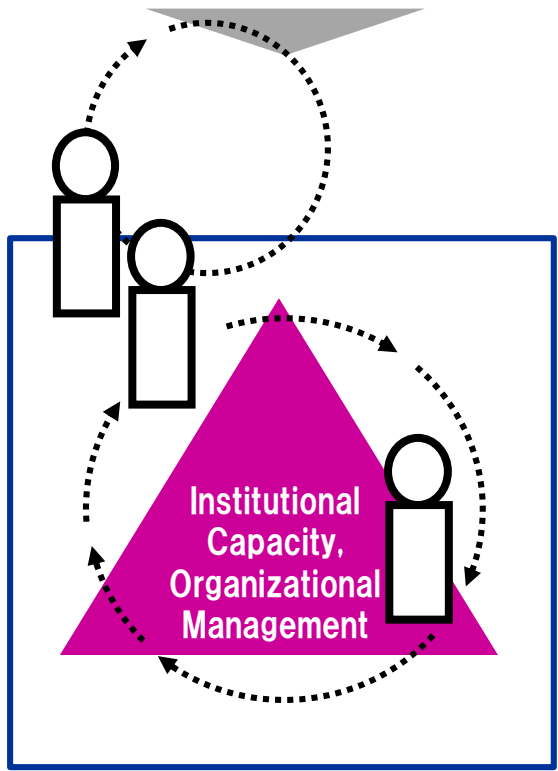
[1990s~]

[2000s~]

Real World Experiences



“Cognitive Process that occurs in social context”
Social Learning (1)



“Organizational Mgt, Organizational Learning”
Social Learning (2)



“Ecologically, Sustainable Collective Learning”
Social Learning (3)



UNESCO Forum on ESD and GCED 2nd – 5th July 2019, Hanoi, VIETNAM





PRINCIPLES

- **“Learning to transform Oneself and Society”** in era of **Technological Advances**
(enquiry process, collaboration, individual & social change, ICT use for the learning)
- **Responding to the “Nature of SDGs”** (e.g. planetary boundaries, no one left behind, world of view of transformation, integrated problem solving, back casting)

TOOLS/TECHNIQUES

- **“Key Competencies in Sustainability”** (e.g. systems thinking, anticipatory, normative, strategic, collaboration, critical thinking, self awareness, integrated problem solving)
- **Participatory Approach & Collaborative Governance**
(e.g. collaborative governance, social learning, facilitative leadership, synergy effect, social ecosystem)
- **M&E Mechanism, Indicator Settings**
- **Business Sector Involvement**
- **Research on Individual / Societal Transformation**

STRATEGIES

- **Funding**
- **Communication and Advocacy**
- **Inclusive Network of Partners**
- **Nationwide / Regionwide Multi-stakeholder Initiatives**