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# Transforming education together: ESD-NET Global Meeting

18-20 December 2023

Tokyo, Japan

## Field visits

### Field Visits to UNESCO ASP-Net schools and a learning centre in the Tokyo area Tuesday, 19 December, 08:00-14:00

#### Tokyo Yurikago Kindergarten, Hachioji City, Tokyo

Number of students: 255

Number of teachers and staff: 40

#### Overview

The Tokyo Yurikago Kindergarten embraces a rich natural environment including a natural forest and garden with diverse wildlife and terraced rice fields. Its education priorities include harmonious education, independence, and nature engagement anchored in the 'Satoyama Education' integrating nature into daily activities, fostering holistic development. Recognitions include the 2015 Minister of Land, Infrastructure, and Transport Award, the 2016 Prime Minister's Prize in the Kids Design Award Grand Prix, and UNESCO ASPnet membership in 2018.

The school fully embraces elements of ESD in the following activities:

During the field visit this time, the activities on 1. to 3. are observed and explained. Activities 2., 4. and 5. are organized as regular activities of the kindergarten.

1. ESD 'Satoyama Education' (food, environmental and traditional culture education): The children are actively engaged in 'Rice and field farming' including soil preparation, sowing seeds, irrigating, weeding, and harvesting.
2. 'Satoyama regeneration' (environmental education): The Forestry and Forest Products Research Institute, NPOs and parents cooperate to grow trees through sprout renewal and acorn seeding.
3. 'Relationships with flying squirrels' (biodiversity): Children build nest boxes for flying squirrels to raise their young. With the cooperation of a flying squirrel specialist, NHK broadcasting company, Hachioji City and others, school children investigate the ecosystem and create an environment conducive to their habitat.
4. Sericulture (environmental education, traditional culture education): In using the eggs provided by the Yokohama Silk Museum, mulberry leaves are raised inside and outside the school to produce silk yarn.
5. 'Ceramics' (environmental education, traditional culture education): Taking advantage of the characteristics of local clay, soil in the school yard is dug out to make and bake plates.

#ESDfor2030



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the People of Japan



Further information about the kindergarten is available from the QR codes below:



### School visit timetable

Time	Activities
08:00	Departure from UNU
09:30	Arrival at the kindergarten Welcome with group photo
09:40 – 10:00	Introduction to the kindergarten
10:00 – 11:00	<b>Participation in activities</b> (group divided in 3 groups, staff members will help with language stationed areas) <ul style="list-style-type: none"> <li>- Playing with fallen leaves and composting (Age 4-5)</li> <li>- Cleaning and installation of flying squirrel nest boxes (Age 5)</li> <li>- Rice threshing (Age 5)</li> <li>- Maintenance of ponds and streams (Age 5)</li> <li>- Radish harvest, washing and drying (Age 4)</li> <li>- Wheat treading (Age 3)</li> </ul>
11:00 – 11:30	<b>Open forum discussion with teachers and staff</b> Sharing experiences and exchange of ideas
11:30 – 12:30	Lunch
12:30	Departure from the kindergarten

## Mita High School, Minato Ward, Tokyo

Number of students: 861

Number of teachers and staff: 58

### Overview

This public high school in Tokyo was established in 1925 as a girls' school and became a co-ed school thereafter. Located in Minato Ward, surrounded by the Tokyo Tower and many embassies, the school places particular emphasis on cultural understanding as well as global and inquiry-based learning with offering international exchanges among students. As a UNESCO ASPNet member school, Mita High School has a special focus in language and culture education. As part of its syllabus on global education, the school aims to promote awareness as global citizens who can think sustainably across subjects and aims to provide education and school environment that encourages students to be aware of and take appropriate action to contribute to the attainment of the SDGs.



Through various activities, including international understanding education, classes, events, exploratory studies and club activities, the school helps students to build mutually beneficial relationships, foster intellectual curiosity and realise their aspirations for the future. Specifically, the school has a UNESCO committee that is involved in UNESCO activities including environmental issues such as climate change in science and social studies. While the school has promoted the concept of ESD in classes as cross-cutting theme, they do not have a separate subject on ESD. They learn and act on sustainability issues

through UNESCO related activities. Students also have volunteered through UNESCO World Terakoya Movement to learn about the sustainability issues in developing countries and take action to help people in need.

### School visit timetable

Time	Activities
09:15	Departure from UNU
10:15	Arrival at school Greetings from the headmaster Introduction to the school
10:40 – 11:30	<b>Student's introduction on school activities</b> Mainly 1st graders on traditional storytelling to understand and present the local environment and culture and 2nd graders on various subjects in view of ESD and international understanding.
11:40 – 12:30	<b>Classroom visits</b> (group divided into 7 groups) Self-introductions by the participants and students Interactive sessions between the participants and students
12:35	Lunch

## Nishita Elementary School, Suginami Ward, Tokyo

Number of students: 750

Teachers and staff: 40

### Overview

The [school](#)'s goal for education is for students to 'Think Globally, Act Locally'. As a [UNESCO ASPnet member](#), they participated in the Happy School Project, which encourages schools to create an educational curriculum that enhances 'people', 'places' and 'processes'. The students work towards raising their own awareness of the issues involved in achieving the SDGs. [Activities with nature](#) In addition, through making use of resources from the local community, the *Nishida English Village* event is held to provide opportunities for students to utilize their learning in real life situations.



### Nishita Hill Talks

During the Saturday open school sessions, adults join children and other visitors in discussing awareness of issues, providing children with new perspectives and motivation for related activities, and offering adults insights into children's thinking.



### Nishita School of the Future

A forum is organized for children, adults, local councilors, and the president of the school management council to share their perspectives about the future of the community and school. The children in the leadership team come up with themes to be discussed and their perspectives are given equal weighting as participating adults.

### School visit timetable

Time	Activities
8:15	Departure from UNU
9:30	Arrival and welcome
9:40	Introduction to the school <ul style="list-style-type: none"><li>- Presentations by students</li><li>- Performance of traditional children's plays</li></ul>
10:40	Classroom visits from grade 1 to 6 <ul style="list-style-type: none"><li>- Participants divided into groups to observe the class activities accommodating ESD under cross-curriculum management.</li><li>- Various subjects relating to sustainability issues through active learning approaches</li></ul>
11:35	Report by senior grade students on ESD practices and Q&A session
12:20	Lunch
13:00	Departure from the school

## Ohara Kominkan (Community Learning Centre), Hiratsuka City, Kanagawa

Number of registered organizations and users: 66 registered organizations, 10.617 users

Number of staff: 3 (Director, Specialist, Admin)

### Overview

[Ohara Kominkan](#) (community learning centre), one of 25 in the city, functions as a learning space where local adults and children co-exist with one another. Within Hiratsuka city, a kominkan is established in almost every primary school district. They are used by citizens of various ages through community-based management and project development and play a major role as centres for social education and community activities. The Kominkan operates under the Hiratsuka City Board of Education, as well as the Central Kominkan. Ohara Kominkan is the only kominkan situated in the same compound as a primary school.



All learning projects at the Kominkans are assessed based on the *nadeshiko* (*dianthus flower*) view, an ESD evaluation index, which was created independently by Hiratsuka City. The index includes awareness, future, personalization, various perspectives, and cooperation, which are used for self-reflection of Kominkan staff. At Ohara Kominkan, local people with skills and experience serve as instructors and teach children how to make woodworking products such as penholders and bookshelves.

### Cooking classes addressing food waste

Several projects have been developed that establish connections between local resource persons and children, providing a place for local people to play an active role and for children to develop a sense of developing sustainable local community. Cooking classes are organized using local ingredients and address the issue of food waste and food mileage.

### School visit timetable

Time	Activities
8:00	Departure from UNU
9:00	Arrival at Kominkan and welcome
9:30	<b>Orientation and visits in two groups visiting primary school and Kominkan</b> <ul style="list-style-type: none"><li>- Observation of learning circle activities and participation in 'falling leaves art' activities to make pictures in collaboration using falling colored leaves for appreciating nature and discussing environmental issues.</li></ul>
11:30	Greetings from Director, City Education Board Lunch
12:30	Departure from Kominkan
14:00	Arrival at UNU



## Omori Sixth Junior High School, Ota Ward, Tokyo

Number of students: 402

Number of teachers and staff: 22

### Overview

The school is in one of the greenest residential areas in Tokyo and actively promotes ESD as an official member of UNESCO ASPnet. The school introduces cross-curricular learning to integrate the SDGs into the curriculum. To develop students as future leaders and encourage their independent learning, a whole-school program on civic action has been introduced to develop students' ability to contribute to the future through social participation. The school's three-year development plan focuses on disaster prevention, peace, food, international understanding, and environmental education. The annual updated SDGs calendar addresses global challenges, categorizing topics into climate change, food waste, and peace-related issues, fostering civic action among students. Engaging in the 'Noen-tai' voluntary activity, students maintain flowerbeds monthly and connect with local residents. Additionally, responding to the earthquake in Morocco, students organized a fundraising campaign, donating to the Morocco Embassy, while annually installing green curtains in classrooms as a climate change countermeasure to minimize air conditioning usage.



### School visit timetable

Time	Activities
08:15	Departure from UNU
09:00	Arrival at the school
09:15 – 9:30	Welcome and greeting by the headmaster and orientation about school mottos on ESD
09:40 – 10:30	<b>Classroom visits</b> (group divided into groups) 2 <sup>nd</sup> and 3 <sup>rd</sup> grade's activities on various subjects
10:40 – 11:30	<b>Meeting with teachers</b> Introduction to the school on key features of ESD curriculum management and classes, Q&A, exchange of experiences
11:40 – 12:30	Map making based on town walk (1 <sup>st</sup> grade) to identify sustainability issues in the local community
12:30 – 13:00	Lunch with students
13:30	Departure from the school

