Starting with Okayama

Guide to Promoting Education for Sustainable Development (ESD) in Local Communities

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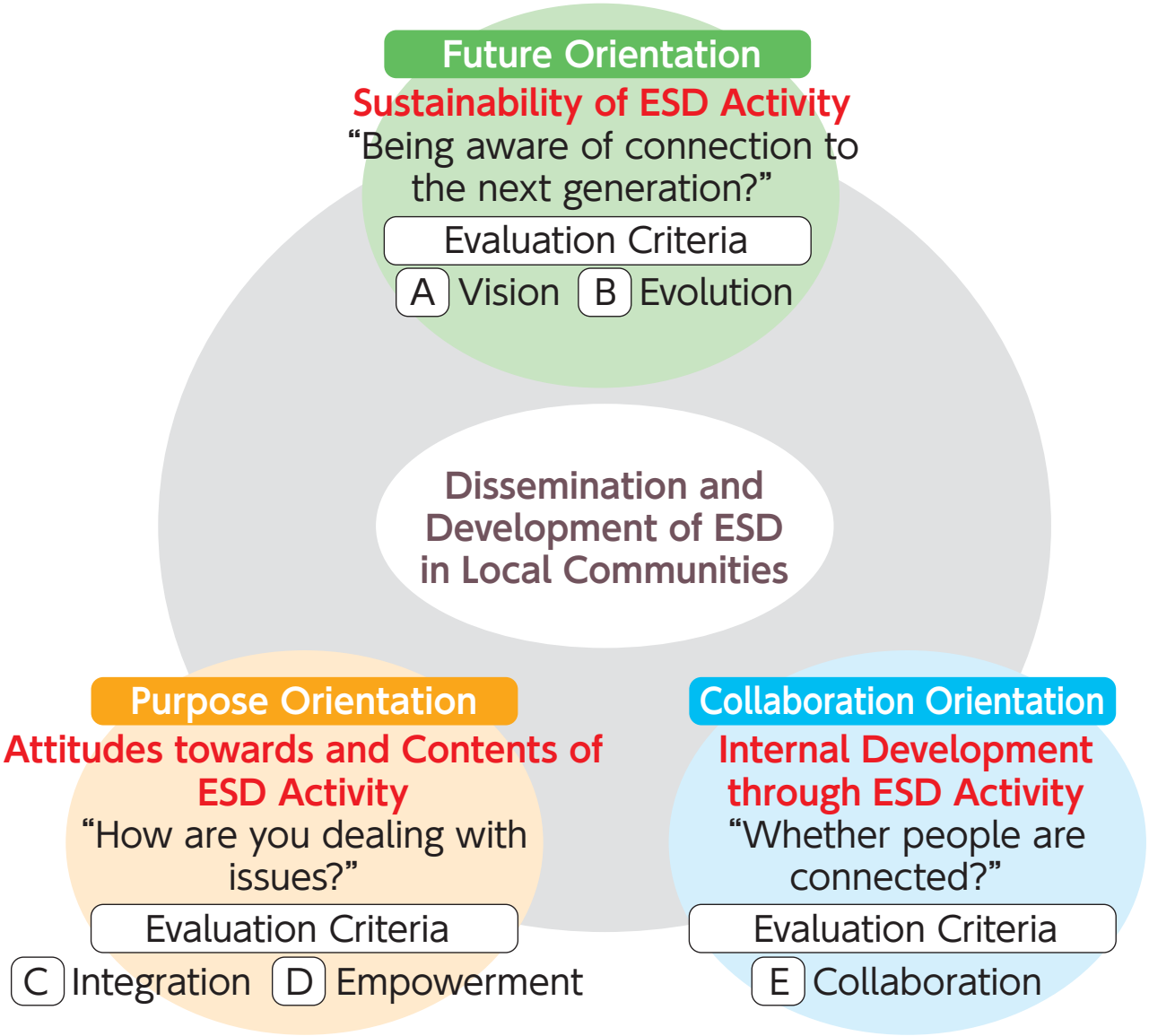
About This Guide

Based on the initiatives of the United Nations Decade of Education for Sustainable Development (2005–2014), Okayama City announced the promotion of Education for Sustainable Development (ESD) through the collaboration of schools, community learning centres, and local residents as the 'Okayama Model of ESD' at the UNESCO World Conference on ESD (2014). ESD activities based on this model are still underway.

In order to make use of the 'Okayama Model of ESD' for ESD activities in other regions, guidelines for evaluating the activities based on precedent cases are required. With reference to these evaluation guidelines, ESD activities can be envisioned, implemented, evaluated, and reviewed, with the aim of deepening and expanding the scope of ESD activities.

This guide offers evaluation guidelines for ESD activities developed based on the above-mentioned intentions. We hope that this guide will be useful in evaluating and improving existing ESD activities and setting goals for future ESD activities.

About Evaluation Guidelines



The purpose of the 'Okayama Model of ESD' is the 'dissemination and development of ESD in local communities'. To this end, it is recommended to evaluate the three 'orientations' (Direction of will and awareness of ESD activities) of 'Future', 'Purpose', and 'Collaboration' in ESD activities. There are 'evaluation criteria' and 'evaluation sub-criteria' in each orientation. The evaluation sub-criteria include several specific evaluation items (See the next two pages for the digest version.) The evaluation guidelines for both school and social education can be downloaded from the website of the SDGs and ESD Promotion Division, Civic Collaboration Bureau of Okayama City. http://www.city.okayama.jp/esd/esd_00297.html

Orientation	Evaluation criteria	Evaluation sub-criteria
Future Orientation	A Vision	A1 Clarification of the objectives of ESD activities
		A2 Formation of a culture "Building a sustainable society"
	B Evolution	B1 System for sustaining ESD activities
		B2 Mechanisms for fostering next-generation leaders through ESD activities
Purpose Orientation	C Integration	C1 Perspective of interrelationships
		C2 Perspective of solving problems
	D Empowerment	D1 Characteristics of ESD Learning
		D2 Round of ESD learning and practice
Collaboration Orientation	E Collaboration	E1 Participation, collaboration, and cooperation of diverse stakeholders (people and organisations)
		E2 Relationships of trust among diverse stakeholders (people and organisations)

For example, to evaluate the 'Future Orientation' of an ESD activity, you will focus on the criteria of 'Vision' and 'Evolution'. The activity are evaluated using multiple evaluation items (For example, 'The goal of education for "Building a sustainable society" is clarified.') included in these criteria. If the degree of fulfilment is high, it is advisable to continue the activity, and if it is low, it is advisable to improve it.

This guide provides model cases of ESD activities in Okayama with the three orientations. You are advised to refer to it.

Evaluation Guidelines for Promoting ESD Activities (For schools and social education facilities) [Digest Version]

*Learners=Children, students, and facility users　*Educators=Teachers and social education supervisors

Orientation	Evaluation criteria	Evaluation sub-criteria	Indicator	Evaluation item
Future Orientation Being aware of connection to the next generation?	A Vision	A1 Clarification of the objectives of ESD activities	Inputs	The medium- and long-term vision of a school and social education facility for "Building a sustainable society" is shown.
				The issues of "Building a sustainable society" are regarded from the viewpoint of a school and social education facility.
				The goal of education for "Building a sustainable society" is clarified.
			Outputs	Staff training is conducted to clarify and share the objectives of ESD activities.
				Joint training is conducted with other schools and facilities, parents, and local residents to clarify and share the objectives of ESD activities.
			Outcome	Educators have a sense of purpose in "Creating transformative learning" towards "Building a sustainable society".
				Educators have a sense of purpose in "Creating people who support the region and the world" in "Building a sustainable society".
		A2 Formation of a culture "Building a sustainable society"	Inputs	Learners and educators reflect on their beliefs about and values of "Building a sustainable society".
			Outputs	Learners and educators captures their role to play in "Building a sustainable society".
			Outcome	A culture of "Building a sustainable society" is formed in a school and social education facility.
				A culture of "Building a sustainable society" is formed in the area of a school and social education facility.
	B Evolution	B1 System for sustaining ESD activities	Inputs	A mechanism to evaluate and improve ESD activities is appropriately prepared.
				A mechanism to evaluate and improve the process of ESD activities is appropriately prepared.
				Organisations and budgets are established to continue ESD activities.
			Outputs	ESD activities are first evaluated through questionnaire surveys, etc., and efforts are subsequently made to utilize the results.
				ESD activities are first evaluated in a formative manner through interviews, etc., and efforts are subsequently made to utilize the results.
				The organisation and budget to continue ESD activities are effective.
			Outcome	Learners and educators want to continue ESD activities.
				ESD activities have created good relations among educators.
		B2 Mechanisms for fostering next-generation leaders through ESD activities	Inputs	In ESD activities, creative efforts by learners are encouraged.
				Different age groups interact in ESD activities.
				Learners transmit the outcomes of ESD activities.
			Outputs	Creative efforts by learners are generated in ESD activities.
				Learners perceive interaction with different age groups as significant.
				Responses to the outcomes of the ESD activities are fed back to the learners.
			Outcome	Learners are attached to the school and the social education facility.
				Learners want to contribute to the community.
	C Perspective of interrelationships	C1 Perspective of interrelationships	Inputs	Multiple environmental, economic, and social perspectives are incorporated into ESD activities.
				Various levels of cultural perspectives (Indigenous, regional, national, and global) are incorporated into ESD activities.
				Cross-cutting learning of subjects and areas is incorporated into ESD activities.
			Outputs	Learners understand the interrelationships and complexity of environment, economy, and society.
				Learners understand the interrelationships and complexity of different levels of culture (Indigenous, regional, national, and global).

	C Integration		Outcome	Learners cultivate the values (e.g. Respect for diversity and the environment) necessary for "Building a sustainable society".
		C 2 Perspective of solving problems	Inputs	In ESD activities, the perspective of solving local issues is incorporated into learning.
				In ESD activities, the perspective of thinking globally and acting locally is incorporated into learning.
			Outputs	Learners understand that ESD learning leads to solving local issues.
				Learners are conscious of thinking globally and acting locally.
			Outcome	Learners have an attitude of identifying and solving problems.
				Learners consider their own daily-life issues as local issues.
Purpose Orientation How are you dealing with issues?	D Empowerment	D 1 Characteristics of ESD learning	Inputs	ESD activities include learning with an awareness of relationships between learners&educators and the issues.
				ESD activities incorporate learning by mutual learning.
			Outputs	Learners and educators are conscious of their relationship (one's own affairs) to the learning task.
				Learners and educators have acquired competencies such as future building, systems thinking, and critical thinking.
				Learners and educators have increased dialogue with others and acquired communication skills.
			Outcome	Learners and educators find joy and pleasure in their school life, social life, and work.
				Learners and educators are becoming more aware of the true nature of things.
				Learners and educators have developed an attitude of respect for others and cooperation.
		D 2 Round of ESD learning and practice	Inputs	In ESD activities, participatory and experiential learning is incorporated.
				In ESD activities, learning that is relevant to local communities is incorporated.
				In ESD activities, learning to encourage actions towards "Building a sustainable society" is being promoted.
			Outputs	Learners and educators have the consciousness that they are participating in learning.
				Learners and educators feel that they are involved with the community through learning.
				Learners and educators feel a change in their behaviour towards "Building a sustainable society".
			Outcome	Learners and educators feel their growth and self-esteem.
				Interaction with local communities is changing learners' and educators' view of society in the future.
				Learners and educators practice what they can for "Building a sustainable society".
Collaboration Orientation Whether people are connected?	E Collaboration	E 1 Participation, collaboration, and cooperation of diverse stakeholders (people and organisations)	Inputs	School management councils exchange opinions about ESD activities with schools, social education facilities, and local residents.
				ESD activities are discussed with institutions and organisations with expertise.
			Outputs	Social education facilities and the local residents support schools in ESD activities.
				Institutions and organisations with expertise are collaborating in ESD activities.
			Outcome	In all ESD activities, parents, social education facilities, and local residents collaborate with schools.
				Synergistic effect with institutions and organisations with expertise is seen.
		E 2 Relationships of trust among diverse stakeholders (people and organisations)	Inputs	ESD activities are being developed to create links between schools, social education facilities, parents, and local residents.
				ESD activities are being developed to create connections with institutions and organisations with expertise.
			Outputs	Parents and local residents trust schools and social education facilities.
				Institutions and organisations with expertise trust schools and social education facilities.
			Outcome	Parents, local residents, schools, and social education facilities have high expectations from each other in resolving local issues.
				Consensus formation and decision-making are carried out with respect for various stakeholders.

Model Case (1) Activities to encourage joint reflection on the future of the community

This section introduces the activities of the 'Takebe club' launched in the Takebe area.
The Takebe area is surrounded by mountains and rivers and is blessed with rich nature. However, it faces a serious depopulation crisis. The Takebe Junior High School District, a member of the UNESCO Associated Schools network, has been working steadily on ESD in cooperation with the local community. However, the local high school was closed in 2007. Students of local junior high school with only one class per grade are more likely to go to distant high schools and less likely to return to their hometown with jobs after graduation.

Against this backdrop, new ESD activities have been launched. One such activity is the 'Takebe club', which is intended to create a place where junior high school students of Takebe can think about their present and future selves and act accordingly, while considering the future of the region by interacting with adults.
It started with suggestions from adult volunteers, but based on the idea of 'I want my hometown to be proud' of young people who will lead the future, a 'Takebe Club Executive Committee' consisting of multiple organisations such as junior high schools and NPOs was created. The committee works out of the community learning centre, with its activities supported by and disseminated to the local community.
Now, the number of junior high school students joining the activities has increased, and the club holds meetings to draw up a vision for the region 10 years from now. In one meeting, a member of the executive committee of 'Takebe Marche' said that they wanted to spread the appeal of the region and create opportunities for exchange and learning between people inside and outside the area. Afterwards, the students decided to cook rice and curry made from locally grown vegetables and sell the prepared food at the Marche. They sold 200 meal packages and donated the proceeds to local organisations.

In addition, the local station building, which is also a cultural asset, is being cleaned up with the help of the owners of local cafes as part of the movement to realise the concrete vision ('I want to make the station building beautiful!') proposed in the meeting. The members believe that interest will be created in the community and its activities by making the station building, which also serves as the entrance to the town, an attractive place.

Future Orientation A1 "Clarification of the objectives of ESD activities"

The purpose of nurturing junior high school students' attachment to their hometown and developing the station building in collaboration with the community is shared.

Future Orientation B2 "Mechanisms for fostering next-generation leaders through ESD activities"

The site and atmosphere have been designed in such a way that junior high school students as well as adults can take initiatives and continue their activities.

Purpose Orientation C2 "Perspective of solving problems"

A solution to the issue of depopulation and the outflow of young people is being sought based on the regional activities of junior high school students.

Model Case (2) ESD through collaborative town development activities

The Minan region used to be an agricultural area with extensive fields, but residential land development in recent years has led to a rapid increase in the population of the younger generation. Many of these people are mobile, and the region faces issues such as a shortage of organisers of local events. Large rivers flow in the region, raising the risk of damage in a disaster. Thus, the need for disaster prevention is significantly high. Under these circumstances, Minan School District, which values the horizontal and vertical ties among the generations in the community, has also joined the UNESCO Associated Schools network and is making progress in creating schools where children can go with peace of mind. ESD is active, aiming to create a society in which everyone can live safely and securely by positively participating in local activities.

For example, there is a volunteer group of citizens responsible for the local park. At the group meetings, each person discusses what he/she wants to do in the park and outlines the challenges in realising it. Among events they proposed, the 'Soup' event attracts people of all ages from young children to the elderly. This is not a one-off event, but a regular affair in which junior high school students participate as ESD volunteers and make soup with vegetables that they have grown and harvested together. Working in places where there is not enough electricity or water, and having various generations communicate and cooperate with each other is not only rewarding, but also useful for disaster prevention education in the event of a disaster. At the Marche held at the same time, businesses that are engaged in the cultivation of food that is friendly to the environment and health set up shop, which has served as an opportunity to raise public interest in sustainability.

In addition, workshops are held at community learning centres under the slogan 'Bring up children in the community' where people learn about local issues.

At the Minan Junior High School, volunteers from the local community have for a long time been providing learning support and taking care of the garden filled with seasonal flowers and vegetables along with the students. Emulating these volunteers, the students have organised and run recreational events for younger children. Recently, the 'Saturday Class' was opened at the school and 'The Circle of Volunteers' was created, with various local residents serving as lecturers.

Future Orientation (A2) Formation of a culture "Building a sustainable society"

ESD and SDGs are firmly communicated by schools, community learning centres, and companies in this area.

Purpose Orientation (D2) "Round of ESD learning and practice"

In addition to training programs and meetings on ESD/SDGs, there are opportunities for collaboration, such as concerts in which all schools, community learning centres, and welfare facilities participate and communicate, leading to empowerment of various groups of people.

Collaboration Orientation (E2) "Relationships of trust among diverse stakeholders (people and organisations)"

Motivation and trust are nurtured naturally through collaboration among people with different hobbies and ambitions.

From these model cases, it is clear that the key to the successful dissemination and development of ESD in local communities is to firmly incorporate the visions of the future, the purpose of the activities, and the value of collaboration among people into the activities.

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