

ESD 国際シンポジウム in 奈良 2026

International Symposium on
Education for Sustainable Development in Nara 2026

2026年 2月 21日 〔土〕 9:30-17:40 於) 奈良教育大学講堂

Date: 21th, February, 2026 Venue: Nara University of Education in Nara City, Japan

主催: 国立大学法人奈良国立大学機構 奈良教育大学 ESD・SDGsセンター

共催: 釜山国立大学地域革新力量教育研究センター

Organizer: Center for ESD and SDGs, Nara University of Education

Co-Organizer: Regional Entrepreneurship Education Research Center, Pusan National University

The Meeting Abstracts

International Symposium on
Education for Sustainable Development in Nara 2026

ESD国際シンポジウム in 奈良 2026 講演要旨集



Greetings

President, Nara University of Education **Toshiya MIYASHITA**



It is with great pleasure that we welcome Governor Makoto Yamashita of Nara Prefecture to this venue today and host the “ESD International Symposium in Nara 2026.” On behalf of the organizers, I would also like to express my sincere gratitude to all participants, including Ms. Maki HATASHIKAWA, Director of the UNESCO Regional Office in Jakarta, distinguished guests from across Asia, and those actively engaged in ESD initiatives throughout Japan.

This symposium marks the second event in our international ESD exchange, following the 2024 gathering. Its purpose is to connect discussions across sessions focused on “Academia,” “Education,” and “Youth,” using the keywords “Disaster Prevention and Mitigation” and “Climate Change.” We aim to build cross-border, multi-stakeholder ESD partnerships to realize a sustainable world and future.

Amidst the global threat to the sustainability of our planet’s environment, cultivating knowledge and actions for disaster risk reduction among the children who will inhabit the next generation is one of the most critical challenges for ESD. To achieve this, we must first learn from academic research findings and practical examples worldwide, then develop and implement educational programs within individual schools and communities. Furthermore, this education serves as an opportunity to deeply contemplate the sanctity of life, which is also the very foundation of ESD.

Here in Nara, Japan’s ancient capital, we possess numerous historical and cultural heritage sites. How to protect these from disasters is a critical challenge. Holding today’s symposium in this very place holds great significance. I sincerely hope it proves meaningful for all of you and that ESD itself becomes sustainable.

Thank you very much.

ご挨拶

奈良教育大学 学長

宮下俊也

本日ここに、山下真 奈良県知事をお迎えし、「ESD 国際シンポジウム in 奈良 2026」を開催できますことを大変嬉しく思います。また、林川真紀 ユネスコ・ジャカルタ事務所長をはじめ、アジアの各地でご活躍されている皆様、日本で精力的に ESD に取り組んでおられる皆様に多数ご参加いただいたことに対し、主催者を代表して厚く御礼申し上げます。

本シンポジウムは、ESD の国際交流として 2024 年に続く 2 回目のイベントとなります。今回の目的は、「防災・減災」「気候変動」をキーワードに、「学術」「教育」「ユース」の各セッションの議論をつなぎ、持続可能な世界・未来の実現に向けて国境を越えたマルチステークホルダーによる ESD パートナーシップを構築することです。

世界的に地球環境の持続可能性が脅かされている中、次世代を生きる子供たちに災害リスク削減のための知識と行動をどう培っていくかは、ESD として最も重要な課題の一つです。そのために私たちは、まず学術的な研究知見と世界における実践事例を学び、各学校や地域における教育プログラムの開発と実践を行っていかねばなりません。またその教育は、命の尊厳を深く考え合う機会となるものであり、ESD の根幹でもあります。

ここ奈良は、日本の古都であり数々の歴史的文化遺産を保有しています。それらを災害からどのように守っていくかは重要な課題です。その地において、今日のシンポジウムが開催されることは大きな意義があります。皆様にとって有意義なものとなり、ESD そのものが持続可能になることを心より期待いたします。

ありがとうございました。



Greetings

Director, Center for ESD and SDGs at Nara University of Education **Yukihiko OIKAWA**



On behalf of the Center for ESD and SDGs, Nara University of Education as the organizer, I would like to express my sincere gratitude to everyone involved for making it possible to host the "International Symposium on ESD in Nara 2026," welcoming distinguished guests and many ESD stakeholders including researchers, educators, and youth from both Japan and overseas. Under the theme "Learning Together, Creating Together: Building International Partnerships to Achieve the Sustainable Future," this symposium aims to establish international partnerships for promoting "ESD for 2030." In an era of increasing uncertainty (VUCA), we focus on disaster risk reduction, climate change, and cultural exchange, through international research, practical applications and youth engagement mainly in Asia, to realize the sustainable society.

In order to achieve this goal, the symposium will begin with a comprehensive keynote lecture on ESD by UNESCO from the perspectives of education, science, and culture, which are the foundations of ESD. Following that, we will discuss the SD (Sustainability) of ESD from an academic perspective and consider how science can contribute to ESD as "Academic Session". And then we will integrate science into ESD practice from the perspective of education as "ESD sessions", in order to discuss how we foster "Creators of Sustainable Society" based on specific examples. Moreover, we will hold "Youth Session" to share each other how youth can participate in social development and what role they can play in building the sustainable future from the perspective of the next generation. In this way, we will connect the three sessions to develop the learning story of ESD during the symposium.

We are very honored to invite experts from many international organizations and overseas universities to this symposium. Ms. Maki HAYASHIKAWA who is the Director of UNESCO Regional Office in Jakarta will give a keynote lecture. Dr. Yutaka

MICHIDA who is the Chairperson of UNESCO Intergovernmental Oceanographic Commission (IOC) and Dr. Hyuncheol KIM who is the President of Education Research Institute for Future Values (ERI4FV) will serve as moderators. Pusan National University in Korea as co-organizer, Syiah Kuala University in Indonesia and Phnom Penh Teacher Training University in Cambodia as partner universities as well as United Nations University collaborating on SDG-Universities Platform (SDG-UP) will contribute to the symposium. In addition, we believe that learning about specific and practical ESD initiatives from schools, research institutions, NPOs/NGOs and youth in Japan and Asia will greatly contribute to future international development.

The Center for ESD and SDGs was established in 2022 with the aim of becoming Japanese National Center for ESD. So far, the Center has made full use of its strengths of the first teacher training university which was certified as UNESCO Associated School in Japan to develop ESD training programs and online seminars throughout the country, and it is fostering teachers who can implement ESD. The center also collaborates with social education facilities and industry to promote ESD in social education and recurrent education. Furthermore, in order to establish national wide ESD platform, we are working to form the ESD network in which multi-stakeholders participate by presiding over the

"National ESD Consortium/Stakeholder Roundtable Meeting" by calling on various sectors promoting ESD throughout Japan.

It would be my pleasure that the ESD international symposium can provide an opportunity for this ESD platform to expand to Asian countries beyond national boundaries, and to co-create future-oriented international partnerships for ESD promotion by encompassing the natural environment, history, culture as well as social issues of diverse countries.



ご挨拶

奈良教育大学 ESD・SDGsセンター長 及川幸彦

この度、国内外から研究者や教育関係者、ユース等の多くの ESD 関係者をお招きし、本学にて「ESD 国際シンポジウム in 奈良 2026」を開催できますこと、主催者の ESD・SDGs センターを代表して関係の皆様へ心より感謝申し上げます。

本シンポジウムは、「共に学び、共に創る～持続可能な未来を確かなものにする国際パートナーシップの構築へ」をキャッチフレーズに、将来の予測が困難な現代社会（VUCA）において持続可能な社会の実現に向けて、災害リスク削減（防災・減災）や気候変動、歴史文化交流をテーマに、主にアジアにおける国際的な研究及び実践と若者の参画を通じて「持続可能な開発のための教育（ESD for 2030）」のパートナーシップを構築することを目的に開催します。その実現に向けてシンポジウムでは、その基盤となる教育と科学、文化の視点から ESD を包括的に展望するユネスコからの基調講演を皮切りに、ESD の SD（Sustainability）を学術の視点から議論し、それがいかに ESD に貢献するかを考える Academic Session、それを教育の視点から ESD の実践に統合し、「持続可能な社会の創り手」をどのように育成するかを具体的な事例をもとに議論する ESD Session、そして次世代の視点からユースが、持続可能な未来を切り拓くために社会づくりにどのように参画し、どのような役割を果たすことができるのかを学び合う Youth Session の3つのセッションをつなげて ESD の学びのストーリーを展開します。

このようなシンポジウムに基調講演をいただくユネスコジャカルタ事務所長の林川眞紀様をはじめ、モデレーターをお務めいただくユネスコ政府間海洋学委員会（IOC）議長の道田豊様と未来価値

教育研究院長のキム・ヒョンチョル様、共催の韓国・釜山国立大学、連携協定大学のインドネシア・シアクアラ大学とカンボジア・プノンペン教員養成大学、そして SDG 大学連携プラットフォーム（SDG-UP）で連携する国連大学 IAS など、多くの国際機関や海外の大学のエキスパートの方々にご登壇いただきますことを大変光栄に存じます。また、日本やアジアの学校、教育・研究機関、NPO/NGO、そしてユース皆様の具体的かつ実践的な ESD の取組を学び合えることは、今後の国際的な展開に大きく貢献できるものと確信しております。

奈良教育大学 ESD・SDGs センターは、「日本の ESD ナショナルセンター」を標榜し、2022 年 4 月に設立されました。この間、日本で初めてユネスコスクールに認定された教育大学としての強みを最大限に生かして「ESD を実践できる教員の育成」をめざし、全国各地での ESD 研修プログラムやオンラインセミナーを展開し ESD を実践できる多くの教員を輩出してきました。また、社会教育施設や産業界とも連携して社会教育やリカレント教育における ESD も推進しております。さらには、全国的な ESD のプラットフォームを構築すべく、全国各地で ESD を推進する多様な主体に呼び掛けて「全国 ESD コンソーシアム / ステークホルダー円卓会議」を主宰し、マルチステークホルダーが参画する ESD ネットワークの形成に努めています。

この度の国際シンポジウムが、我々の ESD プラットフォームを、さらに国境を越えてアジアへと展開させ、様々な国々の固有の自然環境や歴史・文化、そして社会課題をも包摂した未来志向の ESD の国際パートナーシップを創造する機会となれば幸甚です。



Program

Opening Ceremony

9:30-9:50

Opening Remarks: **Dr. Hiroyuki SAKAKI** / Chairman of Nara National Institute of Higher Education and Research
Greeting from Ministry of Education : **Mr. Takaaki IWASA** / Vice-Secretary-General, Japanese National Commission for UNESCO
Greeting from Nara Prefecture: **Mr. Makoto YAMASHITA** / Governor of Nara Prefecture

Keynote Speech

9:50-10:20

Ms. Maki HAYASHIKAWA / Director of UNESCO Regional Office in Jakarta

10-minute break

Session 1 <Academic Session>

10:30-12:00

Moderator: **Dr. Yutaka MICHIDA** / Chairman of Intergovernmental Oceanographic Commission (IOC), UNESCO

Presenters and Panelists

Ms. Taka HORIO / Head of Postgraduate Degree and Training Programme, Institute for the Advanced Study of Sustainability, United Nations University
Dr. Muzailin AFFAN / Director, International Office, Syiah Kuala University, Indonesia
Dr. Set SENG / Director, Phnom Penh Teacher Education College, Cambodia
Dr. Xiang GAO / Researcher, Ocean Policy Research Institute, Sasakawa Peace Foundation

70-minute lunch break

Session2 <ESD Session>

13:10-14:45

Moderator: **Dr. Yukihiro OIKAWA** / Director of the Center for ESD and SDGs, Nara University of Education

Presenters and Panelists

Dr. Pil-Seong KIM & Dr. Jin-sook KIM / Regional Entrepreneurship Education Research Center, Pusan National University
Ms. Mitsuko OTSUYAMA / Secretary general, Nonprofit Organization SEEDS Asia
Mr. Ryo ASANO / Management Chief, Kesenuma City Collaborative Center
Mr. Kazuhiko ARIMA / Vice Principal, Nara University of Education Junior High School

15-minute break

Session3 <Youth Session>

15:00-16:30

Moderator: **Dr. Hyuncheol KIM** / President of Education Research Institute for Future Values

Presenters and Panelists

Ms. Suwon KIM & Mr. Young-bae KIM / Representative of Korean Youth and Mentor
Mr. Teuku Hanief Rayyan ABIRA / Faculty of Economics and Business, Syiah Kuala University
Ms. Sena KATAYAMA / 2nd year student at Nara Women's University
Mr. Yuito KINOSHITA / UNESCO Club at Nara University of Education

15-minute break

Wrap up Session

16:45-17:30

Moderator: **Dr. Yukihiro OIKAWA** / Director of the Center for ESD and SDGs, Nara University of Education

Commentators

Ms. Maki HAYASHIKAWA (UNESCO), **Dr. Yutaka MICHIDA** (IOC), **Ms. Taka HORIO** (UNU-IAS),
Mr. Kazutaka KUROBE (Director, Office of Environmental Education, Ministry of Environment, Japan), **Dr. Hyuncheol KIM** (ERIA4FV, Korea)

Closing Ceremony

17:30-17:40

Closing Remarks: **Mr. Toshiya MIYASHITA** / President of Nara University of Education

プログラム

開会行事

9:30-9:50

開会挨拶 榊 裕之 国立大学法人 奈良国立大学機構 理事長
挨拶 岩佐 敬昭氏 文部科学省国際統括官付国際交渉分析官、日本ユネスコ国内委員会副事務総長
祝辞 山下 真氏 奈良県知事

基調講演

9:50-10:20

林川 真紀氏 ユネスコ・ジャカルタ事務所 所長

休憩 10分

セッション1 <Academic Session> 学術のESDへの貢献

10:30-12:00

モデレーター 道田 豊氏 ユネスコ政府間海洋学委員会(IOC)議長(東京大学総長特使)

発表者・パネリスト

堀尾 多香氏 国連大学サステナビリティ高等研究所大学院プログラム事務局長
ムザイリン・アッフアン氏 インドネシア シアクアラ大学国際所長
セット・セン氏 カンボジア プノンペン教員養成大学 学長
高 翔氏 笹川平和財団 海洋政策研究所 主任研究員

昼食・休憩 70分

セッション2 <ESD Session> ESDの深化と実装

13:10-14:45

モデレーター 及川 幸彦 奈良教育大学学長補佐、ESD・SDGsセンター長

発表者・パネリスト

キム・ピルソン氏&キム・ジンスク氏 釜山国立大学地域革新力量教育研究センター
大津山 光子氏 特定非営利活動法人 SEEDS Asia 事務局長
浅野 亮氏 気仙沼市・宮城教育大学連携センター(気仙沼市教育委員会) 主任運営員
有馬 一彦氏 奈良教育大学附属中学校 教頭

休憩 15分

セッション3 <Youth Session> ユースのESDへの参画

15:00-16:30

モデレーター キム・ヒョンチョル氏 未来価値教育研究院 院長

発表者・パネリスト

キム・スウォン氏&キム・ヨンベ氏 韓国ユース代表・韓国ユース指導者(小学校教諭)
トゥク・ハニフ・ライヤン・アピラ氏 インドネシア・シアクアラ大学経済学部
片山 世葉氏 奈良女子大学文学部人間科学科心理学コース2年生
木下 結等氏 奈良教育大学大学院専門職学位課程2回生(奈良教育大学ユネスコクラブ)

休憩 15分

総括セッション <Wrap up Session> 持続可能な社会への提言

16:45-17:30

モデレーター 及川 幸彦 奈良教育大学学長補佐、ESD・SDGsセンター長

パネリスト

林川真紀氏(ユネスコ・ジャカルタ)、道田 豊氏(IOC)、堀尾多香氏(UNU-IAS)
黒部一隆氏(環境省環境教育推進室長)、キム・ヒョンチョル氏(ERI4FV)

閉会行事

17:30-17:40

閉会挨拶 宮下 俊也 国立大学法人 奈良国立大学機構 奈良教育大学 学長



Abstract Contents

Keynote Speech

ESD: Embedding DRR, Climate Action, and Cultural Understanding in Teaching and Learning for a sustainable Southeast Asia

Ms. Maki HAYASHIKAWA

Director of UNESCO Regional Office in Jakarta

12

Sesson 1 <Academic Session>

**United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) :
Advancing Knowledge and Action Toward a Sustainable Society**

Ms. Taka HORIO

Head of Postgraduate Degree and Training Programme, Institute for the Advanced Study of Sustainability,
United Nations University

16

**Local Wisdom, Global Solidarity: The Aceh–Tohoku Experience in Disaster Risk
Reduction and Education for Sustainable Development**

Dr. Muzailin AFFAN

Director, International Office, Syiah Kuala University, Indonesia

18

**Education for Sustainable Development in Cambodia:
Insights from General and Teacher Education Practice**

Dr. Set SENG

Director, Phnom Penh Teacher Education College, Cambodia

20

**A Japan- China- Korea Initiative in Disaster Risk Reduction in the Northwestern Pacific
under the UN Decade of Ocean Science**

Dr. Xiang GAO

Researcher, Ocean Policy Research Institute, Sasakawa Peace Foundation

22

Sesson2<ESD Session>

ESD in South Korea: A Focus on Village Education Communities in Busan

Dr. Pil-Seong KIM & Dr. Jin-sook KIM

Regional Entrepreneurship Education Research Center, Pusan National University

26

Multi-Risk Reduction Education Programme (MRREP)

Ms. Mitsuko OTSUYAMA

Secretary general, Nonprofit Organization SEEDS Asia

28

“Promoting Comprehensive ESD for 2030 for Schools and Communities Through Diverse Participation and Collaboration”

~Disaster Prevention and Mitigation Education in Kesennuma That Deepens Understanding and Critical Thinking Through Dialogue and Exchange, Leading to Action~

Mr. Ryo ASANO

Management Chief, Kesennuma City Collaborative Center

30

**World Heritage Learning in the Historic Monuments of Ancient Nara:
Perspectives on Disaster Prevention and Tourism**

Mr. Kazuhiko ARIMA

Vice Principal, Nara University of Education Junior High School

32

Sesson3<Youth Session>

Learning Through Community and Experience Ten Years of Growing together

Ms. Suwon KIM

Representative of Korean Youth

**From Pedagogical Innovation to Community Agency A 10-Year Longitudinal Study of the
“Reverse” Education Ecosystem**

Mr. Young-bae KIM

Educator, Busan Dongmyung Elementary School Facilitator, “Reverse Playground” Community

36

**The Role of Youth in Disaster Risk Reduction in Aceh:
A Personal and Community-Based Journey**

Mr. Teuku Hanief Rayyan ABIRA

Faculty of Economics and Business, Syiah Kuala University

38

**Thinking About Disaster Risk Reduction with the Community:
Learning and Practice by Youth**

Ms. Sena KATAYAMA

2nd year student at Nara Women’s University

40

**Youth Participation and Contribution toward Disaster Risk Reduction from Research-
based to Action-based Practice -How can Youth accelerate DRR Education?-**

Mr. Yuito KINOSHITA

UNESCO Club at Nara University of Education

42

Special Contribution

**Symposium on Climate Change and DRR Education Including or Involving Youth
“Ruminations of an Old Cowboy”**

Mr. Tim JONES

Manager, Gladney Farm in Hokkaido (Former High School Teacher in USA)

44



Keynote Speech

Maki HAYASHIKAWA

林川 真紀

Director of UNESCO Regional Office in Jakarta



Ms Maki Katsuno-Hayashikawa brings extensive experiences of nearly 30 years with UNESCO, UNICEF and JICA, at global, regional, and country levels. She assumed her role as the Director of UNESCO Regional Office in Jakarta, and UNESCO Representative to Indonesia, Brunei Darussalam, Malaysia, the Philippines and Timor Leste and Liaison to ASEAN in July 2023. Prior to her current assignment, she served as the Director of the Division for Education 2030 at UNESCO Headquarters overseeing UNESCO's global programmes on Gender and Inclusive Education, Higher Education, Education in Emergencies and led the global SDG4 coordination mechanism. In addition, during 2022, she served as the Executive Secretary of the Secretariat for the Transforming Education Summit convened by the UN Secretary-General in September 2022. Ms. Katsuno-Hayashikawa has spent much of her time in the Asia-Pacific region, operating out of Beijing and Bangkok, managing regional and country programmes on inclusive education, gender and education, ECCE, learning assessment to teacher education. She holds Master's degrees in Educational Planning from the Institute of Education, University College London, and in Early Childhood Education from the South Australia University; and a Bachelor's degree in International Relations from the London School of Economics and Political Science.

1993年アソシエイト・エキスパートとして国連教育科学文化機関(UNESCO)パリ本部教育局識字成人教育課に勤務。ユネスコ北京事務所、ユネスコ・バンコク事務所、国連児童基金(UNICEF)東アジア太平洋地域事務所(バンコク)にて、ノンフォーマル・識字教育、ジェンダー・女子教育そして幼児発達教育などを中心に「万人の教育(EFA)」推進プログラムに従事。2011-2016年、ユネスコ・パリ本部教育局にて基礎教育課、学習と教員開発課、及びジェンダーとインクルーシブ教育課の3課長に就任。2016年4月よりユネスコ・アジア太平洋地域教育局(バンコク事務所)インクルーシブ教育と教育の質セクションのチーフとして勤務。2020年9月ー2023年6月ユネスコ本部教育局 Education 2030 部部長を経て、2023年7月よりジャカルタ事務所の所長として着任。

Abstract

ESD: Embedding DRR, Climate Action, and Cultural Understanding in Teaching and Learning for a sustainable Southeast Asia

While the frequencies of climate related extreme events are on the rise, in a survey by UNESCO (2022) 70% of young people reported that they were not climate-ready based on their education; 47% of curriculum frameworks in 100 countries did not even mention climate change. With current global consumption trends, humanity will need 3 to 5 Earths by 2050, especially if all the population were to live a lifestyle like G20 economies. Clearly, our development path is not sustainable, and urgent action is needed to reverse the unsustainable practices and adapt to and mitigate the impacts of climate change.

Building on the results of the decades-long efforts since 1990s, UNESCO launched the Education for Sustainable Development for 2030 (ESD for 2030) programme, to produce and share knowledge, offer policy guidance and technical support to countries, and implement projects on the ground embedding DRR, Climate Action, and Cultural Understanding in teaching and learning.

This presentation highlights how the youth of South-East Asia are on the frontlines and taking actions for climate impacts, disaster risks, and social transformation, and how they could be further equipped and empowered as researchers, innovators, and cultural bridge builders through partnerships that advance disaster risk reduction (DRR), climate action, and intercultural understanding.

Concrete examples of UNESCO's actions will be shared to demonstrate how teachers, students, as well as communities can be actively engaged in promoting awareness and cross-border learning to build a resilient, peaceful, and sustainable Asia, through ESD: from greening education curriculum, the guide to UNESCO's Sustaining Our Oceans project, UNESCO Tsunami Ready Programme, to actions in the UNESCO Natural and Cultural World Heritages sites and the Man and the Biosphere Reserves.

持続可能な東南アジアの実現に向けて、 減災と気候変動対策及び文化理解を教育と学びに統合するESD

気候変動による異常気象が頻発する一方で、ユネスコの調査(2022年)では、70%の若者が「教育を通じて気候変動への備えが十分にできていない」と回答しています。実際に100カ国の教育カリキュラムを調査したところ、その47%には気候変動に関する記述すらありませんでした。現在の世界的な消費傾向が続けば、2050年までに地球が3~5個必要になると予測されており、特に全員がG20諸国のようなライフスタイルを送れば、その負荷はさらに深刻になります。明らかに、今の開発経路は持続可能ではありません。不適切な慣行を改めて、気候変動の影響への適応と緩和に向けた緊急の行動が求められています。

ユネスコは、1990年代から数十年にわたる取り組みの成果に基づき、「持続可能な開発のための教育：SDGs実現に向けて(ESD for 2030)」プログラムを立ち上げました。このプログラムは、知識の創出と共有、各国への政策指針や技術支援の提供、そして防災(DRR)、気候アクション、文化的理解を日々の教育現場に組み込むプロジェクトの実施を目的としています。

本発表では、東南アジアの若者たちが気候変動や災害リスク、社会変革の最前線でのように行動しているかに焦点を当てます。あわせて、防災・気候アクション・異文化理解を促進するパートナーシップを通じて、彼らを研究者やイノベーター、そして文化の架け橋としていかに支援し、その力を引き出していけるかを考察します。

強靱(レジリエント)で平和かつ持続可能なアジアを構築するために、ユネスコの具体的な活動事例を共有します。

- ・教育カリキュラムのグリーン化
- ・Sustaining Our Oceans(私たちの海を支える)プロジェクト・ガイド
- ・ユネスコ「Tsunami Ready(津波への備え)」プログラム
- ・世界自然遺産・文化遺産および生物圏保存地域(ユネスコエコパーク)における活動

これらの事例を通じて、ESDがいかに教師、学生、そして地域コミュニティを能動的に巻き込み、意識向上と国境を越えた学習を促進できるかを明らかにします。



Session 1

Academic Session

Academic Contributions to ESD

From an academic perspective, we will share the latest research findings and practices from various fields that contribute to the sustainable development (SD) of society. Furthermore, we will discuss the fostering of collaboration among stakeholders and the building of international partnerships to advance Education for Sustainable Development (ESD).

学術の ESD への貢献

学術の視点から、社会の「持続可能な発展 (SD)」に資する各分野からの最新の研究の成果や実践を共有するとともに、ESD 推進に向けた各ステークホルダー間の連携と国際的なパートナーシップの構築について議論します。

Session1: Moderator

Yutaka MICHIDA

道田 豊

Chairman, Intergovernmental Oceanographic
Commission, UNESCO



Prof. Yutaka Michida, PhD, after his service as a governmental official at the Hydrographic Department of Japan Coast Guard for 16 years, joined the Ocean Research Institute of the University of Tokyo in 2000, with the present position of the Special Presidential Envoy for UN Ocean Decade of the University of Tokyo since 2024. He has been the Chairperson of Intergovernmental Oceanographic Commission of UNESCO since 2023. Michida has been appointed to a vice Chairperson of Japanese National Commission for UNESCO in December 2025. As his contributions to academic communities, he is the President of Japan Society of Marine Surveys and Technology since 2017, and a vice President of Japan Society of Ocean Policy since 2020, majored in physical oceanography with his recent expansion to cover marine policy, as well as the President of Japan 'Driftological' Society since 2021 contributing to promotion of ocean literacy in Japan.

東京大学総長特使「国連海洋科学の10年」担当、東京大学大気海洋研究所特任教授。博士（理学）。海上保安庁水路部に16年勤務した後2000年に東京大学海洋研究所助教授。その後同大気海洋研究所教授、副所長等を経て、2024年から現職。2023年からユネスコ政府間海洋学委員会議長を務めるほか、2025年12月には日本ユネスコ国内委員会副会長。学術面では、海洋調査技術学会会長、日本海洋政策学会副会長など。専門は海洋物理学、ここ20年ほど海洋政策に専門分野を拡張。加えて、2021年からは漂着物学会の会長として日本におけるOcean Literacyの推進に貢献。



Session 1: Panelist

Taka HORIO

堀尾 多香

Head of Postgraduate Degree and Training Programme, Institute for the Advanced Study of Sustainability, United Nations University



Taka Horio is the Head of Postgraduate Degree and Training Programme at UNU-IAS. Since joining UNU-IAS in June 2023, she leads the secretariat of Postgraduate Degree Programme of UNU-IAS and organizes the short training courses, such as UNU Global Seminar and Global Leadership Training Programme for Sustainable Development in Africa (GLTP). She also leads the secretariat of UNU SDG-University Platform (SDG-UP), which provides opportunities for Japanese universities to proactively collaborate with different stakeholders to promote research and educational activities advancing the Sustainable Development Goals (SDGs).

Before joining UNU-IAS, she was an Assistant Secretary-General of Japanese National Commission for UNESCO, as well as the Assistant Director-General for International Affairs, Office of the Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan. During her time in MEXT, she also served in the field of international affairs, and internationalization of higher education in Japan.

She also had her career at UNESCO Headquarters in the section of Funds in Trust (2005 to 2008), and at Nagoya University (Japan) as the Director of International Affairs Division (2010 to 2012).

国際連合大学サステナビリティ高等研究所 (UNU-IAS) 大学院プログラム事務局長。

2023年6月の着任以来、大学院学位プログラムを統括するとともに、国連大学グローバル・セミナーやアフリカにおけるグローバル人材育成プログラム (GLTP) など、各種短期研修の企画・運営を担当している。また、国連大学 SDG大学連携プラットフォーム (SDG-UP) の事務局として、日本の大学が SDGs推進に向けて多様な関係者と連携する取り組みを支援している。

UNU-IAS着任前は、日本ユネスコ国内委員会事務総長補佐および文部科学省国際統括官付国際統括官補佐としてユネスコ関連業務に従事したほか、文部科学省において国際関係業務や高等教育行政に携わってきた。

そのほか、ユネスコ本部 (信託基金担当、2005-2008年) や名古屋大学 (国際部国際企画課長、2010-2012年) に出向 (勤務) してきた。

Abstract

United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) : Advancing Knowledge and Action Toward a Sustainable Society

The United Nations University (UNU) is a UN entity established by the United Nations General Assembly in 1972 to serve as the think tank and academic arm of the United Nations. Its headquarters are located in Tokyo. UNU-IAS, founded in 2014 and located in the same building as the UNU Headquarters, is a research and teaching institute dedicated to advancing a sustainable future for people and the planet. Through policy-oriented research, education, and capacity development, UNU-IAS focuses on sustainability challenges and solutions.

UNU-IAS integrates expertise across four thematic areas: (1) governance for climate change and sustainable development; (2) biodiversity and society; (3) water and resource management; and (4) innovation and education. The institute also offers Postgraduate Degree Programmes—in-

cluding the MSc in Sustainability and the PhD in Sustainable Science—alongside short intensive courses and practical certificate programmes. In addition, UNU-IAS operates several international, regional and national networks, such as the SDG University Platform (SDG-UP), Regional Centres of Expertise on Education for Sustainable Development (RCE), and the Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net).

This presentation will provide an overview of the background and activities of UNU and UNU-IAS, highlighting their research, education, and networking initiatives aimed at advancing a sustainable society.

some tips for accurately positioning ESD in the education of each country and improving its educational effectiveness.

国際連合大学サステナビリティ高等研究所～持続可能な社会に向けた知識と活動の推進

国連大学 (UNU) は、国連のシンクタンクおよび学術機関としての役割を担うため、1972年に国連総会により設立され、本部は東京に置かれています。国連大学サステナビリティ高等研究所 (UNU-IAS) は、本部と同じ東京に2014年に設立され、人と地球の持続可能な未来の実現に貢献する研究・教育を行っている機関です。研究テーマは、(1) 気候変動と持続可能な開発のガバナンス、(2) 生物多様性と社会、(3) 水と資源管理、(4) イノベーションと教育の4分野に焦点を当てています。また、大学院プログラム (修士および博士)、短期集中

講座、研修プログラムなどの教育活動を実施しています。その他、SDG 大学連携プラットフォーム (SDG-UP)、持続可能な開発のための教育に関する地域拠点 (RCE)、アジア環境大学院ネットワーク (ProSPER.Net) などのネットワーク活動も実施しています。

発表では、UNU および UNU-IAS の背景、UNU-IAS が行っている持続可能な社会の実現に向けた研究・教育・ネットワークの取り組みについて紹介します。



Session 1 : Panelist

Muzailin AFFAN

**Director, International Office,
Syiah Kuala University in Indonesia**



Dr. Muzailin Affan is an Associate Professor at Faculty of Natural Science Syiah Kuala University Indonesia. With a Ph.D. in Environmental Science from Tohoku University, he boasts over 15 years of experience in academia and has become expert in disaster mitigation. Dr. Muzailin also works on international collaboration partnership for more than 10 years. His research interest is on post-disaster recovery and disaster education. After 2004 Indian Ocean Earthquake and Tsunami and also 2011 Great East Japan Earthquake and Tsunami, Dr. Muzailin has been working together with researchers from Japan for recovery programs of the both disasters affected areas. He has received Award from Japan ministry of foreign affair for his contribution to strengthen collaboration between Indonesia-Japan in disaster mitigation. He also actively engages in regional partnership under Indonesia Malaysia Thailand Growth Triangle University Network (IMT-GT Uninet) which he serves as head of secretariat maintaining the network among 30 universities. Dr. Muzailin also actively involved in local government as technical advisor for Disaster Risk Reduction activities at Aceh Tsunami Museum and also supporting JICA JPP project on capacity building on DRR for museum staffs and school teachers in Aceh in collaboration with Kamaishi city, Japan.

Abstract

Local Wisdom, Global Solidarity: The Aceh–Tohoku Experience in Disaster Risk Reduction and Educa- tion for Sustainable Development

Disaster risk reduction (DRR) is most effective when global frameworks are enriched by local wisdom and strengthened through international solidarity. The Aceh experience, shaped by the 2004 Indian Ocean tsunami, demonstrates how indigenous knowledge, cultural practices, and community resilience can complement scientific and policy-driven approaches. This presentation examines the integration of Acehnese wisdom into global DRR and Education for Sustainable Development (ESD 2030), highlighting the cultural and educational dimensions of resilience. Beyond recovery, Acehnese communities continue to commemorate the 2011 Great East Japan Earthquake and Tsunami, reflecting a profound sense of shared memory and empathy across nations. These commem-

orations have evolved into meaningful exchanges, particularly through youth programs linking Aceh and Tohoku, which foster mutual learning, cultural understanding, and collaborative resilience-building among younger generations. By situating these practices within the broader framework of the Sustainable Development Goals (SDGs), the study underscores the role of education—formal, non-formal, and community-based—in transmitting local knowledge while advancing global priorities such as climate change education and cultural exchange. Ultimately, the Aceh–Tohoku experience illustrates that resilience is both technical and cultural, and that local wisdom, when shared globally, can inspire solidarity, strengthen partnerships, and shape sustainable futures.

地域に根ざした知恵から世界的な連帯へ： アチェと東北の事例に学ぶ、防災と持続可能な開発のための教育 (ESD)

防災 (DRR) は、グローバルな枠組みが「地域の知恵 (ローカル・ウィズダム)」によって豊かになり、かつ「国際的な連帯」を通じて強化される時、最も大きな効果を発揮します。2004年のインド洋大津波を経て形作られたアチェの経験は、先住民の知識や文化的慣習、そしてコミュニティのレジリエンス (回復力) が、いかに科学的・政策的なアプローチを補完し得るかを証明しています。

本発表では、アチェの知恵をグローバルな防災指針や「持続可能な開発のための教育 (ESD 2030)」へと統合するプロセスを検証し、レジリエンスが持つ文化的・教育的側面を浮き彫りにします。アチェのコミュニティは、自らの復興にとどまらず、2011年の東日本大震災の追悼を続けてきました。これは、国境を越えた深い共感と記憶の共有を象徴するものです。こうし

た追悼の営みは、アチェと東北を結ぶユースプログラムなどの意義深い交流へと発展しており、次世代の間で相互学習や文化理解、そして協調的なレジリエンスの構築を育んでいます。

これらの実践を持続可能な開発目標 (SDGs) という広範な枠組みの中に位置づけることで、本研究は、地域の知識を伝承しながら気候変動教育や文化交流といった世界的優先課題を推進する上での、教育 (学校教育、社会教育、コミュニティベースの教育) の役割を強調します。結論として、アチェと東北の経験は、レジリエンスが技術的であると同時に文化的であることを示しています。地域の知恵を世界で共有することは、連帯を促し、パートナーシップを強化し、そして持続可能な未来を形作る力となるのです。



Session 1: Panelist

Set SENG

**Director, Phnom Penh Teacher Education
College in Cambodia**



Dr. Set Seng earned his Master's degree in Science Education (Chemistry) in 2007 and his Doctor of Philosophy in Education (Science Education) in 2016, both in Japan.

He is currently the Director of Phnom Penh Teacher Education College (PTEC), a higher education institution responsible for both pre-service and in-service teacher education and training for primary and lower secondary schools in Cambodia.

With over 25 years of experience in the education sector, Dr. Seng has been actively involved in developing teachers' capacity to improve the quality of teaching and learning in classrooms at both the primary and secondary levels. His research interests include teacher professional development and effective classroom practices that enhance student learning outcomes. His recent publication (2024), "The Challenge of Enhancing Teacher Professional Identity and Capacity in Cambodian Schools," .

Abstract

Education for Sustainable Development in Cambodia: Insights from General and Teacher Education Practice

In response to global changes, Cambodia has recognized **Education for Sustainable Development (ESD)** as a key approach to strengthening the balance between economic development, environmental protection, and social well-being, as well as promoting disaster prevention and responsible citizenship. In 2021, the **Ministry of Education, Youth and Sport (MoEYS)** co-organized a national consultation on ESD, marking a formal milestone in integrating ESD into national education policies and curricula in line with **Cambodia's SDG 4** and the **Education 2030 Roadmap**.

This presentation provides an overview of ESD implementation in Cambodia, focusing on both **general education** and **teacher education**. In general education, ESD is addressed through a cross-curricular approach, embedding themes such as environmental protection, climate change, disaster risk reduction, health, life skills, and cul-

tural values across subjects.

At the teacher education level, ESD has been integrated into the high school teacher education curriculum, where all subjects are required to reflect balanced consideration of economic, environmental, social, and cultural dimensions of sustainability. In addition, environmental education and climate change modules have been introduced into primary and lower secondary teacher education programs to provide student teachers with foundational ESD knowledge and practical valuing of the relationship between living and the environment.

While key strengths include strong policy commitment and curriculum integration, challenges remain in teacher capacity, resource availability, and translating policy intentions into effective classroom practice.

カンボジアにおける持続可能な開発のための教育(ESD): 一般教育および教員養成の実践から得られた知見

世界情勢の変化を受け、カンボジアは「持続可能な開発のための教育(ESD)」を、経済発展・環境保護・社会的福祉のバランスを強化し、防災や責任ある市民意識を促進するための鍵となるアプローチとして位置づけてきました。2021年、教育・青年・スポーツ省(MoEYS)はESDに関する国家協議を共催しました。これは、カンボジアのSDG 4および「教育2030ロードマップ」に沿って、国家教育政策やカリキュラムにESDを統合するための正式な節目となりました。

本発表では、カンボジアにおけるESD実施の概要を、一般教育と教員養成の両面に焦点を当てて報告します。一般教育において、ESDは教科横断的なアプローチを通じて取り組まれており、環境保護、気候変動、防災(DRR)、健康、ライフスキル、そして文化的価値といったテーマが各教科の中に組み込

まれています。

教員養成の段階では、高校教員養成カリキュラムにESDが統合されました。そこでは、すべての教科において、持続可能性の経済的、環境的、社会的、および文化的側面をバランスよく考慮することが求められています。さらに、初等および前期中等教育の教員養成プログラムには、環境教育と気候変動のモジュールが導入されました。これにより、教員志望の学生に対して、ESDの基礎知識を提供するとともに、生活と環境の関わりを実証的に評価する姿勢を養っています。

強力な政策的コミットメントやカリキュラムへの統合といった強みがある一方で、教員の能力開発、リソースの確保、そして政策上の意図をいかに効果的な教室での実践へとつなげていくかといった課題も依然として残されています。



Session 1: Panelist

Xiang GAO

高 翔

**Researcher, Ocean Policy Research Institute,
Sasakawa Peace Foundation**



Dr. Xiang Gao is a senior research fellow at the Ocean Policy Research Institute (OPRI) of the Sasakawa Peace Foundation (SPF). She received her PhD in international public policy from Osaka University. At OPRI/SPF, the research projects in which she has participated and taken responsibility cover areas such as integrated coastal management in Japan, regional ocean governance, and Sino-Japanese maritime cooperation. Her recent research interests are in the area of ocean governance in East Asia, with focus on the construction of regional cooperation network. She has also conducted research activities as an adjunct researcher at Institute of East Asia International Relations of the Organization for Regional and Inter-regional studies at Waseda University (2023-2025).

大阪大学にて国際公共政策の博士号を取得。OPRI/SPFでは、日本における総合的沿岸域管理、地域海ガバナンス、日中海洋協力などの分野に関する研究プロジェクトに参画し、責任者としても取り組んできた。近年の研究関心は、東アジアにおける海洋ガバナンス、とりわけ地域協力ネットワークの構築にある。あわせて、2023年度から2024年度にかけて、早稲田大学地域・地域間研究機構東アジア国際関係研究所の招へい研究員（兼任）として研究活動を行っている。

Abstract

A Japan- China- Korea Initiative in Disaster Risk Reduction in the Northwestern Pacific under the UN Decade of Ocean Science

This presentation aims to clarify the significance and future directions of trilateral cooperation among Japan, China, and South Korea on typhoon forecasting and disaster prevention and mitigation in the Northwestern Pacific, based on the TFRiN project, an endorsed Action Project of the UN Decade of Ocean Science for Sustainable Development.

The Northwestern Pacific is the most active typhoon basin in the world, and not only South-east Asian countries but also Japan, China, and Korea have repeatedly suffered severe damage from strong winds, heavy rainfall, storm surges, and related hazards. As climate change progresses, typhoon risks are becoming increasingly complex and transboundary, making it difficult for individual countries to respond effectively on their own.

With the launch of the TFRiN project, the establishment of international partnerships and the promotion of multilateral cooperation form the foundation of this initiative. The key pillars of cooperation include: (1) a stable cooperation platform fostered through researcher exchanges and international academic workshops; (2) an open-access platform providing historical typhoon data and diverse up-to-date information; and (3) a capacity-building support platform related to marine disaster risk reduction. Through these efforts, the project seeks to link scientific knowledge with policy practice, enhance typhoon disaster risk reduction capabilities across East Asia and deepen sustainable regional ocean cooperation.

国連海洋科学10年に基づく北西太平洋における防災・減災分野の日中韓協力の試み

本報告は、国連海洋の10年のアクションプロジェクトであるTFRiNプロジェクトを基盤として、北西太平洋における台風予測・防災対応をめぐる日中韓三か国協力の意義と方向性を整理するものである。北西太平洋は世界で最も台風発生頻度が高い海域であり、東南アジア諸国のみならず、日本・中国・韓国はいずれも強風、豪雨、高潮等による深刻な被害を繰り返し受けてきた。気候変動の進行に伴い、台風リスクは一層複雑化・広域化しており、単独国での対応には限界がある。

TFRiNプロジェクトの始動により、国際パートナーシップの構

築と多国間協力を展開することで、①研究者交流や国際学術ワークショップを通じた安定的な協力プラットフォーム、②台風に関する歴史データおよび様々な最新情報を提供するオープンアクセスのプラットフォーム、③海洋防災・減災に関わる能力構築への支援プラットフォームの構築が多国間協力の柱となる。これにより、科学的知見と政策実践を結びつけ、日中韓をはじめとする東アジア地域全体の台風防災・減災能力の向上と持続的な海洋協力の深化を目指す。



Session 2

ESD Session

Deepening and Implementing ESD

Based on academic findings, we will discuss how to nurture "shapers of a sustainable society" from an educational perspective. Drawing on practical examples from universities, boards of education, schools, and NPOs, we will explore the deepening of ESD and the strengthening of domestic and international collaboration.

ESDの深化と実装

学術の成果を踏まえて、教育の視点から「持続可能な社会の創り手」をいかに育成していくのかについて、大学、教育委員会、学校、NPOの各教育分野からの実践事例を踏まえて、ESDの深化と国内外の連携について議論します。



Moderator

Yukihiko OIKAWA

及川 幸彦

Director, Center for ESD and SDGs, and Advisor to the President, Nara University of Education, Nara National Institute of Higher Education and Research in Japan



The major of Dr. Yukihiko OIKAWA is global environmental studies, mainly Education for Sustainable Development (ESD) from the perspective of SDGs including Climate Change Education (CCE), Disaster Risk Reduction (DRR) education and Ocean Education. Since 2002, he has promoted ESD as a pioneer in Japan, in formal education mainly, collaborating with diverse sectors and international institutions such as UNESCO, UNU and OECD at local and global level. He has also played a leading role of ESD promotion in Japan as the Chairperson of ESD Round-table Meeting in Japan and the Chair Advisor of ESD Resource Center as well as a member of Japanese National Commission for UNESCO. On the other hand, after the Great East Japan Earthquake and Tsunami in 2011, he engaged in post-disaster education recovery and the improvement of education utilizing the ESD network as a vice principal at school and an administrator in Kesenuma City Board of Education. After that he was former Principal Researcher of the Center for Ocean Education at The University of Tokyo from 2016 to 2022. He is currently promoting research on CCE and DRR Education as a crucial approach to ESD for SDGs as the director of Center for ESD/SDGs and the advisor to the president of Nara University of Education. Moreover, he is also engaging in forming the ESD network and establishing collaborative platform among diverse sectors nationally and globally. He has a PHD in Global Environmental Studies from Kyoto University.

奈良国立大学機構 奈良教育大学 学長補佐(特命担当)、ESD・SDGs センター長、地球環境学博士(京都大学)。放送大学客員教授

2002年から教員及び指導主事として気仙沼市の学校を中心に地域や大学、政府、国際機関と連携してESDを推進する。2011年に発生した東日本大震災の際には、気仙沼市の学校及び教育委員会の管理職として危機対応にあたり、ESDの視点から教育再生・復興と防災・減災教育の改革に取り組み、その教訓を世界に発信する。

その後、2016年から東京大学海洋教育センター主幹研究員としてESDの視点からの海洋や防災の学際的な教育研究に取り組む。2022年4月には、奈良教育大学ESD・SDGsセンターに赴任し、現在、センター長としてESD国際シンポジウムや全国ESDコンソーシアム/ステークホルダー円卓会議、各種のESD研修会やセミナー等を開催して、ナショナルセンターをめざしてESDの事業展開と国内外のネットワーク構築に取り組んでいる。

国レベルでは、これまで日本ユネスコ国内委員会委員、ESD円卓会議議長、ESD活動支援センター企画運営委員長等など文科省や環境省等の ESD/SDGs関連の委員を歴任して政府の ESD/SDGs推進施策に貢献するとともに、日本ユネスコ協会連盟理事(現評議員)、認定NPO法人 SEEDS Asia理事等を務め、民間や教育レベルでも ESDや防災・減災教育の普及促進に努める。

国際レベルでも、2014年「国連 ESD の 10年世界会議」(名古屋) や 2015年「国連防災世界会議」(仙台)、2017年「ユネスコ・オタワ会議」(カナダ)、2021年「ESDに関するユネスコ世界会議」(ベルリン) 等で日本の ESDや防災教育を世界に発信する。2023年 5月の国連経済社会委員会(ESCAP) 北東アジア事務所主催のフォーラム(韓国) や同年 12月の UNESCO主催の ESD-Net 2030: Global Meeting(国連大学) においても、防災や気候変動教育の新たな方向性について提案した。



Session2:Panelist

Pil-Seong KIM

**Head of Research, Future Education Community
Regional Entrepreneurship Education Research
Center, Pusan National University, South Korea**



He is a researcher and practitioner in community-based education and Education for Sustainable Development (ESD) in South Korea. His work focuses on village education communities (Maeul Education Communities) in Busan, examining how local residents and community educators design learning grounded in everyday life, relationships, and place. Through this research, he explores ESD beyond formal schooling, with particular at-

tention to community participation, place-based learning, and sustainable local governance.

He specialized in curriculum studies and is interested in the systematic integration of school curricula and local communities, the construction of curriculum governance, and narrative inquiry aimed at understanding human life.

Jin-Sook KIM

**Head of research, Lifelong Career Education at
the Regional Entrepreneurship Educational Re-
search Center, Pusan National University**



She holds a Ph.D. in Education from Yonsei University (Korea) and Rikkyo University (Japan). Her academic expertise focuses on the sociology of education—specifically the stratification of “education fever” and parental habitus—and the development of career education programs.

For the past 15 years, Dr. Kim has specialized in designing innovative career education models. She served as the Leader for a

youth career and employment application in a Busan Metropolitan City project. In addition to developing the Korean-Version of Career Anchor diagnostic tool, she has delivered specialized career lectures and coaching at Yonsei University, the Pusan National University and CHA University medical schools. Her work bridges academic theory with practical career design.

Abstract

ESD in South Korea: A Focus on Village Education Communities in Busan

This presentation examines Education for Sustainable Development (ESD) in South Korea through the case of village education communities (Maeul Education Communities) in Busan. It first introduces the broader village education movement in Korea and explores how this movement has taken shape within the local context of Busan. It then reviews the Hope Education District policy, through which the Busan Metropolitan Office of Education and local governments have collaborated to build a regional education ecosystem, with particular attention to efforts to identify and support educational actors outside formal schools.

Based on this context, the study presents cases in which schools, students, parents, and lo-

cal residents collaboratively design educational activities grounded in local contexts, relationships, and shared experiences. Drawing on qualitative analysis, it shows how sustainability in these practices is understood not as a predefined educational goal, but as an ongoing process of learning how to live together within a specific place.

The findings suggest that such community-based educational practices extend ESD beyond formal schooling by emphasizing participation, place-based learning, and relational sustainability. This study highlights how village education communities in Busan contribute to cultivating sustainable local human resources and offers insights into community-grounded approaches to ESD.

韓国におけるESD:釜山の「村教育共同体」に焦点を当てて

本発表では、釜山（プサン）における「村教育共同体（マウル教育共同体）」の事例を通じ、韓国における持続可能な開発のための教育（ESD）について考察します。まず、韓国で広く展開されている「村教育運動」の概要を紹介し、この運動が釜山という地域の文脈の中でどのように形作られてきたかを探ります。次いで、釜山広域市教育庁と地方自治体が連携し、地域教育エコシステムの構築を目指した「希望教育地区」政策を検討します。特に、学校外の教育の担い手をいかに発掘し、支援してきたかに注目します。

こうした背景を踏まえ、本研究では、学校、生徒、保護者、そして地域住民が、地域の文脈や人間関係、共有された経験に基づき、共同で教育活動をデザインしている事例を提示しま

す。質的分析に基づき、これらの実践における「持続可能性」が、あらかじめ定義された教育目標としてではなく、特定の場所で「共に生きる方法」を学ぶ継続的なプロセスとして理解されていることを示します。

分析の結果、このようなコミュニティ・ベースの教育実践は、参加、場所に基づいた学習（プレイス・ベースド・ラーニング）、そして関係性の持続可能性を重視することで、ESDを学校教育の枠を超えて広げていることが示唆されました。本研究は、釜山の村教育共同体がどのように持続可能な地域人材の育成に貢献しているかを明らかにするとともに、地域に根ざしたESDのアプローチに対する洞察を提供します。



Session2:Panelist

Mitsuko OTSUYAMA

大津山 光子

Secretary general, Nonprofit Organization
SEEDS Asia



She graduated from the College of International Relations at Ritsumeikan University and completed a Master's degree in Sociology at Ritsumeikan University Graduate School. While at university, she spent four years in Kobe engaging in support activities with children who lost their parents in the Great Hanshin-Awaji Earthquake at a psychological care center called Rainbow House, operated by the Ashinaga Foundation. She also took a one-year leave of absence to participate in literacy education volunteer work and an internship in India.

During her graduate studies, she was selected as a Japan Foundation Asia Next Generation Leadership Fellow and conducted one year of research in affiliation with the Department of Sociology, School of Economics, University of Delhi. After working at an investing and general trading company, she joined the certified NPO SEEDS Asia in 2009. She served as Representative of the SEEDS Asia Myanmar Office, supporting "build back better" efforts following Cyclone Nargis, and since 2016 has led overseas programmes at the Kobe headquarters. She was appointed Executive Director in 2019.

In addition to emergency response, she collaborates with schools, communities, and governments both domestically and internationally to plan and implement disaster risk reduction, mitigation, and recovery initiatives. She currently also serves as a part-time lecturer at Kobe Gakuin University.

SEEDS Asia is a non-profit organization and international NGO based in Kobe, working in disaster risk reduction to build a sustainable and disaster-resilient society. Through an integrated approach, the organization promotes environmental improvement and strengthens the resilience of vulnerable people and communities across the Asia-Pacific region, including Japan. It was established by disaster risk reduction specialists active in international organizations and academia, following the Great Hanshin-Awaji Earthquake and subsequent United Nations World Conferences on Disaster Reduction. SEEDS Asia has implemented projects in 11 countries across the region to date.

立命館大学国際関係学部卒、立命館大学大学院社会学研究科修士課程修了。大学在学中は、神戸にてあしなが育英会レインボーハウスにおいて阪神・淡路大震災遺児との交流活動に4年間従事したほか、1年間休学してインドでの識字教育ボランティアおよびインターンシップを経験。

大学院では、国際交流基金アジア次世代フェローとしてデリー大学院社会学研究科 (Department of Sociology, School of Economics, University of Delhi) にて1年間の研究留学。総合商社にて勤務後、2009年に認定特定非営利活動法人 SEEDS Asia に入職。SEEDS Asia ミャンマー事務所長を経て、2016年より神戸本部にて海外事業統括、2019年より事務局長に就任。緊急支援に加え、国内外の学校・地域・行政と連携し、防災・減災および復興分野における事業の企画・実施を担う。現在、神戸学院大学非常勤講師を兼任。

SEEDS Asia について：災害に負けない持続可能な社会の実現を目指し、日本を含むアジア太平洋地域において、統合的アプローチを通じて、環境の改善と脆弱な人々・地域のレジリエンス向上に取り組む防災専門 NPO / 国際 NGO (本部：神戸)。阪神・淡路大震災およびその後の国連防災会議を契機に、国際機関・学術分野で活躍する防災専門家により設立。国内外 11 개국での活動実績を有する。

Abstract

Promoting Comprehensive Risk Avoidance and Protection among Displaced Myanmar Migrant Students

Implementation of the Multi-Risk Reduction Education Programme (MRREP) in Migrant Learning Centres along the Thailand–Myanmar Border

Since the military coup in 2021, at least 5.2 million people from Myanmar have been forcibly displaced, with millions seeking refuge in Thailand. Tak Province, which hosts the largest number of Migrant Learning Centres (MLCs), accommodates approximately 18,000 displaced and migrant children from Myanmar. Many of these children live in irregular legal situations and are often excluded from public protection systems, even when they become victims of violence or exploitation.

A survey conducted in June 2024 at an MLC in Mae Sot with 700 students in Grade 5 and above found that around 70% had encountered robbery or violence in their surroundings, and nearly

40% were living in unstable, multi-household arrangements. To address these challenges, the implementing organization, in collaboration with a local partner, developed and implemented the Multi-Risk Reduction Education Programme (MRREP), consisting of 11 thematic modules.

This presentation examines how MRREP contributes to improving children's risk avoidance capacities and referral to protection services, and discusses the effectiveness and scalability of a comprehensive risk reduction education model implemented by NGOs for children with limited access to public protection systems.

ミャンマーからの避難・移住学生を守るために：包括的なリスク回避と保護の取り組み

タイ・ミャンマー国境沿いの移住者学習センター (MLC) における複合的リスク軽減教育プログラム (MRREP) の実装

2021年のクーデター以降、ミャンマーでは少なくとも520万人が国内外で避難生活を余儀なくされ、タイ国には数百万人規模の避難民が流入している。タイ国内で最も多くの移民校 (MLCs) が集中するターク県には約1.8万人のミャンマーからの避難・移民児童が在籍するが、合法的な立場で入国していないケースも少なくなく、被害者となった場合でも公的な保護の対象とならないことが多い。2024年6月にメーソット所在 MLC で実施した調査 (5年生以上700人) では、約7割が身

近な場所で強盗や暴力に遭遇し、約4割が不安定な多世帯混合の居住環境にあった。申請団体は現地団体と協働し、11科目で構成される Multi-Risk Reduction Education Programme (MRREP) を開発・実施してきた。本発表は、その成果を踏まえ、MRREP が児童のリスク回避能力および保護接続行動の向上にどのように寄与したかを検討し、包括的リスク削減教育モデルの有効性と展開可能性を明らかにする。



Session2:Panelist

Ryo ASANO

浅野 亮

Management Chief, Kesenuma City
Collaborative Center



Served for 38 years as a public elementary school teacher, principal, and educational administrator. As the Instructional Supervisor for ESD/ UNESCO Schools at the Kesenuma City Board of Education, he has worked on developing ESD initiatives rooted in the community, leveraging diverse networks including public institutions, businesses, local communities, and NPOs, as well as curriculum development and implementation in school education. Currently, he serves as Chief Operating Officer (Operations Director) at the Kesenuma City-Miyagi University of Education Collaboration Center. Based on the city board of education's policies, he plans, manages, and communicates workshops through collaboration with universities and research institutions. He also provides educational guidance to kindergartens, elementary and junior high schools, and promotes ESD centered on marine education.

Board Member, NPO Council for the Promotion of Sustainable Development (ESD-J); Planning and Operations Committee Member, Tohoku Regional ESD Activity Support Center; Committee Member, ESD/UNESCO School Tohoku Consortium; Secretariat, Kesenuma ESD/RCE Promotion Committee.

Areas of Expertise: ESD and School Education, Human Resource Development, Curriculum Development, Inquiry-Based Learning, Community Collaboration, Marine Education

公立小学校教員・校長・教育行政として38年間勤務。気仙沼市教育委員会指導主事として ESD/ コネスコスクールを担当し、行政・企業・地域・NPO 等、地域内外の多様なネットワークを生かした地域起点による ESD の展開と学校教育におけるカリキュラム開発・実践に取り組んできた。現在は、気仙沼市・宮城教育大学連携センター主任運営員（運営統括）として、市教育委員会の教育施策を踏まえながら、大学や研究機関等との連携・協働による研修会の企画や運営、発信、幼稚園と小・中学校への教育指導、海洋教育を基軸とした ESD の推進に携わっている。

NPO 法人 持続可能な開発のための推進会議 (ESD-J) 理事，東北地方 ESD 活動支援センター企画運営委員、ESD/ コネスコスクール・東北コンソーシアム委員，気仙沼 ESD/RCE 推進委員会事務局。

得意分野：ESD と学校教育、人材育成、カリキュラム開発、探究的な学習、地域との連携、海洋教育

Abstract

“Promoting Comprehensive ESD for 2030 for Schools and Communities Through Diverse Participation and Collaboration” ~Disaster Prevention and Mitigation Education in Kesennuma That Deepens Understanding and Critical Thinking Through Dialogue and Exchange, Leading to Action~

Next month marks the 15th anniversary of the Great East Japan Earthquake, which caused devastating damage along the entire Pacific coast, including Kesennuma City. The reconstruction slogan “Living with the Sea” embodies the citizens’ resolve to move towards a creative recovery and development. This unwavering identity of “living with~” (or “living together”) is also the driving force behind the city’s Education for Sustainable Development (ESD) that bridges generations. Within this framework, “dialogue” and “exchange” hold significant meaning. “Empathetic and co-creative dialogue” is very important in order to jointly nurture creators of a democratic and sustainable society while collaborating with diverse others. To enable individuals to form their own opinions with a sense of ownership and engage in dialogue and consensus-building, “multi-track and multi-layered exchange” is indispensable. Our city utilizes

the lessons from the Great East Japan Earthquake for future preparedness. Furthermore, to confront the risks of natural and meteorological disasters—which are becoming more extreme, frequent, and severe regardless of location—we emphasize learning that leads to transformed awareness and action. This involves correctly understanding the mechanisms and impacts of disasters, deeply considering countermeasures and climate change mitigation/adaptation with a sense of ownership, and collaborating with diverse others. This session will introduce practical examples, including learning through collaboration with specialized institutions such as universities, learning through exchanges with overseas and other domestic regions in Japan, and initiatives like storytelling activities by junior high school students in collaboration with government, businesses, local residents, and others.

多様な主体の参画と協働による学校・地域包括型ESD for 2030の推進

～対話と交流を通して理解と思考を深め、行動につなげる気仙沼の防災・減災教育～

気仙沼市を含む太平洋沿岸一帯に甚大な被害をもたらした東日本大震災から来月で15年目を迎える。復興キャッチフレーズ「海と生きる」には市民の創造的復興と発展に向かう決意が込められており、「～と生きる（共に生きる）」揺るぎないアイデンティティが時代をつなぐ本市ESDの原動力ともなっている。そこでは「対話」と「交流」が重要な意義を持つ。多様な他者と協働しながら民主的で持続可能な社会の創り手を共に育むためには「共感的・共創的な対話」がとても大切であり、当事者意識を持って自分の意見を形成し、対話と合意ができるようにするには「複線的・重層的な交流」が欠かせない。本

市では、震災を次の災害への教訓として生かすとともに、昨今、地域を問わず極端化、頻発化、激甚化している自然系・気象系災害へのリスクに向き合うため、災害が起こる仕組みとその影響等について正しく理解し、災害への対応策や気候変動に対する緩和と適応等について当事者意識を持って深く考え、多様な他者との協働を通じて意識と行動の変容に結び付く学びを重視している。本セッションでは、実践例として、大学等の専門機関と連携する学び、海外や国内他地域との交流による学び、行政や企業、地域住民等と協働した中学生等による語り部活動等の取組等を紹介する。



Session2:Panelist

Kazuhiko ARIMA

有馬 一彦

Vice Principal, Nara University of Education
Junior High School



Vice Principal, Nara University of Education Junior High School. The school has been a UNESCO Associated School since 2008 and implements ESD using the Whole School Approach. Until last year, as Research Director, he established a multi-grade, community-based inquiry learning program using the ancient capital of Nara as its field. He also designed the inquiry learning curriculum for the three junior high school years and has been promoting his school's educational activities through open workshops and similar events. Five years ago, he launched the UNESCO Club as an extracurricular activity. Collaborating with students from Nara University of Education, the club actively promotes environmental protection activities and peace education to the school and local community.

奈良教育大学附属中学校教頭。勤務校は2008年からユネスコスクールに加盟し、ホールスクールアプローチを用いたESDに取り組んでいる。昨年度までは研究主任として、古都奈良をフィールドにした異学年地域探究型学習を立ち上げた。また、中学校3年間で取り組む探究学習のカリキュラムデザインに取り組み、公開研修会等を通じて自校の教育活動を広めている。5年前から部活動であるユネスコクラブを立ち上げ、奈良教育大学の学生とも共同しながら、環境保護活動・平和教育に対する広報活動を学校や地域に対して積極的に展開している。

Abstract

World Heritage Learning in the Historic Monuments of Ancient Nara: Perspectives on Disaster Prevention and Tourism

Nara University of Education Junior High School is located near the World Heritage site “Historic Monuments of Ancient Nara.” These historical and cultural assets, passed down from the Nara period 1,300 years ago to the present day, attract numerous visitors including overseas tourists and school trip students, spreading their value worldwide. Since 2019, our school has engaged in community-based inquiry learning utilizing local cultural and educational resources. For example, we continue to challenge diverse learning oppor-

tunities, such as courses exploring biodiversity conservation and invasive species issues in the Kasugayama Primeval Forest, courses examining the sustainability of Japanese traditional culture in Nara Town, and courses learning about cultural property disaster prevention at Todaiji Temple and the fire department. To nurture the youth who will shape Nara’s future, we value allowing them to encounter real-world challenges through their own experiences and learning from adults confronting social issues on the front lines.

古都奈良の文化財における世界遺産学習～防災と観光の視点～

奈良教育大学附属中学校は世界遺産「古都奈良の文化財」に近接した場所に立地している。1300年前の奈良時代から現代まで受け継がれてきたこれらの歴史文化遺産は、海外からの観光客や修学旅行生など数多くの人々が訪れ、その価値を世界に広めている。本校は2019年より、地域の文化・教育資源を活用した地域密着型の探究学習に取り組んできた。例えば、春日山原始林で生物多様性の保全や外来種問題を考えるコー

スや、奈良町で日本の伝統文化の持続可能性について考えるコース、東大寺や消防署などで文化財防災について学ぶコースなど、多様な学びに挑戦しつづけている。これからの奈良を担う若者を育成するには、自らの体験を通じて本物の課題にふれることや、現場で社会課題に立ち向かう大人の姿から学ぶことを大切にしている。



Session 3

Youth Session

Youth Engagement in ESD

Youth from various countries will share concrete actions related to disaster risk reduction (DRR), climate change, and other global challenges. From the perspective of the next generation, we will discuss their engagement and contribution toward a sustainable future, while delivering a powerful message to the current generation.

ユースの ESDへの参画

各国のユースから防災・減災、気候変動等に関する具体的な実践事例(Action)について国を越えて共有し、持続可能な未来への参画と貢献について次世代を担うユースの視点から議論するとともに現世代へのメッセージを発信します。

Moderator

Hyuncheol KIM

President of Education Research Institute for Future Values



Dr. Kim is the President of the Education Research Institute for Future Values (ERI4FV) and an Invited Professor at Soonchunhyang University. He earned his Ph.D. in the sociology of education from Yonsei University and completed doctoral coursework in family sociology at the Graduate School of Sociology, Keio University in Japan. He also served as a researcher at the National Youth Policy Institute (NYPI) and retired as its President. During his tenure as a researcher and later as President of the National Youth Policy Institute (NYPI), he engaged extensively in activities and writing aimed at promoting climate action among young people and within community-based youth institutions, including local youth centers.

金鉉哲：金博士は、未来価値教育研究院（Education Research Institute for Future Values：ERI4FV）の院長であり、順天郷大学の招聘教授である。延世大学にて教育社会学の博士号を取得し、日本の慶應義塾大学大学院社会学研究科において家族社会学の博士課程単位を修了した。韓国青少年政策研究院（National Youth Policy Institute：NYPI）では研究員を務め、同研究院の院長を歴任し、退任した。

同研究院において研究員および院長として在職中は、青少年や地域社会の青少年センターなどの機関における気候行動の促進を目的とした実践活動や執筆活動に幅広く取り組んできた。



Session3:Panelist

Suwon KIM

Representative of Korean Youth



Su-Won Kim is an emerging student-leader and cultural heritage enthusiast. She graduated from Gimhae Geumgok High School, a public boarding alternative school known for its innovative approach to education. Demonstrating a strong commitment to her community, she has been an active member of "Geokkeuro Playground," a community-based village education initiative, since 2015.

Her practical experience includes serving

as an experiential intern at the Gimhae Rural Activation Support Center, where she contributed to local community development. Recently, she has been accepted as an incoming student at the Korea National University of Cultural Heritage, where she will major in the Department of Intangible Cultural Heritage to further her passion for preserving cultural traditions.

Young-bae KIM

**Educator, Busan Dongmyung Elementary School
Facilitator, "Reverse Playground" Community**



Pioneer of Pedagogical Innovation: In August 2013, he became a pioneer in the Korean public education system by implementing Flipped Learning (Reverse Classroom), successfully transitioning from teacher-centered lectures to student-led active learning.

Architect of the "Spinning Top Theory": Grounded in the belief that learning is a by-product of trust and relationships, he developed the "Spinning Top Model," which empowers students to become autonomous agents of their own growth.

Founder of the Village Education Commu-

nity: In 2015, he expanded classroom innovation into a village-wide philosophy by establishing the "Reverse Playground" (Gyeo-Gyeo Nol-i-teo), a sustainable model where parents and the local community serve as educational partners.

Advocate for Educational Solidarity: He views educators, students, and parents as "educational comrades," ensuring that learning transcends academic knowledge to become deeply integrated with the students' lived experiences.

Abstract

Learning Through Community and Experience Ten Years of Growing together

This presentation examines ten years of personal growth through community-based education and how experiential learning shaped identity, values, and future goals. In Korea, turning nineteen marks legal adulthood and prompts reflection on life paths. From this perspective, the study explores how long-term engagement in a village education community influenced learning beyond formal schooling. Growing up in Seodong, a historically marginalized neighborhood formed by war-time migrants, I participated in Geokkeuro Playground, a community-based educational program emphasizing intergenerational learning and shared responsibility. Through student-led teaching, village documentation, environmental action,

and collective reflection, learning became reciprocal and relational rather than one-directional. Unlike mainstream schooling's result-focused system, this community valued individuals as whole persons. This guided my decision to attend a public alternative high school prioritizing resilience, collaboration, and experiential learning, including travel-based projects, student governance, and community internships. These experiences inspired academic research combining historical inquiry and storytelling and led to admission to Korea National University of Cultural Heritage to study Intangible Cultural Heritage. This presentation argues that sustainable education thrives in communities where learning is shared, continuous,

コミュニティと経験を通じた学び:共に成長した10年間の歩み

本発表では、地域に根ざした教育を通じた10年間にわたる個人の成長プロセスを検証し、経験学習がいかにして自己のアイデンティティや価値観、そして将来の目標を形作ったかを考察します。韓国において19歳という年齢は、法的な成人に達すると同時に、自らの人生の歩みを深く省察する節目でもあります。こうした視点から、本研究では「村教育共同体」への長期的な関わりが、学校教育の枠を超えた学びにどのような影響を与えたかを探ります。私は、戦時中の移住者によって形成された歴史を持つ「書洞(ソドン)」という、かつては疎外された地域で育ちました。そこで、世代を超えた学びと相互の責任を重視するコミュニティ主導の教育プログラム「コックロ(あべこべ)遊び場」に参加しました。生徒主導の授業、地域の記録活動、環境アクション、そして集団での対話を通じて、学びは一方的なものではなく、相互的で関係性に基

いたものへと変化しました。結果至上主義的な公教育のシステムとは異なり、このコミュニティでは、一人ひとりが「丸ごとの人間(個)」として尊重されました。この経験は、レジリエンス(回復力)や協調性、そして旅を通じたプロジェクトや生徒自治、地域インターンシップといった経験学習を優先する公立のオルタナティブ高校への進学という、私の決断の指針となりました。こうした経験は、歴史的な探究とストーリーテリングを組み合わせた学術研究への意欲を掻き立て、韓国伝統文化大学校(Korea National University of Cultural Heritage)で無形文化遺産を学ぶという道へと繋がりました。本発表では、持続可能な教育は、学びが共有され、継続的であり、かつ日々の実体験に根ざしたコミュニティにおいてこそ繁栄するものであると主張します。

From Pedagogical Innovation to Community Agency A 10-Year Longitudinal Study of the "Reverse" Education Ecosystem

Can a classroom innovation survive and thrive even after the teacher leaves? This session presents a compelling 10-year longitudinal case study of the "Reverse" Education Ecosystem in Busan, South Korea. It began in 2013 with a radical pedagogical shift: the Flipped Classroom, designed to return educational sovereignty to the students.

Central to this model is the "Spinning Top Theory," which posits that learning is an organic result of relational trust and proactive encouragement. In 2015, this classroom experiment evolved into the "Reverse Playground"—a self-sustaining village education community managed by students

and "Reverse Moms" who identify as educational comrades.

The narrative culminates in the testimony of Kim Su-won, a "1.5-generation" leader who has grown within this ecosystem for a decade. From conducting student-led history lessons to recording a disappearing village through multimedia, her journey proves that education is the "practice of learning to live together". This session offers a scalable, sustainable blueprint for revitalizing local communities through relational pedagogy and intergenerational solidarity.

教育手法の革新からコミュニティの主体性へ： 「あべこべ(リバース)」教育エコシステムに関する10年間の縦断的研究

教師が去った後も、教室から生まれた革新は生き残り、発展し続けることができるのでしょうか。本セッションでは、韓国・釜山における「あべこべ(リバース)」教育エコシステムの10年間にわたる説得力のある縦断的ケーススタディを提示します。この試みは、2013年、教育の主権を生徒の手に取り戻すために考案された「反転学習(フリット・クラスルーム)」という急進的な教育手法の転換から始まりました。このモデルの中核を成すのが「コマ理論(Spinning Top Theory)」です。これは、学びとは関係性の信頼と積極的な励ましから生まれる、有機的な結果であると仮定するものです。2015年、この教室での実験は、生徒たちと、自らを教育の同志(パートナー)と位置

づける「あべこべママ(リバース・ママ)」たちによって運営される自立型の村教育共同体「あべこべ遊び場(リバース・プレイグラウンド)」へと進化しました。この物語の集大成として、1.5世代目のリーダーとしてこのエコシステムの中で10年間成長してきたキム・スウォン氏の証言を紹介いたします。生徒主導の歴史授業の実施から、消えゆく村の姿をマルチメディアで記録する活動まで、彼女の歩みは、教育とはまさに「共に生きる方法を学ぶ実践」であることを証明しています。本セッションでは、関係性を重視した教育学と世代を超えた連帯を通じて地域コミュニティを活性化させるための、拡張可能で持続可能な青写真(ブループリント)を提示します。



Session3:Panelist

Teuku Hanief Rayyan ABIRA

Syiah Kuala University in Indonesia



My full name is Teuku Hanief Rayyan Abira, and I am usually called Rayyan. I was born in Banda Aceh on April 26, 2004, the same year when the devastating tsunami struck Aceh. At the time of the tsunami, I was only eight months old. Although I have no personal memory of the event, growing up in a post-tsunami society has shaped my awareness of disasters and their long-term impacts on communities, the environment, and education.

I am currently a final-year undergraduate student in the Accounting Department, International Accounting Program, Universitas Syiah Kuala. While my academic field is accounting, my academic and social experiences have gradually led me to a strong interest in disaster risk reduction (DRR) and Education for Sustainable Development (ESD). I believe that education plays a crucial role in building disaster-resilient and sustainable communities, especially in disaster-prone regions.

My involvement in disaster-related and community-based activities began in 2024 through a lecturer-led community service program in Kajhu Village, Banda Aceh. This program focused on building disaster-resilient villages through collaborative approaches that integrated disaster preparedness, environmental conservation, and creative economic empowerment. During this program, I was involved in delivering disaster awareness education to local communities and elementary school students, participating in mangrove planting as a form of coastal disaster mitigation, and supporting community activities in processing mangrove fruit into flour and coffee to strengthen sustainable livelihoods. This experience helped me understand how DRR, environmental sustainability, and local economic resilience can be interconnected through community-based education.

In 2025, I participated in the Aceh & Japan Disaster Prevention School under the Office of International Affairs of Universitas Syiah Kuala. Serving as a volunteer and liaison officer, I supported Japanese facilitators in delivering disaster education to elementary school students in Banda Aceh. The program introduced children to earthquakes and tsunamis, as well as mit-

igation and evacuation procedures, using interactive and child-friendly methods. Through this experience, I learned the importance of culturally sensitive and age-appropriate disaster education, which aligns closely with the principles of Education for Sustainable Development.

In 2026, my engagement in disaster response continued through involvement in flood disaster response activities organized by the mosque administration of Gampong Pineung. I participated in delivering humanitarian assistance to flood-affected communities in Masjid Tuha Village, Pidie Jaya, and supported post-flood cleaning activities in residential houses and a community library. This experience strengthened my understanding of community solidarity and local initiatives as essential elements of sustainable recovery and resilience.

Beyond disaster-focused activities, I have also been actively involved in international programs and volunteer initiatives under the Office of International Affairs, including summer schools, international mobility programs, and global buddy activities for international students. These experiences have developed my cross-cultural communication skills and deepened my appreciation for international collaboration in addressing global challenges such as sustainability, disaster risk, and education.

Participating in the ESD International Symposium in Nara 2026 represents an important opportunity for me to reflect on and share these experiences within an international learning community. I am particularly interested in learning from Japan's long-standing practices in disaster preparedness, disaster education, and community-based resilience, as well as exchanging perspectives on how Education for Sustainable Development can be applied in disaster-prone regions like Aceh. Through this symposium, I hope to deepen my understanding of ESD principles and strengthen my commitment to contributing to disaster-resilient and sustainable communities in the future.

Abstract

The Role of Youth in Disaster Risk Reduction in Aceh: A Personal and Community-Based Journey

Aceh, Indonesia, is a region where disasters are a constant reality. Frequent earthquakes, tsunamis, floods, and landslides have shaped how communities live and how young people understand risk. In this context, youth are not only affected by disasters but are increasingly playing active roles in Disaster Risk Reduction (DRR). This presentation shares my personal journey as a young person from Aceh who has been involved in DRR through education, cross-cultural collaboration, and community-based action, in line with the principles of Education for Sustainable Development (ESD).

The presentation highlights three interconnected youth experiences in DRR: first, community-based DRR activities in a coastal village that integrated ecosystem-based mitigation, local economic creativity, and disaster education; second, cross-cultural collaboration between Indonesian and Japanese youth in delivering engaging and child-friendly disaster education for elementary

school students; and third, youth-led humanitarian action following the major flood and landslide disaster in Aceh in 2025, driven by the spirit of “citizens helping citizens.” This response was strengthened by the involvement of Universitas Syiah Kuala’s Satgas Respons Senyar, which established humanitarian posts, mobilized medical teams, distributed logistics, and reached isolated disaster-affected areas with the support of students and academic staff.

In addition, the presentation introduces an ongoing youth-led initiative that educates senior high school students on protecting personal documents as part of disaster preparedness, an often overlooked but critical aspect of resilience. Together, these experiences demonstrate how youth, supported by educational institutions, can contribute to meaningful and sustainable disaster resilience.

アチェの防災における若者の役割:個人とコミュニティに基づく歩み

インドネシアのアチェ州は、災害が絶え間ない現実として存在する地域です。頻発する地震、津波、洪水、土砂崩れは、コミュニティのあり方や、若者たちのリスクに対する認識を形作ってきました。こうした文脈において、若者は単に災害の影響を受ける存在ではなく、防災（DRR）においてますます積極的な役割を果たすようになってきました。本発表では、「持続可能な開発のための教育（ESD）」の原則に沿い、教育、異文化間連携、そしてコミュニティベースのアクションを通じて防災に携わってきた、アチェの若者の一人としての私自身の歩みを共有します。

本発表では、防災における相互に関連した3つの活動経験に焦点を当てます。第一に、生態系を活用した減災、地域の経済的な創造性、そして防災教育を統合した、沿岸部の村におけるコミュニティベースの防災活動です。第二に、インドネシアと日本の若者による異文化間連携であり、小学生を対象とし

た、魅力的で子どもに優しい防災教育の実践です。そして第三に、2025年にアチェを襲った大規模な洪水・土砂災害後に行われた、「市民が市民を助ける」という精神に基づく若者主導の人道的アクションです。この応急対応は、シア・クアラ大学の「Satgas Respons Senyar（迅速対応タスクフォース）」の関与によって強化されました。同組織は人道支援拠点を設置し、医療チームを動員、物資を配布するとともに、学生や教職員の支援を得て、孤立した被災地への支援を届けました。

さらに、防災準備において見落とされがちですが極めて重要な側面である「個人情報の保護」について、高校生に教育する現在進行中の若者主導の取り組みについても紹介します。これらの経験は、教育機関に支えられた若者が、いかに意味深く持続可能な防災レジリエンス（回復力）に貢献できるかを証明するものです。



Session3:Panelist

Sena KATAYAMA

片山 世菜

2nd year student at Nara Women's University



From Ishikawa Prefecture, Japan

Educational background

- Department of Human Sciences, Faculty of Letters, Nara Women's University, Nara, Japan. April 2024 – present
- Komatsu High School, Ishikawa, Japan. (April 2021 - March 2024)
- Shoyo Junior High School, Ishikawa, Japan. (April 2018 – March 2021)

Activities and Experience

- Internship student at Certified NPO SEEDS Asia (March 2025 – present)

Experiencing the Noto Peninsula Earthquake in January 2024 heightened my interest in disaster risk reduction, and I moved to Nara for university in the same year. Through courses offered as collaborative education subjects within the Nara National University Organization— specifically “ESD and Disaster Prevention” and “ESD and Climate Change” at Nara University of Education—I learned not only the fundamentals of disaster risk reduction, but also the Education for sustainable development (ESD) perspective of promoting behavioral change in individuals and communities through education.

Through fieldwork conducted in these courses and collaboration with students from Nara University of Education, I gained an understanding of the sustainability of disaster reduction education and the importance of involving diverse stakeholders.

To further connect learning with practice, I am currently engaged in an internship at SEEDS Asia, participate as a student staff member in the AXA-NFUJ Disaster Risk Reduction Education Program, and support inquiry-based disaster prevention education activities at a high school in Nara Prefecture.

Furthermore, as a psychology major, I am interested not only in the psychological aspects of disasters, but also in the perspectives and roles of women that are essential in disaster risk reduction.

石川県出身、奈良女子大学文学部人間科学科2年

2021年3月小松市立松陽中学校、2024年3月石川県立小松高等学校卒業

認定NPO法人SEEDS Asiaにて2025年3月よりインターン生として活動

2024年1月に能登半島地震を経験したことをきっかけに、防災・減災への関心を高めました。大学進学を機に奈良へ移り、奈良国立大学機構の連携教育科目として開講されている、奈良教育大学の「ESDと防災」「ESDと気候変動」を受講し、防災・減災を知識として学ぶだけでなく、教育を通じて人や地域の行動変容を促すESDの視点に触れました。授業内でのフィールドワークや奈良教育大学の学生との協働を通して、減災教育の持続可能性や、多様な主体が関わることの重要性を学びました。

こうした学びをさらに実践へと広げるため、SEEDS Asiaでのインターン活動、アクサユネスコ協会減災教育プログラムへの学生スタッフとしての参加、奈良県内の私立高校において防災教育の探究活動の伴走支援に取り組んでいます。

さらに、大学では心理学を専攻しており、災害時の心理的側面だけでなく、防災・減災において必要な女性の視点に関心を寄せています。

Abstract

Thinking About Disaster Risk Reduction with the Community: Learning and Practice by Youth

① Introduction

I have been involved in disaster risk reduction (DRR) with a focus on fostering attachment to the community. I believe that taking an interest in one's community and immediate environment is the starting point for viewing DRR as a personal concern. In this presentation, I reflect on the learning and practice I have undertaken as a university student and youth, and consider how young people can engage in DRR.

② Representative activities

I have engaged in practices that view disaster prevention and mitigation not as something "taught," but as something "considered together with the community." Through activities with the AXA-UNESCO Association Disaster Risk Reduction Education Program and SEEDS Asia, I learned that attachment to one's community and connections

with people can lead to disaster awareness and action. In addition, while supporting inquiry-based disaster education activities in high schools, I have realized the importance of creating spaces where peers and the next generation can proactively think about disaster prevention.

③ Future Prospects

Moving forward, I aim to expand learning opportunities that frame disaster prevention and mitigation as relatable and familiar themes for my peers and the next generation through activities such as workshops. Furthermore, drawing on the gender perspective cultivated through my studies at a women's university, I will focus on the roles and perspectives of women needed in the field of disaster prevention and mitigation, and explore how these can be effectively incorporated into education and practical initiatives.

地域とともに考える防災・減災—ユース世代による学びと実践—

① はじめに

私は、地域への愛着形成を一つの軸として、防災・減災に関わってきました。地域や身近な環境に関心を持つことが、防災・減災を自分事として捉える出発点になると感じています。本発表では、大学生のユースとして行ってきた学びと実践を振り返りながら、防災・減災におけるユースの関わり方について考察します。

② 取り組み内容

これまで、防災・減災を「教わるもの」ではなく、「地域とともに考えるもの」として捉える実践に取り組んできました。アサヒユネスコ協会減災教育プログラムや SEEDS Asia での活動を通して、地域への愛着や人とのつながりが、防災意識や行動

につながることを学びました。また、高校での防災教育の探究活動に伴走する中で、同世代・次世代が主体的に防災を考える場をつくることの重要性を実感しています。

③ 今後の展望

今後は、ワークショップなどの活動を通して、防災・減災を身近なテーマとして捉える学びを、同世代やさらに次の世代へと広げていきたいと考えています。また、女子大学で学ぶ立場として培ってきたジェンダーの視点を生かし、防災・減災分野において必要とされる女性の視点や役割にも着目し、教育や実践の中でどのように生かすことができるかを探っていきたいと思っています。



Session3:Panelist

Yuito KINOSHITA

木下 結等

UNESCO Club at Nara University of Education



From Osaka, Japan

Second-year student in Professional Degree Program in Education, Nara University of Education, Nara, April 2024-

Seifu High School, Osaka, Japan. April 2016-March 2019

Ishikiri Junior High School Osaka, Japan. April 2013- March 2016

Member of the UNESCO Club in Nara University of Education and the Youth Section of the Nara UNESCO Association

Appointed as a Kinki Block Youth Councilor for the national youth liaison organization aimed at facilitating youth UNESCO activities, effective April 2025.

大阪府出身、奈良教育大学教職大学院 ESD マネジメント領域 2 回生

2016 年 3 月東大阪市立石切中学校、2019 年 3 月清風高校卒業

奈良教育大学ユネスコクラブ所属、奈良ユネスコ協会青年部所属

2025 年 4 月より青年のユネスコ活動の円滑化を目的とした全国的青年連絡組織の近畿ブロック青年評議員。

Abstract

Youth Participation and Contribution toward Disaster Risk Reduction from Research-based to Action-based Practice -How can Youth accelerate DRR Education?-

This presentation explores how we, as youth, can advance disaster education in potential disaster areas where disaster experiences are limited or no longer shared as collective memory. In such contexts, disaster risks are difficult to recognize as personal issues, and disaster education often remains formal and episodic.

Based on three components—a national-scale data analysis, a local survey conducted in a non-disaster city, and educational practice in a secondary school—we reveal that while students possess basic disaster-related knowledge, this knowledge does not sufficiently translate into preparedness actions or visions for sustainable recovery. This

gap indicates that, in potential disaster areas, research-based evidence must substitute for lived experience to reshape risk awareness.

We argue that youth play a crucial role in bridging the gap between Research and Action. Positioned between academic research and school practice, and close to children in both age and perspective, youth are able to translate scientific knowledge into meaningful educational action. Our findings suggest that youth-led, research-informed initiatives can serve as catalysts for behavioral change and contribute to more sustainable and continuous disaster education in potential disaster areas.

研究に基づく実践から行動に基づく実践へ:ユースの参画と災害リスク軽減(DRR)への貢献

— ユースはいかにしてDRR教育を加速させることができるか? —

地域とともに考える防災・減災—ユース世代による学びと実践—

本発表では、私たちユースが、災害経験が乏しい、あるいは過去の災害が地域の記憶として共有されていない「未災地」において、研究に基づき防災・減災教育をどのように前進させられるのかを報告する。全国規模データの分析、未災地の市での実態調査、学校現場での教育実践を通して、未災地では防災を知識として理解していても、行動変容や持続可能な社会

の構想にまで十分につながっていない現状が明らかとなった。未災地では経験に代わる根拠として研究データが不可欠である。私たちユースは、研究と学校現場の双方に近い立場から、その知見を行動へと翻訳することができる。Research から Action へとつなぐ私たちユースの実践は、未災地における減災教育を前進させる鍵となる。



Special Contribution

Tim JONES

**Manager, Gladney Farm in Hokkaido
(Former High School Teacher in USA)**



Experience

26 years teaching in Texas, USA

58 years raising cattle in the USA and Japan

Education

Degrees:

Saint Jo High School 1969

A.A. North Central Texas College 1971

B.S. Ed. University of North Texas, 1976

Special Education Certification, Texas Woman's University, 1992

M. Ed. Texas Wesleyan University, 2004

Fellowships:

Japan Fulbright Memorial Fund Teacher Program, 2003

Japan Fulbright Memorial Fund Master Teacher Program, 2005

Japan Fulbright Memorial Fund Master Teacher Program, 2006

Japan Fulbright Memorial Fund Master Teacher Program, 2007

National Endowment for the Humanities Workshop on Pearl Harbor, 2009

Honors

House Resolution No. 904 The State of Texas House of Representatives and Senate Resolution No. 541 Recognizing "Educators from Callisburg ISD and schools in Kesennuma, Japan, and their inspiring exchange of ideas enhancing the quality of education for students in both countries...a remarkable collaboration between Japanese and American educators that furthers cross-cultural learning and the development of international curricula and allows students of different nationalities to work together in researching important issues..."

2014 Japan America Society of Dallas/Fort Worth Bridges to Friendship Award

Symposium on Climate Change and DRR Education Including or Involving Youth “Ruminations of an Old Cowboy”

“Do the best you can until you know better. Then when you know better, do better”

—Maya Angelou

I am an old cowboy originally from Texas. I’m also an old teacher. I bought my first cows in 1965 and became passionate about ranching. The first Earth Day celebration in 1970 kindled a passion to protect the environment, but as often happens with young people, those fiery passions diminished as my focus turned to other things. Passions, like fires, tend to smolder when not well tended. How can we light a fire of passion in today’s youth and keep it burning for a lifetime?

In 1982, a conversation with my father stirred the smoldering coals and inspired me to transition from conventional ranching to regenerative, and my passions for environmentalism and ranching erupted again and merged!

In 2005, Dr. Yukihiro Oikawa, Director of the Center for Education for Sustainable Development (ESD) & Sustainable Development Goals (SDGs) at Nara University of Education, introduced me to ESD and the smoldering coals reignited again.

Through the years, the fire would burn brightly but then grow dim before being stirred back to life. Passions, like fires, must be well tended or they die.

In the U.S.A., the current administration is working to extinguish every effort to combat climate change and create a sustainable society. But on Gladney Farm, where my wife Chie and I call home, in what some might call my retirement years, the fire is rekindled.

While preparing this message to you, my cell phone began buzzing with news alerts announcing the U.S. was withdrawing from the United Nations Framework Convention on Climate Change,

the Intergovernmental Panel on Climate Change, United Nations University and 63 other organizations or programs. And, as you know, the U.S. announced in July it would withdraw from UNESCO, again. I was appalled, but not surprised, angered, but not dumbfounded.

While we do not know the full impact of the U.S. withdrawals on the essential work of ESD, especially climate change mitigation and DRR, I refuse to let the fires go out. This symposium gives us a time and place to reflect on our journeys and set our course into uncharted waters, to reevaluate the roles each of us plays in ESD, to reconsider our values, to reprioritize our principles, to redefine our practices, and to reconnect with others who share our commitment. Together we will discover new ways to keep our fiery passion for ESD burning brightly.

Even at my advanced age I keep taking classes, reading current research, and corresponding with others who care about healing the planet. I truly believe that even though recent announcements from the US government look like an official denial of climate change, there are many individuals I communicate with regularly who are engaged with groups, universities and institutions that are still working to mitigate climate change, promote regenerative agriculture, restore ecosystems, and reduce disaster risks. I am confident there are many who, like me, are still eager to cooperate with others globally. The withdrawals may even be opportunities for other countries to recruit individuals, form new linkages, and explore creative ways to not only fill the void, but discover



Special Contribution

innovative approaches to ignite a passion for ESD and DRR even in countries where leaders seem to be yielding to the paradigm of unlimited growth at any cost.

But thinking about this symposium's theme of Climate Change and DRR Education Including or Involving Youth, we need to find ways to keep the fire going throughout their lifetimes and not let it smolder for years as was my case.

Let's get dirty! I cannot recall ever seeing a child that did not enjoy playing in the dirt. And I am discovering that most adults still enjoy getting a little dirty. It is a wonderful way for us to reconnect with nature while discovering where our food comes from, ways to live more healthy and sustainable lives, and heal the earth to reduce risks of disasters.

Recollecting the early days of my partnership with Dr. Oikawa, some of the joint projects our students worked on focused on the theme of "Bugs and Soil." Even though I became a cattle farmer in 1965 and had taken agriculture classes while in high school, I knew almost nothing about soil and the animals that live there. That began to change as Dr. Oikawa taught me the value of collaboration between local schools and universities. Through a linkage Dr. Oikawa arranged between Kesennuma schools and Miyagi University of Education, a faculty member taught the students to discover the plethora of soil animals living under their feet in the school's courtyard. It was so much fun to dig in the dirt with those students but even more fun to watch them teach the adults in the community about soil animals when they presented their findings at a science fair. The school district where I worked in Texas lacked the knowledge and technology to duplicate the Kesennuma activity, so we focused on earthworms and dung beetles and still learned a lot about how healthy soils function. The following spring Dr. Oikawa and I, along with others

involved in the program, attended a workshop in the USA where we saw how healthy soil acts like a sponge, stores water and mitigates flooding. Through our partnership with schools in Kesennuma, we learned that healthy soil not only cools the planet, sequesters carbon, restores the water cycle, rebalances ecosystems, mitigates climate change and reduces disaster risks, but also has a great impact on the oceans.

That program ended and three years later I retired from teaching in public schools, but not from ranching, working with Dr. Oikawa and others in many contexts, or promoting ESD. Maybe if we can overcome our aversion to getting a little dirty, we can grow a grass-roots movement that will help fill the void left when governments break promises and withdraw from agreements.

Getting dirty while exploring the soil is fun. Engaging people from pre-school age to older than me is fun. We have gotten down on our knees in the dirt with a member of Diet (Japan's national legislature), a CEO of an international corporation, university professors, teachers, entrepreneurs, tourists, students, and even other farmers. And you don't have to own a farm to educate folks about soil health. You can do it on school grounds, local parks, home lawns, golf courses, flower gardens, local farms or anywhere that is not paved over. You can make your own soil health evaluation kit from things you already have at home or at school. (I am happy to share a soil health evaluation protocol we developed. It is easy to use and is easily adaptable for different ages. Available for no cost in English and Japanese.)

In 2018 our family decided to sell the ranch in the U.S. My brother and sister each had different visions for their own families and took different roads. Chie and I decided to relocate to her home country, Japan. We could have lived comfortably on the retirement income from my teaching years and our earnings from a lifetime of

ranching. But my father taught me that we have a responsibility to leave this planet in better condition than it was when we got here. We know our style of ranching can restore ecosystems, so we have made a commitment to use our remaining time and resources to that end.

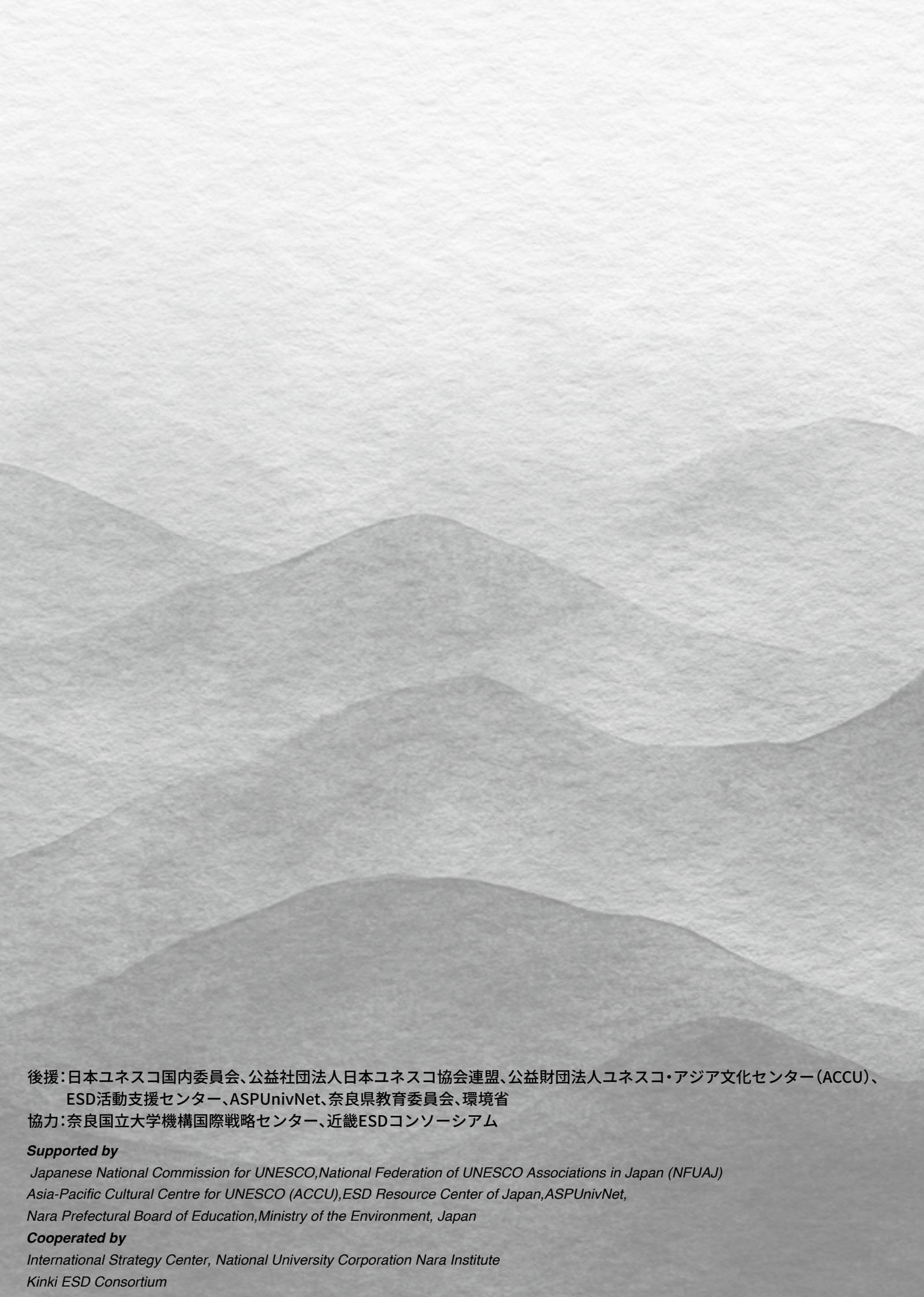
Are we making progress? We offer the following facts: We celebrated our fifth year since relocating to Kuromatsunai, Hokkaido. We are operating at a profit and do so without any type of monetary incentives or subsidies. We have no operating debt. We are marketing animals that were born on Gladney Farm which means we have established a herd that is well suited to the harsh environment of Hokkaido, even as we contend with climate change. We have developed a pasture to plate business model that serves local households and restaurants with beef from animals who spend their entire lives grazing outdoors on diverse pastures managed through principles known to regenerate soil health, restore ecosystems, and provide meat that is nutritious. We have formed relationships with researchers from universities and government ministries who help us monitor and evaluate outcomes of our grazing methods and their studies tell us these things: We are increasing biodiversity; We are increasing water infiltration and rehydrating the soil; We have pristine water in the river that flows through Gladney Farm; Masu salmon are spawning in the river in record numbers; We are carbon negative with a net carbon footprint of -236 tons of Co2e per year (we do not sell carbon credits); We are engaged in ESD by frequently hosting groups interested in learning about our regenerative practices including visitors from 30 foreign countries, high school student groups from as far away as Kagoshima, local junior high students and agriculture related groups.

We are especially proud of our town, Kuromatsunai, one of the "Most Beautiful Villages in

Japan." Last year our friends and neighbors, with support from folks across Japan, successfully defeated efforts to prospect for gold on land that includes a section of Gladney Farm, and the watershed that feeds the Horokashubuto River. It was the third time in Kuromatsunai's history that the town successfully fought to preserve its beech forest and pristine river. The town is also partnering with Patagonia to remove old structures in the Shubuto River and restore the ecosystem where ayu and masu salmon can flourish.

So, I will leave you with this. Mr. J.W. Gladney, who our farm is named after, started his farm in 1930. He was a conservationist. He collaborated and formed a linkage with a research foundation who guided him as he built terraces, planted grasses, and adopted principles to protect the soil and mitigate the disaster known in the U.S. as "The Dust Bowl." He inspired our fire of passion to heal the earth, and we will do our best to keep it burning. We will make mistakes. We will misjudge. We will misplace priorities. Sometimes we will choose leaders who disappoint us. Sometimes our governments will break promises and withdraw from agreements. Through it all, we will not retire. We will continue to tend the fire.

As for now, let us all celebrate the work all of us are doing individually, within our diverse organizations, in our home countries, in our local communities, and support each other in these difficult and extraordinary times. We have a noble task and play an essential role in society. We can ignite a lifelong passion for ESD and DRR. Let's do the best we can until we know better. Then, let's do better.



後援：日本ユネスコ国内委員会、公益社団法人日本ユネスコ協会連盟、公益財団法人ユネスコ・アジア文化センター（ACCU）、
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