

Nurture Youth to become agent of change for creating a sustainable future: ACCU's approach to ESD in formal education through ESD Rice Project and ESD Food Project

ESD Rice Project (2011-2015) and ESD Food Project (2015 -) are international collaborative learning projects in the Asia and the Pacific. Two projects aim to nurture children to contribute to sustainable development as change agents through the common theme of rice/food. Through rice/food, learners understand local and global challenges, think of solutions and take actions for positive changes, towards creating a sustainable community and a sustainable world. In 2013-2015, the ESD Rice Project had conducted at 19 schools from elementary level to secondary level in six countries. The ESD Food Project has been implementing in 12 schools of India and Japan from elementary level to secondary level.

These projects were designed to implement a school and community based project to solve local and global sustainability issues. During the project, educators' trainings and monitoring and evaluation were conducted. HOPE framework which has been developing since 2008 by researchers and practitioners was utilized to implement high quality ESD. The project has coordinating institutions in each country to support participating schools. One of outcomes of the ESD Rice Project is that the steps for implementing international collaborative learning activities were developed. Now teachers of the ESD Food Project follow these eight steps to implement activities.

There are four results of the project. First, strengthening capacity of teachers contributed to implement high quality of the Project. Development of the capacity of teachers helped them to improve their daily school teaching. In doing so, teachers saw the changes of students becoming more active learners. Second, student's sense of ownership for creating a sustainable society increased by designing and implementing a school and community based project. Students conducted a survey to find local problems and connect to local issues to global issues. Third, partnership among local community, school and coordinating institutions led the project success. Good multi-stakeholder partnership nurtured youth to be an agent of change. Lastly, youth were nurtured as agents of change. Their learning transformed themselves and society little by little. Participatory and locally-relevant learning connect youth and adults to work collaboratively. Youth's imagination, ideas and visions contribute adults to see the community from the perspective of sustainable development.

ACCU has been accepted as Key Partner on the UNESCO Global Action Programme (GAP) for Education for Sustainable Development in Priority Action Area 2 and will be promoting whole-institution/whole-school approaches to ESD. From 2015, ACCU utilizes international collaborative learning activities as a driving force to promote and support schools to implement whole school approach.

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