

Curriculum for Development Education and ESD

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This paper will examine the lineage of development education curricula that have engaged global issues to date, and present an organized summary of their results and issues. The examination will then extend further to new developments suited to an era concerned with sustainability.

Section 1 will examine three of the results achieved by curriculum research for development education. Development education has been taken as a field of learning that raises questions about the form development ought to take when viewed from a global perspective that is in coordination with movements in the international community. A curriculum for comprehensive learning has been established accordingly. Section 2 will examine issues of curriculum suited to today's era, when questions are being raised about sustainability. The interrelationships with official curriculum guidelines will be clarified. The new educational guidelines assign the formation of a sustainable society as a topic for study, and the matter of how to put these guidelines into actual practice is an important question.

Section 3 formulates the concept of "learning that digs into the local and connects it to the world" and proposes a general framework for the aims, content, methods, evaluation, teaching unit structure, and other such aspects of such learning.

Education for sustainable development (ESD) and development education (DE) have the "D" of development as a common element. This is one reason for viewing them as approaches to education that can be considered to be extremely similar in their consideration of forms that better development should take and the ways to connect those visions to actual practice. In actuality, however, practice that connects the local and the global is difficult to achieve. Attention is therefore given to clarifying the concept of actual practice in development education while considering what forms learning in that area should take.

1. Learning from the history of development education curricula

(1) Development education that reflects movements in the international community

Development education is an approach to learning with a global perspective that arose

in the context of the late 1960s, when north-south disparity became an issue. A look back through its history shows how closely it was connected with movements in the international community to explore ways of dealing with the problems of poverty, the environment, welfare, and other such issues involved in development.

A focus on movements in the international community related to sustainable development, in particular, shows how the international community has problematized the desired form of development, which is accompanied by environmental destruction on a global scale, ever since the United Nations Conference on the Human Environment and *The Limits to Growth* by the Club of Rome in 1972. Efforts were consequently made to popularize education that explores solutions to the issues involved. Early ground-breaking efforts in this regard must include the UNESCO "Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms" of 1974, and the Brundtland Commission Report of 1987. The former situated efforts to address global issues as education for international understanding, and the latter clarified the definition of sustainable development.

The lineage of curricula for development education has three main constituents that predate today's curriculum research. When arranged in order of the years that their results were announced, it becomes apparent that their results emerged approximately every 10 years.

The Development Education Curriculum Study Group (1982-1984) that is the first of these main constituents was active during the middle period of the above ground-breaking activity. It clarified various problems involved in development. The second was the Development Education Study Group (1994-1996). In light of the concept of sustainable development, and reflecting the exploration of solutions to the problems carried out in the international community during the 1990s, the concept of development necessarily became broader. The third was the Curriculum Study Group (1998-2000). Exemplifying learning for resolution of issues resembling the issues involved in sustainability today, this body proposed study that would find connections from what is close at hand to the world at large.

Table 2-1. Movements in the international community and development education

	Main international conferences and other such movements	Development education curriculum in Japan
1972	Club of Rome, <i>The Limits to Growth</i> United Nations Conference on the Human Environment (Stockholm)	
1974	UNESCO "Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms"	
		Development Education Curriculum Study Group (1982-1984): Structure, objectives, instructional material for learning about development problems
1987	Brundtland Commission, "Our Common Future"	
1990	World Conference on Education for All (Jomtien)	
1992	United Nations Conference on Environment and Development (Rio de Janeiro)	
1994	United Nations Conference on Population and Development (Cairo)	Development Education Study Group (1994-1996): Reconstruction of development education
1995	United Nations Summit for Social Development (Copenhagen)	
1997	UNESCO Hamburg Declaration on Adult Education UNESCO Thessaloniki Declaration COP3 "Kyoto Protocol"	
		Curriculum Study Group (1998-2000): Approaches and topics of development education
2000	World Education Forum (Dakar) United Nations Millennium Declaration	
2002	World Summit on Sustainable Development (Johannesburg)	
2005	UNESCO International Implementation Scheme for the Decade of ESD	
		Comprehensive ESD Curriculum Study Group (from 2006): Learning that digs into the local and connects it to the world
2009	UNESCO World Conference on ESD (Bonn)	

(Source: Created by author)

(2) Learning from the results of the 1980s: The birth of a curriculum for development education

Development education was introduced to Japan at the end of the 1970s. Just a short time thereafter, in 1982, the Development Education Curriculum Study Group was inaugurated in the National Institute for Educational Research of Japan, and a curriculum for development education was created for the first time in Japan.

<1> Structure of curricula for learning about development problems⁽¹⁾

a. Main objectives of development education

The study group cited the following as two instances of the main objectives of development education:

- To work toward understanding of the aspects of underdevelopment and their causes
- To foster a stance that seeks to overcome those aspects and pursue the homogeneous development of human society

b. Structure of curricula

In terms of curricular content, the study group summarized the scope and sequence as follows:

The scope extends to the nine fields below:

- A. Earth
- B. Population and national territory
- C. Food
- D. Resources and energy
- E. Livelihood, social, and life problems
- F. North-south problems
- G. Development problems
- H. International cooperation
- I. People's ways of life

The sequence consists of the following three stages:

- Learning objectives for each field of study (intellectual recognition, interest, attitude)
- Sequence of learning content in light of each developmental stage
- Implementation (perspective of development education in each teaching unit)

<2> Analysis of objectives and instructional material for study of development problems⁽²⁾

The next move was to clarify what facts the study group could present regarding the

problems. Core objectives and lower order objectives were defined for each school year, and work was done to sort out the concrete facts selected for the purpose of achieving the lower order objectives. The aim was to pursue learning by case studies founded on concrete facts.

<3> Significance and issues

This precursor curriculum was the first to clarify the fields of study and the sequence of study in development education. What is important is that this effort identified methods of resolution and international cooperation as the axes of approach in education for international understanding that is inclined toward the understanding of foreign cultures and international exchange. Development education is study of the resolution of issues in the various problems involved with development, and it became established as education that aims for the homogeneous development of human society. It then became closely identified with school education (social studies), and it places an emphasis on case studies that are based in concrete facts suited to each school year (developmental stage).

However, the view of development as understanding underdevelopment and overcoming it required reexamination. This is a mode of thought predicated upon modernization, and it unavoidably tended to frame the concept of development in narrow terms. The associated view of the curriculum placed an emphasis on sequence as a framework for learning content, and inevitably tended to privilege systematic bodies of knowledge, so the subject was also kept within social studies.

(3) Learning from the results of the 1990s: The reconception of development

At about the decade mark, a Development Education Study Group was inaugurated within the former Development Education Council of Japan. Reflecting the exploration of solutions to the issues of humankind that took place in the international community in the 1990s, this presented a diversity in the concept of development. The understanding of the concept of development and the definition of development education that were established here have been carried on to this day.

<1> The definition of development education (From basic concept to aims and objectives)

The study group examined the basic principles of development education and considered what the most important concepts were in a more narrowly focused view of aims and objectives. As a result, fairness and harmonious coexistence were identified as the essence of development, the root meaning of which was overcoming a condition of

envelopment or covering.

The aims and objectives can be summarized as awareness of environmental destruction and other such global issues (the problems involved in development), at the same time to think about desirable forms of fair development that allow coexistence, and to foster a participatory stance and capability for moving ahead to realize development so conceived.

Five key objectives were then proposed as learning objectives for that purpose:

- The dignity of the human being and respect for the diverse cultures of the world as a foundation for the exploration of desirable forms of development
- An understanding of the current situation and causes of poverty and north-south disparity as distortions of development
- An understanding of how the problems of development are closely connected with environmental destruction and other such global issues
- An awareness of the close connection between ourselves and the problems of mutual dependence in the world
- Knowledge of efforts and attempts to overcome problems, and acquisition of attitudes and capabilities in oneself to participate and cooperate in them

<2> The structure of learning at different developmental stages

The study group structured the above learning objectives according to the developmental stage involved (Figure 2-1).

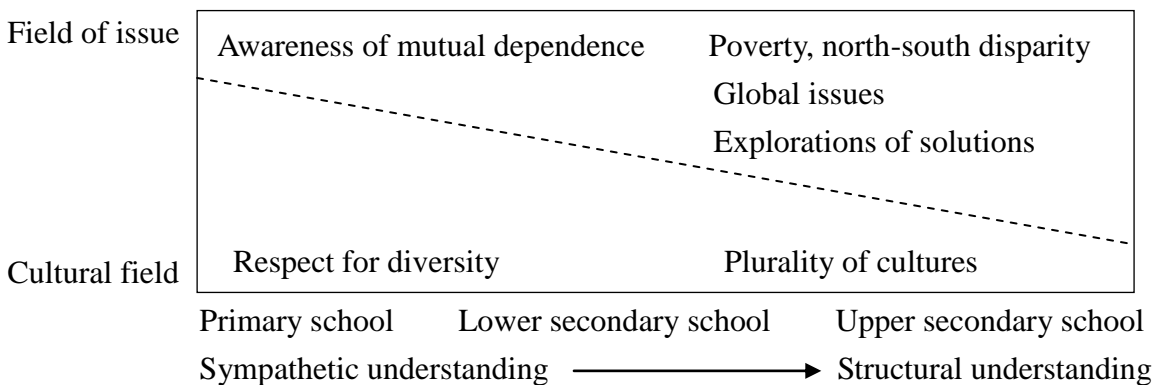


Figure 2-1. Developmental stages and learning objectives

(Source: Development Education Association and Research Center, "What is development education?" (1998), created by author)

<3> Significance and issues

The accomplishment of this study group lies in the integration of development education. The reconception of development made it possible to perceive development not just as limited in orientation to a one-dimensional modernization, but rather to engage with the problems of modernization head on and to explore visions of what a better society should be. Development education takes the problems of poverty and disparity as the axes of its approach, but also became able to explore global issues while maintaining its close relatedness to such fields as the environment, human rights, and peace. However, the curriculum was unfinished, and it did not progress past the point of building a foundation for the next study group.

(4) Learning from the results of the 2000s: The curriculum as comprehensive learning

The next Curriculum Study Group further developed the research performed to that point, and is directly connected with present-day curriculum research. The study group responded to the newly formed periods for integrated study by proposing examples of implementation and instructional materials intended for the actual practice of integrated study.⁽³⁾

<1> Transition in the curriculum

The study group first proposed a transition in the curriculum. This transition was informed by the American John Dewey's child-centered theory of learning. The new curriculum did not enumerate fields and sequences for the purpose of acquiring knowledge, but rather fully encompassed the aims of learning (objectives), its content, its methods, and its evaluation. This was the experiential whole of the learning that the teachers organized and the children experienced. The study group placed an emphasis on the child-centered process of movement from subject matter to search to sharing, and asserted the curriculum as an axis of approach.

<2> Development education approaches and topics

The study group put the searching approaches into organized order under 12 representative learning topics.

- a. Cultural understanding approach: Children, culture
- b. Issue understanding approach: Poverty, literacy, displaced people, gender
- c. Relationship understanding approach: Food, the environment, trade
- d. Issue resolving approach: International cooperation, resident foreigners, urban development

Under curriculum implementation as a matter for examination, the study group cited

such examples as longitudinal connections in school education (primary school to lower secondary school to upper secondary school), coordination between courses and integrated study, systems for forming teachers into teams, partnership with local communities, and so on.

The study group further attempted to place topics into a structured framework. The subjects of poverty, development, and international cooperation were positioned as the key elements in development education. Then the various issues were ordered in terms of Amartya Sen's concept of deprivation in human development.

<3> Significance and issues

The accomplishment of this study group consisted of giving concrete substance to a system for development education practice. This was done by advocating transition to a child-centered curriculum and integrated study with topical learning that makes use of participatory methods, promoting coordination between schools and local communities, and presenting instances of learning that connect what is in the learner's immediate vicinity to the world. What was assigned importance in the process of searching was relatedness to the topic (sense of involvement as a concerned party and reality, relationship with the world, perception and participation).

Given its essential reality, however, a curriculum is no more than illustrative. It is difficult to verify the extent to which it was put into practice in school education. The notion of curriculum as an axis of approach, in particular, and the extent to which it can develop into activity with actual reality through the employment of participatory methods, is a question that remains to be addressed.

2. Issues of a curriculum addressing sustainability and the new educational guidelines

(1) Issues of today in development education curriculum

As a form of learning for issue resolution and international cooperation, development education has thus grappled with such issues as poverty, disparity, and environmental destruction, and has proposed a learner-centered participatory learning. The form of learning has explored what a society of fairness and coexistence might be, and how it might be possible to engage in desirable development for that purpose.

The development education curriculum has continued to this day with the broadening concept of development and the consequent comprehensiveness of the concept included within it. The thing to do, therefore, is to learn from the results achieved to date while examining the issues with a view to new development that incorporates sustainability. This will involve, first of all, putting together an organized view of what sustainability

is, what is of importance in education for that purpose, and how development education can deal with that need. Specifically, consideration will need to be given to these three points: <1> sustainability and global issues, <2> the sense of involvement as a concerned party (reality) and participation in issue resolution, and <3> achieving deeper learning in development education.

<1> Sustainability and global issues

Global issues are an absolutely essential study topic for development education. The aspects of crisis regarding sustainability today include the problem of the destruction of natural systems, the problem of the world's energy, the problem of the world's increasing population, and the problem of epidemic poverty. These are all related one to the other.

Compound crises like these are clusters of issues relating to sustainability. These have an extreme similarity to the content of the global issues of development education. Sustainability is at its root a concept that relates in a comprehensive manner to poverty, human rights, peace, democracy, and other such societal phenomena. As to education for sustainable development (ESD), in which UNESCO occupies a leadership position, that agency has identified these five urgent problems: the rapidly increasing world population and changing population distribution; the continuing widespread existence of poverty; the growing burden on the natural environment; the emergence of conflicts, violence, and negations of democracy and human rights; and problems with the concept of development itself.⁽⁴⁾

In other words, although ESD is a system of education for the purpose of creating a sustainable society, it should not be defined simply within the narrow category of environmental education. Rather, its comprehensive quality must be correctly understood. In order to realize sustainable development, it is necessary, above all, not to be indifferent to the fact that the solutions to the problems involving development are being problematized.

<2> The sense of involvement as a concerned party (reality) and participation in issue resolution

Development education has continued even now to pose questions about understanding the connections from the familiar local community (the self) to global issues and to make changes starting with what is immediately present. However, it has not been adequate to the task of enacting movement from the local to the global by digging beneath the surface of what is immediately present and going on to action and participation in the local community. Another point is that even though development education acquired advanced participatory methods, the fact that it dealt with matters in

the faraway world also placed a limit on what it could do, because there was an unavoidable tendency to diverge from modes of search imbued with the kind of reality that comes from involvement as a concerned party.⁽⁵⁾

In other words, development education to date has employed the approach of moving from learning about the realities of the world to posing questions about what we should do and be, and the approach of moving from what is immediately familiar around us to perceive connections with the world, following both approaches in parallel. However, it has not been a form of learning that digs beneath the surface of problems in immediately familiar surroundings as though they are truly one's own problems, and establishes connections from them to the world. No matter what, the focus remained on the problems of the world.

Today, importance is being placed on the approach of digging beneath the surface of the local community and drawing connections out to the world as a third approach. Questions are being posed about how development should be pursued in the local community, and what is to be learned from it. This constitutes learning that involves actual participation in real problems of development, and at the same time, precisely because this is the age of globalization, it is able to find issues that resemble the real phenomena of the world. Problems with development have become clearly visible in Japan today, as well, and it is important for us to discover the problems of development (poverty, disparity, regional decline, multiculturalism, environmental destruction, food and farming problems, etc.) that exist in our own regions.

To end there and go no further, of course, would be to only partly realize development education. Development education proceeds from that point to learn about problems involved with development in the world, to notice connections, and to proceed, through understanding that is accompanied by sympathy, to explore the interrelatedness of the world while reevaluating one's own way of life. This may seem to be taking the long way around, in terms of development education as practiced so far, but this is a case of haste making waste, and this can be considered what establishes development education in Japan. The value placed on participation here is also a quality that connects with citizenship education, and this is likely to foster global citizenship in ESD as conducted in development education.

<3> Achieve deeper learning in development education

Development education has always continued to raise questions about what constitutes true development in contrast to the economically oriented view of development. However, there are still issues with its structural understanding in its pursuit of global issues. Already in the 1980s, at a round table discussion held by the former

Development Education Council of Japan, Toshiro Kanaya had stated that "The greatest problem as an educational activity has to do with the fact that intellectual study of such matters as understanding developing countries and the circumstances of poverty is being attempted in the schools, and there is a good quantity of material available. However, that learning goes no farther than current circumstances, and it is unable to push to the point of learning what the essence of the north-south problem is"; and "It can take up the aspect of phenomena, but it isn't good at pursuing structural problems. This is the biggest issue involved in promoting development education."⁽⁶⁾

As things are today, there is a structural homogeneity between world issues and local issues because this is a global age, but it is important to deepen the structural understanding of that kind of learning. What it should pursue is the balance or tradeoff between globalization and a sustainable society, and the question arises of how and whether this learning problematizes the essential reality of the capitalism and democracy that are the premises of society.

The methodology of future pursuit should focus on system thinking, which goes from relationships among elements that are parts of the whole to the whole itself. What is important is not to stop with the analysis of simple events (phenomena or incidents), but rather to engage in ways of perceiving and thinking about things that see through them to underlying patterns and structures.

(2) The new educational guidelines and ESD

The aim of education is to form the individual human being, and it must also foster the capabilities and attitudes that will address our issues in a comprehensive manner and cooperate in their resolution. In this case, the question that arises will be how to create learning that will overcome the obstacles raised by actual fact so as to acquire sufficient basic knowledge and make effective proposals as to what such education ought to be.

The support for ESD in Japan today can be found in the new educational guidelines that were thoroughly revised in 2008. What should be noted is that the word "sustainable" has been included in lower secondary and upper secondary curricula. Although it is true this is treated as a supplementary activity under such main principles as fostering the strength for living on a secure foundation of academic ability, the ESD perspective has been included as an important item in the general provisions, and the formation of a sustainable society is declared to be related to how things should be, how people should live, coexistence in society, and other such concerns in every subject area. The formation of a sustainable society was made a learning topic for school education from that point forward. It is also connected with the strength for living, which places value on people's qualifications and capabilities for finding issues themselves, learning about

them and thinking about them themselves, judging them objectively, and finding better solutions to problems, as well as on academic ability (problem-solving ability) in the Program for International Student Assessment (PISA).

In addition, a 10-Year Implementation Plan for Education for United Nations Sustainable Development was formulated at the conference with concerned ministries and agencies in 2006. This implementation plan can be considered to provide guidance for access to content relating to the formation of a sustainable society according to the new educational guidelines. The education issues cited by the plan are intergenerational equity, interregional equality, gender equality, social tolerance, poverty reduction, environmental conservation, protection of natural resources, and an equitable, peaceful society. It assigns importance to the priority topic of incorporating environmental consideration into social and economic systems while also pointing out the necessity for incorporating issues involving the environment, development, peace, and human rights in a comprehensive manner.⁽⁷⁾

This program assigns priority to ecological concerns, but that does not mean the other concerns are given short shrift. Ecology alone is not treated as the culmination of the program, which rather encourages learning that can deal comprehensively with multiple interrelated issues.

(3) Basic matters of concern regarding ESD

The first matter that should be noted in the practice of education that pursues the creation of a sustainable society is the definition of sustainable development.

One widely recognized definition, by the World Commission on Environment and Development (the Brundtland Commission), says that "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." This has two terms, of which the first relates to intergenerational equity (environmental accommodation) and the second relates to intragenerational equity (social justice). In actual practice, whether and how these two are dealt with becomes a question. The commission proposed eight major issues for sustainability of development (population and human resources, food security, species and ecosystems, energy, industry, urban problems, management of collective property, and conflict and environmental degeneration).⁽⁸⁾

The Brundtland Commission definition in effect represents the world's official position, but it is also ambiguous enough that it can be taken to grant official authorization to sustained economic development. It should not be overlooked, however, that the largest part of the Commission's report was devoted to discussion of the issues that must be resolved in order to realize sustainable development.

The unfortunate fact is that recent UNESCO reports contain fewer portions addressing the issues. The International Implementation Scheme for the Decade of ESD (2005), however, presents three areas of issues relating to sustainability in ESD: environmental issues (the water problem, the waste problem); social issues (employment, human rights, gender equality, peace, human security); and economic issues (poverty reduction, corporate responsibility and accountability). It also proposed certain cross-sectional issues (HIV/AIDS, migration, climate change, urbanization), and also positions ESD as an activity supporting efforts to educate and resolve issues for all people.⁽⁹⁾

The purport, therefore, is that the mission of ESD (put into practice in development education) is to grapple with the issues of society (local communities and the world) and engage in the practice of education that will produce better change.

3. Toward a curriculum that "digs into the local and connects it to the world"

(1) Curriculum design proposals (aims, objectives, content)

Lessons have been learned from the history of the development education curriculum, and issues of relevance today have been put into order, but there is the question of how to delineate the conceptual framework of a proposed new curriculum that is suited to an age of sustainability that problematizes sustainability. The question of what change that is good for sustainability might be, and how such change might be possible from a global perspective, are topics for curriculum design. ESD as practiced here under development education will be defined as "Learning that leads to knowing the current circumstances of comprehensive issues relating to sustainability through the process of digging into the local and connecting it to the world, thinking about what sustainable development should be, and seeking ways of realizing a recycling society (local community and world) where people can live together in fairness."⁽¹⁰⁾

<1> Aims and objectives

The aim of the curriculum is the formation of a sustainable society (formation of a recycling society where people can live together in fairness). This is to address comprehensive local and global issues relating to sustainability, and in so doing to foster attitudes and capabilities that are able to participate in change oriented toward creation of a sustainable society. Those capabilities and attitudes are also implicated in the formation of global citizenship consciousness.

In the process of that search, the academic abilities that will be of importance in moving from sympathetic understanding to achieving a deeper, structural understanding are the knowledge that forms their foundation, the skills of thinking power, analytical

power, and so on, and the attitude that includes change by means of objective perception.

<2> Basic principles

The central concepts that relate to the aims and objectives of development education are fairness and coexistence. Coexistence includes coexistence with nature (recyclability). The keywords for ESD curriculum content in the practice of development education are fairness, coexistence, and recyclability.

<3> Content

The fields that constitute ESD include the environment, development (poverty), human rights, peace, and other such fields in a comprehensive manner. Clusters of issues are closely interconnected, and we are connected to every issue as our own affair, not as the affair of others. The content systems are not so much systems of knowledge as they are systems of problems in the sense of clusters of local and global issues.

The systems of problems have appeared in the learning objectives of the development education curricula described to this point. Those five fields of learning and examples of the teaching units (topics) involved will be presented here with awareness of the perspective of sustainability.

- Diversity of cultures (In considering sustainable development, respect for the dignity of the human being is taken as a presupposition, and the diversity and richness of cultures are understood) → Children, Culture
- Reduction of poverty and disparity (Knowing the current circumstances of poverty and disparity to be found at every location in regional society, and understanding their causal relationships) → Poverty, Literacy, Refugees, Gender
- Interrelatedness of global issues (Understanding the close relationship between the problems involved in development and global issues such as environmental destruction) → Food, the Environment
- Connections between the world and ourselves (Understanding the global connections in issues, and becoming aware of the ways local and global issues are related to us directly as our own affair, not as the affair of others) → Trade, Resident Foreigners
- Measures we take (Knowing the efforts and attempts made to overcome the issues involved in sustainability, and fostering the capabilities and attitudes that enable participation) → International Cooperation, Urban Development

<4> The perspective of the curriculum in actual practice

The curriculum is penetrated throughout by the perspective of "learning that digs into

the local and connects it to the world." The search for the local is precisely what makes for a learning activity that has a sense of involvement as a concerned party and of reality. As it is today, the local and the global are interconnected, so that issues of the local community are issues of the world, and issues of the world can be taken as issues of the local community. The importance assigned to the local community also corresponds to the principle of local action that has been current since the United Nations conference (World Summit) in 1992. There are also possible prospects of learning whereby the construction of local autonomy and society on the model of a distributed network, and other such activities for resolution of local issues, are precisely what connects to the resolution of issues in Japan and the world.

The ESD activities that are practiced in development education, taken as learning that goes from the local to the global, should be advanced with an emphasis on the following five perspectives:

- Digging into the local: Pursue the current circumstances of the local community as though one's own problem
- Connect up with people: Reconnect people with people and people with organizations and give rise to the collectivity of the local community
- Connect up with history: While learning the wisdom of people who went before, depict your own futures
- Connect up with the world: Become aware of the connections with the world, and give rise to collectivity with the world
- Participate: Propose solutions to local issues and become a major actor for social change

The main point here is to address issues in the local community, build up rich human relationships, learn the history of the area, and overcome issues while obtaining everyone's participation. In this way, the local community becomes vibrantly alive, and the connections of autonomy and coexistence with other areas and the world are realized.

The following kind of learning activity has been cited by UNESCO as a means of connecting the local community with the world. Figure 2-2 shows nine major world problems, and the learning starts by drawing lines to connect those problems that are related, then going on to consider the reasons involved. The drawing of lines is continued until all the connections in the figure have been exhausted and the connections are examined. For this learning, the world problems are further considered and concrete examples given in terms of the local level, and actions are taken at the local level to lead toward the resolution of those problems.⁽¹¹⁾

Learning activity of this kind constitutes understanding of the connections between the

local community and the world. This is study that uncovers the global mutual dependence that connects our problems with the problems of the world in the present-day context of globalization, or likewise the similarities in the global difficulties that we face together, and perceives them as structural mechanisms.

It is important to take the perspective of human development when grappling with connections between problems of these kinds. The human development perspective reconceptualizes development in a comprehensive manner, and attaches importance to multiple facets of development, such as health (average life expectancy at birth), education (level of education achieved), income (per capita real gross domestic product), and so on, and it includes economic development. This is the locus of the struggle involved in attaching importance to welfare indicators while coming to terms with economic development. Learning that extends to these kinds of oppositions will no doubt develop into learning that probes into sustainable human development.

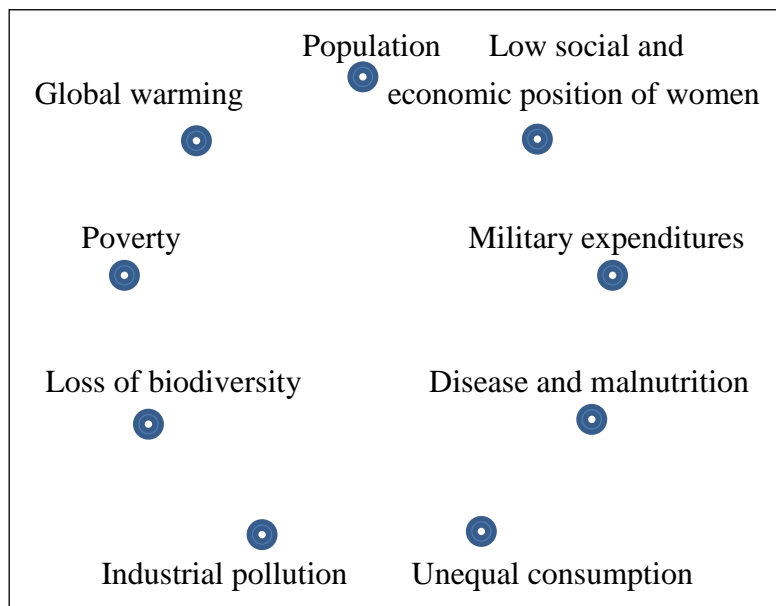


Figure 2-2. Nine major world problems

(Source: UNESCO, *Learning for a Sustainable Future*)

(2) Examples of the application of connecting from local to global (method, evaluation, teaching unit structure)

<1> Local studies, PLA, and action research as methods

The methods for digging into the local to be introduced here are local studies, PLA, and action research. They also contain evaluation within themselves (for details, see

Chapter 4).

Local studies (of the type known as *jimotogaku*) is a method that originated in Japan, and it searches through local communities in order to once again recover the connections with people and with the bounty of nature that used to exist as a matter of course in our local communities. Here, rather than demanding something that does not exist, the important thing is to search for what does exist, thus to rediscover and revitalize the local community.

PLA stands for participatory learning and action, which derives from the participatory rural appraisal (PRA) that is a participatory development in developing countries. Local residents become the actors, conduct studies, and search out the local community.

The specific methods include, for instance, local map making (walk through the area and make a map of it, in doing so discovering distinctive local features and issues); seasonal calendars (check local life rhythms, in doing so discovering distinctive characteristics and issues in local life); diagramming of social relationships (express relationships with social organizations and groups, in doing so discovering distinctive features and issues of social relationships); ranking local community issues (come up with local issues together and focus in on the issues that should be addressed); and diagramming of cause and effect relationships (think about the cause and effect relationships and solution measures for a specific problem, and image the results from implementing those measures).⁽¹²⁾

Action research involves going out in the local community to study and analyze it, discover local issues, and create resolution measures. It is a practical application of the above PRA participatory development method to school education. Specifically, it consists of the following five steps:⁽¹³⁾

- a. Specification of the problem: Gather oral reports about a problem, make a map of it, and assign an order of priority
- b. Study and analysis: Conduct a variety of research on the problem, conduct studies, and diagram it for analysis
- c. Plan: Refine a proposal and set up plans for programs
- d. Action: Take action in the form of a project for improving the circumstances
- e. Evaluation and review: Conduct self-assessment and challenge the problem again, or shift to a newly discovered problem

<2> Teaching unit structure of ESD practiced under development education

The question here is, what kind of framework can be delineated for the purpose of pursuing the local community and the world in a comprehensive manner?

Basically, this begins with walking through one's own town and looking at it. Even for

workshops in the classroom, it is important for learning to be accompanied by some sense of reality. Therefore, we write the heading "Problems of Development in the Local Community" on a sheet of simili paper and examine how to understand the things that come up, what sustainable urban development is, and how the connection with the world can be seen.

Considering the actuality of local community study in school education, it may be more realistic to follow a process that proceeds in stages. That is, proceed from local community surveys centered on the keywords of local community, issue, and participation, and go to learning that broadens the perspective on those matters to the global, centered on the key phrases of internationalization of the local community, discovery of global issues, and local communities connected with the world.

When looking at the world as a whole, it is possible to obtain an ordered view of the structural pattern of a vicious cycle in the environment, for example, by approaching through an opening like the following:

A: Vicious cycle of environmental deterioration in an advanced country as an opening:
 Vicious cycle of use of large amounts of natural resources and energy, economic growth, and environmental deterioration

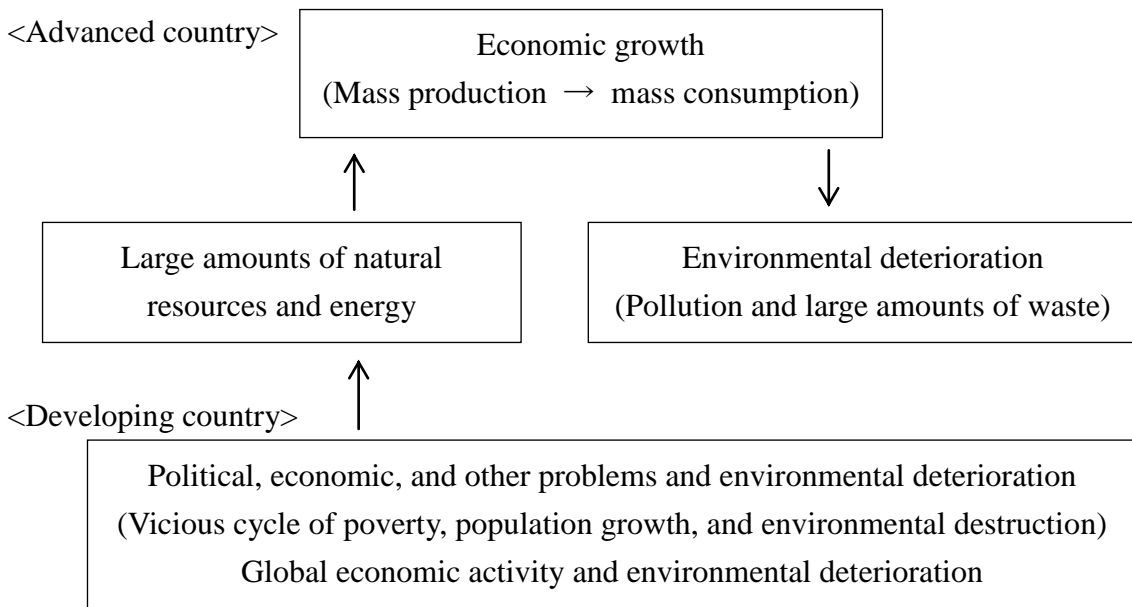


Figure 2-3. Example of structural pattern of environmental vicious cycle
 (Source: Created by author)

B: Vicious cycle of environmental deterioration in a developing country as an opening:
Vicious cycle of poverty, population growth, and environmental deterioration

A+B: World's connections as an opening: Connections by means of large amounts of natural resources and energy, global economic activity, etc.

What unfolds from this, first of all, is a search for the sustainability of our society. For example, the questions of how to realize renewable energy or society on the model of a distributed network in order to achieve local autonomy are pursued. Next, interconnected with this kind of pursuit, we seek to gain a vision of the world that includes ourselves.

4. Summary

The circumstances in which we find ourselves today, when viewed from the perspective of sustainability, place us in a transitional era. This is not limited just to problems of the global environment and of resources and energy. The current circumstances of international finance and other aspects of international politics, the international economy, and so on, are being put into question.

The development education curriculum has addressed global problems to date by taking poverty and disparity as the main axes of approach. Today, in an era that raises the question of sustainability, new curriculum developments to deal with a more global world are demanded. If they are named ESD and put into practice under development education, then the learning involved will, through the process of searching that digs into the local and connects it to the world, know the current circumstances regarding issues that impinge on sustainability in a comprehensive manner, think about what form sustainable development should take, and seek ways to realize a recycling society (local community and world) where people can live together in fairness. The true core of learning under globalization will unfold together with the sense of actual first-person involvement that is interlocked with the local community and the world.

Development education as it has been and as it will be contains within itself a reexamination of the concept of development itself. To intend to move toward formation of a sustainable society is to pursue a vision of what form should be taken by a recycling society in which people can live together like human beings. What is important is to question the desired form of development. Further, it is to deepen the understanding of connections and linkages between ourselves and the world.

The learning of development education was originally accompanied by study that

revolved around the question of what is truly important to a human being. That is a concern with a mode of being in which people, communities, and nature can live together. This verges very closely on an ethics of sustainability. Here is a learning that pursues values that do not center only on modernization and material prosperity. Hisashi Nakamura was already making astute observations about the "poverty" of Japan's economically developed society 20 years ago. The society in which we had supposedly gained material freedom was lacking in relatedness, had lost its generous-spirited diversity, and was circulating dismantled physical substance, all of which contradicted the vitally animated "prosperity" that should have been.⁽¹⁴⁾

Digging out the issues of the local community as a cooperative activity, making connections with other people, and learning from traditional knowledge (local wisdom) while looking over notions of what a sustainable society should be would, no doubt, help us achieve a vital society and lead to the creation of desirable linkages with the world. Activity of this kind makes each of us as individuals more human, more empowered, and leads us toward a future in which we will all build a sustainable society and rich interrelations of local communities and the world.

[Jin Onuki]

Notes

(1) *Development Education Curriculum Study Group, Kaihatsu mondai gakushu karikyuramu no kozo [Curriculum Structure for Learning about Development Problems] (National Institute for Educational Research of Japan, 1983).*

(2) *Development Education Curriculum Study Group, Kaihatsu mondai gakushu no mokuhyo to kyozai no bunseki [Analysis of the Objectives and Instructional Materials for Learning about Development Problems] (National Institute for Educational Research of Japan, 1984).*

(3) Haruhiko Tanaka, "Kaihatsu kyoiku to karikyuramu" [*Development Education and Curriculum*] in Haruhiko Tanaka, et al., eds., *Ikiiki kaihatsu kyoiku [Lively Development Education] (Development Education Council of Japan, 2000), pp. 7-13.*

(4) Osamu Abe, et al., trans., *Jizoku kano na mirai no tame no gakushu [Learning for a Sustainable Future] [Japanese translation of UNESCO, Teaching and Learning for a Sustainable Future] (Rikkyo University Press, 2005), pp. 3-4.*

(5) Yuji Yamanishi, "Kore kara no kaihatsu kyoiku to chiiki" [*Development Education and the Local Community from This Time Forward*] in Yuji Yamanishi, et al., eds., *Chiiki kara egaku kore kara no kaihatsu kyoiku [Development Education from This Time Forward as Described from the Local Community] (Shinhyoron, 2008), pp. 4-15.*

(6) *Development Education Council of Japan Round Table Discussion, "Kaihatsu kyoiku no hirogari o motomete" [Seeking to Broaden Development Education], Kaihatsu kyoiku [Development Education] No. 15 (Development Education Council of Japan, 1995), p. 3.*

(7) *Cabinet Secretariat, ed., "Waga kuni ni okeru 'Kokuren jizoku kano na kaihatsu no tame no kyoiku no junen'*

jisshi keikaku gaiyo" [Outline of the Implementation Plan for the "United Nations Decade of Education for Sustainable Development" in Japan] (2006, <http://www.cas.go.jp/jp/seisaku/kokuren/index.html>).

(8) World Commission on Environment and Development, *Chikyu no mirai o mamoru tame ni* [For the Protection of the Earth's Future] [Japanese translation of *Our Common Future*] (Fukutake Books, 1987), pp. 28-29, 66-70.

(9) UNESCO, *United Nations Decade of Education for Sustainable Development 2005-2014, International Implementation Scheme* (2005), p. 7.

(10) ESD is also translated into Japanese as "jizoku hatten kyoiku" [sustainable development education], but what is important is to realize learning that questions the "desired image of development," bearing in mind that the original sense of "development" is "overcoming a closed-in state."

(11) Abe work in note (4), pp. 9-11.

(12) Haruhiko Tanaka, "Enjo" *suru mae ni kangaeyo* [Let's Think Before We "Help"] (Development Education Association and Resource Center, 2006), pp. 61-79.

(13) Roger Hart, *Kodomo no sankaku* [Children's Participation], Isamu Kinoshita, gen. ed., IPA Japan, trans. (Hobunsha, 2000), pp. 90-106.

(14) Hisashi Nakamura, *Yutakana ajia, mazushii nihon* [Prosperous Asia, Poor Japan] (Gakuyo Shobo, 1989), pp. 2-6.

From ESD Development Education Curriculum Study Group of the Development Education Association and Resource Center (Specified Nonprofit Corporation), ed., Kaihatsu kyoiku de jissen suru ESD karikyuramu – chiiki o horisage, sekai to tsunagaru manabi no dezain [ESD Curriculum Implemented in Development Education: Design for Learning that Digs into the Local Community and Connects with the World] (Gakubunsha, 2010), pp. 20-39.