Teaching for 2030:
Multi-layering ESD and GCED for Innovations in Teacher Education towards the SDGs and ESD for 2030

2019 Global Conference on Teacher Education for Education for Sustainable Development
Celebrating the 20th Anniversary of the UNESCO Chair in Reorienting Education towards Sustainability with the 11th Meeting of the International Network of Teacher Education Institutions

Organized by
UNESCO Chair in Research and Education for Sustainable Development at Okayama University, Japan
UNESCO Chair in Reorienting Education towards Sustainability at York University, Canada

Co-sponsored by
Okayama City; RCE Okayama; Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan; Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea; Asia-Pacific Institute on Education for Sustainable Development, China; Kappa Delta Pi (KDP) International Honor Society in Education, USA; Foundation for Environmental Education (FEE), Denmark; The Baltic and Black Sea Circle Consortium in Education Research (BBCC), Latvia; and ESD Innovate.

Under the patronage of
Japanese National Commission for UNESCO
(MEXT (Ministry of Education, Culture, Sports, Science and Technology))

22nd – 25th November 2019
Okayama University, Okayama, Japan

Participants will include teacher educators, deans of faculties of education, principals of teacher education institutions and other upper administrators from faculties of education, representatives of national or state/provincial ministries and UNESCO experts. About 200 participants are expected. An online conference is being developed for real-time participation and follow-up.
# Programme Schedule

**Friday, 22 November 2019**

<table>
<thead>
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<th>Time</th>
<th>Venue: 50th Anniversary Hall, Okayama University</th>
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<tbody>
<tr>
<td>13:00–14:00</td>
<td><strong>Registration</strong></td>
<td>Auditorium</td>
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<td>• Signup for Regional Discussions</td>
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<td>• Confirmation for Banquet</td>
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<td>• Confirmation for School Visits</td>
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<tr>
<td>14:00–14:20</td>
<td><strong>1. Opening Ceremony</strong></td>
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<td>Moderator: Al Yamauchi, Okayama University, Japan</td>
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<td></td>
<td>• Hirofumi Makino, President, Okayama University, Japan</td>
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<td></td>
<td>• Fumiyasu Hirashita, Deputy Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT); Senior Deputy Secretary-General, Japanese National Commission for UNESCO</td>
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<td>• Hirofumi Abe, Chairperson, RCE Okayama, Japan</td>
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<tr>
<td>14:20–14:30</td>
<td><strong>Honorary Doctorate Conferral Ceremony held by Okayama University</strong></td>
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<td>14:30–15:00</td>
<td><strong>2. Memorial Lecture</strong></td>
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<td>• ESD/GCED: Past, Present and Future</td>
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<td></td>
<td>Charles Hopkins, UNESCO Chair, York University, Canada</td>
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<tr>
<td>15:00–15:30</td>
<td><strong>3. Conference Overview and Statement on ESD Teacher Education from Okayama</strong></td>
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<td></td>
<td>• Hiroki Fujii, UNESCO Chair, Okayama University, Japan</td>
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<tr>
<td>15:30–16:00</td>
<td><strong>Group Photo</strong></td>
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<td>16:00–18:00</td>
<td><strong>4. Symposium Status and Opportunities for ESD/GCED</strong></td>
<td>Auditorium</td>
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<td></td>
<td>Host Moderator</td>
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<td></td>
<td>• Tomonori Ichinose, Miyagi University of Education, Japan</td>
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<td></td>
<td>Speakers:</td>
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<td></td>
<td>• Teacher Pedagogical Plight among Hunters and Gatherers Communities in the Midst of Changing Education Systems in Tana River &amp; Mount Elgon Counties, Kenya</td>
<td>Mary A. Otieno, Kenyatta University and RCE Greater Nairobi, Kenya</td>
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<td></td>
<td>• Preparing Teachers for 2030: Experiences from South-East Asia</td>
<td>Ushio Miura, UNESCO Bangkok, Thailand</td>
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<td></td>
<td>• Hopes and Challenges for Teachers’ Role in GCED in Implementation: The Case of South Korea’s GCED Lead Teacher Program Run by UNESCO-APCEIU</td>
<td>Soon-Yong Pak, Yonsei University, Republic of Korea</td>
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<td></td>
<td>• Transforming Teacher Education for and through ESD</td>
<td>Matthias Barth, UNESCO Chair, Leuphana University of Lüneburg, Germany</td>
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<td></td>
<td>Free evening, networking opportunity</td>
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<tr>
<td>Time</td>
<td>Venue: Faculty of Education, Okayama University</td>
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<tr>
<td>9:00–10:00</td>
<td><strong>5. Plenary Lectures</strong></td>
<td>R 5202</td>
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<td></td>
<td>Moderator: Itsuko Hagihara, UNESCO Chair, Okayama University, Japan</td>
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<td></td>
<td>• Integrating Cognitive, Social/Emotional and Behavioral Learning in the Teaching of Education for Sustainability and Global Citizenship: Recent Findings and Insights</td>
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<td>Aaron Benavot, University at Albany-SUNY, USA</td>
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<td></td>
<td>• Education for Sustainable Development and Global Citizenship Education: The Role of Local Government and University</td>
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<td>Utak Chung, Seoul Metropolitan Office of Education and Former Director of APCEIU, Republic of Korea</td>
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<td>10:00–11:30</td>
<td><strong>6. ESD/GCED in UN Regions – Discussions</strong></td>
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<td></td>
<td>Challenges, enablers and strategies to address SDG 4.7 in education institutions, input per region by INTEI</td>
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<td></td>
<td>• <strong>Central Asia and East Asia</strong></td>
<td>R 5404</td>
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<tr>
<td></td>
<td>Chair: Janne Leino, Zhejiang International Studies University, China</td>
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<td></td>
<td>• <strong>Southeast Asia, South Asia, West Asia and Pacific</strong></td>
<td>R 5405</td>
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<td></td>
<td>Chair: Munirah Ghazali, University Sains Malaysia and RCE Penang, Malaysia</td>
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<td></td>
<td>• <strong>Africa</strong></td>
<td>R 5301</td>
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<td>Chair: Mary A. Otieno, Kenyatta University and RCE Greater Nairobi, Kenya</td>
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<td></td>
<td>• <strong>Europe and North America</strong></td>
<td>R 5303</td>
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<td>Chair: Matthias Barth, UNESCO Chair, Leuphana University of Lüneburg, Germany</td>
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<td>• <strong>Latin America and Caribbean</strong></td>
<td>R 5304</td>
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<td></td>
<td>Chair: Gustavo Lopez Ospina, Complexus Colombia, Colombia</td>
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<tr>
<td>10:30–11:30</td>
<td>Morning Break</td>
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<td>(in meeting rooms individually arranged per group)</td>
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<tr>
<td>11:30–12:30</td>
<td><strong>7. Plenary Reporting from Regional Discussions</strong></td>
<td>R 5202</td>
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<td>Each region will present the findings of group works, followed by discussions and collective planning.</td>
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<tr>
<td>12:30–13:30</td>
<td>Lunch</td>
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<td>Participants will select a session of their choice.</td>
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<td></td>
<td>• <strong>ESD and GCED</strong></td>
<td>R 5303</td>
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<td></td>
<td>Chairs: Daehoon Jho, Sungshin Women’s University, Republic of Korea</td>
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<td>Shizuo Nakazawa, Nara University of Education, Japan</td>
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<td></td>
<td>• <strong>Environmental Education and ESD</strong></td>
<td>R 5304</td>
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<td></td>
<td>Chairs: Parshuram S Niraula, Centre for Environmental Education Nepal, Nepal</td>
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<td>Maurice DiGiuseppe, University Ontario Institute of Technology, Canada</td>
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<td>• <strong>Indigenous ESD</strong></td>
<td>R 5403</td>
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<td></td>
<td>Chairs: Jenny Ritchie, Victoria University of Wellington, New Zealand</td>
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<td>San Aye, Sagaing University of Education, Myanmar</td>
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<td>• <strong>ESD in Higher Education</strong></td>
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<td></td>
<td>Chairs: Zainal Abidin Bin Sanusi, International Islamic University, Malaysia</td>
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<td>Janez Vogrinc, University of Ljubljana, Slovenia</td>
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</table>
### ESD and Community Engagement
Chairs: Naomi Piovanelli, Padua University, Italy
Mohamed Abelmeguid, Ain Shams University, Egypt

### Sustainability
Chairs: Yoshitsugu Hirata, Okayama University, Japan
Dorcas Beryl Otieno Owg, Kenyatta University, Kenya

15:30–16:00  Afternoon Break

16:00–17:00  9. Poster Session
Each participant will visit and engage with presenters according to their interest.

18:30– Banquet
You can walk to the banquet venue (about 20 min) by following the conference staffs. There is a shuttle bus that will departure at 17:15, 17:45 and 18:15; the maximum number of the passengers is 20 persons.

**Sunday, 24 November 2019 shared with Okayama City and RCE Okayama**

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<th>Time</th>
<th>Venue: Faculty of Education, Okayama University</th>
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<tr>
<td>9:00 – 11:00</td>
<td>10. Research Presentations, Followed by Special Interest Topic Meetings</td>
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<td>Participants will select a session of their choice.</td>
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<td><strong>ESD and GCED</strong></td>
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<td></td>
<td>Chairs: Nina Dagbaeva Zhamsuevna, Buyat State University Ulan-Ube, Russia</td>
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<td>Takaaki Fujiwara, Doshisha Women's College of Liberal Arts, Japan</td>
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<td><strong>Environmental Education and ESD</strong></td>
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<td></td>
<td>Chairs: David Makafane, National University of Lesotho, Lesotho</td>
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<td>Sompong Siboualipha, Bankeun Teacher College, Lao PDR</td>
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<td><strong>Indigenous ESD</strong></td>
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<td></td>
<td>Chairs: Abdhesh Kumar Gangwar, RCE Srinagar, India</td>
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<td>Chiung-Fen Yen, Providence University, Taiwan</td>
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<td><strong>ESD in Elementary Schools and Pre-schools</strong></td>
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<td></td>
<td>Chairs: Zhou Juan, Chinese National Working Committee for UNESCO on ESD, China</td>
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<td>Uurintuya Dembereldorj, Ministry of Education, Culture, Science and Sports, Mongolia</td>
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<td><strong>ESD in RCE</strong></td>
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<td>Chairs: Aki Yonehara, Toyo University, Japan</td>
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<td>Hiroko Shibakawa, UNESCO Chair, Okayama University, Japan</td>
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<tr>
<td>11:00–11:30</td>
<td>Morning Break</td>
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<td>11:30–12:30</td>
<td>11. Organizational Meetings</td>
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<td>Participants without memberships are invited to join a meeting.</td>
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<td><strong>INTEI and #IndigenousESD</strong></td>
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<td>Chair: Katrin Kohl, UNESCO Chair, York University, Canada</td>
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<td><strong>Japan Society for the Promotion of Science (JSPS) Core-to-Core Programme on ESD Teacher Education</strong></td>
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<td>Chairs: Wijaya, A. F. C., Indonesia University of</td>
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<td>Time</td>
<td>Session Description</td>
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<tr>
<td>12:30–14:00</td>
<td>Lunch</td>
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<td>14:00–15:30</td>
<td><strong>12a. Public Forum Organized by Okayama City and RCE Okayama</strong></td>
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<td><strong>Panel Discussions – ESD Practices in Local Community towards Achieving the SDGs</strong></td>
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<td><strong>Key factors for successful ESD implementation at local community will be discussed</strong></td>
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<td><strong>based on the experiences of the ‘ESD Okayama Award’s prize-winning projects</strong></td>
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<td><strong>(Global/Okayama Regional Prize)</strong></td>
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<td><strong>Panelists:</strong></td>
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<td><strong>Commentator:</strong></td>
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<td>15:30–16:30</td>
<td><strong>Special Lectures</strong></td>
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<td><strong>Moderator:</strong> Yoshihisa Ohtake, Okayama University, Japan</td>
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### Asia-Pacific ESD Teacher Competency Framework:
A new phase of ESD teacher education for promoting teachers’ continuous professional development

**Coordinator:**
- Hiroki Fujii, UNESCO Chair, Okayama University, Japan

**Speakers:**
- Ari Widodo, Indonesia University of Education, Indonesia
- Jenny Ritchie, Victoria University of Wellington, New Zealand
- Athapol Anunthavorasakul, Chulalongkorn University, Thailand

**Commentator:**
- Taro Numano, National Institute for Educational Policy Research (NIER), Japan

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<td>16:30–17:00</td>
<td><strong>Afternoon Break</strong></td>
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<td>17:00–17:30</td>
<td><strong>13. Closing Ceremony</strong></td>
<td>R 5101</td>
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<td><strong>Moderator:</strong> Hiroko Shibakawa, UNESCO Chair, Okayama University, Japan</td>
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<td>• Yukari Mimura, Dean, Graduate School of Education, Okayama University, Japan</td>
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<td>• Charles Hopkins, Professor, UNESCO Chair, York University, Canada</td>
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**Free evening, networking opportunity**

**Monday, 25 November 2019**

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<tr>
<td>9:00–12:30</td>
<td><strong>14. School Visits</strong></td>
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<td></td>
<td>• Curriculum Management Harmonizing Three Dimensions – Cognitive, Social/Emotional and Behavioural Dimensions (Okayama University Attached Schools)</td>
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<td></td>
<td>• Whole-community Approach on ESD (Public Schools and Community Learning Centre in Minan Area, Okayama City)</td>
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<tr>
<td>12:30–14:00</td>
<td>Lunch</td>
<td>Korakuen garden</td>
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**Free afternoon, networking opportunity**
Research Presentations, Followed by Special Interest Topic Meetings

13:30-15:30, Saturday, 23 November 2019

ESD and GCED Room 5301

Chairs: Daehoon Jho, Sungshin Women’s University, Republic of Korea
Shizuo Nakazawa, Nara University of Education, Japan

Strengthening MMSU Educational Mobility through Innovations and International Partnerships for Human Capital Improvement on Global Citizenship Education towards Education for Sustainable Development
Carlos M. Pascual and Shirley C. Agrupis
Mariano Marcos State University, Philippines

ESD Teacher Qualification Program
Shinya Kouno
Nara University of Education Primary School, Japan

The Development of ESD on Curriculum’s Science Teaching Material
Wijaya, A. F. C.¹, Rusdiana, D.¹, Widodo, A.¹ and Hariyono, E.²
¹Indonesia University of Education, Indonesia
²Surabaya State University, Indonesia

Development of the Slovene Pre-service Teachers’ Professional Competencies for Education for Sustainable Development
Gregor Torkar, Luka Vinko, Janez Vogrinc and Iztok Devetak
University of Ljubljana, Slovenia

Improving or Damaging Preservice Teachers’ Capacities for GCED?: The Case of South Korea
Daehoon Jho
Sungshin Women’s University, Republic of Korea

Environmental Education and ESD Room 5303

Chairs: Parshuram Sharma Niraula, Centre for Environmental Education Nepal, Nepal
Maurice DiGiuseppe, University Ontario Institute of Technology, Canada

Teacher Education on EE/ESD- A Possible Model for Successful Implementation
Parshuram Sharma Niraula
Centre for Environment Education Nepal, Nepal

Transforming Education through Teacher Belief
Madzniyah Md. Jaafar and Priscilla Arumugam
LeapEd Services Sendirian Berhad, Malaysia

The Green Fingers: Environmental Summer School for Children (ESSC)
Jaafaru Ibrahim Akibu and Martha Ogah
Regional Centre of Expertise (RCE) Minna, Nigeria

Environmental and Sustainability Education in Canadian Faculties of Education
Maurice DiGiuseppe
University of Ontario Institute of Technology, Canada

Climate and Music (Summary of Our Interdisciplinary Lesson Studies toward Development of the Climate and Cultural Understanding Education in ESD Spreading from the “Doors of Song”)
Kuranoshin Kato¹, Haruko Kato² and Yusuke Kuwana³
¹Okayama University, Japan
²Gifu Shotoku Gakuen University, Japan
³Okayama University, Japan
Indigenous ESD
Room 5304
Chairs: Jenny Ritchie, Victoria University of Wellington, New Zealand
San Aye, Sagaing University of Education, Myanmar

Exploring Implications for Initial Teacher Education of Findings from the Recent Research Project, 'Exploring Education for Sustainable Development (ESD) Approaches in Relation to Benefits for Māori Children and whānau' in Aotearoa (New Zealand)
Sandy Morrison and Jenny Ritchie
Te Herenga Waka Victoria University of Wellington, New Zealand
University of Waikato, New Zealand

A Music Learning Ecosystem Perspective on Indigenous Education for Sustainable Development
Paichi Pat Shein1, Lin-Chien Tung1, Peresang Sukinarhimi2 and Wen-Chen Chen3
1 National Sun Yat-sen University, Taiwan
2 Indigenous People Cultural Development Center, Taiwan
3 National Museum of Marine Biology and Aquarium, Taiwan

Integration of Education for Sustainable Development (ESD) into Middle School Science Teaching through Lesson Study
San Aye
Sagaing University of Education, Myanmar

China's Rural Revitalization and the Ecovillage for Sustainable Development
Jiazhen Wang
Sunshine Ecovillage Network, China

Sunshine Ecovillage's Exploration of ESD under the Association of East-West Culture
Xintong Wang
SEN Ecological Academy, China

ESD in Higher Education
Room 5403
Chairs: Zainal Abidin Bin Sanusi, International Islamic University, Malaysia
Janez Vogrinc, University of Ljubljana, Slovenia

On-line Lifelong Quality Teacher Education as Enabler for Expanding School Education Access in Pakistan
Munawar Sultana Mirza
Virtual University, Pakistan

A Curriculum Framework for the Sustainable Development Goals: Sharing the Commonwealth Secretariat Contribution to SDG 4
Zainal Abidin Bin Sanusi
International Islamic University Malaysia, Malaysia

Learning and Teaching Design for Education for Sustainable Development in the Faculty of Education of the Royal University of Phnom Penh
Socheath Mam
Royal University of Phnom Penh, Cambodia

Reshaping of Teacher Education Study Programs at the Faculty of Education University of Ljubljana towards Education for Sustainable Development
Janez Vogrinc, Iztok Devetak, Luka Vinko and Gregor Torkar
University of Ljubljana, Slovenia
Implementing ESD in Teacher Training Programs: Experiences from Sino-German Research Cooperation
Janne Leino and Chen Xiaoping
Zhejiang International Studies University, China

ESD and Community Engagement
Room 5404
Chairs: Naomi Piovanelli, University of Padova, Italy
Mohamed Abelmeguid Said, Ain Shams University, Egypt

Engagement of Tamagawa University for Promoting ESD as a Member of ASPUnivNet
Makoto Kobayashi
Tamagawa University, Japan

Promoting Sustainable International Cooperation in Adult Education and Lifelong Learning as a Goal: The International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning (INTALL) Programme
Naomi Piovanelli
University of Padova, Italy

Role of University Special Centers in Supporting GCED through Community Based Initiatives: Case from Ain Shams University, Egypt
Mohamed Abelmeguid Said
Ain Shams University, Egypt

Making Public Space through ESD Collaborations – The Civic Engagement in Nishigawa Canal Park of Okayama City
Yasushi Iwabuchi
Okayama University, Japan

Teacher Preparation and Teacher Development in Thailand: Through the Lens of Education for Sustainable Development
Athapol Anunthavorasakul
Chulalongkorn University, Thailand

Sustainability
Room 5405
Chairs: Yoshitsugu Hirata, Okayama University, Japan
Dorcas Beryl Otieno Ogw, Kenyatta University, Kenya

An Ethical Consideration on the Concept of Sustainability
Yoshitsugu Hirata
Okayama University, Japan

ESD Alarming Encounter for Sustainable Future in Pakistan
Ayaz Muhammad Khan
University of Education Lahore, Pakistan

Enacting the Curriculum, Supporting Teacher Innovation and Promoting Sustainable Practices: An Example from a Maldivian Island School
Rhonda Di Biase
The University of Melbourne, Australia

Empowering Educators and Trainers to Prepare Vulnerable and Marginalized Youth for Inclusive Green Economy and Sustainable Future: A Case of Kenya
Dorcas Otieno1, David Wandabi2 and Lumbasi Wanikina Bartholomew3
1Kenyatta University, Kenya
2Kenyatta Organization for Environmental Education, Kenya
3Kenya National Commission for UNESCO, Kenya
Revisiting the Okayama Model of Education for Sustainable Development by Using the Quintuple Helix Model of Analysis
Irina Safitri Zen
International Islamic University, Malaysia

9:00-11:00, Sunday, 24 November 2019
ESD and GCED Room 5301
Chairs: Nina Dagbaeva, Buyat State University, Russia
Takaaki Fujiwara, Doshisha Women's College of Liberal Arts, Japan

The Transforming Teachers through Global Citizenship Education
Sayaka Matsukura
Sophia University, Japan

Capacity-building of Educators for GCED/ESD: Sharing APCEIU's Experiences
Jihong Lee
Asia-Pacific Centre of Education for International Understanding, Republic of Korea

A Citizenship Education Practice in Collaboration between the NPO and City Government
Kai Yamagishi and Masashi Takahata
Okayama University, Japan

Integration of ESD into the Structures of Teacher Education: Experience of Lake Baikal Region
Nina Dagbaeva
Buryat State University, Russia

Toward Development of Lesson Plans on Climate Variability and Disaster Prevention Education in ESD with Attention to the Great Variety of Heavy Rainfall Characteristics with Respect to Season and Region in East Asia
Kuranoshin Kato and Kengo Matsumoto
Okayama University, Japan

Environmental Education and ESD Room 5303
Chairs: David Makafane, National University of Lesotho, Lesotho
Sompong Siboualipha, Bankeun Teacher College, Lao PDR

Perceptions of Tlokoeng Youth on Sustainable Quality Education
David Makafane
National University of Lesotho, Lesotho

Incorporating ESD to a Teacher Education University in Korea: The Experience of Korea National University of Education
Chankook Kim and DuGon Lee
Korea National University of Education, Republic of Korea

Mapping Curriculum to Address Sustainability for the Secondary Teacher Education Program (Biology) at Bankeun Teacher College (Lao PDR)
Sompong Siboualipha
Bankeun Teacher College, Lao PDR

Elementary School Teachers' Awareness about Disaster Risk Education - A Case Study in the Area where Natural Disasters Rarely Occur -
Toru Doi
University of Toyama, Japan
How Can Corporations Contribute to the Community through Environmental Education?: Focusing on Partnerships between Corporations and Universities in Korea
Eunjeong Ju
Seoul National University of Education, Republic of Korea

Indigenous ESD
Room 5304
Chairs: Abdhesh Kumar Gangwar, RCE Srinagar, India
Chiung-Fen Yen, Providence University, Taiwan

Educating Transhumants, the Gujjars and Bakarwals Schedule Tribes of Jammu & Kashmir, India
Abdhesh Kumar Gangwar and Rahul Goswami
RCE Srinagar, Jammu & Kashmir, India

Integrating Indigenous Perspective into Teacher Education: A Pilot Program on Vancouver Island, British Columbia, Canada
Rachel Moll, Danielle Alphonse and Marlene Rice
Vancouver Island University, Canada

Fostering a Positive Learning Identity and Sustainable Set of Values through a Community-based Sustainable Education Program: Using an Indigenous Elementary School as an Example
Chiung-Fen Yen and Hsuan Fang Hung
Providence University, Taiwan

The Preservation of the Ecological Traditions of Indigenous Peoples for the Sustainable Development of the Local Community
Tugutova Tamara
Buryat State University, Russia

Reorienting Education and Training Systems to Improve the Lives of Indigenous Youth: Issues and Opportunities to Develop Quality Education for Orang Asli Youth in Malaysia
Sheila Santharamohana and Avi Macmull
LeapEd Services Sdn Bhd, Malaysia

ESD in Elementary Schools and Pre-schools
Room 5403
Chairs: Zhou Juan, Chinese National Working Committee for UNESCO on ESD, China
Uuriintuya Dembereldorj, Ministry of Education, Culture, Science and Sports, Mongolia

Teacher Education in ESD in Collaboration with Nihondaira Zoo
Yukari Tamiya
Shizuoka University, Japan

The Role of Teacher Education in Forest Kindergarten Programs of Africa
Rosemary Olive Mbne Enie
Salama Heritage Ecovillage (SHE) Tanzania and Pan African Forest Kindergarten Association (PAFKA), Kenya

Empowering Teachers to Implement Personality Education (ESD Agenda in Elementary Schools)
Istiningsih and Sutrisno
State Islamic University, Indonesia

ESD in Elementary School in China
Shi Gendong and Zhou Juan
Chinese National Working Committee for UNESCO on ESD, China
The Opportunity to Educate ESD through STEM Education in Primary Education Level
Uuriintuya Dembereldorj1, Myagmar Jadamba2, Dulguun Jargaldaikhan3 and Ganbat Munkhuu3
1 Mongolian National University of Education, Mongolia
2 Ministry of Education, Culture, Science and Sports, Mongolia
3 National University of Mongolia, Mongolia

ESD in RCE
Chairs: Aki Yonehara, Toyo University, Japan
Hiroko Shibakawa, UNESCO Chair, Okayama University, Japan

Evaluation for "Unpacking": ESD for School Management
Aki Yonehara
Toyo University, Japan

ESD Program Evaluation × MM
Kanako Horie, Yosuke Takahara and Toshio Matushira
Minato Mirai Honcho Elementary School, Yokohama, Japan

ICT-enabled In-service Training of Teachers to Address Education for Sustainability: An Inter University Partnership Initiative Development and Challenges
Munirah Ghazali
University of Sains Malaysia and RCE Penang, Malaysia

The Circle of Volunteer: Voices of the Junior High School Students Actively Engaged in ESD in Minan Area, Okayama City
Nodoka Kawase, Nozomi Kuroki and Mineo Eguchi
Okayama Municipal Minan Junior High School, Japan

A Study on the Methodology of In-service Teacher Training for ESD Based on the Whole-community Approach: Re-examination of the ESD Consortium Project in RCE Okayama
Hiroko Shibakawa
Okayama University, Japan

ESD Awareness vis-à-vis Thematic Analysis of ESD Extension Programs of Teacher Education Institutions in Cebu
Jestoni Babia1, Rex Villavelez1 and Robbie Guevarra2
1University of San Jose – Recoletos, Philippines
2RMIT, Australia
Poster Sessions

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Seeking for Better ESD Practice in Tokyo Public High School without Assistances
Akihiko Fujino
Tokyo Metropolitan Suginami Sogo High School, Japan

P-2
Development of Home Economics Classes from an ESD Perspective: Examining the Practice of the 2018 Liberal Arts Education Subject “Contemporary Issues in Education (Lifestyle and Environment)” at Okayama University
Sono Sato and Yoko Shinohara
Okayama University, Japan

P-3
Teacher Education for Yogo Teachers, Our Approach on ESD and Global/Local Health Promotion
Yamauchi Ai, Ito Takehiko, Aiko Tsushima, Hokuma Munakata, Hiroko Kamimura, Mustumi Matsueda and Yukari Mimura
Okayama University, Japan

P-4
The Analysis of the Influence Factors on the Teaching Efficacy Awareness of Rural Primary School Teachers
Xiaomin An and Haiying Wang
Northeast Normal University, China

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A Comparative Study on Teacher Training Systems
Masanobu Onoue, Kazuaki Kajii, Yoshitsugu Hirata, Masayuki Kawano, Saho Akinaga, Miria Sera and Yunja Wang
Okayama University, Japan

P-6
Potential of Floriculture as a Bridge between Plant Science and Education for Sustainable Development
Ryota Ichikawa, Ai Murai, Korehito Arashiro, Minami Iwamuro, Misaki Nakayama, Kaori Tamura, Yuri Moritoki and Taro Harada
Okayama University, Japan

P-7
Knowing and Action: Using UNESCO SDGs 4 - ESD Targets to Improve the Quality Education in Rural Areas in Taitung, Taiwan
Tung-Hsing and Yang Wei-Yang
National Taitung University, Taiwan

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Implementing Undergraduate Curricula for ESD in Teacher Training at MNUE
Davaasuren, D. and Nyamsuren, B.
Mongolian National University of Education, Mongolia

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Using Kamishibai to Teach Socio-environmental Human-wildlife Issues for the Public: Grassroots Action in Response to the 15th SDGs’ Goal
Shiho Miyake
Kobe College, Japan
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APCEIU’s Online Programmes on GCED (GCED Online Campus & GCED Clearinghouse)
Yunjeong Lee and Jihong Lee
Asia-Pacific Centre of Education for International Understanding, Republic of Korea

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Development of Metacognitive Skills in Mongolian National Science Curriculum
Dulguun Jargalsaikhan, Munkhuu Ganbat, Uuriintuya Dembereldorj and Munkhjin Oyunbat
National University of Mongolia, Mongolia