

Higher Education Summit 2020

Network Meeting “The New Stage of the Asia-Pacific ESD Teacher Competency Framework”

Date and Time: 13:30-15:00 CEST (11.30-13.00 GMT) on September 1, 2020

Education for Sustainable Development (ESD) occupies a prominent place of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) adopted by the United Nations in 2015. It is a key enabler to achieving all the SDGs, as stated in the UN General Assembly in its resolution 72/222. Teachers play the most important role in this global pursuit of ESD. In the “Global Action Programme on ESD” (2015-2019) and the subsequent “ESD for 2030” (2020-2030), which are UNESCO's ESD promotion measure, the spread and development of ESD teacher education is taken up as a priority action area.

Recognizing the critical importance of teachers in the context of SDGs, Okayama University, the only UNESCO chair on ESD in Asia, launched the Japan Society for the Promotion of Science (JSPS) Core-to-Core Programme (Type B. Asia-Africa Science Platforms) (2017-2019), and established core research exchange institutions for ESD teacher education and their academic network in Asia and trained the next generation of researchers. Subsequently, the University obtained a grant sponsored by the Japanese National Commission for UNESCO (2018-2019), and created an “Asia-Pacific Framework of Teacher Education Programme for ESD”, in collaboration with 34 institutions in 16 countries in Asia-Pacific region and in cooperation with UNESCO Bangkok, ACCU (Asia-Pacific Cultural Centre for UNESCO) and INTEI (UNESCO Chair at York University, Canada). At present, the framework is a programme guideline for ESD teacher education in the region as well as its research and education achievements.

On the other hand, core institutions for ESD including the UNESCO chairs on sustainability in Europe, North American, *etc.* also have excellent achievements of teacher education for ESD. However, there is still no way to return such achievements to the whole world. It is expected that international cooperation among core institutions will be expanded globally for the spread of ESD with the aim of achieving the SDGs.

The purpose of this meeting is to share the results of teacher education for ESD and discuss the feasibility of developing a global framework for ESD teacher education programmes, in collaboration with teacher education institutions in the world that are active or interested in ESD. In addition, the meeting aims to discuss measures to steadily disseminate such a framework and to train leaders of next-generation ESD researchers and practitioners.

At this meeting, the participation of various teacher educators from all over the world will be greatly welcomed to further promote ESD teacher education worldwide.

Organized by Hiroki Fujii and Hiroko Shibakawa, Okayama University, Japan

Dr. Hiroki Fujii is a professor of science education in the Graduate School of Education at Okayama University and the director in Okayama University ESD Promotion Centre at the UNESCO Chair in Research and Education for Sustainable Development, Japan. He has served on a vice chairperson of the steering committee in RCE Okayama since 2015, as well as a vice president of the Society of Japan Science Teaching since 2019. Fujii organizes a joint research project in Asian-Pacific region, entitled “Formation of International Centre of Excellence to Promote Teacher Education on ESD”. <http://ceteesd.ed.okayama-u.ac.jp/>

Dr. Hiroko Shibakawa is an assistant professor of ESD Promotion Centre/the UNESCO Chair in Research and Education for Sustainable Development in the Graduate School of Education at Okayama University, Japan. She has served as an ESD coordinator of RCE Okayama to support UNESCO Associated Schools, and an advisor of Okayama UNESCO School High School Network since 2012. She is also a secretariat of the abovementioned joint research project by Dr. Fujii.