

Research title	Research on Education for Sustainable Development (ESD) in Schools
Period	FY2009-FY2011 (April 2009 – March 2012)
Objectives	To clarify the conditions for the realization of ESD, including the overall structure and educational guidance in terms of the capabilities and attitude considered important, and of the ideal form (development of lessons and teaching materials), and to provide useful reference materials for the introduction of ESD (including case studies) with the aim of establishing and enriching ESD in schools.
Methodology	In order to clarify the conditions for the realization of ESD (overall structure, the capabilities and attitude considered important in educational guidance based on the perspective of ESD, and the ideal form of educational guidance, etc.): (1) (Theoretical study) Extract the conditions for the realization of ESD from ESD-related literature and practical examples, etc. (2) (Practical study) Establish a methodology to plan and develop ESD educational guidance from practical cases of subjects, etc. (3) (Literature study) Gather and organize ESD-related information from overseas in order to clarify the conditions for the realization of ESD and conditions unique to the realization of ESD.
Major outcomes and findings	(I) We clarified the conditions for the realization of ESD (overall structure, the capabilities and attitude considered important in educational guidance based on the perspective of ESD, and the ideal form of educational guidance, etc.): (1) Conceptual components: Diversity, interdependence, limitation, fairness, collaboration, and responsibility. (2) Abilities and attitude considered important in educational guidance, from the perspective of ESD. (a) Critical thinking ability, (b) Ability to predict future image for making plan, (c) Ability to think in multifaceted and comprehensive ways, (d) Ability to communicate, (e) Attitude to cooperate with other people, (f) Attitude to respect for connections. (3) Ideal form of educational guidance (a) Linkages in teaching materials, (b) Linkages in human and facilities, (c) Linkages from ability and attitude to action. (II) We clarified the conditions unique to the realization of ESD. In addition to substantiating the notion of “limitation” and abilities such as “the ability to predict future image for making plan” and “to exercise self-control,” we created an ideal format for implementation. (III) We found corroborative evidence of the conditions for the realization of ESD and conditions unique to the realization of ESD based on ESD-related literature from overseas.
Contributions to education policy	We reported the information clarified through this study, that is, the conditions for the realization of ESD, including individual conditions unique to the realization of ESD, together with examples based upon them. (1) An interim report prepared in March 2011 (2) Final report prepared in March 2012, together with an abridged version and a leaflet. Based on these reports, (1) It became possible to plan and execute ESD for school education in a way that is strongly desired in the response by the Central Council for Education given in January 2011, and in the Basic Plan for Promoting Education. (2) We clarified the conditions for the realization of ESD, including individual conditions unique to the realization of ESD, and made it possible to introduce ESD in school educational activities apart from school subjects. We believe that these can contribute to educational policy.