Abstract

HESD (Higher Education for Sustainable Development) has been highlighted and promoted since the DESD was adopted by the UN General Assembly in 2002. While potential ESD practices of have now started, there remain many challenges. To deal with the multifarious situations of modern society, it is necessary for us to have comprehensive, holistic wisdom such as participatory approach, and to propose an alternative way for higher education to achieve that.

Therefore, in this study, one innovative case of higher education is examined, that of Schumacher College in Dartington, near Totnes in England. This case shows how higher education can practice sustainability. Schumacher College provides not only an interdisciplinary program including sustainability, but also shows us a way of organization which realizes sustainability.

To examine practices in Japanese higher educational institutions, research by Dr. M. Sato is referred to, in which he used the 11 ESD components in the Baltic University Programme (BUP) framework, and analyzed the reports and websites of each university in terms of the Good Practices designated by the Ministry Education, Culture, Sports, Science and Technology (MEXT), in order to research Japanese ESD practices. His results show the characteristics of ESD practices in Japanese higher educational institutions. Those characteristics are compared with the ESD characteristics showed in the Framework for the UNDES D International Implementation Scheme (2006), and areas of challenge were noted. Those were not cleared “value-driven” and “cultural dimension” that three dimensions of society, economy and environment are based on.

Finally, challenges related to the ESD framework in Japanese higher education were considered from the point of the cultural aspects of ESD showed in the Framework for the UNDES D International Implementation Scheme (2006), and from the point of Dr. S. Sterling’s systemic thinking or whole thinking.