

ESD Okayama Award 2015-2019

Global Prize



ESD Okayama Award Steering Board & Okayama City



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ESD Okayama Award

◆ Background

The world has become more intertwined and borderless, and what happens here will affect other parts of the world today and in the future. The various challenges that we face, such as climate change, loss of biodiversity and poverty cannot be solved alone. In order to facilitate action to build sustainable societies around the world, 17 Sustainable Development Goals (SDGs) were created to implement the 2030 Sustainable Development Agenda, which was adopted by world leaders in September 2015 at the UN Summit. Promoting Education for Sustainable Development (ESD) is considered critical to ensure quality of education for achieving these goals.

In Okayama, since the establishment of the 'Okayama ESD Project' in 2005, diverse stakeholders have been working together to promote ESD in the region. Okayama City also hosted the Stakeholder Meetings of the UNESCO World Conference on ESD in 2014 and played a leading role in accelerating collaborative actions among people working for ESD.

Okayama City has also been selected as one of the UNESCO Key Partners of the Global Action Programme on ESD (GAP) in Priority Action Area 5 (Accelerating sustainable solutions at the local level), and we are committed to further advancing ESD beyond 2015. With this purpose, Okayama City launched the 'ESD Okayama Award' in 2015. The ESD Okayama Award is organized by Okayama City and the ESD Okayama Award Steering Board, composed of organizations which have been promoting ESD in Japan and around the world.

◆ Objective

The ESD Okayama Award rewards outstanding ESD practices in local communities around the world to showcase and promote ESD, and also to support the organizations carrying out ESD activities.

◆ Organizers

ESD Okayama Award Steering Board* and Okayama City

*The ESD Okayama Award Steering Board is composed of the following organizations:

- United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)
- UNESCO Bangkok, Asia and Pacific Regional Bureau for Education
- Asia-Pacific Cultural Centre for UNESCO (ACCU)
- Japan Council on Education for Sustainable Development (ESD-J)
- The Goi Peace Foundation
- Okayama ESD Promotion Commission

◆ Category of the Prizes

The award consists of two categories:

- 1) 'Global Prize' applied by the organizations in Japan and abroad
- 2) 'Okayama Regional Prize' applied by the organizations in Okayama Region.

★ This report introduces the overview of the Global Prize and its laureates 2015-2019.

Global Prize

◆ Eligibility

Organizations based in any country, including Japan, implementing ESD activities in local communities are eligible to apply for the Global Prize.

◆ Prize

US \$3,000

◆ Number of Award Winning Projects

The Global Prize will be given to up to two projects.

◆ Selection Criteria

The Global Prize will be given to outstanding projects that can serve as global models contributing to the promotion ESD in local communities. Submitted projects will be reviewed by ESD experts based on the following criteria.

Vision	Project outlines local issues, and objectives are clearly stated.
Collaboration	Project has a (clear) implementation structure with various collaborating stakeholders (individuals and organizations).
Integration	Project integrates environmental, social, and economic dimensions of ESD.
Empowerment	Project takes educational approaches such as interactive methods for problem-solving and promoting actions to shape a sustainable future. Project also leads to behavior change of individuals, including the transformation of values, attitudes and actions, and to the empowerment of local communities.
Innovation	The project demonstrates an innovative approach to ESD.
Future Strategy	Project is expected to be developed and expanded in the future and it will bring positive influences to other communities as well.

Number of Applications and Prizes

Year	Applications	Prizes
2015	50 from 28 countries	2
2016	95 from 39 countries	2
2017	44 from 29 countries	2
2018	68 from 34 countries	2
2019	94 from 42 countries	2

List of Prize-winning Projects 2015-2019

Year	Projects	Organizations	Country
2015	Library-oriented Community Learning Centers in Rural Cambodia'	Shanti Volunteer Association	Japan/Cambodia
	Sustainable Development through Protection and Conservation of Forests and Bio-diversity, Education, Society, Economy and Environment by Addressing the Negative Impacts of Climate Change'	Dhaka Ahsania Mission	Bangladesh
2016	Indonesian River Restoration Movement (IRRM)	Gadjah Mada University	Indonesia
	Water Kiosk at School	International Transformation Foundation	Kenya
2017	Conservation of Integrated Traditional Arts in Social and Economic Empowerment of local communities	Dewi Fortuna Community Learning Center	Indonesia
	Kerala Children's Agricultural Science Congress	Regional Centre of Expertise, Trivandrum	India
2018	Sustainable Farming and Education	Shikaharapur Community Learning Center	Nepal
	ISKANDAR MALAYSIA ECOLIFE CHALLENGE	RCE Iskandar	Malaysia
2019	Authentic African Young Women Leaders	Women's Leadership and Training Programme	South Africa
	Strengthening Capacities of Communities for Inclusive Community-based Disaster Risk Reduction	People's Initiative for Learning and Community Development	Philippines

Please see the short descriptions of each project in the following pages.
The project posters are referred to the ANNEX.

Description of Prize-winning Projects 2015-2019

Prize-winning Projects 2015

Library-oriented Community Learning Centers in Rural Cambodia

Organization: Shanti Volunteer Association (SVA) [Cambodia]



There are a huge number of people who have difficulties in literacy and numeracy due to depriving of learning opportunities as a consequence of the civil war in rural Cambodia. In this project SVA established library-oriented community learning centers (CLCs) as lifelong learning centers where children and adults gather and learn. With focus on library activities, the project aims to improve literacy through providing opportunity to read books. In response

to the needs of community people, trainings are conducted on agriculture for income generation, and on hygiene and sanitation. Furthermore, sports and cultural recreation are also promoted.

Sustainable Development through Protection and Conservation of Forests and Bio-diversity, Education, Society, Economy and Environment by Addressing the Negative Impacts of Climate Change

Organization: Dhaka Ahsania Mission (DAM) [Bangladesh]



The project promotes ESD from different aspects with specific focus on negative impacts of climate change. It aims to reduce climate change through conservation of mangrove, forest and biodiversity and environmental education in two local communities in Bangladesh which are vulnerable to climate change induced disaster. It also aims to improve awareness of disaster risk management through disaster drill. To secure

livelihood, income generation is promoted through providing micro finance and vocational training.

Prize-winning Projects 2016

A water kiosk at school

Organization: International Transformation Foundation (ITF) [Kenya]



In Kenya it is estimated that only 1/3 of the population has access to safe drinking water close to their homes at an affordable price. Therefore, every morning school going children have to wake up early to walk long distances so as to secure water for their families causing absenteeism resulting to school drop-outs.

A WATER KIOSK AT SCHOOL was created as a school based and students managed business selling clean tap water to community residents. It consisting of pre-

financing a community school to set up onsite water kiosk with specially designed and sustainable products in form of water saving & filtering tap station, environment friendly refillable water bottles, hand washing facilities and jerry Carry karts for children to transport tap water at home straight from school. A water kiosk at school is both educational and profitable business – teaching students business and entrepreneurial skills, and generating much-needed income for schools.



Movie

Indonesian River Restoration Movement (IRRM)

Organization: Gadjah Mada University as First Secretariat

of the Indonesian River Restoration Movement [Indonesia]



The Indonesian River Restoration Movement is a long run community based project (movement or activity) to restore rivers, keeping rivers clean, healthy, productive and conserved. The objective is to develop community and stakeholder responsibility and participation in river restorations. The project is run with network approach involving communities, people, groups, NGOs, universities, private sectors,

local & national government and organized through social media. The movement started in Yogyakarta in year 2014. Growing steadily from only 6 river communities to more than 22 in 2016, with the most rapid growth experienced within these last 2 years. Various activities initiated are mainly in the fields of maintaining the ecological, morphological and hydrological conditions of the river by supporting river communities. The results are some rivers in the IRRM branches are relatively clean and protected. This movement project will continue until all of the rivers in Indonesia are clean and each river has a river community.



Movie

Prize-winning Projects 2017

Conservation of Integrated Traditional Arts in Social and Economic Empowerment of local communities

Organization: Dewi Fortuna Community Learning Center [Indonesia]



Klaten is a cultural city that has a high civilization. Relics of the temple of sewu (8th century) and prambanan temple (10th century). UNESCO decided the temple as a world cultural heritage. The negative effects of globalization, the monetary crisis, shifting the value and role of traditional art, trigger a change of view of the traditional art. There was a decrease in traditional art activities. We opened the traditional art learning. In 2005 Dewi Fortuna CLC received an award from traditional art conservation institution. The

2006 earthquake caused 1,045 people dead, 18,127 wounded, 713,788 displaced, 32,277 homes damaged, 398 schools collapsed, many residents dropped out, and economic activity stopped. Dewi Fortuna CLC, in collaboration with Prof. Fumiko Tamura from Japan performed a free show of wayang kulit in 32 disaster locations for trauma healing and disaster response education. We achieved the CLC Award of Klaten 2006 level. The 2010 Merapi Eruption disaster occurred, 36 people died, 5,369 displaced. Of these events, the life of traditional art is under serious threat. We decided to make efforts to preserve traditional art integrated with education, socio-economic through literacy education, equality education, skills training and entrepreneurship, to make people literate, educated, cultured and economically empowered.



Movie

Kerala Balakrishi Shastra Congress (KBKSC) (Kerala Children's Agricultural Science Congress)

Organization: Regional Centre of Expertise, Trivandrum [India]



KBKSC was organized by Regional Centre of Expertise (RCE) Thiruvananthapuram to inspire an agrarian movement amongst the student fraternity of the region. This was the need of the hour as Kerala was fast emerging as a consumerist economy and children were unaware and ignorant of the rich heritage our state had in the field of agriculture. Traditional methodologies

along with the modern approaches were brought from farms to school and they were encouraged to join hands with elders in making food for future. The program insists on the very doctrines that were forgotten over the years to make the world sustainable for all the living beings. The focal theme of the recently concluded KBKSC was "Organic Kerala: Healthy Kerala." The congress includes research paper presentation, exhibition, cultural events and various competitions including a documentary film festival. Schools from all the 14 districts of the state participated in the event.



Movie

Prize-winning Projects 2018

Sustainable Farming and Education

Organization: Shikaharapur Community Learning Center [Nepal]



Rather than a project, we prefer to describe what we are doing as a school for education for sustainable development. The objectives of the school are to provide knowledge and skills for sustainable and healthy food production and consumption, sustainable natural resource management, self-employment and income-generation. As a school, we integrate different features of environmental friendly but affordable innovations for teaching and demonstration purposes. We have classrooms made of bottles, eco-kitchen made of mud and bamboos, solar-pumped irrigation systems, rain-water harvesting ponds, a composting toilet, organic farms with animal husbandry, and home-made farming products. We do not incur school fees but generate sustainable income through our kitchen offering catering services and the sale of our milk products. Currently the school is sustaining 15 in-house students and workers and at least 440 youths per year more receive training from us.



Movie

ISKANDAR MALAYSIA ECOLIFE CHALLENGE

Organization: RCE Iskandar [Malaysia]



Iskandar Malaysia Ecolife Challenge (IMELC) is a student version of eco-household accounting which includes recording and evaluating household energy usage, such as electricity, water, and petrol. It is an action/ programme taken under a low carbon policy to educate both the students and teachers on low carbon issues and how to create a low carbon society for the Iskandar Malaysia region, an economic corridor region located at the southern part of Peninsular Malaysia. The main objective of IMELC is to raise awareness of energy usage and its conservation among students, as well as inculcating energy savings behavior at an early age. It is implemented as an inter-school competition among all primary sixth-grade (aged 12 years old) students in Iskandar Malaysia, through strong collaboration between UTM, Johor State Education Department (JPNJ) and Iskandar Regional Development Authority (IRDA).



Movie

Global Prize – Laureates 2019

Authentic African Young Women Leaders

Organization: Women’s Leadership and Training Programme (WLTP) [South Africa]



By means of a multiplier effect, this project is aimed at emancipating and empowering 150 young girls from rural area of in different aspects of leadership and problem solving. The 150 girls will reach 300 new girls and eventually 4 500 girls. This project focuses on three

pillars which are Gender, Environment and Biodiversity and Climate change. The gender pillar focuses on leadership development for girls and women in rural areas. This is done through awareness and educational initiatives. These women and young girls are encouraged to participate in Agro-Ecology, biodiversity, Bird clubs, Tree planting, Water protection and Recycled Waste Initiatives. Solar Energy Businesses and water awareness. Participatory methods such as Paulo Freire Methodology of problem posing, Action Reflection and Advocacy for change.



Movie

Strengthening Capacities of Communities for Inclusive Community-based Disaster Risk Reduction

Organization: People’s Initiative for Learning and Community Development (PILCD) [Philippines]



The project is a capacity development undertaking aimed to strengthen disaster resilience of high risk communities in 12 barangays in Calbayog and Catbalogan, Samar through inclusion and active participation of high risk groups particularly persons with disabilities in community-based disaster risk reduction planning and management. The project also include other vulnerable groups from women, elderly,

youth and groups representing children. The project addressed sustainability issues brought by climate change and disasters through inclusion and participation. The projects key activities include: 1) Basic and advance Training of Trainers (TOT) on Disability Inclusive Disaster Risk Reduction Education and Climate Change Education; 2) Community-based education, trainings and workshop on climate change and disaster preparedness and response in 12 *barangays* carried out by the participants of the Training of Trainers; and 3) Development of inclusive and local video-based education materials on climate change and disaster preparedness. The project utilized participatory and creative learning methodologies in its learning activities.



Movie