



Kominkan-CLC International Conference on ESD

Weaving Day 1 and Preparing for Day 2

Okayama Commitment 2014

Promoting ESD through Community-based Learning

Prepared by Dr. Jose Roberto Guevara



Process of Drafting *Our Okayama Commitment 2014*

Consistent with ESD, drafting will be a transparent and participative learning process.

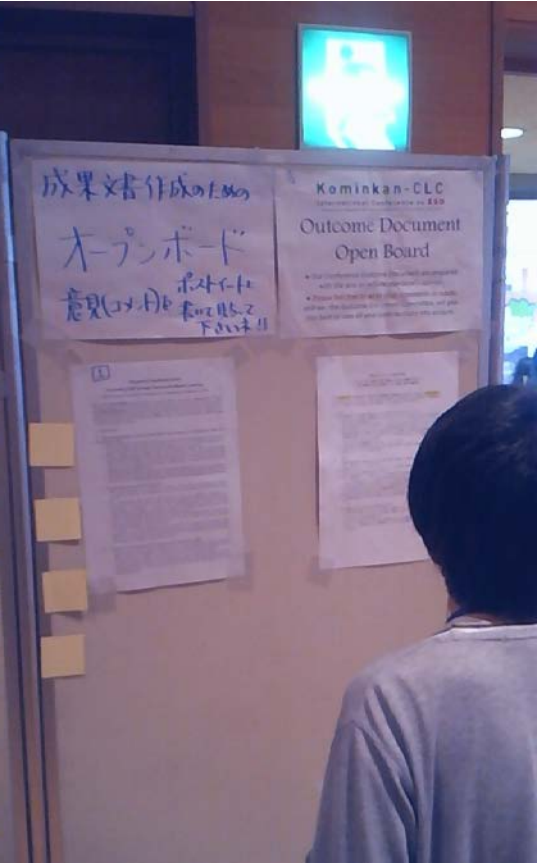


INVITATION TO ENGAGE WITH THE FOLLOWING

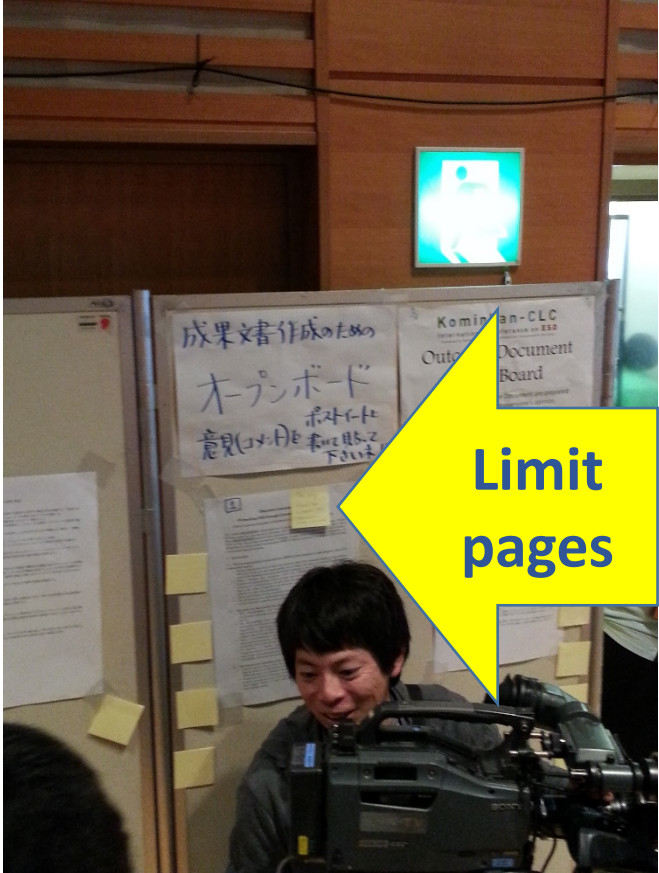
(2) Open Board (3) Focus Questions during Breakout and (4) Workshop and Plenary

(2) The OPEN BOARD will remain open until Day 2 (inside the Convention Hall)

At 9AM



At 2 pm



At 4 pm

- See for yourself....



Our Okayama Commitment 2014

(Remember your responses to the Focus Questions contributes to the Outcome Document?)

(3) RESPONSES FROM BREAKOUT SESSIONS (Day 2)



OUTLINE

1. Introduction
 - 1.1 Our Unsustainable World
 - 1.2 Education of Sustainable Development
 - 1.3 Focus of the Kominkan-CLCs ESD Conference
2. Roles and Contributions of Institutions that facilitate Community-Based Learning
 - 2.1 Overall Roles and Contributions during the DESD
 - 2.2 Thematic Specific Roles
3. Our Commitments

Breakout 1: Environmental Conservation

Breakout 2: Disaster Risk Reduction

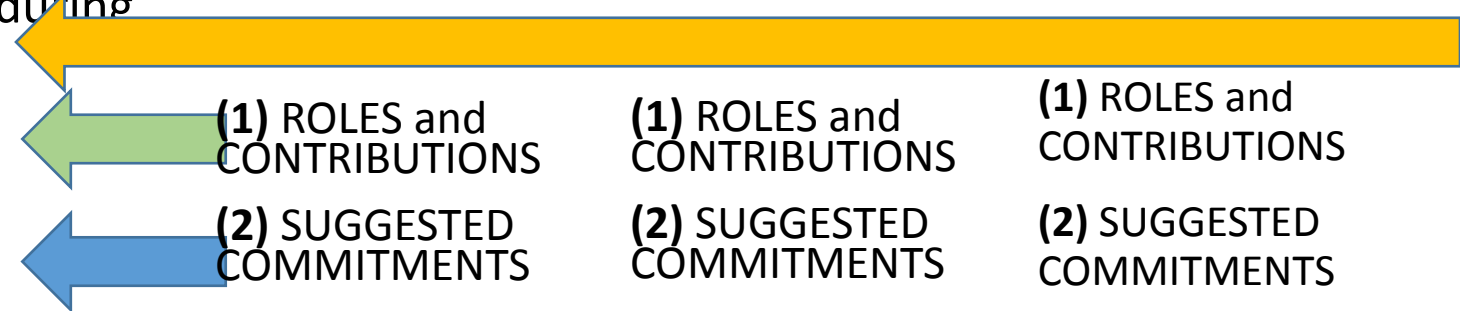
Breakout 3: Income Generation

Breakout 4: Cultural Diversity

Breakout 5: Literacies

Breakout 6: Empowerment

Breakout 7: Policy-Making, Management



Response to the FOCUS Questions

Breakout Session [No.]

[Title of your breakout session]

**Please remember we need
both an English and Japanese
version of these responses**



1. Based on the presentations in your breakout session, what were the key roles and contributions of institutions that facilitate Community-Based Learning, such as Kominkan-CLCs, to achieving the vision of the DESD?

[Please write in a maximum of 3 sentences]



2. As institutions involved in Community-Based Learning, what COMMITMENTS should we make to accelerate the promotion of ESD after the DESD?

[Please write a **maximum** of 3 commitments in full sentences.]

1)

2)

3)

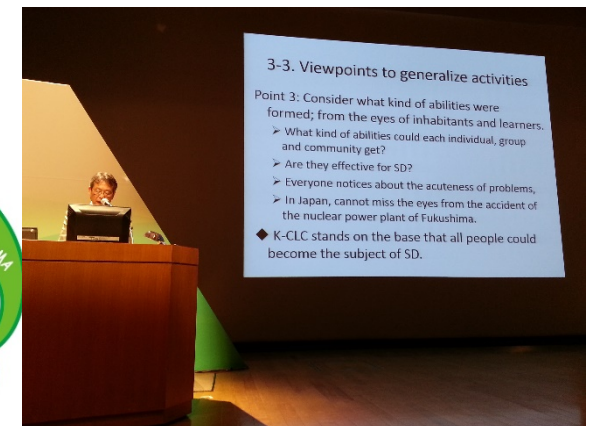
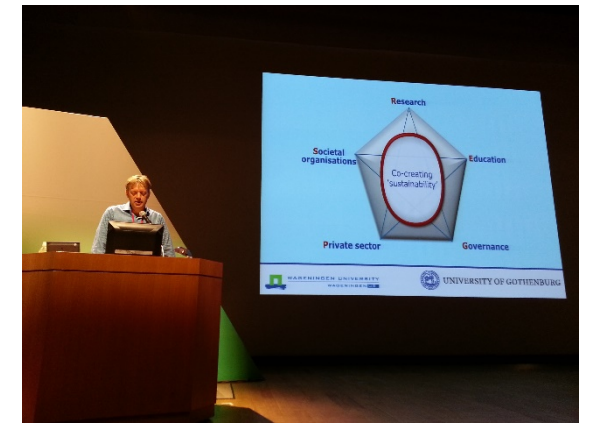


Our Okayama Commitment 2014

(Keynote messages for the Outcome Document?)

Common Messages from Keynote Speech and Discussions

1. The complex and wicked nature of sustainability problems require an **holistic, cross-disciplinary and trans-boundary approach to on-going learning.**
2. This approach requires we **work collaboratively across different sectors**, working beyond silos and through a network of stakeholders to develop **greater ownership.**
3. It is important that we acknowledge **different entry points for ESD** (whether it be about urban planning, or disaster preparedness or university departments.)
4. How do we respond to the comment that ESD needs a sharper vision? Or is it about learning to be comfortable with FUZZY.
5. How do we respond to the demand for UPSCALING? Or is it about creating more localised responses?



FOCUS QUESTION 1. Based on the presentations in your breakout session, what were the **key roles and contributions** of institutions that facilitate Community-Based Learning, such as Kominkan-CLCs, to achieving the vision of the DESD?



ITABASHI – Experience in LOCALIZATION of UN Global Messages, facilitate a Integrated Community Care System and established A SYSTEM OF I But the main concept of ESD is the protection of HUMAN DIGNITY.

IIDA – Kominkan is OPERATED AND MANAGED BY CITIZENS. They say th and not just “GO” to Kominkan. Iida-style Kominkan is described like without an audience, as everyone is on stage.

THAILAND – Access to HEALTH CARE and COST was the main problem. Usir process management, the CLC facilitated setting up a “Community Welfa the participation of 10 villages. The long-term goal was a Welfare System

INDIA – A PEER-BASED EMPOWERMENT model including literacy, continui life skills and livelihood skills among adolescent girls to expand their optio creating an enabling environment to ADVOCATE for SOCIAL CHANGE

UK – Education with a SOCIAL PURPOSE needs to be a WHOLE ORGANI APPROACH connecting employability, health and well-being, culture engagement through an inclusive and liberating pedagogy with SOCI.

1. Community-based Learning facilitates localization of learning as the entry point for promoting ESD.

2. CBL helps citizens play a key role in learning for problem identification and developing solutions.

3. CBL integrates different learning objectives using an innovative pedagogy.

FOCUS QUESTION 2. As institutions involved in Community-Based Learning, what **COMMITMENTS** should we make to accelerate the promotion of ESD after the DESD?

[Please write a **maximum** of 3 commitments in full sentences.]

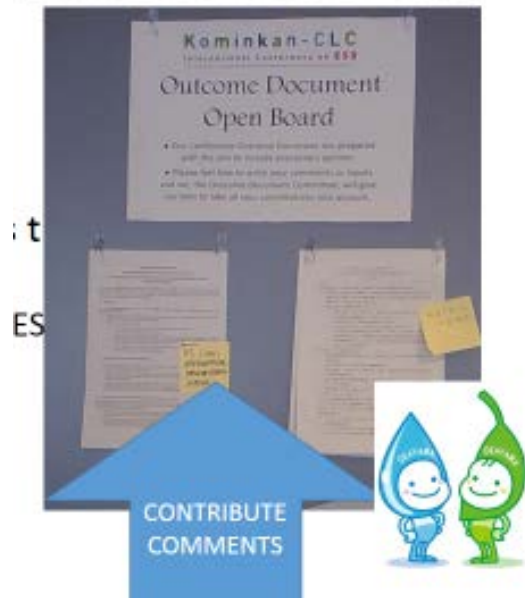
MY EXAMPLES FROM TODAY

- 1) We commit to promoting ESD that will **enlarge the current dominant concept of education** to encompass the changing nature of learning required to respond to complex and wicked problems.
- 2) We commit to promoting ESD that will **develop the capacity of local citizens to learn and work collaboratively** to effectively address local issues and link these local issues with global challenges and responses.
- 3) We commit to promoting ESD that **responds to immediate local issues** but also recognise how these small incremental responses can contribute to **broader transformation and social change**.



YOU CAN CONTRIBUTE THROUGH THE FOLLOWING PROCESSES

(2) Open Board (Days 1 and 2) (inside Convention Hall)



Okayama Commitment 2014

“Promoting ESD
through Community-based Learning”



(4) IN DAY 3

9:30 AM Workshop of Final Draft
1400 – Adoption of Okayama Commitment

(3) Focus Questions Breakout Sessions and Plenary (Day 2)

(3) RESPONSES FROM BREAKOUT SESSIONS (Day 2)

