

令和7年10月23日

「第14回グローバルRCE会議」岡山宣言の 要旨と宣言の公表について

10月22日に採択された、「岡山宣言(2025)」の全文(原文)と要旨(和訳)を公表します。
なお、全文(原文)の和訳につきましては、準備ができ次第、岡山市ホームページに掲載します。

1 岡山宣言とは

国連大学サステナビリティ高等研究所により組織された起草委員会による原案に対し、会期中に募った参加者の意見を反映し、会議最後に採択したもので、グローバルRCEネットワークの今後の活動における方向性の決意を表したもの。

岡山宣言の全文、内容は別紙のとおり。

【問い合わせ先】

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岡山宣言（2025 年）

要旨

（ The 2025 Okayama Declaration: RCEs' Collective Commitment for Sustainable Futures）

2025 年 10 月 21～23 日に岡山市で開催されている第 14 回グローバル RCE 会議において、RCE 設立 20 周年を記念し、「岡山宣言（2025）」が採択される。本宣言は、ESD（持続可能な開発のための教育）を社会変革の原動力と位置づけ、地域に根ざした協働と学びを通じて、持続可能な未来の実現を目指すものである。

ビジョン

ESD や生涯にわたる学び、誰もが活躍でき、「誰一人取り残さない」公正で包摂的な社会を実現し、生涯にわたる学びと協働的行動を通じて、共感と創造に基づく持続可能な社会を築く。

重点行動分野（5 つの優先課題）

1 社会とシステムの変革を導く推進力としての ESD の位置付け

ESD を通じて、人と地球が共に生きる力を育み、グリーンスキルや地球市民意識を涵養する。
すべての主体が共感と協働をもって教育と社会の変革を担うことを目指す。

2. パートナースhipを通じた知識の共有と地域における解決策の推進

行政、教育機関、市民社会、企業、ユースなど多様な主体が連携し、地域に根ざした実践と知の共創を進める。文化的背景や伝統的知識を尊重しつつ、公正で持続可能な社会づくりに貢献する。

3. ユースの参画とリーダーシップ強化

若者を知識と行動をともに生み出す担い手として位置付け、意思決定への参画を制度的に拡大する。
世代を超えた対話と支援の仕組みを整え、ユースが主体的に未来を形づくる力を育む。

4. 公平、包摂、正義の確保

すべての人々が学びと社会づくりに等しく参加できる環境を整備する。
人権の尊重を基盤に、教育を通じた社会的・環境的・文化的正義の実現をめざす。

5. 生涯にわたり、あらゆる場での ESD 推進に向けたデジタル変革の活用

責任あるデジタル技術の活用により、誰もが生涯にわたって学び続けられる環境を整える。
地域に根ざした体験的学びと調和させながら、包括的で信頼できるデジタル学習基盤を推進する。

RCE ネットワークの強化

RCE メンバー間および地域との連携を深め、知識共有・共同実践・政策提言を通じて、ESD を教育政策の中心に据える。

結び

岡山宣言は、ESD を通じた社会変革を目指し、新たな決意を示すものである。多様な主体の協働、若者のエンパワメント、包摂、そしてデジタルイノベーションを軸に、持続可能で公正な未来を共に築くことを第 14 回グローバル RCE 会議において誓う。この宣言は、教育と学びを地球規模の持続可能性の取組の中心に据えるという、RCE ネットワークの共通の誓約を示すものである。これらの決意は、大胆で包摂的かつ説明責任のある行動を通じて実現され、私たちが共に描く未来を形づくる推進力となることを目指す。

The 2025 Okayama Declaration: RCEs' Collective Commitment for Sustainable Futures

Preamble

1. We, the representatives of Regional Centres of Expertise on Education for Sustainable Development (RCEs) acknowledged by the United Nations University, together with the Global RCE Service Centre, the Ubuntu Committee of Peers for the RCEs, and local, national and international organizations, convened at the 14th Global RCE Conference in Okayama, Japan, from 21 to 23 October 2025. On this occasion, we adopt *the 2025 Okayama Declaration: RCEs' Collective Commitment for Sustainable Futures*, celebrating two decades of collective action, innovation and partnership for education for sustainable development (ESD) while reaffirming our commitment to harnessing ESD as a transformative force for societal change.
2. We recognize that humanity faces urgent and interconnected global challenges, including climate change, rapid biodiversity loss, pollution, resource depletion, social inequality and pressure of rapid technological change, all of which pose significant threats to human and planetary well-being. These crises call for systemic and holistic responses. ESD plays a unique role in equipping individuals and communities with the capacity to respond to such challenges with responsibility, creativity and resilience.
3. We acknowledge the need to realign RCE priorities with emerging global frameworks and initiatives, including the 2030 Agenda for SDGs, 2023 Recommendation on Education for Peace, Human Rights and Sustainable Development, [*Reimagining Our Futures Together: A New Social Contract for Education*](#), the [*Greening Education Partnership*](#), [*Youth Declaration on Transforming Education*](#) and the [*Pact for the Future*](#). RCEs are uniquely positioned to translate these global commitments into locally relevant and culturally appropriate actions.
4. We reaffirm the importance of prior commitments, including the [*Ubuntu Declaration*](#) (2002), the [*Tongyeong Declaration*](#) (2012) and the [*Okayama Declaration on RCE and ESD Beyond 2014*](#). Guided by the [*Roadmap for the RCE Community 2021-2030*](#) and the [*ESD for 2030*](#), these declarations and frameworks continue to inspire our vision and strengthen our resolve to embed sustainability values across education systems, communities and livelihoods.
5. We emphasize that community-based learning through multi-stakeholder partnerships lies at the heart of the RCE mission. By embracing global aspirations and intertwining academic research with local realities, Indigenous wisdom and cultural traditions, RCEs foster inclusive, participatory and action-oriented learning ecosystems. Through these efforts, RCEs empower communities to articulate priorities and generate context-specific solutions that exemplify the transformative power of ESD in practice.

Vision and Value

6. We envision a just, inclusive and sustainable future where everyone thrives and actively contributes, ensuring no one is left behind in shaping society. To realize this vision, we advance ESD, fostering lifelong and life-wide learning that strengthens futures thinking, critical reflection and collective action for the well-being of all people and planetary health.
7. In pursuit of this vision, we uphold the core values enshrined in the [UN Charter](#) and the [RCE Guiding Principles](#), including respecting fundamental human rights, social justice, peaceful co-existence among people of different cultures, languages and social systems, respect for nature, and freedom of expression and inquiry. Guided by these values, we promote research-informed ESD practices where RCE members maintain mutual respect in both intra- and inter-RCE communication, engagement and collaboration.

Pathways to Action

8. In response to the advancement of international frameworks and the interconnected emerging challenges, we identify five Priority Areas of Action to renew our commitment and foster systemic solutions across social, cultural, ecological and political dimensions.

Priority Area 1: Positioning ESD as a Catalyst for Systemic and Social Transformation

9. We commit to advancing ESD across formal, non-formal and informal education, reformulating curricula towards learning to live together in harmony with the planet and with one another beyond classrooms and throughout life. We pledge to foster ESD that empowers agency and democratic participation, cultivates green skills essential for a just transition to a post-carbon economy, nurtures global citizenship and intercultural competencies understanding and embraces the principles of ecological interdependence. We recognize the collective role of all stakeholders as knowledge producers and key actors in transforming education and society with empathy and compassion.

Priority Area 2: Advancing Knowledge Exchange and Local Solutions through Partnership

10. We reaffirm working collaboratively and cooperatively through multi-stakeholder partnerships as the core value of the RCE network. Through interdisciplinary and intersectoral collaboration among governments, academia, civil society, the private sector, youth and local communities, RCEs continue to co-create ESD knowledge, upscale local solutions and integrate Indigenous and diverse epistemologies, and community-driven practices in respectful dialogue with scientific research. Engagements must respect spirituality and Indigenous and other distinctive social, cultural and governance systems. This enables innovative solutions that are both cutting edge and culturally grounded, while ensuring equitable recognition of contributions and shared benefits.

Priority Area 3: Empowering and Mobilizing Youth Leadership

11. We commit to centering youth as co-creators of knowledge and action in shaping the futures that will be theirs. We institutionalize meaningful and inclusive youth participation in decision-making, spanning planning, implementation and evaluation of ESD initiatives. We foster mutual understanding, trust, and respect and call for dedicated support, mentorship, intergenerational and other structural mechanisms that empower youth leadership and ensure genuine and equal opportunities for capacity building, moving beyond tokenism and breaking barriers to their full and sustained engagement.

Priority Area 4: Ensuring Equity, Inclusion and Justice

12. We recognize that equity, inclusion and justice in and through education are imperative for sustainable development and peaceful, just societies. Grounded in universal human rights, RCEs commit to addressing systemic barriers that marginalize women, girls, persons with disabilities, displaced populations, local communities, Indigenous peoples and other vulnerable and disadvantaged groups, ensuring their full and meaningful participation in all aspects of education and sustainability. By fostering inclusive learning environments and supporting community-led initiatives that advance social, environmental and cultural justice, we strive for resilient futures where all individuals can contribute and thrive.

Priority Area 5: Harnessing Digital Transformation for Lifelong and Life-wide ESD

13. We recognize the potential of inclusive, responsible and purposeful use of digital technologies to reimagine ESD to become lifelong and life-wide learning for all. We support open, accessible and secure platforms and educational resources that expand opportunities for all while reaffirming that digital tools must complement, never replace, community-based and experiential learning practices. We remain mindful of associated health, environmental and ethical risks of such emerging technologies including artificial intelligence and commit to fostering critical digital literacy that enables learners to understand politics of digital space and navigate the digital ecosystem.

Scaling and Strengthening the RCE Network

14. To maximize our collective impact, the global network of RCEs will strengthen the interconnectedness of local principles such as Ubuntu both within and among RCEs and their engagement with wider communities and ecosystems constituting a global learning space on ESD. This vibrant global learning commons will foster multi-directional knowledge exchange, collaborative action, intergenerational solidarity, and context-specific initiatives shaped by deep questioning and communities' needs and priorities. Strengthened regional collaboration will build shared values and capacity, fostering joint responses to pressing challenges. RCEs also commit to engaging policymakers to mainstream ESD into education policies, ensuring governance remains participatory, transparent and responsive to diverse regional

contexts. Through these efforts, RCEs will demonstrate their contribution to strengthening North-South relations, providing a balanced approach to ecological, economic and social priorities.

Conclusion

15. *The 2025 Okayama Declaration: RCEs' Collective Commitment for Sustainable Futures* represents a reinvigorated collective commitment to advancing ESD as a catalyst for transformation. It highlights our dedication to multi-stakeholder partnerships, intergenerational collaboration knowledge co-creation, youth empowerment, equity and inclusion and responsible digital innovation, all of which underpin our efforts to foster resilient and sustainable societies built upon cultural and epistemic diversity, as well as democratic participation.
16. This Declaration marks our collective commitment to ensure education and learning remain at the forefront of global efforts for peace and sustainability efforts. These commitments will be realized through bold, inclusive and accountable action, ensuring that the Declaration serves as an impetus for shaping our shared future together.

(1,260 words)