

Appeal to the Leaders and the Peoples of the G7 member states;

Our views on Achieving the Sustainable Development Goals (SDGs) through Education for Sustainable Development (ESD), proposed by the sectional meeting for “Education”

Today’s global society faces diverse issues ranging from social matters such as war and terrorism, economic issues including disparity and poverty, and to environmental matters such as climate change and reduction of biodiversity. The bipolarised structure between the developed and developing countries will collapse, and we will no longer live in a place in which only the developed countries make decisions for the world. Even national policy systems are getting weaker in the event of decision making. Under the chaotic situation of the modern world in turmoil, the leaders and the peoples of the G7 member states, representing the developed world are expected to review the past achievements as well as the failures and to seek an appropriate way to establish a peaceful and rightful society by co-existing with natural environment in a view of bioregion, while establishing a new global economic system where people’s expectations can be fulfilled.

It happened to be the time when the international society reached an agreement for the Sustainable Development Goals (SDGs) in the 2015 UN General Assembly and started working to achieve the goals between 2016 and 2030. To this end, furtherance of Education for Sustainable Development (ESD) and its implementation will be crucially important.

We, therefore, a civic society in the Chubu region in Japan where the G7 Summit is held, are representing “industrialized regions” and put forward this appeal to the leaders and the peoples of the G7 member states, the “industrialized countries”. Our Appeal consists of the seven-point proposals that are stated hereunder to materialize better social orders by reviewing the roles of the states and international organizations along with the global economic system.

The seven-point proposals are aimed at materializing the following three objectives with more efforts into ESD promoted mainly on a regionally-led basis.

**“Making things with the *Mutsumi* (joy to produce together common goods)”: Economic reconstruction with the joy and intimacy of producing things. (I, II)**

**“Human resources development based on the *Kokorozashi* (personal aspiration, consciousness and conscience)”: Cultivation of people with the ability to think critically, comprehensively, and creatively, and who can be generous to others. (III, IV)**

**“Building a future based on the *Nagomi* (peaceful reconciliation)”: Achieve a collaborative society which respects diversity of nature and culture. (V, VI, VII)**

Seven recommendations to develop the ESD for “*Mutsumi*, *Kokorozashi*, and *Nagomi*”

- I. Establish a global economic structure centered on equal and mutually-benefiting regional economy: The values of subsistence economy based on the “*Mutsumi-ai*” ideology developed in Japan, to establish a global economic structure which is mutually beneficial among all regions.

- II. Examine about regional production and consumption based on each bioregion unit: Achieving a bioregion-based sustainable society requires knowledge about the limit of permissible reproduction of the natural resources in the region. Further, an ideal style of production and consumption in a certain bioregion must be examined and reviewed by verifying the traditional knowledge.
- III. Develop global human resources that can create sustainable regions: Development of human resources that possess the “*Kokorozashi*” to understand and solve comprehensive issues of a region, and that are not only able to solve local problems, but also capable of carrying out a global dialogue among bioregions. This human resources must contribute to the cooperation among the private sector (corporate entities), the public sector (local government), the community sector (citizens and local community organizations), towards these diverse activities in community development.
- IV. Develop human resources that can achieve autonomy for a sustainable society: Human resources that can respect the local cultural diversity created by the natural environment, understand the significance of regional autonomy. This will make possible the building of a true participatory democracy in which the state plays its subsidiary role.
- V. Build a sustainable society through reconciliation and collaboration of diverse entities: In order to create a sustainable society through collaboration of diverse entities, human resources that contribute in achieving “reconciliation” to eliminate environmental destruction, social conflict, and economic disparity, based on Japan’s “*Nagomi*” ideology, must be developed. Focus must be put on cultivating peacebuilding capacity through a non-violent concept and a forgiving conscience.
- VI. Develop human resources that enable collaboration of the developed, emerging, and developing nations: ESD must be carried out to achieve an equitable and even more sustainable society which benefits all countries, especially the most vulnerable nations such as the low income countries. Not only the interstate cooperation, but also partnership and collaboration among regions must be promoted.
- VII. The above actions with regard to ESD must be started so that efforts to create a sustainable society will be made through collaboration and mutual learning in order to achieve the SDGs, which should not be left to future generations for their implementation.

With the intention to realize the above recommendations, in concrete, we recommend that “innovation in education” and “education for 21<sup>st</sup> century skills” which will be discussed at the G7 Kurashiki Education Ministers’ Meeting in Okayama will be promoted, focusing on a SDGs-centered ESD. Further, we request that efforts will be made so that “innovation in education” which also includes social innovation education will aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Target 4, SDGs) and will enable to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development through various kinds of education for the contribution to ESD and sustainable development” (Target 4-7, SDGs).

End.

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