



MARIANO MARCOS STATE UNIVERSITY

ESD Forum 2023

Integrating and Advancing Education for Sustainable Development (ESD) to Achieve the 2030 Agenda for Sustainable Development

Many individuals in today's society have accepted that realizing the Sustainable Development Goals (SDGs) is an urgent task. The significance of Education for Sustainable Development (ESD) in achieving the SDGs is also widely acknowledged. The close relationship between the SDGs and ESD was already recognized when the United Nations adopted the SDGs in 2015. In May of the same year, UNESCO held the World Education Forum in Incheon in South Korea, at which the Incheon Declaration was formulated, confirming the crucial role of ESD in realizing the SDGs.

How, then, should ESD be implemented? UNESCO has led several discussions on this issue. The 2015 UNESCO General Assembly adopted "Education 2030: Framework for Action," and alongside this, ESD has been promoted based on the Global Action Program (GAP). In addition, "Education for Sustainable Development Goals: Learning Objectives" was published in 2017. "ESD for 2030" was then adopted in 2019 as a successor framework to GAP, and six priority action areas were determined.

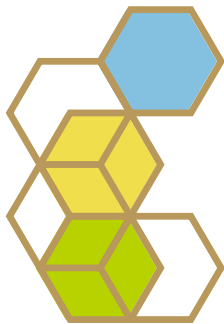
"Integration" is key to implementing this series of initiatives. Integration as used in this context has two meanings. The first is to incorporate ESD into policies, curriculums, textbooks, teacher training, and organizational management. The second is to engage the youth and various stakeholders in the community in activities that promote the SDGs through ESD. These integration attempts take different forms depending on regions, cultures, and countries. Therefore, a successful attempt in one place does not assure its success in another. However, it is crucial to learn about the various efforts that have been made around the world and the associated outcomes and challenges when reviewing one's own initiatives and determining the next step.

The year 2023 is the midway point on the path from 2015 to 2030. We have made various efforts over the past 7 years and achieved a certain level of success. Nonetheless, we continue to face several challenges in achieving our goals. In this ESD Forum, we would like to share the details of our initiatives toward integration, the outcomes of these initiatives, and the problems we have identified.



The 11th International ESD Forum 2023

Integrating and Advancing Education for Sustainable Development (ESD) to Achieve the 2030 Agenda for Sustainable Development



Theme:

Integrating and Advancing Education for Sustainable Development (ESD) to Achieve the 2030 Agenda for Sustainable Development

Background and Objectives

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Conference program

Thursday – 21st December 2023

Time	Activities															
10:30AM – 11:00AM	Log in															
	Corporate Videos a) Shizuoka University, Japan b) Srinakharinwirot University, Thailand c) Burapha University, Thailand d) Mariano Marcos State University, Philippines e) Universitas Pendidikan Indonesia, Indonesia f) Universitas Gadjah Mada, Indonesia															
11:00AM – 11:15AM	Welcome Remarks President of Shizuoka University, Japan, Kazuyuki Hizume															
11:15AM – 12:15PM	Keynote Speaker I Dr. Sugimura Miki (Sophia University, Japan) “The Development of Education for Sustainable Development and the Role of International Higher Education.”															
12:15PM – 1:30PM	Lunch															
1:30PM – 3:00PM	Parallel Session (1.30 hr./ Session) <table><tr><th></th><th>Parallel Sessions</th><th>Moderators</th></tr><tr><td>1</td><td>Promoting ESD through Policies/Organizational Management</td><td>Prof. Ir. Nanung Agus Fitriyanto, S.Pt., M.Sc., Ph.D., IPM. (UGM)</td></tr><tr><td>2</td><td>Revising Curriculums to Promote ESD</td><td>Dr. Peeradet Prakongpan (SWU)</td></tr><tr><td>3</td><td>Training Personnel Responsible for Promoting ESD</td><td>Ms. Waranya Preedatawat (BUU)</td></tr><tr><td>4</td><td>Using ESD to Empower Communities and Youth</td><td>Assoc. Prof. Dr. Jeanette G. Dials (MMSU)</td></tr></table>		Parallel Sessions	Moderators	1	Promoting ESD through Policies/Organizational Management	Prof. Ir. Nanung Agus Fitriyanto, S.Pt., M.Sc., Ph.D., IPM. (UGM)	2	Revising Curriculums to Promote ESD	Dr. Peeradet Prakongpan (SWU)	3	Training Personnel Responsible for Promoting ESD	Ms. Waranya Preedatawat (BUU)	4	Using ESD to Empower Communities and Youth	Assoc. Prof. Dr. Jeanette G. Dials (MMSU)
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3:00PM – 3:10PM	Short Break															
3:10PM – 4:10PM	Keynote Speaker II Dr. Eleni Petraki (University of Canberra, Australia) “Approaches to Second Language Curriculum Design for Sustainability”															
4:10PM – 4:20PM	Short Break															
4:20PM – 5:00PM	Wrap up session from 4 Sessions by moderators (10 mins/ session)															
5:00PM – 5:10PM	Closing Ceremony Vice President/Trustee, Shizuoka University, Nobuyoshi Shiojiri															
5:10PM – 5:20PM	Photo Opportunity															
Master of Ceremonies <i>Prof.Noriko Matsuda, Shizuoka University</i>																

● The time is indicated in Japan Standard Time.

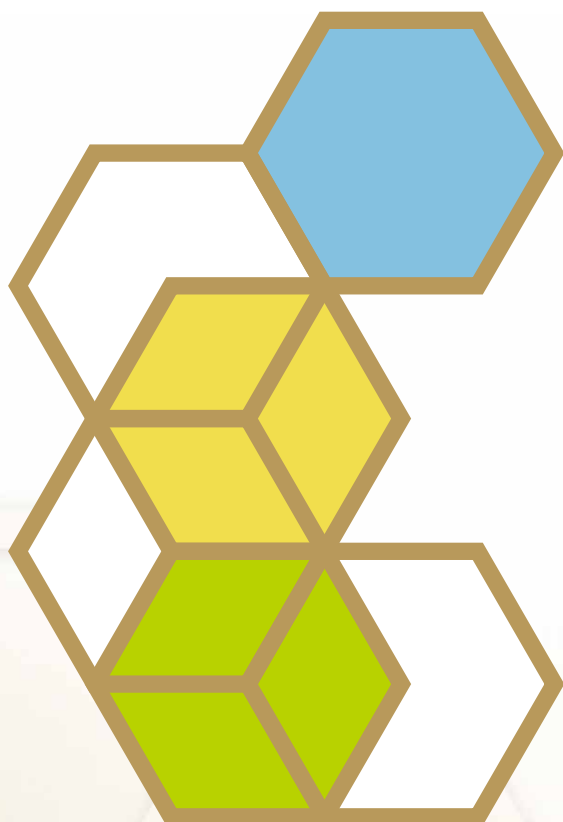


Parallel Sessions 1 - 4

21st December 2023 between 1:30 PM - 3:00 PM

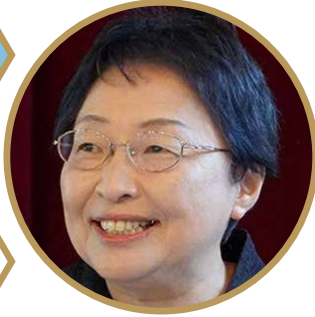
Japan Standard Time

	Session 1 Promoting ESD through Policies/ Organizational Management	Session 2 Revising Curriculums to Promote ESD	Session 3 Training Personnel Responsible for Promoting ESD	Session 4 Using ESD to Empower Communities and Youth
	Moderator Prof. Ir. Nanung Agus Fitriyanto, S.Pt., M.Sc., Ph.D., IPM. (UGM)	Moderator Dr. Peeradet Prakongpan (SWU)	Moderator Ms. Waranya Preedatawat (BUU)	Moderator Assoc. Prof. Dr. Jeanette G. Dials (MMSU)
1:30 – 1:45	Prof. Dr. Toshihiko Dozono (SU)	Prof. Ir. Irfan Dwidya Prijambada, M.Eng., Ph.D. (UGM)	Dr. Fides Bernardo Bitanga (MMSU)	Assoc. Prof. Dr. Cholvit Jearajit (SWU)
1:45 – 2:00	Dr. Pakkanat Chanthanavarant Sompongdam (BUU)	Asst. Prof. Akiko Chochol Assoc. Prof. Dr. Yoshihiko Yamamoto (SU)	Dr. dr. Rustamaji, M.Kes. (UGM)	Prof. Arlene Gonzales (MMSU)
2:00 – 2:15	Emeritus Prof. Dr. Pansiri Phansuwan (SWU)	Asst. Prof. Dr. Punniththa Mrazek (BUU)	Assoc. Prof. Motoki Fujii Ms. Hina Ogawa Ms. Kotori Takeshita (SU)	Atrida Hadiani, S.T., M.Sc., Ph.D. (UGM)
2:15 – 2:30	Dr. Virgilio Julius P. Manzano Jr. (MMSU)	Assist. Prof. Dr. Sumalee Chuachai (SWU)	Asst.Prof. Dr. Paratchanun Charoenarpornwattana Dr.Jindapa Leeniwa Mr.Natee Boonkaew (BUU)	Mr. Yuki Yasutomi (SU)
2:30 – 2:45	Ir. Sentagi Sesotya Utami, S.T., M.Sc., Ph.D. (UGM)	Dr. Ronald Candy Lasaten (MMSU)	Assist. Prof. Dr. Sumolnit Kerdnoonwong (SWU)	Dr. Nattharmma Namfah (BUU)
2:45 – 3:00	Q&A	Q&A	Q&A	Q&A



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**Integrating and Advancing Education for Sustainable
Development (ESD) to Achieve the 2030 Agenda for
Sustainable Development**



Keynote Speaker I

The Development of Education for Sustainable Development and the Role of International Higher Education.

Dr. Miki Sugimura

Sophia University, Japan

Abstract

Education for Sustainable Development (ESD) is a cornerstone of the realization of the Sustainable Development Goals (SDGs), in line with UNESCO's ESD for 2030 agenda. ESD fosters the creators of sustainable social development to tackle global issues, and it requires consideration from various perspectives, including management, curriculum design, collaboration with communities and the whole school approach, as well as policies in its implementation. ESD, with its multifaceted practical content, is inevitably an interdisciplinary and transdisciplinary program. At the same time, learners, as well as the educators and facilitators who support the activities, need to have the competency of critical thinking, creativity and communication to see things from multiple perspectives and take on challenges. In retrospect, such a learning process is a fundamental demand of educational activities, and ESD is a field that should be further developed by people with diverse cultural backgrounds and perspectives working together. In this sense, cross-border international education, which is becoming increasingly active today, plays a major role. In particular, cooperation in higher education, which supports youth learning as a way of creating knowledge and developing human resources for the future, has great significance and role in the development of ESD.

In the international community as a whole, ESD appears to be developed mainly in primary and secondary education, as typified by the activities of UNESCO Associated Schools. Meanwhile, there are many programs in higher education also, which is involved in cooperation and collaboration that can be regarded as ESD activities. There, networking and cooperation between participants and institutions from different disciplines in a higher education sector has generated new knowledge and learning communities.

International higher education has its challenges. The differences in medium of instructions and national education systems and policies of each country as well as differences in attitudes and way of thinking towards ESD and socio-cultural backgrounds should be adjusted and harmonized. However, understanding and working together to overcome these

differences is what leads to ESD, and the negotiation process is what makes for innovative educational activities. It also leads to transforming education which is addressed today in the international society.

Bionote

Miki SUGIMURA is a professor of Faculty of Human Sciences at Sophia University in Japan. M.Ed. and PhD (University of Tokyo). She is a visiting professor of the United Nations University Institute for the Advanced Study of Sustainability, a research fellow of Japan International Cooperation Agency Ogata Institute, a senior program officer of Research Center for Science Systems at Japan Society for the Promotion Science and Vice Chair of Promotion of Sustainability in Postgraduate Education and Research (ProSPER.Net). She was appointed as a member of the International Expert Group on the revision of the 1974 Recommendation by UNESCO in 2022. Her research topics are international/transnational higher education, and multicultural education. Currently, she is the Principal Investigator of Comparative and International Education Research on Education for Sustainable Development in Asia, and also the PI of International Collaboration Research on Visualization of Students' Learning Outcome in Higher Education.



Keynote Speaker II

Approaches to Second Language Curriculum Design for Sustainability

Dr. Eleni Petraki

University of Canberra, Australia

Eleni.Petraki@canberra.edu.au

Abstract

Educational practices and pedagogies have been transformed by technological breakthroughs, advances in generative AI and AI technologies in the last decade. Despite the innovations in digital learning and international education, these changes have placed enormous demands and challenges on educational practitioners, researchers and academics who have had to quickly learn and adopt novel and hybrid models of learning with minimal support and training. To address the new educational reality, practitioners need to develop capacities in adapting and differentiating learning, to suit the student needs while offering quality education. This presentation will discuss a theory-driven framework for designing curricula for second language learning courses in an attempt to enhance second and foreign language teachers' competencies. The framework can assist second language practitioners in designing language courses for diverse learners and contexts, thus contributing to achieving global educational needs. It will discuss principles that should underpin the curriculum design process for language courses, driven by current pedagogical research, learner centredness and community demands to achieve equity in educational outcomes. The framework and educational principles will have broader implications for improving language teacher education and language education at all levels around the world and achieving UNESCO's sustainable goals.

Bionote

Dr Eleni Petraki is an Associate Professor in TESOL and Second Language Education at the University of Canberra. She is the Associate Dean Research for Higher Degrees at the Faculty of Education. She has been a language teacher educator for more than 20 years and taught foreign languages in Greece, UK, USA, Australia, Vietnam, and Singapore. Her research interests focus on interaction analysis, human-AI teaming, computer-mediated communication and language curriculum design. Her current project concerns the application of curriculum design theory to Human-Artificial Intelligence collaboration.



Parallel Session 1

Promoting ESD through Policies/Organizational Management

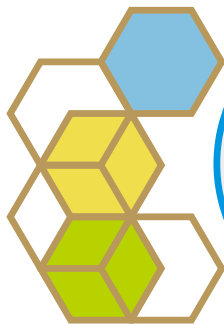


Moderator

**Prof. Ir. Nanung Agus Fitriyanto,
S.Pt., M.Sc., Ph.D.**

Bionote

Nanung Agus Fitriyanto is a professor of environmental biology and livestock industry waste handling at Universitas Gadjah Mada (UGM). He received his doctoral degree from the University of Gifu, Japan in 2011, in the field of genomic microbiology. In 2013 he had the opportunity to take part in the SAME (Scheme for Academic Mobility and Exchange) Program in Japan to conduct research in the field of environmental microbiology. Along with his teaching career, he has spent 10 years working at the Directorate of Community Service of UGM. He served as the Head of the Sub Directorate of Community Empowerment from 2017 to 2021 where he was trusted to disseminate the UGM service grants and serve as well as develop MSMEs, before he was appointed to be the head of the Sub Directorate of Student Community Service of UGM, to manage Student Community Service program– a mandatory university-level course for undergraduate students, aiming to foster community outreach and practical application of respective disciplines within students. He is also actively involved in developing partnerships with relevant stakeholders and establishing international relations in the field of community engagement through the Erasmus Plus project, UNESCO-ProSPER.Net, the Regional Center of Expertise (RCE), and the International ESD Forum.



Working toward carbon neutrality as a university organization: Case study of Shizuoka University

Dr. Toshihiko Dozono

Shizuoka University, Japan
dozono.toshihiko@shizuoka.ac.jp

Abstract

In 2020, Yoshihide Suga, a former Japanese Prime Minister, declared that “a carbon-neutral society would be achieved by 2050.” Since then, there has been an active movement toward carbon neutrality at universities in Japan. The University Coalition for Carbon Neutrality (UCCN) was launched in 2021 under the leadership of the Ministry of Education, Culture, Sports, Science and Technology, Ministry of Economy, Trade and Industry, and Ministry of the Environment, with five active working groups. Shizuoka University, a member of the UCCN, engages in the activities of the Regional Zero Carbon Working Group and the Innovation Working Group.

With the aim to comprehensively investigate optimal strategies for achieving carbon neutrality, Shizuoka University launched the Carbon Neutral Working Group in November 2021. The working group has two directors and representatives from six faculties, the School of Regional Development, and related organizations and centers. The working group has shared information and engaged in discussions regarding initiatives on campus and elsewhere. Its findings were compiled into an interim report, published within the university in March 2023, and opinions were solicited on the contents of this report. Based on the opinions received on the interim report, a final report was then compiled and submitted to the university president in July 2023.

The final report contains a total of 13 recommendations in five areas—education, research, regional and international collaboration, the campus, and systems for promoting carbon neutrality. The report comprehensively indicates optimal strategies for the university moving forward. This presentation introduces the initiatives that are currently underway at the university and provides an overview of the final report. We will also discuss issues that will need to be addressed for reaching carbon neutrality.

Bionote

Dr. Toshihiko DOZONO is a professor of Faculty of Global Interdisciplinary Science and Innovation at Shizuoka University in Japan. He has researched philosophy and ethics, especially the concept of human dignity in biomedical ethics and ethics consultation in healthcare. In recent years, he has been interested in the ethical issues arising in home healthcare and systems to address these issues. His major edited works are “Handbook of Ethics Consultation” (2019), “Casebook of Ethics Consultation” (2020), “Mapping Out Approaches for Home Care Problems” (2023).

At the same time, he serves as Director of the Center for Promotion of Sustainability at Shizuoka University, to promote the activities contributing to the achievement of sustainable development goals (SDGs). He was also co-chairperson of Carbon Neutral Working Group at the University and compiled the final report in July 2023.



EDUCATIONAL MANAGEMENT FOR SCHOOL ADMINISTRATORS TO PROMOTE SUSTAINABLE DEVELOPMENT

**Dr. Pakkanat Chanthanavaranont
Sompongtham**

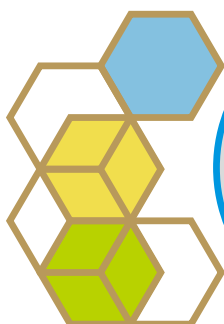
Department of Educational Administration,
Faculty of Education, Burapha University
pakkanat.so@go.buu.ac.th

Abstract

The Sustainable Development Goals (SDGs) aim to develop our world. Education management is argued to be at the heart of sustainable development. SDG 4 (Quality Education) aims to broaden and deepen education to people of all ages and expand its scope to a lifelong process spanning formal, non-formal and informal settings. High quality education emphasizes quality of educational access, particularly for girls, women and marginalized groups. The conceptual framework of educational management to promote sustainable development consists of two sections which are 1) the framework of educational management consists of 4 factors; academic management, budget management, personnel management, and general management. 2) the framework of SDG 4 (Quality Education) consists of 10 factors; universal primary and secondary education, early childhood development and universal pre-primary education, equal access to technical/vocational and higher education, relevant skills for decent work, gender equality and inclusion, universal youth literacy, education for sustainable development and global citizenship, build and upgrade inclusive and safe schools, expand higher education scholarships for developing countries, and increase the supply of qualified teachers in developing countries. High educational management intend to ensure inclusive and equitable quality education and to encourage lifelong learning opportunities. This will contribute to the effective implementation of SDGs and promote a high quality of life for everyone.

Bionote

Dr. Pakkanat Chanthanavarant Sompongdam received a Doctor of Education in Educational Administration and Supervision from St. John' s University (New York), USA in 2016. She is now Lecturer of Educational Administration at Faculty of Education, Burapha University, Thailand. Her published work mainly focuses the Education Policy and Educational Leadership. She has a strong interest in Thai Education Reform. She can be reached at pakkanat.so@buu.ac.th.



Enhancing ESD in Srinakharinwirot University

Emeritus Professor
Pansiri Phansuwan, Ph. D. PFHEA
Srinakharinwirot University

Abstract

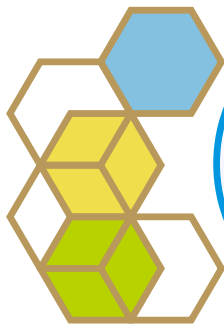
According to OECD Education 2030 Framework in that there are 3 domains including knowledge, skills, attitudes and values, Srinakharinwirot University (SWU) follows this to produce competencies in action. Besides the discipline knowledge, SWU has developed more than 170 free elective modules as learning innovation for interdisciplinary knowledge. Cooperative and Work-integrated Education- internship (CWIE) subjects is curriculum in the form of joint production between higher education institutions and enterprises so that graduates are ready for the real world of work immediately and have competence that meets the needs of the job market so they are able to develop current career and prepare for future positions. For skills, they can be divided into generic skills or soft skills, the general education of the university responses for the teaching according to top 10 skills of world economic forum while the curriculum response for the specific skills. Attitudes & Values were also divided into generic and specific ones which develops by GE and the discipline, respectively. Following SDGs target 4.7, SWU has included two courses: Creative Citizen for Society and Art and Science of Social Sustainable Development as ESD in the general education for all first-year students. Furthermore, each curriculum should embed the ESD in each year for vertical integrated learning. In addition, SWU concerns the continuous professional development (CPD) of the staff for the transformative of modern learning process in encouraging educators to continuously adapt and evolve their learning outcomes and lifelong learning.

Bionote

Emeritus Professor Dr. Pansiri Phansuwan graduated with her doctoral degree in Anatomy in 1990 from Mahidol University, Thailand. She specializes in research related to melatonin in development, aging, and neurodegenerative diseases.

She has received numerous research scholarships from national organizations and many awards for her work. Her publications include topics of education development, molecular biology, and melatonin research.

She currently holds the position of Vice President for Academic Affairs at Srinakharinwirot University.



Dr. Virgilio Julius P. Manzano Jr
Mariano Marcos State University

Abstract

In the face of pressing global challenges such as climate change, biodiversity loss, and social inequality, the role of education in advancing sustainable development has never been more crucial. The presentation delves into the imperative need for Promoting Education for Sustainable Development (ESD) through policies and organizational management. Acknowledging the intricate interplay between education, society, and the environment, the talk explores innovative strategies to integrate sustainable development principles into educational frameworks and institutional structures.

The topic begins by illuminating the pivotal role of policies in shaping the educational landscape. Effective policies act as catalysts, aligning educational objectives with the broader sustainability development goals. It emphasizes the importance of policy coherence, emphasizing the need for synergies between various levels of policies to create a harmonized and sustainable system.

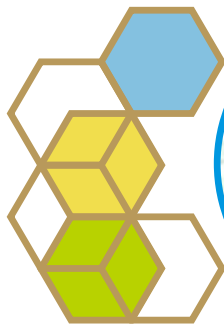
Meanwhile, the talk also delves into organizational management, illuminating the transformative potential of effective leadership and management practices within educational institutions. It explores how educational leaders can cultivate a sustainability, innovation, and creativity culture among students, educators, and other stakeholders.

The talk asserts that Promoting Education for Sustainable Development through policies and organizational management is not just a responsibility but a moral imperative.

Bionote

Dr. Virgilio Julius P. Manzano Jr., Professor VI, is a strategic thinker with 28 years of invaluable experience in higher education as an Agricultural and Biosystems Engineer. His humble journey includes serving as the former Dean of the Colleges of Engineering and Graduate School at Mariano Marcos State University (MMSU). Dr. Manzano's expertise extends to the Department of Agriculture (DA), where he served as the National Program Director of Yamang Lupa: Sustainable Community-based Action for Livelihood Enhancement, Upliftment, and Prosperity (YL: SCALE-UP). Upon his return to MMSU, he assumed the role of Director of the General Services Division (GSD) and is currently designated as Vice President for Planning and Strategic Foresight (VP PSF) while concurrently serving as the Director of the Physical Planning and Development Office (PPDO).

A dedicated advocate of lifelong learning, he completed post-doctoral training in Agro-informatics and Precision Agriculture from the University of Tokyo, Japan, and Columbia University, New York, USA. He further enhanced his expertise and leadership skills with a Graduate Diploma in Development Management from the Development Academy of the Philippines in July 2021. It is also worth mentioning that he was honored with the title of ASEAN Engineer on August 7, 2021. His humble dedication as servant leader, educator, researcher, and extension worker seeks to inspire and shape the future of education and sustainable development.



Promoting ESD through Institution/Organizational Management

Ir. Sentagi Sesotya Utami,
ST, M.Sc., Ph.D.
Universitas Gadjah Mada

Abstract

Higher Education Institutions (HEIs) have a great deal of potential to encourage the implementation of education for sustainable development (ESD) since they have the responsibility to assist teaching staff in implementing changes to the Curriculum Policy by providing guidance and input. HEIs have the authority to enact policies that mandate or promote the integration of ESD in their curricula which may include modifications to the curriculum evaluation procedure. Also, apart from modifying the curriculum, HEIs also need to strengthen institutional commitment. HEIs can emphasize their role in promoting sustainability by highlighting their institutional commitment policies that support ESD. This might include establishing commitments to fulfill environmental objectives, such as cutting carbon emissions or utilizing renewable energy sources. HEIs may then regulate the funding management to high-priority initiatives that facilitate the implementation of ESD, including ongoing curriculum development, research, and projects focused on sustainable development. Finally, HEIs have a big opportunity to collaborate with a wider range of external parties such as businesses, government, and non-governmental organizations to expand the impact of higher education ESD beyond campus. These methods and policies can help universities promote ESD and create an environment that supports sustainable development within the academic community and beyond.

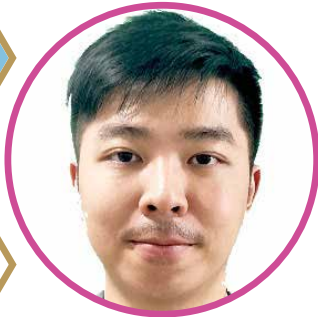
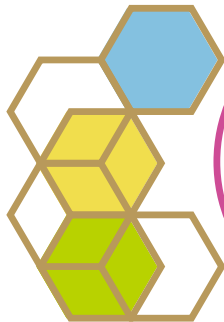
Bionote

Ir. Sentagi Sesotya Utami, ST, M.Sc., Ph.D. is a passionate advocate for environmental sustainability and serves as the manager of the Office of Campus Sustainability at Universitas Gadjah Mada, where she is responsible for managing the activities in the Campus Sustainability, as well as developing and implementing initiatives to reduce the university's environmental footprint. She collaborates with faculty, staff, and students to foster a culture of sustainability and coordinates various programs, including waste reduction, energy conservation, water management, and renewable energy adoption. Under her leadership, UGM achieved impressive rankings, securing the 34th position worldwide and the 3rd most Sustainable Green Campus in Indonesia according to the UIGreenMetric World Ranking in 2022, while this year UGM has also succeeded in achieving 4.5 Trees of 5 based on UIGreenMetric. She also initiated UGM's Green Campus program through a green building team, establishing collaborations with external parties such as the Green Building Council Indonesia.



Parallel Session 2

Revisiting Curriculum to Promote ESD



Moderator

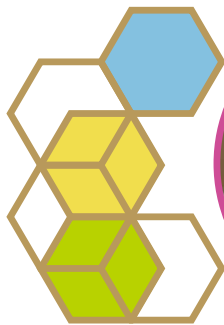
Dr. Peeradet Prakongpan

Bionote

Dr. Peeradet Prakongpan graduated with his doctoral degree in Development Education in 2020 from Srinakharinwirot University, Thailand. He specializes in research related to gender studies, teenage mothers, and community empowerment.

He has received research scholarships from national organizations. His publications include topics of gender equality, women empowerment, and education.

He currently holds the position of lecturer for the Development Education Program at Graduate School, Srinakharinwirot University.



Revising Curriculums to Promote Education on Sustainable Development

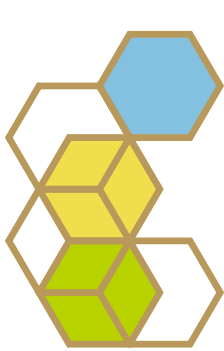
Irfan Dwidya Prijambada
Universitas Gadjah Mada

Abstract

The world enters the third millennium with climate change related problems that have arisen as a result of an increase in global temperature, population growth, and increased energy consumption which are exceeding its capacity to hold resources, the development of information and communication technologies, as well as rapid use of artificial intelligence with all its positive and negative side effects, an increase in the incidences of uncommunicable diseases, bacterial resistance to antimicrobial compounds, and last but not least economic and social inequalities. These problems require global solutions. World leaders addressed these problems by establishing the Millennium Development Goals (MDGs), later revised to the Sustainable Development Goals (SDGs), which shifted from a view of development solely for economic interests to a view of development that balance fully considers environmental, social, and economic interests. The recognition that policy instruments or technological solutions are not enough to achieve Sustainable Development Goals has led to a new emphasis on the need for change in behavior, and for that change, education is a key strategy. The crucial education for reaching these Sustainable Development Goals is the education that forms the basis of a collective spirit to promote knowledge, skills, values, and views that help sustain livelihoods and support citizens in fulfilling their life's tasks. Community service Learning, which has been developed with a view to involving students in addressing genuine societal challenges, is an obligatory subject in the curriculum of all study programs at Universitas Gadjah Mada. The learning process is intended to develop the personalities of students with a sensitivity to human beings and concern for society, the ability to learn from each other as well as the ability to work together. Those personalities are indispensable for achieving the Sustainable Development Goals.

Bionote

Irfan Dwidya Prijambada, is a Professor of Soil and Environmental Microbiology at the Fac. of Agriculture, Universitas Gadjah Mada, a Collaborative Professor at International Center for Biotechnology, Dept of Biotechnology, Faculty of Engineering, Osaka University, Japan, and the Director of Community Services, Universitas Gadjah Mada, Indonesia for the period of 2012-2022. He sharpened the purpose of implementing the Community Service Learning and expanded its implementation throughout Indonesia. Over the past 5 years, he has been a guest speaker at various scientific meetings related to community empowerment. His idea for a hybrid Community Service Learning implementation when the world was hit by the Covid-19 pandemic inspired the implementation of Community Service Learning in other universities in Indonesia. Community service activities have been cited by various newspapers in Indonesia and abroad.



Study Abroad Programs to Foster Students' Global Perspectives

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Dr. Yoshihiko Yamamoto

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Abstract

Today social issues both on a global scale and in local communities have become complex and complicated to such a degree that solving them requires comprehensive knowledge and collaborative work among people from various fields. In April, 2023, Shizuoka University launched The Faculty of Global Interdisciplinary Science and Innovation. A key objective of the faculty is exploring global and community-level social issues. Our focus is on three areas and we seek to find solutions for each of them. The faculty is concerned with exploring social issues: with a focus on three areas and seeks solutions for each of them. The areas are: 1) challenges for people to live more creatively and harmoniously in this world, 2) challenges to create new values and a sustainable society, and 3) challenges for individuals to promote well-being.

To approach exploring each area, the faculty designed a curriculum with the purpose of fostering students' diverse abilities and wide-ranging knowledge. The curriculum requires students to take core courses from humanities, social sciences and natural sciences to acquire basic knowledge from multiple disciplines. Students are also provided opportunities to partake in field work: working with local people and specialists to enhance their understanding of real problems in a community and link the problems to a global issue. Furthermore, the faculty is targeting 100% of the students to take part in a study abroad program to deepen their intercultural understanding and help them develop a global perspective through their travels and interactions with foreign people.

The presenters will illustrate that through the new faculty's curriculum and example initiatives: such as the study abroad program, students will gain comprehensive knowledge and collaboration skills to find solutions to social issues within the three areas of focus.

Bionote

Assistant Professor Ms. Akiko Chochol, M.A., M.Ed., is an instructor at the Faculty of Global Interdisciplinary Science and Innovation, Shizuoka University, and currently in charge of study abroad programs in the faculty. She received her first master's degree in applied linguistics from Tokyo University of Foreign Studies and taught at the College of Micronesia-FSM. She coordinated study abroad programs both for Japanese students coming to Micronesia. She obtained her second master's degree specialized in TESOL at University of Guam, US, and has had English classes at Shizuoka University. Her research interest includes Japanese education and English education in the Federated States of Micronesia, especially the roles of local English teachers and supplementation for their teaching materials. chochol.akiko.a@shizuoka.ac.jp

Dr. Yoshihiko Yamamoto is an Associate Professor at Shizuoka University, Japan. He holds a BA in Education & Linguistics from VUW, New Zealand, both MA in TESOL and Ph.D. (Education) from UC, Australia. He has published on English as a foreign language curriculum and pedagogy. He has been teaching EFL in Japan for more than a decade and was the chair of the committee of general English education at Shizuoka University. He is currently working on study abroad programs for Shizuoka University. yamamoto.yoshihiko.b@shizuoka.ac.jp



Curriculum Development Strategy Design based on the Philosophy of Sufficiency Economy and Sustainable Development for School Administration

Asst. Prof. Dr. Punniththa Mrazek

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Abstract

Education is an important factor for one's success and character building, contributing towards a healthy and happy life. Therefore, it needs to be supported by other areas of education. The sufficiency economy might be the fundamental rule of Thai culture. It may be a methodology of progression based on moderation, reasonableness, and self-immunity, in conjunction with the conditions for morality and knowledge. Experience and consistency are basic, which can lead to honest-to-goodness delight in life. The development of a curriculum based on the philosophy of sufficiency economy is so important for the administrators of educational institutions to understand and select the curriculum that is appropriate for their educational institution.

School curriculum development must be based on the philosophy of sufficiency economics and adjusted to the wants and evolution of time. The results of these considerations show that curriculum improvement methodologies incorporate the components of making a SWOT analysis and creating the plan, substance improvement, policy and implementation, and assessment and follow-up. The imperative point of this curriculum development strategy is to adjust markers in each component in a steady way and beneath the standards of the logic of a sufficiency economy to realize the educational objectives set to support education for sustainable development.

Bionote

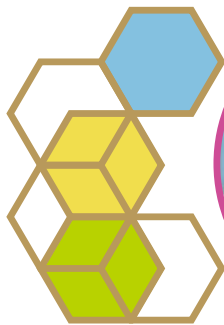
Asst. Prof. Dr. Punniththa Mrazek is a lecturer in the Department of Educational Administration, Faculty of Education, Burapha University, Thailand, since the year 2020.

She holds a Ph.D. in Educational Administration from Burapha University in Thailand, and now a committee member in the curriculum development in Master of Arts Program and a Doctor of Philosophy Program in Human Resource Development.

Since 2021 she has actively and continuously participated in several research projects, collaborating with numerous school teachers and directors in The Eastern Economic Corridor (EEC) to apply the Sufficiency Economy Philosophy in educational institutions for sustainable development. Several of these research papers have been presented and published in Thai Journal Citation Index Centre and In The 3rd National and International Conference in Educational Administration and Higher Education 2023. Her work with the team has received a number of accolades and awards, such as The Most Outstanding Research Articles and Outstanding Presentations, etc.

She is also a committee member of the Association of Professional Development of Educational Administration of Thailand for the Central Region. She received the award for The Most Outstanding Academic Paper author of the Faculty of Education, Burapha University in 2023. In addition to that, she also received the National Outstanding Educational Administration Teacher Award from the Association of Professional Development of Educational Administration of Thailand and received a plaque from the Prime Minister of Thailand on 5 October 2023.

Her research interest is in the Philosophy of Sufficiency Economy and Sustainable Development for Administrators. She can be reached at nookrai@go.buu.ac.th.



Challenges in developing the Thai national curriculum towards sustainable development

Dr. Sumalee Chuachai

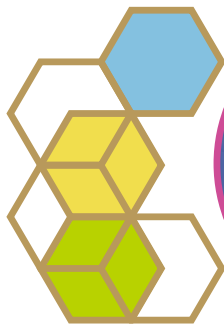
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Abstract

Thailand is facing challenges in developing a national curriculum. The current national curriculum has been in place for 15 years. It is time for Thailand to move education forward to keep up with the unpredictable changes in the world and society. This is the reason for efforts to strengthen student competencies at the basic education level. Currently, the organization developing a national curriculum has set the core competencies: Communication competencies, Higher-order thinking competencies, Self-management competencies, Teamwork and collaboration competencies, Active citizenship competencies, and Sustainable coexistence with living in the harmony of nature and science competencies. If Thailand succeeds in developing a competency-based curriculum, it will help encourage students to develop their potential accordingly and live and adapt to a rapidly changing world. In addition, this curriculum will allow students in each region to learn in their context.

Bionote

Assistant Professor Dr. Sumalee Chuachai is currently working as a lecturer in the Curriculum and Instruction Department and the Assistant Dean of Teachers' Professional Standards and Internships at the Faculty of Education, Srinakharinwirot University, Bangkok, Thailand. Graduated with a Doctor of Philosophy (Ph.D.) in Curriculum and Instruction from Chulalongkorn University, Thailand, she was a co-researcher in the research project funded by the Office of the Education Council (ONEC) to develop a competency framework for primary school students. Her areas of expertise include instructional design, technology and media instruction, curriculum development, and competency-based education. She has taught and also has been a speaker about developing curriculum for over 9 years since she started working at Srinakharinwirot University.



Integrating Education for Sustainable Development (ESD) in the Curriculum

**Ronald Candy S. Lasaten,
PhD, FHEA**

Director, Curriculum Development and
Innovative Learning
Mariano Marcos State University

Abstract

Education for sustainable development (ESD) is crucial in attaining sustainable development (SD). At the tertiary level, ESD is particularly important given higher education institutions' potential to engage in public awareness and education, to serve as models of sustainability for the wider society, and to implement project- and community-based ESD and sustainability work that is relevant for the communities and the society that these institutions serve. Teachers, being the frontliners in education, largely play an important role in the promotion of ESD in the curriculum.

This lecture highlights teachers' practices in the integration of ESD in the curriculum. Particularly, this lecture offers strategies and approaches how ESD is integrated in terms of curriculum content, use of appropriate teaching and learning methods, and assessment strategies. It also presents how ESD themes or contents are utilized to enrich the content of the curriculum as students need to see the association of the content of the curriculum with the real world. Further, it discusses teaching strategies and learning methodologies consistent with the ESD principles that offer lifelong learning experiences to students, including assessment approaches that practically measure students' knowledge, skills, values and attitudes towards ESD.

The successful integration of ESD in the curriculum greatly depends on the teachers. Thus, it is hoped that this lecture offers insights and motivations for teachers working in the field of ESD.

Bionote

Ronald Candy S. Lasaten is a holder of PhD major in Linguistics and postgraduate certificate for Fellowship of the Higher Education Academy (FHEA). He specializes in language and literature teaching, assessment in education, and ICT integration. He was formerly the Chief for Instructional Materials Development at the Mariano Marcos State University. Now, he is the Director for Curriculum Development and Innovative Learning in the University.



Parallel Session 3

**Training Personnel Responsible
for Promoting ESD**

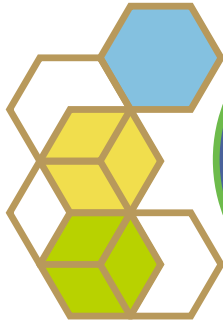


Moderator

Waranya Preedatawat

Bionote

Waranya Preedatawat is a Ph.D. student in Teaching English as a Global Language (TEGL) major, at the Faculty of Education, Burapha University, Thailand. She graduated Master' s degree in Business and Industry Communication major, the Faculty of Applied Arts, Department of Languages, Graduate College, King Mongkut' s University of Technology North Bangkok. With more than 8 years of teaching experience at the Thai university level, she had the experience to be the head of the Business English program. Her dissertation is focused on Global Englishes. She can be contacted at 64810105@go.buu.ac.th



Human Resource Management in Education and its Contribution to Sustainable Development of Mariano Marcos State University

Fides Bernardo A. Bitanga
Mariano Marcos State University

Abstract

The paper “Human Resource Management in Education and its Contribution to Sustainable Development of Mariano Marcos State University” argues in general that a good practice in Human Resource Management in Education and in particular that a good human resource development plan contribute significantly to the sustainability of the university. This argument is supported by a discussion of 5 human resource areas, namely (1) Recruitment, Selection and Placement, (2) Learning and Development, (3) Performance Management, (4) Rewards and Recognition, and (5) HR E-systems or Data Analytics. This argument is further substantiated by examples derived from the university’ s experiences.

Bionote

Fides Bernardo A. Bitanga is a Professor II in the College of Arts and Sciences of the Mariano Marcos State University (MMSU). He has a PhD in Development Education and a PhD in Philosophy. His research and publications include the areas of philosophy, religion, education, and human resource management. In September 1, 2020, he was designated as the Chief of the Mariano Marcos State University' s Learning and Development Program. He was in-charge of employees' trainings, scholarships and fellowships. He is at present the Director of the Human Resource Management Office.



Dr. dr. Rustamaji, M.Kes.
Universitas Gadjah Mada

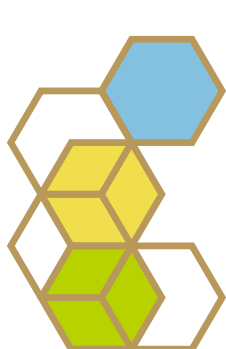
Abstract

In light of the environmental challenges faced by the world, there is a dire need to expand the awareness of Sustainable Development within all layers of society. Indonesia, being an archipelago nation dependent on natural resources for its economic sustenance, sees the urgency to adopt the Sustainable Development Goals (SDGs) and aims to achieve them as part of its national vision. While Sustainable Development has been included as the basis of the nation's policies, Indonesia's journey in achieving the SDGs is still relatively tumultuous, given how its SDGs performance score is still behind its adjacent nations. On the other hand, education is a powerful tool in changing individuals' attitudes and behavior through awareness and capacity building. Hence, as a form of long-term investment, integrating Education for Sustainable Development (ESD) into curricula is important to instill the values of Sustainable Development during formative years and consequently, catalyze progress in achieving the SDGs. Yet, in the status quo, a strategic approach to ESD integration in curricula is still lacking, despite the fact that ESD offers a chance to gain values, information, and skills related to the creation of an equitable lifestyle and long-term constructive social transformation. Given this concern, there is a need to develop a capacity-building program for teachers and educators and turn them to be able to use innovative teaching methodologies and pedagogies orienting to education for sustainability. As a Higher Education Institution, Universitas Gadjah Mada has the responsibility to promote ESD which implies improvement and quality in being the key to training future teachers as one of the agents of change who drive the society toward sustainability. Thus, this topic aims to explore the problems of ESD integration in curricula, and corresponding holistic solutions through the pedagogic lens to tackle the aforementioned problems. The difference between a curriculum created by the government and the market needs serves as a limiting factor in achieving sustainable education. Higher education institutions can act as a bridge to connect the demand for highly skilled human resources in line with the needs of the era with a

curriculum model based on local wisdom while still maintaining quality. Specifically, this presentation is expected to shed some light on the proper and effective training of teachers as the main actors in ESD curriculum integration.

Bionote

Dr. dr. Rustamaji, M.Kes. is a lecturer in the Faculty of Medicine, Public Health, and Nursing, at Universitas Gadjah Mada (UGM). He pursued his doctoral degree in the Medical and Health Sciences program, the Faculty of Medicine UGM. His expertise and research interests are within the Clinical Pharmacology and Therapeutics field. Dr. Rustamaji sees the importance of giving back to the community through his expertise, which drives him to be deeply involved in community service programs, such as through leading the UGM COVID-19 Task Force during the pandemic. His significant contribution to community service led him to be the Director of the Directorate of Community Services (DPKM) UGM, in which he oversees various community service-related research and initiatives of the university.



Achievements and Challenges of the BOSAI Youth Ambassador Program

Associate Professor Motoki Fujii.

Associate Professor at the Faculty of Education of Shizuoka University



Ms. Hina Ogawa

Research Assistant at Motoki Fujii Laboratory
Graduate Student at Faculty of Education, Shizuoka University



Ms. Kotori Takeshita

Teaching Assistant at Motoki Fujii Laboratory
Graduate Student at Faculty of Education, Shizuoka University

Abstract

The Motoki Fujii Laboratory of the Faculty of Education at Shizuoka University has been working on “Bōsai” (「防災」 “disaster prevention”) education in cooperation with schools and communities under the following three pillars: “Preventing Threat Through Bōsai,” “Thinking Bōsai,” and “Communicating Bōsai.” This presentation will report on the achievements and challenges of one of the programs that was developed by this Lab, namely, the “Bōsai Youth Ambassador Program.” This is a program that was initiated under the pillar “Communicating Bōsai,” and the program involves university students providing guidance and support for Bōsai lectures given by high school students.

This program was launched in 2019, and it features high school students who plan and implement Bōsai lectures for children while receiving advice and guidance from university students, disaster prevention experts, high school teachers, and university professors. The program combines the element of “Asobi” (「遊び」 “play”) with “Bōsai,” and allows for children to learn about disaster prevention as they play in a hands-on manner.

According to the questionnaires that were distributed before and after the program (2021) to the 244 high school student participants, there was an increase in the awareness and willingness to learn about disaster prevention. In addition, the questionnaires indicated that the program contributed to disaster prevention actions, like checking the local “hazard maps.” In 2022, we have developed and provided supplementary writing materials and online teaching

materials to improve and expand the range of this program. Furthermore, we have created a disaster prevention app called “Cross Zero” in 2023 in collaboration with KENTEM Corporation, and have continuously been developing the app ever since. The app is designed to enhance Bōsai literacy such that one can adapt to any situation of disaster. It covers not only safety confirmation, but also, “Jijo” (「自 助」 “self-help”) through Bōsai information and education, and “Kyōjo” (「共 助」 “mutual help”) through various features, like allowing users to post information on imminent risks in a bulletin board, and functions related to family safety.

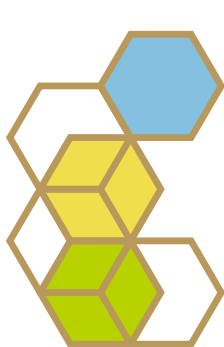
In this presentation, we will introduce the disaster prevention animations and the certification system in the above app, and also, report its future prospects and current issues.

Bionote

Motoki Fujii holds the position of Associate Professor at the Faculty of Education and serves as Vice-Director at the Organization for International Collaboration at Shizuoka University. His professional interests focus on pedagogy, such as on educational philosophy, moral education, and disaster prevention.

Ms. Hina Ogawa received her Bachelor of Arts from Shizuoka University of Art and Culture, Japan, in 2022. She is currently pursuing a master's degree at Shizuoka University. Her research focuses on disaster prevention education, particularly exploring the disaster folklore.

Ms. Kotori Takeshita received her Bachelor of Arts in Education from Shizuoka University, Japan, in 2022. She is currently pursuing a master's degree at Shizuoka University. Her research focuses on disaster prevention education, with a particular emphasis on wind and floodwater damage.



Training for Educators in Promoting Sustainable Development

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Mr. Natee Boonkaew

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Abstract

Educators play the most important role in the development of the country's education. In promoting the sustainable development for the country, the educators must receive continuous development in terms of knowledge, abilities, and skills necessary for the development of educational quality. In addition, they must also be a person with lifelong learning behavior.

Training is the development of the organization's human resources to gain more knowledge both in information and skills that can be applied to work with great success. They must go through a training program that is well organized in a format with a quality assessment standard.

Currently, training is becoming more and more popular. It has also gained attention and is becoming widely popular in both public and private educational institutions. Whether it is a small, medium, or large educational institution, which can be seen from the training and seminar programs. There are several training institutions provided the training program for the educators in every level, start from the teacher to the school director. This is focused on increasing both the quality and efficiency of human resources in educational institutions. Various educational institutions have realized and seen the importance of developing their human resources, considering that training is a worthwhile investment in developing the stability of educational institutions in the future.

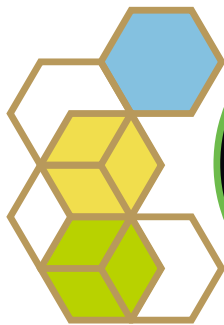
In summary, to compete in the fierce market, the educational institutions must focus on the quality of their human resources to promote sustainable development.

Bionote

Asst.Prof. Dr. Paratchanun Charoenarpornwattana is currently Chairman of Master of Arts in Human Resource Development Program, Chairman of Doctor of Philosophy in Human Resource Development Program, and Editor in Chief, HRD Journal at Faculty of Education, Burapha University, Thailand. She obtained the doctoral degree in Human Resource Development (International Program) from Burapha University, Thailand. Her research interests include Career Development, Training and Development, Human Resource Development Process and Interventions. She can be contacted at paratchanun@go.buu.ac.th

Dr.Jindapa Leeniwa is currently lecturer in Human Resource Development Program of Department of International Graduate Studies in Human Resource Development at Faculty of Education, Burapha University, Thailand. She can be reached at jindapa.le@go.buu.ac.th

Mr.Natee Boonkaew is currently Department Manager of Safety, Health and Environmental at Thai Bridgestone Co.,Ltd. He graduated Bachelor of Engineering in Mechanical Engineering in 2000 at Mahanakorn University of Technology, and Master of Business Administration in 2013 at Burapha University, Thailand. He can be contracted at 64810085@go.buu.ac.th



Training for Promoting ESD

Dr. Sumolnit Kerdnoonwong

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Abstract

ESD aims to develop competencies that empower individuals to reflect on their actions with specific learning objectives for all SDGs described in the cognitive, socio-emotional, and behavioral domains. The cognitive domain comprises knowledge and thinking skills necessary to understand better the SDG and the challenges in achieving it. The socio-emotional domain includes social skills that enable learners to collaborate, negotiate, and communicate to promote the SDGs. It also includes self-reflection skills, values, attitudes, and motivations that enable learners to develop themselves. The behavioral domain describes action competencies.

Training is a lifelong learning instrument for staff, particularly in an organization under rapid shift situations; training strengthens professional knowledge and skills based on their actual needs. However, benefits from training are usually lost because the support required for the application of learning is absent. We expect training to impact a person's present or future ability to contribute to their organization. Some general principles are proposed to be adapted to ensure staff training results in organizational changes. First, training would be integrated with other management systems. Second, training has three components: planning, training occurs, and follow-up. Finally, training should be with infrastructure that supports the learner's application.

Finally, getting real value from training should be a shared responsibility on the part of learners and the training manager, with a role in helping to create the conditions under which training will add SDGs' value under the ESD's learning objectives.

Bionote

Assistant Professor Dr. Sumolnit Kerdnoonwong has been working as a lecturer in the Department of Adult Education and Lifelong Education, Faculty of Education, responsible for related Human Resources Development courses at the Bachelor Master and Doctoral level; Training for Human Resource Development, English for Lifelong Education, Evaluation of Adult Education Projects, Lifelong Educational Management, etc. She is also an advisor for Master's and doctoral thesis programs and a supervisor in Pre-Service Teacher Training. She has been invited to be a trainer in training courses for school teachers and organizations. Currently, I am acting as a chief of the Department. In addition, as a lecturer in Adult Education and Lifelong Education, Human Resources Development is directly related to the area. Adult learning is focused on how to support or facilitate their learning. The training is a popular way to enhance their learning throughout their competence. Therefore, the opportunity to be trained in how to train effectively is very impressive and can be a reality for their professional development.



Parallel Session 4

**Using ESD to Empower Communities
and Youth**



Moderator

Assoc. Prof. Dr. Jeanette G. Dials

Bionote

Jeanette G. Dials is an Associate Professor of the Mariano Marcos State University and the Chief for International Faculty and Student Mobility. She is the former Head of the Provincial Education Department of the Provincial Government of Ilocos Norte. Her line of specialization includes Language, Literature, Debate, Journalism, Qualitative Research and Educational Leadership and Management.



Challenges in developing the Thai national curriculum towards sustainable development

Dr. Cholvit Jearajit

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Abstract

Using Education for Sustainable Development (ESD) is a powerful approach to empower communities and youth by fostering sustainable development, environmental awareness, and social responsibility. With this concept, I encouraged sustainable practices, critical thinking, participatory learning, community projects, and leadership development for my students. Firstly, students were encouraged to conduct sustainable practices by being equipped with the skills and mindset needed to make environmentally friendly choices. Critical thinking and problem-solving skills are also essential skills youth learn to analyze complex environmental and social issues, identify root causes, and propose innovative solutions. This empowers them to participate in community decision-making processes actively. This leads to the involvement in participatory and experiential learning methods, allowing youth to actively engage in the learning process actively, enhancing their understanding, and empowering them to apply their knowledge in real-world contexts. Another way is to encourage youth to initiate and participate in sustainability-related community projects. Finally, it is essential to foster leadership skills in youth, preparing them to take on roles as community leaders and advocates for sustainability. In conclusion, we can empower future generations to create a more sustainable and equitable world by incorporating ESD into educational programs and community initiatives.

Bionote

Associate Professor Dr. Cholvit Jearajit graduated with his doctoral degree in Sociology with an ICCR scholarship in 1998 from India. He specializes in urban community development and Buddhist monks in Thailand.

He has been granted numerous research scholarships from national organizations. His publications include topics of religion and development, ASEAN Community, child protection, and Buddhist monks' health.

He is currently a lecturer in the Department of Sociology and the Vice President for Strategies and Social Engagement at Srinakharinwirot University. Additionally, he is a famous counselor, speaker, and television commentator.



Achieving Global Goals Through the Future Global Leaders

Arlene L. Gonzales

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Abstract

The SDGs are universal goals for all people and are inherently global in nature. Learning about these initiatives helps students develop insights into critical issues around the world, such as lack of access to clean water and gender equality. These issues are inseparable from culture, and to truly understand the SDGs, students need to learn about the world around them.

MMSU believes its important role in shaping the leadership of its students. Giving students a deeper understanding and perspective of the global issues will prepare them to become a global leaders, able to lead and thrive in the global market place. Exposing the youth to important SDG topics such as poverty, hunger, and education, environment and more, they begin to understand the unique challenges facing communities all over the world that they may not have known before. This understanding fosters a sense of global connection and empathy for the earth as a whole. By taking empathy and transforming it into action-based compassion, students can start community initiatives they are passionate about or get involved in local organizations that create change and unite our world.

Bionote

Professor Arlene L. Gonzales is a faculty of the Department of Environmental Science of Mariano Marcos State University. She is simultaneously a student in her PhD in Climate Change and Sustainable Development at the Asian Institute of Technology. Her experience and expertise have evolved in the fields of ecological engineering, Nature-based Solution, sustainable development, climate change, GHG inventory, ecosystem and biodiversity conservation. She is the Chief for International Programs of the University. Her role includes the development of international long and short-term academic programs collaboratively implemented with partner institutions. She pioneered the offering of the Young Leaders in Sustainability of MMSU which aims to educate and instigate awareness to the youth on sustainable development and innovations to address the different goals.



Implementing ESD to Empower Communities and Youth in Yogyakarta, Indonesia

Atrida Hadiani, S.T., M.Sc., Ph.D.

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Abstract

The Yogyakarta Regional Center of Expertise (RCE) is a forum for communities in Yogyakarta that campaign for Education for Sustainable Development (ESD). Each community was previously established to carry out movements towards achieving the Sustainable Development Goals (SDGs). Each Their field of practices spreads from environment, agriculture, entrepreneurship to education. ESD activities practices by these communities as part of their livelihood and become the generator for empowering the community. Youth, with their energy and enthusiasm, are the main drivers in community activities, both within the community, between communities and with the wider community. These youth communities are joined in a network of both individuals, organizations or institutions that involved in the field of education, whether formal, informal or non-formal, implementing sustainable education for local and regional communities, especially in the Special Region of Yogyakarta, Central Java and surrounding regions. Community-based ESD requires the role of all stakeholders, such as universities, schools, communities, government and non-government agencies to make the SDGs a success, support from all stakeholders in this case is important. In order to increase and reaffirm the joint commitment to implementing ESD, it is necessary to strengthen collaboration among ESD actors to be able to share or share experiences with each other to implement ESD with the appropriate strategy.

Bionote

Atrida Hadiani, S.T., M.Sc., Ph.D. is lecturer at the Department of Architecture and Planning, Universitas Gadjah Mada, Indonesia. She graduated from the Asian Institute of Technology in 2013 with a master's degree in Disaster Preparedness, Mitigation, and Management. She then continued to spread her wings and earn her doctoral degree in engineering from Graduate School of Civil and Earth Resources Engineering, Kyoto University, Japan. Her areas of expertise include regional landscape planning, disaster mitigation, marine and coastal spatial planning. Through her field of competence, she has been actively involved in spatial development plan study and research for many cities and regions in Indonesia, such as in creating masterplan for Jogja Smart Province, which supports the Sustainable Development Goals number #11: Sustainable Cities and Communities. She also been eager to assist and accommodate youth communities in Yogyakarta, that made her nominated as the coordinator of the RCE Youth Yogyakarta to play a vital role in strengthening youth involvement in the decision-making process and facilitate youth-led and youth-focused initiatives in the Yogyakarta region.



ESD Community Initiatives to Empower Youth with Foreign Backgrounds

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Abstract

Hamamatsu City in Shizuoka Prefecture, as an administrative district, has the largest Brazilian community in Japan. With Japan's declining birthrate and aging population, it is important to collaborate with foreign citizens living in the region as a means towards community development. One of the new initiatives to promote multicultural collaboration is the ESD program called "Diversity Camp in Hamamatsu" designed by the author. In this program, Japanese youths and youths with foreign roots living in the Hamamatsu area gather to learn about their own community's social issues from an SDGs perspective. They discuss how to solve these problems and present their own unique ideas in English in the end. This initiative has been held annually since 2019, with a total of 137 youths participating in five programs. A total of 81 participants among them have foreign roots, more than the number of Japanese participants.

The program aims to raise awareness of not only Japanese but also foreign residents as community leaders through their social participation by making proposals on local issues. Foreign residents are not regarded as the recipients of support, but as the providers of support who play a role in supporting the local community. For this purpose, it is crucial to foster a cooperative experience between foreign residents and Japanese citizens. The program has been conducted in English, and is designed so that young people with foreign roots who do not speak Japanese still can participate. This allows these young people to interact with Japanese people in a safe setting for perhaps the first time, and provides an opportunity for Japanese people to improve their English language skills. As a result, many young people with foreign roots have told us that they made their first Japanese friends through this program. Participating youths eat and sleep in a shared space and engage in open dialogues. In this way, they become more aware of community diversity, and develop respect for each other as well as foster a sense of responsibility for their community.

Bionote

Yuki Yasutomi is a lecturer of English at Shizuoka University, Japan. He has been researching and practicing Global Citizenship Education, especially collaboration between foreign nationals and host citizens, and since 2019 has been organizing an SDGs-themed English camp program, Diversity Camp in Hamamatsu, for Japanese and young people with foreign roots in Hamamatsu City, Shizuoka Prefecture.

Yuki holds a master's degree in Social Justice in Intercultural Relations from the School for International Training Graduate Institute in Vermont, the USA. He has worked for a non-profit organization in San Francisco, California for 6 years and an international IT company for over 4 years. He is also a board member of the Circle of Inter-cultural information and NEXus, CINEX.



Understanding, Addressing Gender-Related Issues in Education, and Fostering Inclusive Classrooms

Dr. Nattharmma Namfah
Burapha University

Abstract

This study aims to investigate perceptions of gender-related issues and explore the necessity of promoting gender inclusivity in the classroom environment. A survey was conducted with 65 teachers using open-ended questions to gather their insights on this matter, and the findings presented here are being used as preliminary results to inform the design of future inclusive classrooms. The study reveals that gender-related issues frequently arise in the classroom, impacting students' experiences and learning outcomes. Teachers reported various challenges, such as gender stereotypes, discrimination, and unequal participation. These issues often lead to a negative classroom atmosphere, hindering the overall educational experience. To address these issues, it is crucial to create an open and inclusive classroom environment. Teachers highlighted the need for inclusive curricula that avoid gender bias and incorporate diverse perspectives. Additionally, professional development and training for educators on gender sensitivity and inclusivity were deemed essential. In conclusion, this preliminary study underscores the importance of promoting gender inclusivity in classrooms. The results suggest that educators must work to create safe, respectful, and inclusive spaces where all students, regardless of their gender identity, can learn and thrive. Future classroom designs should incorporate strategies to challenge gender-related issues and ensure a supportive, respectful, and inclusive learning environment for all students. This study lays the foundation for further research and initiatives aimed at fostering gender inclusivity in educational settings.

Bionote

Dr. Nattharmma Namfah is a lecturer in the Department of International Graduate Studies in Human Resource Development, Faculty of Education, Burapha University, Thailand.

She holds a Ph.D. in English as an International Language from Chulalongkorn University, Thailand. She was awarded the SEAMEO-RELC scholarship in Advanced Specialist Certificate (I) in Language Assessment by the Regional Language Centre of Southeast Asia Ministers of Education Organization, Singapore. She was also granted the 2017 Fulbright-TRF Juniors Research Scholarship Program (JRS) at the University of Hawaii at Manoa, The United States of America. Recently, she completed courses in Introduction to Women' s Studies, Introduction to Feminist Research Methodology, and Introduction to Queer Studies offered by the Summer School 2022 (in Feminism, Equality, and SEAS), Thammasat University, Thailand.

Her research interest involves assessment literacy and practice, inclusive education, and gender equality and education. She can be reached at nattharmma.th@go.buu.ac.th and nattharmmanamfah@gmail.com



The 11th International ESD Forum 2023

Integrating and Advancing Education for
Sustainable Development (ESD) to
Achieve the 2030 Agenda for
Sustainable Development

21st December 2023

10:30AM-5:20PM (Japan Time : UTC+0900)

Online forum through Zoom application

Capacity : 250 people

Keynote
Speaker I

Dr. Miki Sugimura

(Sophia University, Japan)

The Development of Education for
Sustainable Development and the Role of
International Higher Education

Keynote
Speaker II

Dr. Eleni Petraki

(University of Canberra, Australia)

Approaches to Second Language
Curriculum Design for Sustainability

Parallel Sessions

1. Promoting ESD through Policies/Organizational Management
2. Revising Curriculums to Promote ESD
3. Training Personnel Responsible for Promoting ESD
4. Using ESD to Empower Communities and Youth



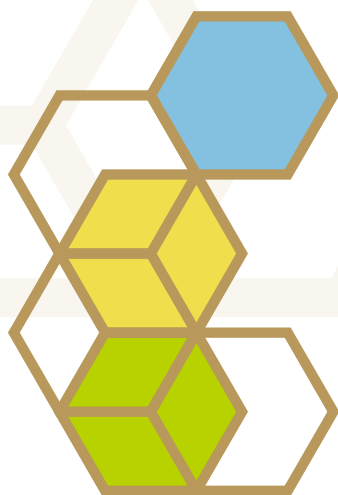
Registration

<https://forms.gle/UWMrxrujXkBWH6uR9>

Deadline : 8th December

Hosted by Shizuoka University, Japan

Contact : esd-forum2023@suml.cii.shizuoka.ac.jp



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