



MINATO-TOKYO

# みなとユネスコ 会報

# Bulletin

MINATO UNESCO ASSOCIATION NEWS & CALENDAR

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## UNESCO and the Ocean

### NAGANO Hiroshi, President, the Minato UNESCO Association



This year marks the start of the United Nations Decade of Ocean Science for Sustainable Development (2021-2030). This is an initiative, undertaken by the entire U. N. organizations, addressing the expanded shared knowledge of the ocean and sustainability of the earth. Japan is surrounded by a long stretch of coastlines and has obtained various benefits from the ocean. However, it has been accompanied, from time to time, by natural disasters such as the devastating tsunami which accompanied the Great East Japan Earthquake ten years ago.

In recent years we became aware of the environmental problems caused by plastic wastes thrown into the ocean, along with the negative impact of the climate change on the ocean. We see photographs of sea creatures which have drunk a large quantity of plastic. However, it seems we are yet to know the result of scientific research on the possible implications of plastic wastes, broken into micro pieces in the ocean, on human body after they were initially drunk by fish and secondly eaten by humans. As for the impact from the climate change, we have seen more cases where fishery in the coastal waters became less productive due to the ocean temperature rise, and where more violent typhoons have hit Japan.

UNESCO is the leading organization of the Decade of Ocean Science initiative. Why so? As shown in its name – the U. N. Education, Science and Culture Organization, it is responsible for scientific issues, including the ocean. There is a good reason for including science in UNESCO activities. Toward the end of WWII, the allied nations were engaged in a discussion to establish an international organization which would address the promotion of education and culture, in an effort to establish world peace. Initially science was not included. However, the U. S. dropped atomic bombs over Hiroshima and Nagasaki, and this necessitated the addition of science into the organization's name. I cannot help taking a special meaning for Japan from this historical episode.

In December 2020, MUA held a symposium titled “Let's consider ways to hand down a resourceful ocean to the next generation.” The keynote speaker was Professor MICHIDA Yutaka of the Atmosphere and Ocean Research Institute of the University of Tokyo. He concurrently heads the Intergovernmental Oceanography Subcommittee in Japan's National Commission for UNESCO. Due to the corona virus, MUA was forced to hold this event by an online ZOOM format for the first time. This enabled participation from different places throughout Japan.

We were fortunate to have an opening remark by Mr. TAGUCHI Yasushi who is Director-General of International Affairs, the Ministry of Education, Culture, Sports, Science and Technology, and who is also Secretary-General of the Japanese National Commission for UNESCO. Extensive discussions were made during the symposium, focusing on what the U. N. Decade of Ocean Science addresses and specific actions to be taken.

This past January, MUA made a canal cruise along the Tokyo bay, in collaboration with Professor SASAKI Tsuyoshi of the Tokyo University of Marine Science and Technology and his research staff.

(To be continued on P. 5)

**2020 Minato UNESCO Association Symposium**  
**Passing Attractive Oceans to The Next Generation**  
**-The Start of UN Decade of Ocean Science-**

Date: December 11, 2020

Venue: International House of Japan

**Keynote Speaker:**

Dr. MICHIDA Yutaka, Professor, Atmosphere and Ocean Research Institute, the University of Tokyo; Subcommittee head of Intergovernmental Oceanography Commission (IOC) of Japanese National Commission for UNESCO; and President of Japan Society of Marine Survey and Technology.

**Panelists:**

Dr. Manuela Hartwig, Researcher, Center for Global Environmental Research, National Institute for Environmental Studies

Dr. SASAKI Tsuyoshi, Professor, Tokyo University of Marine Science and Technology

**Moderator:**

Mr. NAGANO Hiroshi, President, Minato UNESCO Association

At the beginning of the symposium, Mr. TAGUCHI Yasushi, Director-General of International Affairs, the Ministry of Education, Culture, Sports, Science and Technology, gave an opening remark summarized below:

UNESCO is headquartered in Paris. Japan will celebrate its 70<sup>th</sup> anniversary of membership in UNESCO in 2021. Resolution on the United Nations Decade of Ocean Science for Sustainable Development was unanimously adopted and announced at the General Assembly held in 2017. Ten UN organizations currently work on it. The UN decade of ocean science is promoted by IOC subcommittee of Japanese National Commission for UNESCO. IOC here stands for Intergovernmental Oceanographic Commission, not International Olympic Committee.

**Keynote Speech by Dr. MICHIDA Yutaka:**



I listened to weather forecast on a radio every night in my boyhood. I participated in the Antarctic Research Expedition as a researcher in the physical oceanography. Intergovernmental Oceanographic Commission where I assumed the responsibility as vice-chairman was established back in 1960. IOC took a leadership in the development and construction of Tsunami warning system right after the Indian Ocean Tsunami triggered by Sumatra-Andaman Earthquake which caused big damages in the nearby countries and areas.

Functions expected out of ocean are ease of weather, maintenance of ecosystem and provision of food, shipping, mariner energy, marine tourism, etc. Difficulties facing the ocean, on the other hand, include sea level rise caused by global warming, acidification, decline of ecosystems functions as well as impaired biodiversity, marine pollution, decrease of fisheries resources, marine disaster, etc. Crisis awareness caused the United Nations to adopt the resolution for Sustainable Development Goals in 2015. The fourteenth goal, among the 17, is to conserve and sustainably use the oceans, seas and marine resources for sustainable development. The United Nations Convention on the Law of the Sea was adopted in 2017. It declares that the decade between 2021 and 2030 is designated as the United Nations Decade of Ocean Science for Sustainable Development. The following seven social goals were defined; a clean ocean, a healthy and resilient ocean, a predicted ocean, a safe ocean, a sustainably harvested and productive ocean, a transparent ocean and an inspiring and engaging ocean.

In association with marine plastic problem, how much is the total amount of plastic produced from 1950 to 2015? The answer is the amount equivalent to 1.4 billion elephants which weigh about 8.4

billion tons. About 8% to 10% of total petroleum produced is processed into plastic products (Geyer et al., 2017). 79% of plastic products produced is either buried under the ground or abandoned in the environment (Carpenter and Smith, 1972). A warning on the marine plastic problem was issued as early as 1972 to 1973.

What are typical issues with respect to marine plastic problem? Marine plastic keeps increasing. Plastic garbage, once discarded in the ocean, keep micronized and cannot be retrieved thereafter. The density of micronized plastic garbage, their movements in the long run, their impact on the ecology, etc. are still unknown. A committee of experts was organized toward the UN Decade of Ocean Science which begins in 2021. A kick-off meeting is scheduled to be held in Berlin.

At last but not least, I would like to keep promoting a future image of ocean full of dream and charm. In order to realize it, not only experts but all the people should be actively involved in the movement. I am a member of Japan Driftological Society which is supported by ordinary citizens as a half of its membership. Let's join together to tackle marine problems.

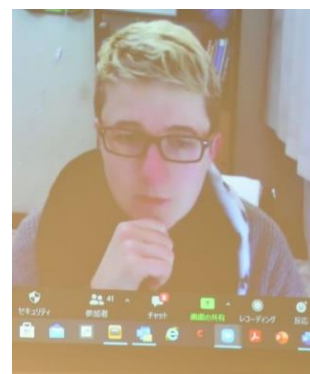
#### Reference:

Geyer, R., J.R. Jambeck and K.L. Law, Science Advances, Vol.3 No.7, e1700782, 2017. (doi 10.1126/scidv.1700782)

Carpenter E. J. and K.L. Smith Jr., Science, 175 1240 – 1241, 1972.

#### **Presentation by Dr. Manuela HARTWIG** (joined via ZOOM from Tsukuba):

I would like to talk about the ocean policy of Germany. Impact of climate change on the ocean has often been overlooked in the past. International society has now decided to start the UN Decade of Ocean Science to cope with this problem. Ocean is the major food resource for human being. Production and supply of fishery resources is an important issue among EU countries. Statistics of FAO (The Food and Agriculture Organization of the United Nation) show that almost 56.9 million households are engaged in the fishery industry in 2016. 80 percent of world fishery is undertaken by 20 countries including EU<sup>(1)</sup>. According to the consumers research on fishery and aquaculture products, carried out in 2017 by European Commission, the top five consumer countries among the EU members are Spain, Sweden, Estonia, Denmark and Finland<sup>(2)</sup>.



It is quite important to deepen the understanding of consumers on how serious the negative impacts of their consumption behavior could give on weather and environment. However, most consumers do not have enough awareness over such issues in their daily lives. The most serious issues among many are excessive fisheries, overnutrition and garbage. German Ministry of the Environment makes it clear that eating contaminated fishes would have harmful effects on human body. 43 percent of dolphins, 36 percent of birds and many fishes swallow garbage<sup>(3)</sup>. Beach Clean Up Action is carried out once or twice a year, utilizing popular characters. I believe that this type of activity, in which either individuals or groups could sign up, is very important.

Sea temperature has been changing since the seventies. Abnormal sea temperature could result in the increased migration of fishes. Energy conversion has been implemented worldwide as the countermeasures against climate change. Climate change would raise new problems in the environment. Thus, we need to take immediate actions to clear those problems. Wind-power generation, for example, is one of the important power sources for Germany. Nevertheless, we need to be quite sensitive to the impact it could have on sea creatures and birds. German civil society raises a strong voice to take whatever possible actions to protect them.

The next decade should be quite important for the marine policies and SDGs of Germany. One of the reasons for this is that Germany could not attain Good Environmental State of the Oceans in 2020. International coordination, linkage among stakeholders and dialog among them are quite important. Science and society as well as science and politics are now entering into the age of crisis. The distance between science and society and science and politics seems to be quite considerable not only in Germany but in Japan as well. How and to what extent we can alter this? Each and every

citizen need to raise voice so that such voice could reach those who are in authority.

(1)<http://www.fao.org/state-of-fisheries-aquaculture/2018/en>

(2)[https://ec.europa.eu/fisheries/sites/fisheries/files/docs/publications/2017-fishery-and-aquaculture-products-overview-consumer\\_habits\\_en.pdf](https://ec.europa.eu/fisheries/sites/fisheries/files/docs/publications/2017-fishery-and-aquaculture-products-overview-consumer_habits_en.pdf)

(3)<https://www.umweltbundesamt.de/themen/wasser/gewaesser/meere/nutzung-belastungen/muell-im-meer>

### Presentation by Dr. SASAKI Takeshi



We are currently working on the revitalization of Edo, Tokyo. There used to be a vast tidal flat in Edomae. Therefore, we are working on environmental education in Edomae by reviving tidal flats on the canal in Minato Ward. Our lives are closely related to the sea. Most of the daily necessities are imported to Japan by ship. 80% of the world's population is near the sea and rivers. However, one of the reasons why I don't feel the connection with the sea is that there are few opportunities to experience it in a familiar environment.

When I asked the students in the coastal area of Iwate and M Ward of Tokyo to write freely, Iwate came up with specific words such as octopus and squid. This difference depends on whether you are experiencing it or not. Increasing marine literacy is important for the "Decade of Marine Science". Ocean literacy is to understand the impact of the ocean on humans and the impact of humans on the ocean. Specifically, it is important to provide a place for experience. There is a place where children in Tokyo can also experience it. It has also been found to be effective in practice.

Dr. MICHIDA was a meteorological boy, but I was a fishing boy. I will never forget the excitement when I caught rainbow trout for the first time. It is connected to my current job. The experience of childhood may be helpful in some way when you grow up.

After the Great East Japan Earthquake, he has been practicing "Sakuramasu MANABI Project" in Miyako City, Iwate Prefecture. The purpose is to build and acquire aquatic environmental literacy that combines scientific knowledge (basic principles of marine literacy) and conventional knowledge. Conventional knowledge is the knowledge and skills that people have inherited from generation to generation in each region. (Introducing the activities of children with photos) The result is the promotion of regional attachment by promoting international exchange between cities and the promotion of understanding of the connection between the Forest, River and Sea.

Marine literacy education campaigns are spread all over the world. At its root is the multi stakeholder, in other words, various people work together. As an initiative in Tokyo, Minato Ward Children's Middle School and High school student plaza (purariba) "Let's learn the science of the sea" has been underway since 2009, and Konan Junior High School "Canal study" has been underway since 2010. These effects include local attachment, increased interest in the ocean, and spread to other schools such as Shiba Commercial High School.

A water purification project using iron ions has also started, and I hope that local junior and senior high school students will play an active role in the future to see if the old Shibaeva in Shibaura can be revived.

After a five-minute break, I announced the questions I received using Zoom's chat function and asked the panelists to answer them:

Q: Is microplastic submerged in the deep sea?

Dr. MICHIDA: It's sinking, but how it's sinking is a research topic.

Q: Can you see the flow of garbage when you study ocean currents?

Dr. MICHIDA: By studying physical rays, we can almost understand where the garbage came from. Even if the location is known, it is difficult to actually collect it.

Q: How about citizen participation in Germany's environmental policy-making process? In Japan, it seems that there are not many.

Dr. Hartwig: Germany's policy-making process is more transparent and citizen groups strongly

convey local voices and dissenting opinions. Participation in the policy-making process is difficult in Japan. There is a cultural difference that meetings tend to be formal and it is difficult to give opinions, but I think we can do more at the local level. Who, when, and where should I speak to reflect my opinion? The two countries differ in this respect.

Q: Is the trench research that became a hot topic in the Great East Japan Earthquake progressing?

Dr. MICHIDA: Research on fault structures in the epicenter area is progressing considerably.

Q: What is the construction of a business model?

Dr. SASAKI: I have listed three points as future issues.○ Educator training ○Blue economy business model ○ An organization that supports multi-stakeholders. Educators need to have expertise in the ocean, as well as knowledge of safety management and educational theory. The blue economy is an activity to conserve the ocean and maintain and develop the economy and society. I think it would be good if there was an organization that supports multi-stakeholders working on environmental education by building a business model based on the blue economy that educators can play an active role.



NAGANO: Lastly, what do you expect from the private movement?

Dr. Hartwig: If you have a problem, don't be afraid to give your opinion. Use conversation to solve problems.

Dr. SASAKI: I would like to promote multi-stakeholder environmental education activities in Edomae, such as the canal cruise that we are conducting with the Minato UNESCO Association.

Dr. MICHIDA: In order to use the sea properly, it is necessary to reach consensus among various people. There is certainly a part that has been discussed by a limited number of parties so far. The point of the recently issued guideline is "Everyone who thinks that they are involved is a stakeholder." Everyone's sea, let's think together.

It was the first time for us to hold an event using Zoom, which was difficult to do at the same time as the venue, but we managed to do it. I was impressed by the many people who participated, from Hokkaido in the north to Kyushu in the south. We are also looking forward to your application for the Canal Cruise (January 31, 2021) led by Dr. SASAKI.

*(Written by Vice President MIYASHITA Y. and translated 1st half by SUDA Y. and 2nd half by MAEDA M, the PR & Internet Committee)*

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**(Continued from P. 1)**

On board the cruising boat, a workshop was held for young attendees, ranging from elementary school pupils to university students, to learn about forests, rivers, the ocean and their interrelations. It was a good opportunity for us to observe the live view of Tokyo from the cruising boat and have a hands-on feeling of the close connection Minato City has had with the ocean.

In my childhood, people used to dig out shellfish on the beaches at low tide near Tokyo. Therefore, we felt the presence of the ocean close to our everyday life. But the environment has drastically changed over the past years. We at MUA will strive to provide casual opportunities for our members and citizens to feel close to the ocean and think squarely about various issues related to the ocean. It's all because the ocean will continue to have a critical influence on the sustainability of human life.

*(Translated by TANAHASHI S., the PR & Internet Committee)*

## The Fourth MUA Japanese Speech Contest

Date & Time: 13:30-16:00, Sunday, December 13, 2020

Venue: Minato City Gender-free Center “Libra” Hall

A total of eight speakers competed in the contest this year, joined by many attendees. The event proceeded as follows:

1. Opening remark:

Ms. TAGAWA Junko, MC

2. Welcome Speech:

President NAGANO Hiroshi, MUA

3. Explanation of the schedule

4. Introduction of the judges



Ms. TAGAWA



President NAGANO

### Part I. Speech competition

The following eight speakers introduced themselves in turn and spoke on their respective topics.

1. Cheng Huang : “Rekishi kara mita Nihon”  
(China) (Japan as perceived from a historical viewpoint)
2. Amina Miyegombo: “Genjitsuka suru kikou-hendou ni omoukoto”  
(Mongolia) (Personal thought on emerging impact of climate change)
3. Robert Edward Shiffer: “Tede dekita mono”  
(USA) (Handmade items)
4. Anuujiin Ulamnemekh: “Nihon te donna kuni? Nihon no nanini kyoumi ga aru?”  
(Mongolia) (What is Japan like? What in Japan attracts you?)
5. Sun Mingxuan: “Genjitsuka suru kikou-hendou ni omoukoto”  
(China) (Personal thought on emerging impact of climate change)
6. Maria Lourdes Santos: “Minasan imakoso mewo samashinasai”  
(Philippines) (Wake up, everyone! It’s now or never)
7. Mengmeng Tang: “Nihonde kyoumino arukoto”  
(China) (What attracts me in Japan)
8. Maralgoo Uurtuya: “Corona de anatano seikatsu dou kawari mashitaka?”  
(Mongolia) (How has the corona virus affected your life?)

### Part II. Interactions between the speakers and attendees

Director: Professor KOBAYASHI Akira, Tamagawa University

Facilitators: The UNESCO Club members of Tamagawa University

Under Professor Kobayashi’s guidance, attendees were divided into several small groups where contest speakers joined respectively. All groups enjoyed free conversation on various topics related to speakers’



Professor KOBAYASHI



Groups in discussions

experiences in Japan, including episodes of hardship, image of Japan, and their future plans. Later, Mr. SHIMIZU Gunji, an MUA director and seasoned accordionist, performed a medley of dear old Japanese songs.

### Part III. Announcement of the winners and prize award ceremony

Chief Judge Ms. TSUBOYA Ikuko, CEO of the Tokyo International School, introduced the winners as follows. This year a new prize titled “Attendees’ Popularity Award” was also presented.

Grand Prix Award:	Maralgoo Uurtuya
MUA President Award:	Meng Meng Soup
Judges’ Award:	Huang Chen
Minato Mayor’s Award:	Amina Miyegambo
Attendees’ Popularity Award:	Maralgoo Uurtuya



Chief Judge TSUBOYA

Each of the aforementioned five winners received a merit certificate, a trophy and a commemorative gift (Wajima-lacquered couple chopsticks). Each of the other speakers received a merit certificate, a plaque and a commemorative gift.



## Bonseki – a traditional Japanese culture Demonstrations and hands-on experience

Date: Saturday, November 21, 2021

Place: Minato City Life-long Learning Center

We had the pleasure of having the following two instructors for this cultural program:

Ms. MIZUNO Kayano, Gestalt therapist, with her own workshop, and industrial counselor

Ms. KUBOTA Mari, Flower design instructor, teaching in a class inside the alumnae hall of the University of the Sacred Heart, Tokyo

Program contents:

- 1) Mini-lecture on the history of Bonseki
- 2) Demonstrations by the two instructors
- 3) Hands-on experiences by the attendees

Bonseki is a miniature representation of a grand natural scenery of mountains and/or oceans, created on a black lacquered tray. Special tools, including feathers of swans or hawks and spoons, are used to place tiny stones and white sands in an artistic manner. Bonseki has developed into a unique Japanese culture since it originated in the Muromachi era under Ashikaga Yoshimasa's shogunate. During the process it was brushed up by Senno Rikyu and Hosokawa Tadaoki.



Created by MIZUNO Kayano

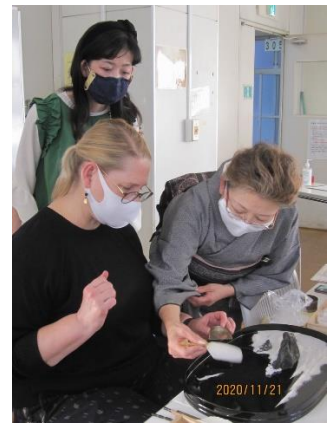


Created by KUBOTA Mari

Comments from the attendees:

- I took a great interest in those unique tools.
- We don't have any comparable art in Sweden.
- I was impressed with the beauty of empty space as explained by Ms. Mizuno.
- I found the ultimate image of "eco" in Bonseki.
- I was so lucky to join this program today.
- To have a hands-on experience in Japan's world-class culture was so memorable.
- Only today I became aware of Japan's wonderful asset which had been invisible to me.
- The contrast of black and white is just wonderful.
- It's years back when I concentrated on such a minuscule work.





A comment from MUA staff:

Bonseki artists describe the process of scenery creation as “Kei wo utsu.” Usually, the Bonseki workplace should be protected against the wind to avoid any adverse impact on fine sands. However, we were forced to open the window for ventilation against the corona virus. Thanks to the two instructors’ demonstration and kind guidance, our attendees could feel the depth and delicacy of what Bonseki has as a traditional Japanese culture.

*(Written by Hirakata K., Vice President, and translated by TANAHASHI S., the PR & Internet Committee)*

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#### **(Continued from P. 7) The Fourth MUA Japanese Speech Contest**

A comment from MC Ms. TAGAWA:

This year the contest was held in the midst of the corona virus spread. We took all possible preventive measures to carry out the flagship annual event in the spacious public hall. We could feel tense yet eager enthusiasm of the speakers. The contents of the topics, selected by the speakers, were very appropriate and invited our empathy. I was truly impressed with their linguistic skill in Japanese and heart-moving contents of each speaker. The first Attendees’ Popularity Award, provided this year, was very successful in motivating many attendees to vote. I’d like to extend my heartfelt “Kansha” to the speakers, attendees, and all MUA staff who helped in this flagship event.

*(Written by TAGAWA J., Acting Director, the Japanese Speech Contest Committee, and translated by TANAHASHI S., the PR & Internet Committee)*

## River Cruise in Tokyo

Know more about forests, rivers and sea of Tokyo

Date: January 31, 2021

Time: 9:30 am ~ 12:00 pm

We carried out a cruise along Sumida River and Tokyo Bay on a boat (photo ①) with the sponsorship of Minato City Board of Education and Tokyo University of Marine Science and Technology (TUMSAT) in an effort to get acquainted with forests, rivers and sea as well as mutual relationship among them. This became the third trip which was carried out by taking necessary measures against Covid-19 Virus. A total of 50 people from Minato City elementary schools, junior high and high schools as well as TUMSAT participated in this event.

The cruise started at 9:35 from Hinode Pier and visited Oi Wharf, Daiba, Shinonome Canal, Toyosu Canal, Sumida River, Tsukiji, Hamarikyu Gardens and Takeshiba Pier where we dismissed. Right after getting on the boat, Mr. NAGANO Hiroshi, President of MUA (photo ②), made the opening address followed by the lecture by Mr. SASAKI Tsuyoshi, Professor of TUMSAT. Participants were divided into 6 groups and students of TUMSAT joined in each of those groups as moderators. During the lecture, lively discussions in each of groups as well as exchanges with Professor SASAKI were held (photo③). Such questions as why the Rainbow Bridge was built at such a high place, why Daiba was built, why Toyosu was selected as the relocation destination of Tsukiji Market, why so many competition venues of Tokyo Olympic Paralympic Games are located in Ariake area, and discussions on the sea as well as our connections with sea, or connections and boundaries were actively exchanged among participants.

Completion certificate was handed out to every participant at the end of event (photo④). As the cold weather which stayed until the day before disappeared on the very day, participants enjoyed two-hour cruise in the bright sunlight. This event surely provided participants with an excellent opportunity to understand the sea and think about the relationship between our daily lives with the sea by watching the familiar cityscape of Tokyo from a different viewpoint on a boat.

Taking this opportunity, we at MUA would like to express our sincere appreciation for the great cooperation extended by Professor SASAKI and students of TUMSAT.



①



②



③



④

*(Written by YOKOI A., the International Science and Culture Committee, and translated by SUDA Y., the PR, Bulletin & Internet Committee Associate)*

## Cultural Experience Class Committee: Calligraphy Experience Class Lecturer KANADA Suimu (MAINICHI Shodoten Member)

Date & time: Saturday, December 5, 2020 from 13:30 to 16:00  
Venue: Minato Ward Lifelong Learning Center, Room 304

### Contents

- 1) Explanation of the history of calligraphy and ink, inkstone, brush, calligraphy, etc.
- 2) Practice with calligraphy while looking at the model
- 3) Write your favorite characters on colored paper

### Impressions of participants

- ☆ I found that the characters look good when I protect the stops and splashes.
- ☆ I was able to challenge various kanji. I want to participate again.
- ☆ I thought it was more difficult than I expected.
- ☆ I am very satisfied! Thank you very much.
- ☆ She was a good teacher.



### One thing:

We had you spend a passionate time, such as being challenged with two clear copies on colored paper. To all participants, we asked for your cooperation in corona sickness, temperature measurement, disinfection of fingers, and wearing a mask. I am glad that it was completed without any problems.



*(Written by Vice President HIRAKATA K., and translated by MAEDA M., the PR & Internet Committee)*

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### (Continued from P. 12) UNESCO Press Release

UNESCO has therefore set a new target: to make environmental education a core curriculum component in all countries by 2025. The Organization is working with its 193 Member States to support curriculum reform and track progress to ensure everyone acquires the knowledge, skills, values and attitudes to introduce positive change and protect our planet's future.

The World Conference will bring together some 2,500 participants, including 81 education ministers and leading players committed to the transformation of education so that all learners can address the climate crisis, biodiversity loss and all other sustainable development challenges. It will aim to create strategies for the integration of education for sustainable development into every level of education and training, in line with a new framework.

Over three days, sessions will focus on optimal ways to harness education to address interconnected global challenges such as climate change, biodiversity loss, green and circular economies, technological advancement and building resilient relationships with the planet through education. It will look at ways to reinforce the capacity of educators, empower youth and take local actions through education for sustainable development.

All participants will be called upon to commit to the *Berlin Declaration on Education for Sustainable Development* that will outline a range of policies encompassing teaching, learning, professional training and civic engagement. (Excerpted)

## UNESCO Press Release

### UNESCO urges making environmental education a core curriculum component in all countries by 2025

12/05/2021



Education is not giving students sufficient knowledge to adapt, act and respond to climate change and environmental crises, according to a new report published by UNESCO on the eve of the World Conference on Education for Sustainable Development, which will take place on line from Berlin (Germany), from 17 to 19 May.

The study, *Learn for Our Planet*, analyzed educational plans and curricula frameworks in close to 50 countries across all regions. More than half make no reference to climate change while only 19% speak about biodiversity. The study notes a lack of attention to socio-emotional skills and action-oriented competences that are central to environmental and climate action. In an on-line survey of some 1,600 teachers and education leaders conducted for the study, one third of respondents indicated that environment-related issues were not part of teacher training.

*“Education must prepare learners to understand the current crisis and shape the future. To save our planet, we must transform the way we live, produce, consume and interact with nature. Integrating education for sustainable development into all learning programmes must become fundamental, everywhere.”*

**Audrey Azoulay, UNESCO Director-General**

(To be continued on P. 11)

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Minato UNESCO Association is a citizens' voluntary membership organization that promotes Japanese traditional culture, holds cross-cultural workshops and presents multicultural events and international symposia for world peace. For any questions or comments about our articles, please contact our secretariat office at:

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URL: <https://minato-unesco.jp/en/>

