



Tokyo Declaration of HOPE 2009

A Commitment to Action by ESD Educators and Facilitators

ESD (Education for Sustainable Development) is hope. This hope is our desire for a sustainable and peaceful future for all.

We recommend HOPE as an ESD framework – Holistic, Ownership-based, Participatory and Empowering – characteristics that have been informed by our practice to date.

We recognise the complexity of sustainable development issues in social, political, economic, cultural and ecological aspects of human existence. There is an urgency for ESD to address the physical, psychological, and spiritual dimensions of these issues at local, national, regional and global levels.

We are inspired by previous efforts in ESD policy, research, and practice that have been made by individuals, communities, civil society organisations, governments and international agencies, in order to realise the goals of the United Nations Decade of Education for Sustainable Development (2005-2014). We also recognise that ESD and ESD evaluation are not new concepts, but are embedded in the traditions and wisdom of local cultures.

We recognise our role as global citizens and accept the challenge to address these issues.

We therefore commit ourselves to the following actions as individuals, organisations and communities and urge the educators of the world to do likewise.





We commit to:

1. Sharing our own personal ESD journeys as a way of inspiring others and internalising the values of ESD in our daily lives.
2. Building on existing networks to share information, learning resources, and best practices.
3. Developing and sustaining learning partnerships between educational institutions and communities.
4. Integrating ESD methodologies consistently across the formal education system.
5. Designing reflective learning materials that encourage learners 'to be', as described in the Delors' Report (1996)
6. Active contribution to the refinement of ESD methodologies that are responsive to the realities of the Asia and the Pacific region.
7. Identifying and utilising existing clearinghouses to document and share accounts of best practices in ESD and ESD evaluation.
8. Strengthening partnerships that build the capacities of ESD practitioners to take ownership of their methodologies and evaluation in a spirit of self-determination.
9. Placing greater emphasis on preparing teachers and ESD practitioners as facilitators of new approaches to ESD evaluation.
10. Advocating greater collaboration between decision makers and policy makers engaged in ESD and EFA.





These actions are informed by the following principles:

Methodologies

- The richness of education methodologies that embody the HOPE characteristics of ESD should be acknowledged.
- ESD methodologies are relevant to lifelong learning in formal and non-formal education settings. They also facilitate the development of creative and critical thinking and problem-solving skills.
- Learners are at the centre of ESD methodologies.
- The potential contributions of individuals as facilitators of learning within communities, governments, civil society organisations, business, media and other institutions involved in achieving sustainable development should be acknowledged.
- ESD methodologies are creative and innovative and they acknowledge the diversity and richness of indigenous knowledge systems, cultures and beliefs, which have sustained people in the Asia and the Pacific region.

Evaluation

- There is a great need to develop more effective evaluation tools for measuring the impact of ESD.
- Quantitative and qualitative approaches can be used in complementary ways. There is a particular need to develop new and innovative qualitative methodologies, especially for the assessment of intangible outcomes of ESD.
- For the Asia-Pacific region, the HOPE evaluation approach offers potentially useful ways forward. It emphasises evaluation that:
 - Is developed by all participants
 - Is culturally contextualised
 - Uses narratives and stories
 - Fosters whole-school or whole-community approaches
 - Empowers all stakeholders
 - Offers participants self-determination
 - Involves reflection and sharing
 - Is collaborative and inclusive
- In building ESD evaluation expertise, effective case studies already available in the Asia-Pacific region offer examples to refer to. (ACCU-ESD Website: <http://www.accu.or.jp/esd/index.shtml>)
- There needs to be a full consistency of approach between ESD methodologies and ESD evaluation.





EFA-ESD Synergies

- Our vision of sustainable development for all can be achieved by harmonising the values of ESD and EFA.
- The histories, geographies and interpretations of EFA and ESD are diverse but the need for synergies should be acknowledged and appreciated.
- The dialogue towards building a social movement for change that advocates greater recognition and resourcing for education from national governments as well as from donor agencies should be continued at local, national, regional and international levels.

This declaration of commitment to action was developed by:

ESD educators and facilitators in formal and non-formal education, in government, non-government, media and business sectors who gathered in Tokyo, Japan, for:

Asia-Pacific Forum for ESD Educators and Facilitators (22-24 August 2009)

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This Declaration builds on previous statements produced by our colleagues, including those in

- Hiroo (2007) <http://www.holistic-edu.org/Hiroo-senngenn.pdf>,
- Ahmedabad (2007) <http://www.tbilisiplus30.org/Ahmedabad%20Declaration.pdf>,
- Tokyo (2008) <http://www.accu.or.jp/esd/mt-static/news/topics/ESDforum%20in%20TOKYO.pdf> and
- Bonn (2009) http://www.esd-world-conference-2009.org/fileadmin/download/ESD2009_BonnDeclaration080409.pdf,

in gatherings that relate to the UN Decade of Education for Sustainable Development (2005-2014).

Three themes were identified as the focus of this Forum;

- Methodologies
- Evaluation
- EFA-ESD synergies

They are the three action-oriented priority areas for the second half of the United Nations Decade of Education for Sustainable Development (ESD) for the Asia and the Pacific region.

