

COMPLETION REPORT

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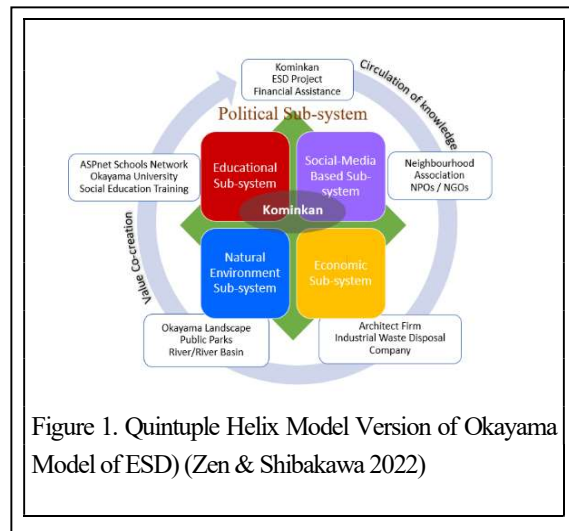
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Revisiting the Japanese Okayama Model of Education for Sustainable Development, ESD: Lessons to Reorient ESD for Malaysia

Summary

According to the study's findings, the Okayama Model of ESD is part of a long-term societal change that was originally based on the social education act passed in the 1940s. *Shakaikyōiku*, or social education, is a Japanese educational approach that places a strong emphasis on non-formal education. Non-formal education is defined in Article 2 of the Social Education Act as adult education, community education, and education for children and youth that takes place outside of school. The Japanese education for sustainable development (ESD) movement has strived to collectively enhance the conventional education. It was incorporated into the Okayama ESD Project, which included 260 established Kominkans in Okayama Prefecture and receives the UNESCO-Japan Prize for its role as a global leader in promoting ESD in 2016 or the Okayama Model of ESD. The model's overall learning ecosystem is also supported by the establishment of social education infrastructure, financial and technical support, and facilities by the local government and the Ministry of Education, Culture, Sports, Science, and Technology (MEXT).

The dominance of facilitation from local government demonstrates the outstanding support of Okayama City's municipalities' Environment Preservation Department and Environment Bureau, which represent the political sub-system of QHM. The community responds positively to the top-down political intervention through the interaction among the socio-cultural, the economic and the education sub-system of QHM. As a result, it contributes to long-term governance and strong institutional support that serves as a model for collective action of the socio-ecological system from the ESD Project. Kominkan's case study demonstrates how society overcomes challenges posed by sustainability transition experiments through acceleration of social learning knowledge circulation in Kominkan (Figure 1). These types of institutional and



organisational changes, which contribute to society's overall transformation agenda, indicate an eco-social innovation approach (Zen & Shibakawa 2022) (<https://www.frontiersin.org/research-topics/16070/education-for-sustainable-development-how-can-changes-in-local-practices-help-address-global-challen>).

The synergy of knowledge creation for education for sustainability in Malaysia covers series of webinar between Okayama University and the International Islamic University of Malaysia, IIUM community, and the public. The first webinar, Quintuple Helix Analysis of Okayama Model of Education for Sustainable Development, ESD: Lesson for Malaysia and ‘*Okayama Model of Education for Sustainable Development: The Japanese Experience*’ (<https://www.youtube.com/watch?v=Y13C4e4rRKM>). The second webinar is on River Care (<https://www.youtube.com/watch?v=tCz6QgwWC78>). Both webinar is part of the activity under the reorientation of advances ESD. Overall, the study identified two-pronged approach in the reorientation of education towards ESD (Figure 2 & 3) which coined as the ‘*RaIS model*’. The model combine the Okayama model based on a citizen-led whole-city-based approach and a whole-institution transformative, WIT approach of IIUM has won the Bronze Award from the Seoul International Invention Fair 2021. It has the potential to be replicated in other community-based approaches in reorienting advanced ESD. The details about the model, kindly visit <https://bit.ly/siifium>.

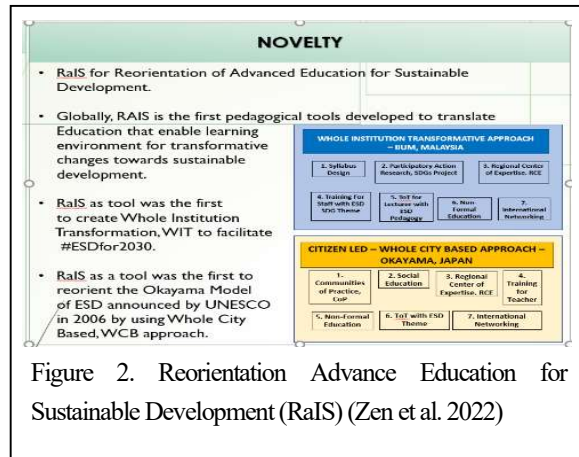


Figure 2. Reorientation Advance Education for Sustainable Development (RaIS) (Zen et al. 2022)