

口頭発表（英語）

要旨

第4日目：10月12日（日）

NGO–School Partnerships for ESD: Comparative Case Studies of AEI (China) and ASAZA (Japan)

ZHANG GEGENDUOREN(Tokyo University of Agriculture and Technology)

Key words: NGO – School Partnerships;Education for Sustainable Development;Comparative Case Study;ASAZA fund; AEI Organization
(1-line space between the actual article)

Partnerships between non-governmental organisations (NGOs) and schools have become an important driver for implementing Education for Sustainable Development (ESD) initiatives worldwide. However, comparative empirical evidence on how such partnerships operate across different cultural and institutional contexts remains limited. This study examines NGO – school partnerships in ESD through two in-depth case studies: the AEI Project in Inner Mongolia, China, and the ASAZA Project in Ibaraki, Japan. The analysis reveals both shared strategies, such as community engagement and place-based pedagogy, and context-specific differences shaped by policy frameworks, resource networks, and cultural values. Findings contribute to the comparative literature on NGO – school collaboration and offer actionable insights for scaling and sustaining ESD initiatives in diverse educational settings.

Table:AEI (China) vs. ASAZA (Japan): A Comparative Overvie

Dimension	AEI (China • Xilingol)	ASAZA (Japan • Ibaraki)
Year	2014	1995
Nature	Local ENGO	Community NGO → National
Mission	Grassland, Waste, Education	Lake (Kasumigaura), Education, Restoration
Activities	Waste Reduction, River Protection, Wetlands, School ESD	Kasumigaura Revival, Local ESD, School – Community
Approach	Bottom-up Volunteers	Multi-stakeholder (Community – School – Gov – Business)
Engagement	5,155 Volunteers; 360k hrs; 16k Students	Residents, Teachers, Students; National Network
Projects	Grassland Waste, Nature Classes, Bird Protection	ASAZA Revival, School – Community Curriculum

Theoretical Reexamination of “Vernacular” for Transforming Pedagogies in the Anthropocene

Junko Kondo (Kyoto University of Foreign Studies)

Keywords: vernacular, Anthropocene, educator, Place-Based Education, agency

We live in a time of profound instability marked by a global polycrisis, ecological, social, and epistemic, characteristic of the Anthropocene. This crisis necessitates a fundamental reexamination of the ideological and epistemological foundations that shape how we think, learn, and act. In particular, assumptions rooted in Western rationality, linear progress, and universality, cornerstones of modernity, require critical interrogation.

This study introduces the concept of the vernacular as a lens for rethinking educational practices in ways that are culturally grounded and responsive to diverse ways of knowing. Vernacular pedagogies emerge from everyday life, local knowledge, and relational practices. Rather than being peripheral or informal, such practices can serve as critical alternatives to standardized, compliance-driven models, offering plural and situated responses to the complex challenges of our time.

Framing the vernacular as a site of cultural vitality and resistance, this paper argues that educators who engage in place-conscious, community-embedded learning practices foster forms of agency that honor both human and more-than-human lifeworlds. These practices often blur the boundaries between professional and amateur, formal and informal, allowing for the emergence of educational responses that reflect cultural persistence, local autonomy, and embodied knowledge.

While Selby (2017) has highlighted the affective and sensory dimensions of vernacular learning for Environmental Education, this study expands on his insights by theorizing vernacular pedagogical practices as deeply relational and grounded in lived experience. In doing so, it contributes to the broader effort to decolonize education and envision transformative pedagogies for the Anthropocene.

Reference

Selby, D. (2017). Education for sustainable development, nature and vernacular learning. *CEPS Journal*, 7(1), 9–27.

Analysis of the Current situation of Agricultural Experimental Learning in ordinary Education in Japan - Focusing on the definition of Agriculture-

Yuka Kurihara (yuccalab)

Keywords: Agricultural Experimental Learning, Farming, Natural based experimental learning, Nou (農)

Since the 1990s, agricultural experiential learning was introduced into ordinary school in Japan decline in children's opportunities with nature and to raise plants and animals was caused by rapid urbanization during the high economic growth period and changes in diet and lifestyle. The 2021 survey reported that about 60% of public elementary schools implemented with such learning (Watanabe, 2024). While agriculture practice of carries diverse values and educational needs have shifted, the aims of agricultural experiential learning has been diversified—from work experience, emotional education and subject-based learning. However, scholars have pointed out unclear objectives and ambiguous instruction (Yamada, 2006), as well as a narrowing of objective to merely emphasize “the difficulty of agriculture and appreciation for farmers.” (Watanabe, 2018).

Based on interviews conducted to teachers in the year 2023–2024, the study reveals the transformative effects of agricultural experiential learning and enhanced public understanding of agriculture. The results showed transformative effects in two domains: (a) children's connection with nature, and (b) psychological aspects. However, no transformative effects were observed regarding agriculture as an industry. These findings suggest that agricultural experiential learning should not be reduced to industrial aspects, but rather regarded as a site for learning “Nou (農)” —the human engagement with nature to cultivate crops, along with the working practices and living environment, will adopt the natural surroundings, local community, and traditional culture that arise from it.

To address the current crisis encountered in agriculture and food systems, education must evolve with the philosophical question of what “agriculture” and “Nou (農)” mean. At the same time, it is essential to transcend disciplinary boundaries and advance collaboratively with practitioners and researchers in fields of such as environmental education and food and nutrition education.