International Exchange Programme between Japan and other UNESCO Member States for the Promotion of International Cooperation and Mutual Understanding

-2008 Elementary and Secondary School Teachers Exchange Programme-

Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated Schools

20 – 27 September 2009
Stockholm & Malmö, Sweden

Programme Organisers
Co-organised by: Asia-Pacific Cultural Centre for UNESCO (ACCU)
The International Programme Office for Education and Training
(Swedish Ministry of Education and Research)

In cooperation with: Swedish National Commission for UNESCO
Japanese National Commission for UNESCO
UNESCO Associated Schools Project Network in Japan (ASPnet)
TABLE OF CONTENTS

I. Programme Information .................................................. 5

II. Proceedings .................................................................. 9

III. Outcomes and Future Plans ............................................. 33

IV. Comments and Suggestions ............................................. 53

V. Technical Inputs ................................................................
   1. Presentation by Mr. Bengt Landfeldt, Desk Officer, The International Programme Office for Education and Training ........................................... 66
   2. Presentation by Dr. Göran Säve, Life-Link Friendship-Schools
      1) Basic Programme Presentation ........................................ 69
      2) Life-Link Friendship-Schools and UNESCO Pilot Project presentation .............................................................. 73

VI. Annex .............................................................................
   1. General Information ...................................................... 80
   2. Programme Schedule ...................................................... 85
   3. List of Participants ......................................................... 88
   4. Photos .......................................................................... 89
# TABLE OF CONTENTS

I. Programme Information ................................................................. 5

II. Proceedings .................................................................................. 9

III. Outcomes and Future Plans ......................................................... 33

IV. Comments and Suggestions ......................................................... 53

V. Technical Inputs
   1. Presentation by Mr. Bengt Landfeldt, Desk Officer,
      The International Programme Office for Education and Training
      ......................................................................................................... 66
   2. Presentation by Dr. Göran Säve, Life-Link Friendship- Schools
      1) Basic Programme Presentation ................................................... 69
      2) Life-Link Friendship-Schools and UNESCO Pilot Project presentation
         .................................................................................................... 73

VI. Annex
   1. General Information................................................................. 80
   2. Programme Schedule............................................................... 85
   3. List of Participants................................................................. 88
   4. Photos ....................................................................................... 89

Published by Asia-Pacific Cultural Centre for UNESCO (ACCU)
No. 6, Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 JAPAN
Telephone: 03-3269-4498/4435
Facsimile: 03-3269-4510
E-mail: planning@accu.or.jp
Website: http://www.accu.or.jp/en

Hokuetsu Corporation, February 2010 [100]
Printed in Japan
© Asia-Pacific Cultural Centre for UNESCO (ACCU) 2010
I. Programme Information
Introduction

The Asia-Pacific Cultural Centre for UNESCO (ACCU) and the International Programme Office for Education and Training co-organised the Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated Schools, from 20 to 27 September 2009 in Sweden, as one of the 2008 Elementary and Secondary School Teachers Exchange Programme within the framework of the International Exchange Programme between Japan and Other UNESCO Member States for the Promotion of International Cooperation and Mutual Understanding.

Nine teachers and two ACCU escorting staff participated in the programme. This included one kinder garden teacher, one Steiner school teacher, one junior high school teacher, five high school teachers and one university professor.

In the programme held in Stockholm, Mr. Bengt Landfeldt, an ASP coordinator of the International Programme Office for Education and Training escorted the delegation, to (1) provide input on the programme design in order to ensure the success of the programme, (2) accompany the participants on all school visits in Stockholm, (3) provide preliminary introductions to outbound visits and facilitate discussion between school teachers/NGO staff and the participants, and (4) assist participants with the attainment of required outputs. Also, through the programme overall, Ms. Lena Lindahl, the Japan Representative in Sustainable Sweden Association, accompanied the delegation as an interpreter and a resource person to promote ESD worldwide and provide commentary about the connection between ESD and Permaculture throughout the programme.

Objectives

Sweden has been active in the promotion of environmental education through the UNESCO Associated Schools project network (ASPnet) and approximately 90 Associated Schools are officially affiliated at present. The “Baltic Sea Project” in which Swedish upper secondary students participated, has a global reputation and they have encouraged its network to deal not only with local issues but also international concerns, including discussion with Japanese students.

The national research for the purpose of identifying environmentally sustainable futures for Sweden, “Sweden in the Year 2021” was initiated by the Swedish Environmental Protection Agency in 1993 and its results are to be used as a basis for a new environmental policy nationwide. As for the sustainability rating over 30 OECD countries, which was published in 2004 and 2007, Sweden ranked first and these phenomena show Sweden to be the leading nation in the area of sustainability.

In order to realise a sustainable society, inclusion of the disabled is indispensable. In the Swedish education system, special needs education is highly progressive not only for pupils with physical

---

1 First regional project within UNESCO Associated Schools Project to combine environmental education on a specific environmental issue, the Baltic Sea and intercultural learning, which was started in 1989. Schools from Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia and Sweden take part in the project.


3 The study report, ‘Sustainability Rating for Countries: Comparison of the 30 OECD Countries, Focus June 2007’, published by Zürcher Kantonalbank Research, Zurich.
imperfections, but also those in need of various kinds of special support. They are given education of an equal quality to that of their peers, and the State through the National Agency for Special Needs Education and Schools offers special pedagogical support to authorities, services, and schools.

In the light of these factors, ACCU has selected Sweden as the venue of this exchange programme, under the themes of 'Environmental education' and 'Special needs education'. It will be implemented in line with the recommendation, by the Japanese National Commission for UNESCO, that ESD be promoted through the ASPnet to contribute to the implementation of DESD (Decade of Education for Sustainable Development⁴), aiming to achieve the following objectives:

1) to provide participants with the opportunities to learn about good practices of UNESCO Associated Schools such as the Baltic Sea Project in Sweden on ESD, by visiting schools, observing classes, and exchanging views with teachers, NGO facilitators and students in Sweden, and to return the fruits to educational circles and networks in Japan.

2) to contribute to activation of the ASPnet of Japan, thereby promoting ESD activities in educational circles in Japan.

3) to introduce ideas, knowledge and experience on ESD developed in Japan to the teachers in Sweden, and to interact and share that experience with them, thereby promoting mutual understanding among teachers of both countries, and to seek a new development of international exchanges to continue and strengthen connections between the countries through ESD practices.

To achieve these goals, 9 teachers from all over Japan joined the delegation to see the reality of various approaches to ESD activities in Sweden.

⁴ The United Nations designated the decade from 2005 until 2014 as the campaign period of the UN Decade of Education for Sustainable Development (UNDESD)
II. Proceedings
The Day before Departure (19 September 2009)

Pre-departure Orientation

The participants gathered at Narita U-city Hotel on Saturday 19 September, to attend the pre-departure orientation, which was chaired by Mr. Masatsugu Kimura, Director of the Planning Division of ACCU.

The opening speech was delivered by Mr. Kazuro Iida, Managing Director of ACCU, wishing for the success of the exchange programme and its contribution to the future activation of ASPnet in Japan and eventually the construction of an Asian-Pacific network of ESD, with informative instruction on the Baltic Sea Project being indicated during the programme. Also he wished the delegation a safe trip and a fruitful visit to Sweden. Following his remarks, an introductory DVD to ACCU’ activities was screened.

Secondly, Mr. Keiichi Tabuchi, Unit Chief, representing the Office of the Director-General for International Affairs in the Ministry of Education, Culture, Sports, Science and Technology (MEXT), gave a lecture on the situation of Education for Sustainable Development (ESD) and its utilisation of UNESCO Associated Schools. Mr. Tabuchi briefly explained about the progress of the ESD conspectus and its practices in schools, with specific examples. He highlighted their future outlook in promoting ESD, especially through ASPnet, over the Asia-Pacific region with a focus on food such as rice and their culture in common.

Followed by the lecture, a short break was called and the participants had an opportunity to receive a second lecture on the outlines of Interuniversity Network Supporting the UNESCO Associated School Project Network (ASP UnivNet) and its practices in support of the ASP schools by Dr. Kazuyuki Mikami, Director of General Affairs, Vice-president of National University Corporation, Miyagi University of Education. Dr. Mikami explained the history of Interuniversity Network Supporting the UNESCO Associated School Project Network (ASP UnivNet) in Japan and emphasised its efficacy towards integration into UNESCO Associated Schools, by indicating the blueprint to construct an ASP flagship project throughout the Asia-Pacific countries.

Finally, basic information on the schedule of the programme and general notes on the travel were explained by ACCU.
Day 1 (20 September 2009)
Arrival in Stockholm

On the day of their arrival in Stockholm, the participants went directly to the hotel and prepared for their upcoming visits in Sweden.

Day 2 (21 September 2009)

Events Schedule

(Morning)
The Swedish National Agency for Education
Information and General overview of the Swedish Education system, Presented by Karin Nilsson (Ms), Director of Education
Information about “The Sustainable School Award”, Presented by Emelie Moberg (Ms), Director of Education

(Afternoon)
International Programme Office for Education and Training (IPO
ASP net and its activities, Presented by Bengt Landfeldt (Mr), Desk officer, Swedish ASP net co-ordinator

In the morning, the party visited the Swedish National Agency for Education, where Karin Nilsson, Director of Education, provided the participants with information and a general overview of the Swedish education system.

Ms. Nilsson’s explanation consisted broadly of six topics, as follows.
(1) The educational administration system, which is made up of three agencies:
   1) The National Agency of Education
   2) The National Agency for School Inspection
   3) The National Agency for Special Needs Education and Schools

The first two agencies listed above were formerly departments of a single agency, but are now independent of each other. Each agency reports to the national government, but is distinct from and independent of the Ministry. The Swedish National Agency for Education is tasked with developing the educational content and curriculum.

(2) Systems for running educational organisations
   Educational organisations are managed at three levels:
   1) National-government level: Planning, proposal, legislation
   2) Local-government level: Management of educational activities
   3) School level: Implementation of educational activities

(3) Educational systems
   1) Early childhood education (pre-school education)

Pre-school education comprises one year of pre-school classes (up to six years of age). Pre-school
activities are educational activities provided for children aged one through five. For children up to 12, after-school care must be provided, so a “family daycare” programme is offered. Under this system, women whose own children are grown up watch over children who need this support after school.

2) Compulsory education
   Education is compulsory in Sweden from ages seven to 16. Upper secondary schooling continues thereafter from 16 to 19 years of age, and adult education is available to everyone from 20 through 64 years of age. Upper secondary education includes classes tailored to immigrants, foreign nationals, Upper Secondary schools’ dropouts and general adults. Vocational university and college are also included in upper secondary education.

(4) Measures for parents
   Under Sweden’s childcare leave system, either parent can take up to 480 days’ leave to care for their children. Of these 480 days, 80% of salary is guaranteed for 390 days. Also, 60 of these days may be taken by the mother only, and another 60 days may be taken by the father only. If either parent fails to take these 60 days, the right to take the 60 days is not transferable but is revoked.
   The proportion of fathers who take childcare leave is remarkably high.

Tuition: All education from preschool to university is free of charge.

(5) Details of the curriculum in compulsory education
   There are no private schools in Sweden: all schools are run by the national government. The compulsory curriculum breaks down into 98.5% for ordinary schools and 1.45% for “community schools.” These schools, which correspond to “independent schools” in Japan, serve those with learning disabilities and truants. The remaining 0.05% of places at community schools are dedicated to special-needs education for handicapped students. A major difference between the independent schools and public schools is in the timetable; the curriculum is the same for both. Students are free to switch back and forth between the independent schools and public schools more or less at will, with parental consent, and the two are regarded as equivalent. Recently some independent schools have been opened by parents’ unions or by private companies, resulting in intensified competition.

(6) Evaluation and revision of the educational system
   Sweden is currently implementing the following revisions:
   1) Revision of evaluation scales: Standardised testing, strengthening of oversight, strengthened recognition of parents’ and children’s rights, etc.
   2) Allocating budgets per person: Each child is allotted a budget, but smaller local governments have smaller budgets. To eliminate disparity, local governments support each other to improve the balance.
   3) Employee training in upper secondary education
   Job-placement support after graduation
   4) Training for teachers, principals and administrators
   An occupational training curriculum is introduced in which new training is implemented for principals and administrators.

Participants enthusiastically took notes at this thorough and focused explanation, and asked numerous questions, which can be grouped around the following topics, among others: Training for administrators, Leadership education for principals, Who is tasked with evaluating the principals?
School reform, Organisational differences between nursery schools and daycare centres…etc.

After Ms. Nilsson’s general overview of the Swedish Education system, Ms. Emelie Moberg, Director of Education, offered an explanation about the Sustainable School Award.

Ms. Moberg began by explaining the general guidelines and specific targets of the Sustainable School Award system. This explanation was followed by a question-and-answer session, parts of which have been reproduced below.

Q1: The targets are set by the Ministry of Education. Do the individual schools have the right to decide the details of their approach to achieving those targets?
A1: The details are left entirely to the schools. Each school submits its system to the Ministry through its Educational Committee. If the plan is incomplete in some way, the Ministry requests revisions through the Committee.

Q2: How many schools have won the Award? What are the merits of the system?
A2: Currently 2,000 schools have won the Award.

There are no advantages in terms of budget, as the Award does not bring with it any grant or subsidy.

With independent schools increasingly competing for students, all schools are seeking to distinguish themselves. A school’s gaining the Award makes it easy for parents to understand what sets that school apart, and gives parents confidence in that school.

According to a 2008 survey of Award-winning schools, winning the Award proved a powerful motivator for teachers in conducting ESD. Administrators replied that the Award made it easier to recruit teachers and staff.

Q3: What specific changes have occurred in the children as a result of winning the Award?
A3: The numerical data are not available yet.

Q4: Of the 2,000 Award-winning schools, half are preschools and another 20% are primary schools. Isn’t it difficult to find meaningful activities for preschools, primary schools and so forth? Truly academic activities are especially difficult for primary schools.
A4: The activities are carried out according to each school’s timetable. Details can be negotiated with each local government.

This Q&A exchange was highly impressive by, as each official spoke passionately about their programme, the Japanese teachers asked frank and direct questions, and everyone listened to each other with respect. At the end, the representative of the Japanese visitors offered commemorative gifts to the presenters. The session was a fruitful experience for both the Japanese and Swedish participants.

After lunch, the participants moved to International Programme Office for Education and Training (IPO) which is a government agency for the EU Life Long Programme (LLP), that promotes academic exchanges and cooperation across national borders within the field of education.

They award grants and project funding as part of the cooperation and exchange programmes for which they are responsible. They also run communication initiatives aimed at various target groups.
in the field of education in Sweden. Their work is funded by and managed in close cooperation with several Swedish and foreign institutions. Their primary funders are the European Commission, the Nordic Council of Ministers and the Swedish government.

Together with their partners in other EU countries, they participate in the development of European cooperation in the field of education. Their goal is to attain greater mutual support, cultural understanding and new knowledge, as well as to create and develop international contact networks.

At the IPO, Mr. Bengt Landfeldt, Desk officer, Swedish ASPnet co-ordinator, offered a presentation regarding UNESCO Associated School Projects in Sweden. Mr. Landfeldt began with an overview of programmes, then explained how, since its accession to UNESCO in 1950, the IPO organised a series of student exchange meetings, joint conferences and other geographically defined activities. These included activities focusing on the Baltic Sea and the Great Volga River Route Project.

Next, Mr. Landfeldt provided an outline of each of the projects supporting the IPO’s activities. Two of its most internationally acclaimed UNESCO Associated School projects are the Baltic Sea Project and the Great Volga River Route Project. These projects tackle themes agreed on by students across national borders; in the latter project, schools from Iran and 17 other countries along the Volga took part. Other projects under way, said Mr. Landfeldt, included the This Is Our Time Project, in which students discuss projects such as the above online, the World Heritage Project, which focuses on education regarding World Heritage, and the Russian ASP Project.

The next step for the IPO, said Mr. Landfeldt, was a programme of exchange with developing countries. The IPO is still considering what type of exchange method to propose. Future issues include the revival of the stalled Baltic Sea Project and maintaining continued contact and information-gathering with respect to schools participating in ASP.

After the discussion, Dr. Mikami, the group leader of Japan, presented Mr. Ulf Melin, Director General of the IPO, with a commemorative gift.

After wrapping up the discussions at the IPO, the group toured two World Heritage sites in the suburbs of Stockholm: Drottningholms Castle and the Forest Cemetery. This event was followed by a tour of Stockholm City Hall, where the dinner parties for Nobel Prize award ceremonies are held, and the old city centre of Stockholm.
Day 3 (22 September 2009)

Events Schedule

(Morning)
Nacka gymnasium (Upper Secondary School)
Information on how to work with Education for Sustainable Development, Presented by Mr.
Jarl Axelsson (Mr), Principal
Introduction to the Baltic Sea Project, Presented by Susanne Mellvig (Ms), teacher,
International and BSP coordinator

(Afternoon)
Nacka Nature School, Annika Wiberg (Ms)
Life-Link Friendship-Schools (NGO, working together with ASP net), Göran Säve (Mr)

In the morning, the group visited Nacka Gymnasium, one of the schools participating in the Baltic
Sea Project. Mr. Jarl Axelsson, the principal, greeted the delegation with a welcoming address and
provided an overview of the school, its size and its activities. Nacka Gymnasium is a co-ed school,
divided fifty-fifty between boys and girls, with some 15% of students born outside of Sweden. The
2,000 students pursue a three-year diploma from age 16 to 19, while the faculty of 200 teachers
operates on a subsidy of 100 million SEK (about US$22 million). The curriculum is divided
roughly into three courses: humanities and natural sciences, the two courses that comprise the
university-track classes and account for two-thirds of the students; and the vocational training
classes, which occupy the remaining third of the student body. The vocational classes are
surprisingly broad-based, encompassing electrical engineering, fashion and hairdressing. About a
third of the university-track students have a natural science as their major. In Sweden, any lower-
secondary school student resident in the country, regardless of region, can freely choose to apply to
any upper secondary school based on their marks. All costs, including tuition and lunch, are paid by
the state. Barrier-free classrooms for the handicapped are available.

Mr. Axelsson also explained the history of the school’s involvement with the promotion of ESD.
Nacka Gymnasium’s interest in sustainability issues began in 1950. It grew in the 1970s, as Sweden
effected a massive switch from fossil fuels to nuclear power. In the 1980s, as Sweden sought
economic growth alongside social equity, “the ESD spirit” became a household word, reflecting the
Swedish people’s desire for a sustainable society. Recognising that the most important factor in
promoting ESD was employee proficiency, companies implemented ESD as part of their on-the-job
training. When hiring ESD teachers, schools were encouraged to seek candidates who had studied
ESD courses in university.

Similarly, administrative staff place great emphasis on measuring results. When drafting the targets
for an ESD programme, they demand specific information on three key areas: focus, evidence and
competency. The group of teachers asked Mr. Axelsson the following questions:

1. What tools do administrators use to evaluate teachers?
2. Does teachers’ participation in ESD affect their salary?
3. Is ESD implemented in all classes? How are students evaluated?
4. How does the school liaise with parents and families?
Mr. Axelsson answered these questions as follows:

1. Students are evaluated through classroom observation and by student questionnaire.
2. Salary-based incentives used to be provided but have been eliminated. The government’s targets have changed.
3. A great deal of ESD content is included in the maths and science classes as well as environment-related classes. In many cases evaluation relies on individual teachers. Teachers must be enthusiastic about both teaching and evaluation.
4. There is virtually no liaison made with parents and families. In most schools in Sweden, relationships with parents are superficial at best. Liaison with regional communities is not especially strong, either.

When Mr. Axelsson finished his presentation on ESD, time was allotted for the Japanese visitors to interact with the students. The participants were divided into two groups, each of which was assigned three or four students. In these small groups, they enjoyed a pleasant chat with the students about such things as their dreams for the future, what their classes were like, and their daily routines.

Next, the hosts at Nacka Gymnasium graciously provided a tour of the facilities. They observed the chemistry and electrical labs, and sat in on classes. These included a social-studies class on using computers to define problems, and a biology class. Amid a remarkably free atmosphere, in which they were free to leave and enter the classroom and to talk among themselves, the students devoted themselves diligently to their tasks. In many classes, the teacher set a broad orientation for the class activities then left the students to grapple with problems on their own. Many of the participants were amazed at the contrast with classes in Japan, where students wait for instructions from the teacher and are not allowed to separate themselves from the flow of the lesson.

After observing the classes, the group returned to the initial conference room, where Ms. Susanne Mellvig, International and BSP coordinator, offered them a presentation called “Introduction to the Baltic Sea Project.” Ms. Mellvig’s talk was filled with informative detail about the project activities, a summary of which is presented below.

Nacka Gymnasium had been active in the Baltic Sea Project (BSP) for some 15 years. During that time, its students had surveyed water quality, forest environments and climate change as well as the histories of these phenomena, and had drafted specific ideas and proposals for a sustainable fishery from biological, political, economic and other perspectives. These surveys took place over the course of several months. For example, in one project students tabled proposals regarding what consumers could do to influence the politics of fisheries policy to obtain a sustainable cod fishery.

The school decided the research themes. In the previous year, as an after-school project, 80 third-year students selected BSP as their theme and agreed to meet for an hour every Friday afternoon. The students undertook a series of surveys with a view to leading six seminars throughout the school year. They spent a total of 80 hours on the project. As all presentations were delivered in English, the project gave an enormous boost to the English proficiency of all students.

Students were awarded marks for their participation in BSP (2 units’ worth), and their marks in
BSP itself has a 20-year history. Each year a different country takes on the mantle of coordinator, organising the participation of 220 schools (from primary to upper secondary school) in 9 countries. Nacka Gymnasium has issued the following comments regarding the results of BSP:

BSP is highly significant for the school. Thanks to this project, students and teachers have been able to engage in numerous international exchange encounters.

BSP activities have also enabled the students to forge links with regions far removed from the Baltic Sea. In one project, for example, students travel once a year to Lake Victoria in East Africa, where they work with local students to think about how to manage resources in a sustainable fashion. In return, students from Uganda collaborate on projects based on Baltic 21 (Agenda 21 for the Baltic Sea Region).

Journals on BSP are published regularly, reporting the results of project activities. The teachers use the prospect of publication in these journals to motivate students to carry out surveys and publish reports.

One problem some participants mentioned was how busy the teachers are here. Only two teachers are currently assigned to BSP at Nacka Gymnasium. Some people commented that they wished more of the teachers would take a strong interest in and participate in BSP.

Nonetheless, some Japanese teachers commented that they were especially impressed that the Swedes were able to maintain exchange on such a deep level with students from so many countries. This could have been due in part to Sweden’s location in Europe, where many countries are so enviably close to each other. Of course, generous funding from the schools and Ministry of Education also played their part in these excellent results.

The group ate lunch in the cafeteria with the students of Nacka Gymnasium, then proceeded to the destination for the afternoon, Nacka Nature School.

Nacka Nature School offers programmes to teach children about the environment through direct contact with nature. Established 22 years earlier, Nacka Nature School accepts children from five years of age up to 18 and employs two full-time staff members.

Upon the participants’ arrival, Ms. Annika Wiberg, the school’s representative, offered a welcoming address. The Japanese participants then watched a DVD about the school’s programmes, which featured upper secondary school students testing water quality in a lake, preschoolers on a nature walk, a process for filtering wastewater called “water in motion,” and methods of treating household wastewater.

Ms. Wiberg next provided them with a description of the facilities at Nacka Nature School, as follows.

Every year or two, Nacka Nature School hosts classes of students who participate in an environmental programme. Through a variety of activities in the beauty of nature, children experience the joys and wonder of the natural world. This programme instills in the children an
awareness that nature must be protected and prompts them to ask themselves what they can do to help. The school charges a fee of €80 per class, which is normally paid by local government.

Programme content changes constantly as the school adjusts for the season and the children’s age group. In some cases, the theme of the programme is set by the Nacka Nature School; in others, by the visiting teachers. Each spring and autumn, the school offers programmes for teachers, as part of their on-the-job training. The school’s facilities are also used for adult-education programmes, largely aimed at immigrants, who would otherwise have little chance to experience the natural environment of Sweden.

Nacka Nature School is one of about 80 nature schools in Sweden. Each is active in its respective region, and is plugged into a strong regional network.

After Ms. Wiberg’s overview, they had an opportunity to tour the facilities at Nacka Nature School, including the school’s wastewater treatment system. As in Japan, final treatment and filtration of wastewater is accomplished using chlorine.

Following the tour of the facilities, they took part in the same nature walk that Nacka Nature School offers visiting children, guided by a question sheet about plants and animals. The purpose of the nature walk is not to instill in students knowledge about the environment, but the natural desire to protect and coexist with nature, through the experience of contact with the natural world all around them.

Upon taking the leave of Nacka Nature School, the group turned toward the city of Uppsala, some 80 kilometres from Nacka. Here the delegation visited one of the organisations that supports Life-Link Friendship Schools, a UNESCO Associated School programme.

Life-Link Friendship-Schools is an independent Non Governmental Organisation which aims to promote contact and cooperation between young people around the world and their schools, through active participation in shared projects, vital for the present time (e.g. Environment, Human Rights, Conflict Resolution and Constructive Collaboration).

Life-Link projects centre around three main areas of attention: Care for ourselves - Care for each other - Care for the environment. Realisation of these three interdependent areas will lead to increased common security. Its philosophy is based on Natural and Social sciences and is neither politically nor religiously aligned. Until today since year 2000, more than 3,594 Peace Actions by 665 schools, in 89 countries have been performed and reported. The content of the activities are varied into Peace and Care Actions, Projects, Lectures and Campaigns, at and around Schools Worldwide, and Youth, aged preferably 12-19, in co-operation with teachers and preferably also with parents and community resource people involved, perform one or several "2 hours" or part-day peace actions as proposed in the Life-Link Manual and all the actions should take place at and around schools or within the nearby community, and can be initiated by a class or a club at any school.

A group of 50 UNESCO Associated Schools and schools in the Middle East (Egypt, Iran, Oman, Kuwait, etc.) worked together to prepare guidelines for teachers with respect to Life-Link Friendship-Schools and UNESCO Associated Schools, on the theme of “Culture of Care, Culture
for Peace.” The design for the thoughts and actions underpinning these guidelines is framed in the “House of Change,” an ideal or target blueprint for action, as diagrammed below.

### House of Change

- **Constructive behaviour** (Final phase)
- **Attitudes** (Changes in behaviour spring from changes in attitude)
- **Knowledge** (Secondary level)
- **Awareness** (Primary level)

In another programme, Life-Link Friendship-Schools conducted a study of 50 UNESCO Associated Schools to determine how students’ families used water, using a questionnaire called “Water at home: Self-study questionnaire.” Reports were recorded in the questionnaires over a period of one year. Answers varied widely, as the water-supply environment varied widely over the target countries. As they learned how children in other countries lived and how they related to water, many of the students were seen to make changes in their daily lives.

Japanese observers were delighted with many aspects of the support programmes. Teachers used these programmes as outside support for their educational activities. As such, teachers had discretion over which aspects of the programmes they used, maintaining a measure of flexibility over programme content. Also, reports were not strictly result-oriented; students were not required to report all results.

With the presentation on Life-Link Friendship-Schools over, they spent the rest of the day sightseeing in Uppsala. The group visited Uppsala Castle, toured Uppsala University (Sweden’s oldest university), and walked about the city.
DAY 4 (23 September 2009)
Events Schedule

(Morning)
The National Agency for Special Needs Education and Schools
Overview on the special education in Sweden by Lena Thorsson(Ms), Special Coordinator
(Afternoon)
Tullgårdsskolan(Primary school), escorted by Raoul Elebring(Mr), principal and special pedagogue
(Evening)
Welcome dinner with IPO (International Programmeme Office for Education and Training) officer, Bengt Landfeldt(Mr)

The National Agency for Special Needs Education and Schools was established on 1 July 2008 for the purpose of coordinating the government’s support for special needs education.

The agency takes over the former functions of the National Agency for Special Educational Support, the Swedish Institute for Special Needs Education and the National Agency for Special Schools for the Deaf and Hard of Hearing.

Their aim is to ensure that children, young people and adults with disabilities will be able to develop and receive an education based on equality, participation, accessibility and companionship.

Their function is to offer support to school managements in matters relating to special needs education, promote access to teaching materials, run special needs schools and allocate government funding to pupils with disabilities in education and to education providers.

On the day of our visit, M.s. Lena Thorsson, Special Coordinator, provided the delegation with an overview of Sweden’s special-needs education system, the issues it confronts and its plans for further development. M.s. Thorsson had spent the past 40 years working for the cause of inclusive education, including her present post. The following is a summary of Ms. Thorsson’s outline of the National Agency for Special Needs Education and Schools.

1) Sweden’s focus in special-needs education is on dealing with the needs of each student on an individual basis, rather than assigning special-needs students to categories of needs. In some cases, however, special schools for students with hearing difficulties, speech impediments and so forth may be created if the parents or guardians so request. Sweden’s educational-support guidelines make clear that schools are responsible for students with special needs and staff must support those students.

2) Currently special schools for the hearing-impaired exist in Sweden, and there is little demand from parents for integration of these children into regular classes. Sign language is a completely different language from Swedish or other oral languages, so incorporating it into regular classes is impractical. At one time there was a call in Sweden to abolish all special schools for the hearing-impaired, but today the importance of these institutions is recognized anew, and they are run as special schools. Nonetheless, Sweden remains committed to the basic stance that all children should study in the same environment, so the number of special schools in the country is low (there is only one school for the severely physically disabled, for example). Indeed, there is some opposition to the construction of schools for the speech-impaired, and the general desire for these students to study in the same environment as unimpaired children is strong.
3) Legislation providing for inclusive education was enacted in 1968. Since then the campaign for inclusion has been highly active and the number of special classes in Sweden has declined. However, the case is not always argued forcefully in regular schools; building support for the principle of inclusive education among regular schools, teachers, parents, guardians, and communities is the next issue to address. Spreading awareness that education must exclude nobody, that education is for everyone, is an absolutely critical duty for the 21st century. Inclusive education must begin in kindergarten or preschool education. Sweden is only beginning to grapple with this task.

4) Distribution of the education budget is the responsibility of the local government, and is decided through consultation with each local government. The National Agency for Special Needs Education and Schools distributes a supplementary budget.

5) The teaching materials used by each school are not vetted by a national textbook examination committee (no such committee exists). Rather, the production of these materials is left to the private sector, and schools purchase materials they judge to be useful and of good quality. The national government provides a subsidy to private-sector textbook publishers.

6) Teachers in charge of special-needs students are not attached to regular classes as assistants, as is the case in Japan. Rather, the teachers responsible possess the necessary knowledge themselves. The syllabus is adjusted according to the disabilities of each individual, and the budget distributed to each school differs according to the number and needs of the special-needs students in each. The budget allows some flexibility, so that parents, local government and schools can develop the necessary action plans together and disseminate them to each local government.

7) Teachers who think a student has a disability may not directly request support from a medical institution or social-services agency. They may only request such support if the parents permit and so request.

8) The Swedish government has a target that all people in Sweden must be able to live a comfortable life by 2010. All new schools are built to barrier-free specifications.

Following her presentations, the Japanese teachers asked Ms. Thorsson the following questions.

Q1: Are there cases where a school refuses entry to a disabled child?
A1: Schools don’t have the right to refuse students, but in practice it happens sometimes, particularly at independent schools.

Q2: Can you request medical support?
A2: In principle, this is done by parents and guardians, not teachers.

Q3: What are the qualifications for teachers responsible for special-needs students?
A3: No special, absolute qualifications are required.

Q4: Does your agency deal with physically handicapped children as well as mentally handicapped children?
A4: In Sweden, we do not distinguish between mentally and physically handicapped students. Our basic stance is that education is for all children. Therefore, we do not group students into
Q5: If children require medical support, how do you provide that support?
A5: A nurse may be assigned, or if necessary support for carrying out compulsory intravenous drips
or vaccinations or other medical treatment is provided as necessary. However, any medical
support must be at the request of the parents.

The group of Japanese observers expressed respect and appreciation for the Swedish educational
stance of furnishing whatever methods were necessary to give the same education to all students,
rather than teaching special-needs students separately. Some participants suggested that this stance
is made possible by the high standard of living enjoyed by Swedish parents or guardians and
teachers, compared with the situation in Japan. Though taxes are certainly high in Sweden, the
money collected from the people is used in ways that the people widely support, with positive
results. Japan, one of the members suggested, needs to broaden its values in this way. Such a change
could never be done overnight, but even a gradual shift in this direction is called for.

After the visit to the National Agency for Special Needs Education and Schools, they headed for
Tullgårdsskolan. As soon as the group arrived, they were treated to a luncheon of elk venison with a
class of six-year-olds. It was the school’s kind wish to give the Japanese visitors as typical a
Swedish menu as they could. Many of the participants declared themselves pleasantly surprised at
how tasty and enjoyable a dining experience elk was.

After lunch, Mr. Raoul Elebring, principal and special pedagogue, escorted the group to an empty
classroom and outlined the school’s vision. Tullgårdsskolan, Mr. Elebring said, was quite simply “a
school for everyone.” It was not a school for special-needs education but a regular school with
special programmes. It accepted children with learning difficulties and autistic children and boasted
some of the highest quality educational activities in Sweden.

Tullgårdsskolan was built and opened in 1995. They started out with 160 students and during the
academic year of 2008/09 there are 347 students enrolled, they are divided into 14 classes. At
Tullgårdsskolan there are preschool classes, compulsory school – grade 1-6, integrated special
school, leisure time activity centre which also is integrated within the organisation of the school. In
the leisure time activities, which take place after classes, the school cares for children up to grade 3.
One teacher is assigned to supervise all activities, including spare-time activities, so that the
children become used to commuting to and from school together at an early age. This is because
smooth integration into school life depends strongly on having all students commute together at as
early a growth stage as possible. From grades 1 to 3, the students have the same teacher, and study
in the same class. The principal’s duties are focused on supervising the teachers, and the teachers
make appointments with the principal from time to time to discuss various issues. By solving the
teachers’ concerns at an early stage, the school strives to prevent small problems from becoming
serious. The basic approach at Tullgårdsskolan is that, if a class of good students can be formed
early, tranquility in future classes will be preserved, enabling better academic results. To create
activities that help children get along and become friends, teachers must take the time each morning
to spell out clearly to students what they are expected to do and what they are expected to achieve.
If any children do not understand, this is the time to explain in detail.

The following is a list of questions asked by the participants and the principal’s responses.

Q1: How do you maintain friendly relations among students in class?
A1: At playtime, the teachers decide who plays with whom. This measure gives children practice in getting along with a wide variety of children. The experience is valuable, as they will be skilled at working with groups—as committee chairs and secretaries, or as theatrical directors, for example—when they grow up.

Q2: In your classes, do you offer pointers for harmonious human relations?
A2: One of our most important activities is to create stories about social situations and clearly explain the purposes of activities as they relate to socialisation.

Q3: What is the composition of the various teachers’ workshops?
A3: The principal decides this. By dealing with issues through the workshops, we communicate, most importantly, that teaching the students to understand each other is not something one teacher can do alone. It’s also important to meet with parents frequently and share information. Information gained at school is not sufficient to obtain a full understanding of each child. In some cases we partner with other educational institutions, to share information more deeply and broadly. If medical support is needed, we confer with appropriate partners with parents’ consent.

Q4: What is the most common concern teachers bring to you?
A4: The problem of children not doing what teachers say.

Q5: What problems do you encounter in your anti-harassment system?
A5: Having an anti-harassment team in place can give the unfortunate impression that the problem can be left entirely to them. We counter this impression by teaching that harassment is a problem for all of us to solve together.

Q6: How often do you hold teachers’ meetings?
A6: Once a week.

Q7: Do you sometimes assess students’ abilities through written tests?
A7: We try to use a wide variety of tests, to assess children’s knowledge level from as many different angles as possible. We consider it extremely important that we study situations holistically and reduce problems to create a supportive environment.

Q8: How many administrative staff members do you have?
A8: Three. This is a small number for a Swedish school, but our attitude is to have as many of our people dealing directly with the children as possible.

Q9: On average, how many children in each class have special needs?
A9: About two or three children per class.

Q10: When do you start teaching classes in English?
A10: We begin gradually from grades 1 and 2. We start out easily, using videos of teachers speaking English with subtitles and so forth.

Q11: When children with disabilities arrive, what is the response in terms of school facilities?
A11: Barrier-free construction is required in all schools in Sweden, and has been for 50 years. If additional furnishings are needed for a child’s disability, to a certain extent they are required to be installed.

Q12: What are the issues from the school’s and the teachers’ point of view?
A12: For teachers, it’s lack of time, and the resulting stress. Also, identifying issues at home and setting targets for them is difficult.

Q13: What are the teachers’ working hours?
A13: From 8 AM to 4 PM. Individual work in the home takes up about two hours. Civil servants work an average of 1,750 hours per year, but the figure is smaller for teachers. Also, teachers receive seven weeks’ paid leave per year, against five weeks for civil servants. Most take all their paid leave.

Q14: We understand that the teachers and principal interact as equals here. Is that the norm in other schools as well?
A14: No, it’s unusual. At other schools, the hierarchy is much stricter.

Q15: Do you do overtime? Do you receive overtime pay?
A15: It’s reflected in our salary, but basically we receive leave time in lieu of overtime pay.

Q16: Are teachers permitted to moonlight?
A16: Teachers are not permitted to take second jobs outside the school system. However, if such other work consists of educational activities, they may receive permission if they apply.

Q17: Are the teachers’ salaries high?
A17: They’re low in comparison with other European countries, but about average for Sweden.

Q18: Do many students wish to become teachers themselves?
A18: There aren’t enough students in teacher training courses in some areas of the country, because the conditions for qualification are quite stringent.

Q19: Is teachers’ social status high? Based on your salary and various incentives, it would seem that teachers’ social status has fallen somewhat.
A19: In Sweden, teaching is still regarded as a sacred calling. It’s a well respected occupation.

Q20: In Japan, teachers sometimes move around among schools in the same community. Does this happen in Sweden?
A20: Basically, except for the youngest teachers, we stay in the same school all our careers.

Q21: Is it possible to acquire teaching qualifications through distance learning?
A21: In some regions it’s possible, but generally it’s impossible to obtain qualification in Sweden without passing certain required units at university.

Q22: How long does it take to earn teaching qualifications?
A22: Generally, for kindergarten teachers it takes three years, and for high school, elementary and junior high school it takes five years. There is some variation among universities regarding the number of years required to obtain a teacher’s license, and at teaching colleges it depends on which grades the teacher will teach.

Q23: How long does it take to earn a teaching certificate for those seeking a career in special-needs education?
A23: The basic courses plus a year and a half of special-needs education courses are required.

Q24: In what ways do you liaise with other schools?
A24: We confer with each other on matters such as grading standards and organising meetings with parents and guardians.
Many other questions were asked and answered. When the Q&A time ended, the participants observed classes in a classroom, in the library and in the music room, and observed a social studies class in which the objectives of education were being ascertained while making individual workbooks. In the music lesson, students were divided into groups and asked to create a commercial jingle with a rap beat. In one class, they were able to ask the students about their impressions of Japan; their impressions of anime cartoons and sushi were especially strong. In that class, they noticed that one of the students was provided with a monitor that compensates for poor eyesight; apparently when it became clear that the school would be accepting a visually impaired student, the school and local government put their budgets together to purchase the necessary equipment.

After taking its leave of Tullgårddsskolan, the group enjoyed a stroll around downtown Stockholm. Many of them chose to tour the Nobel Museum, which commemorates the scientist and engineer Alfred Nobel and the winners of the prizes that bear his name. The participants were thoroughly impressed with this informative and thought-provoking museum.

After the walk around the city, they had dinner with an IPO officer. This welcoming dinner was held at Erik’s Gondolen, a gondola-style restaurant famous in Stockholm, with beautiful views of the sunset. The participants took this opportunity for some valuable exchanges of views with the Swedish secretariat officer.
DAY 5 (24 September 2009)

After breakfast, the group departed Stockholm for Sweden’s third-largest city, Malmo.

Malmo is Sweden’s third-largest city after Stockholm and Gotenburg. In July 2000, a bridge was built between Malmo and Denmark. As a result of the increased convenience, thousands of Danes now live in Malmo. Established in the latter half of the 12th century, Malmo has long been a centre of the herring fishery. Though formerly under Danish control, Malmo became part of Sweden in 1710. After that, the city fell into severe economic decline. Today the Western Harbour district is part of an “environmental infrastructure district,” part of the city’s plan to beat the global recession. This plan has resulted in a cityscape dotted with eye-catching buildings and homes.

Arriving in Malmo, they had lunch and spent a delightful two or three hours walking around the city. After the stroll they headed for Malmo Latinskola, Malmo’s Latin upper secondary school, where they met the host families in whose homes they were to stay during the visit. Malmo Latinskola gave its full cooperation to make the homestay a success; they were grateful to be received into the homes of Mr. Kurt Westlund, coordinating principal; Mr. Stefan Njord, principal; and Ms. Kiyomi Henrysson, Japanese class teacher.

In the teachers’ assembly room at Malmo Latinskola, they each gave a brief self-introduction. Each member of the group, consisting of three to four male teachers and one female, went severally to the homes of Mr. Westlund, Mr. Njord, Ms. Henrysson and Mr. Robin Akesson, a student, to stay the night. This homestay was an encounter to be treasured, as they experienced many aspects of daily life in Sweden such as Swedish home cooking, local supermarkets, and public transport.

The teacher who stayed at the home of Mr. Akesson, the student, related that he was able to talk about the problems the youth of Sweden face today, including the problems of alcohol and drugs. As for the teachers who stayed at the homes of the teachers of Malmo Latinskola, they commented that they were unable to hide their amazement at the differences between the Swedish teachers’ lifestyles and their own, particularly as concerns the length of paid leave and the break time they enjoy.
Day 6 (25 September 2009)

Events Schedule

(Morning)
General Information on Latinskola, Presented by Kurt Westlund (Mr), Coordinating Principal, Stefan Njord (Mr), Principal, Maria Jarlsdotter (Ms), Principal, Malmo Latinskola
‘The post-fact report of ‘High School Students’ International Conference in Asia ASPnet-Voice for Environment and Peace’ (held in Nov 2008) Presented by Seiichi Tanaka (Mr), Ikeda Senior High School Attached to Osaka Kyoiku University
‘ESD practices in Hagoromo Women’s high school’ Presented by Kenzo Yoneda (Mr), Hagoromo Women’s High School

(Afternoon)
Walk tour in Western Harbour, Malmo City, ‘Sustainable development and new infrastructure of Malmo’, guided by Pernilla Lundgren (Ms), official guide in Western Harbour, Hagelborn travel

Malmo Latin School established in 1406. The school is a melting pot of various backgrounds, languages and ambitions where thousand students encounter new.

The staff is committed to reaching, teaching and empowering any and every attendant student. Therefore, they place heavy emphasis on real democracy. The student union is an active and dedicated participant in most aspects of their work. It has representatives at all levels of their decision-making process including the very highest; the School Parliament. On the programmes and courses, there are the optimal choices for anyone striving for university, in Sweden or abroad. It is offered a wide and comprehensive range of programmes and courses. The choices are between hundreds of courses and a number of programmes.

In the morning, the participants departed their respective homestays and proceeded to Malmo Latin School. When the participants arrived, Mr. Westlund, Mr. Njord and Ms. Maria Jarlsdotter greeted their visit with a welcoming address. Mr. Westlund, the coordinating principal, provided them with an overview of the school.

The following is a summary of Mr. Westlund’s description of Malmo Latinskola.
Malmo Latinskola has one coordinating principal and three principals, each responsible for a particular field: international exchange, special support, and sports. As coordinating principal, Mr. Westlund provides consultation and guidance to the three principals. Each principal is responsible for a team of 20 to 27 teachers, and provides advice to the teachers when they encounter difficult situations. The school has an unusually high component of students from other cultures, at 60% (compared with an average of 52% for Sweden overall). To preserve the students’ mother tongues, lessons are currently available in 14 languages, including Albanian, Cantonese, Kurdish, Mandarin Chinese, Aramaic, Somali, Pashto, Turkish, Urdu and Vietnamese.

Each of these languages is taught by a specialist instructor.
Of course, to enable the students to pass Swedish upper secondary school requirements, the students are taught Swedish as a second language. Depending on their academic record, it usually takes one to two years for the students to become proficient in Swedish.

With the completion of the bridge to Copenhagen, Malmo finds that many of its students are now commuters from Denmark. Many of these are students interested in music and media studies.
Students at Malmö Latinskola are required to achieve the following in order to graduate:

1) They must be sufficiently proficient to enter their desired university.
2) They must seek out appropriate advice and training regarding their intended academic and career paths.
3) For students with special needs, unlike other schools that emphasise inclusion, Malmö Latinskola provides separate classes. These classes assist the students in maximising results from their existing skills. In only a few classes is it considered beneficial to integrate special-needs students into regular classes.

In the daily schedule for special-needs classes, Malmö seeks to reduce student anxiety by following roughly the same schedule every day. Similarly, the same staff and instructors are maintained. Some students attend the programmes of other schools in addition to this school’s. Currently Malmö Latinskola employs three instructors with responsibility for special-needs education, taking charge of 30 students in four classes. A four-year curriculum is adopted.

After listening to the above explanation of the school, they enjoyed a tour of the school and sat in on some lessons, courtesy of the Japanese teacher, Ms. Kiyomi Henrysson. The hallway had doors installed at various intervals, each of which the teachers had to open with a key to let us through and which locked automatically upon shutting. Several of the Japanese participants remarked on these strong external security measures.

Their observation of a (grade-2) Japanese language class began after the students reviewed the previous lesson. On the instructions of Ms. Henrysson, each of the students introduced themselves to the Japanese teachers, telling the delegation their names, hobbies and ages. For the part of visitors, they told the students the prefectures they were born in, their names, the meanings of the kanji their names were written in, their hobbies and other personal information. When the participants asked the students why they had chosen to study Japanese, a variety of reasons were voiced, such as: I was interested because the grammatical rules of Japanese are completely different from my own language; I’m very interested in Japanese culture; and I’m interested in anime. Some of the children in the class were students from a neighbouring upper secondary school. In Malmö, if students are interested in a subject that is not offered at their school, they can study it at a nearby school. Depending on the class, units can be acquired that can be exchanged for other units – like the unit exchange system at Japanese universities.

In addition to the Japanese class, the delegation observed an English lesson, a psychology lesson, the school library and the computer room. A number of the teacher from Japan voiced amazement at the advanced level of English proficiency on display.

One facility of great interest was “Classroom 101.” This class, supervised by two specialist teachers, was for students who had fallen behind in their lessons (including some with mental disabilities), students who had graduated but wanted to improve their marks, and students who needed help with certain issues. This system is used in every school in Sweden, the Japanese visitors were told. When they visited, two girls were working on a problem. The visiting Japanese teachers applauded this excellent system, not only for providing special support to children suffering from specified ailments, but also for the high degree of care and attention afforded each student.

Following the tour of the facilities, the Japanese teachers were given time to prepare reports on the day’s activities.
Two of the Japanese teachers delivered a pair of presentations in the school’s beautiful, historic hall, which was normally reserved for dramatic presentations, ceremonies and the like.

The first report was ‘The post-fact report of ‘High School Students’ International Conference in Asia ASPnet’ -Voice for Environment and Peace- (held in Nov 2008)’. This report was delivered by Mr. Seiichi Tanaka, teacher at Ikeda Senior High School Attached to Osaka Kyouiku University. Next, Mr. Kenzo Yoneda, teacher at Hagoromo Women’s High School presented a report entitled ‘ESD practices in Hagoromo women’s high school.’ The teachers at Malmo Latinskola gave them rave reviews of these presentations. Mr. Westlund promised to distribute the declarations of high-school students in seven countries contained in the ‘High School Students’ International Conference in Asia ASPnet’ to all teachers and post the content on the school bulletin board. He commented that it was an important step forward in contributing to ESD.

Relieved at having completed Japanese presentations, they had lunch in the same cafeteria as the students. Like every school cafeteria they had visited, the cafeteria at Malmo Latinskola was run buffet-style and catered to vegetarian students.

In the afternoon, still at Malmo Latinskola, the group observed a grade 1 Japanese language class. As the students had recently been studying numbers in Japanese, the Japanese wrote down the months and dates of their birthdays, and introduced themselves to the students. After that, everyone asked questions of each other in groups of two and three. As expected, many of the students were interested in anime. Japan’s electronic devices and mobile telephones were widely known, along with their features and design sense. One of the teachers showed the students his Japanese-made mobile telephone, eliciting cries of excitement from the children.

This class included one student with special needs from a nearby upper secondary school. To support that student on this special occasion, one specialist teacher had left her post to accompany him during the visit. To the Japanese participants, this scene captured Sweden in a nutshell.

After sitting in on the Grade 1 Japanese class, the participants returned to the hotel, then embarked on a walking tour of the Western Harbour. The Western Harbour district is an urban-renewal district on which the city of Malmo is deploying considerable resources, symbolized by a tall building known as the Turning Torso. The Turning Torso is the tallest building in Scandinavia, with 54 floors and a height of 193 meters. Designed by Santiago Calatrava, architect of the Olympic Stadium in Athens, the Turning Torso was officially opened in 2005. Constructed of a series of five-story blocks, this unusually shaped building twists as it rises. This high-rise, luxury residential development is attracting worldwide attention for its “eco-residence” design, in which all facilities are designed to conserve energy or even be self-sufficient in it.

The residential developments that surround the Turning Torso are also required to implement “eco-residential” building standards. The number of parking spots is kept low on purpose, to dissuade residents from driving, and vehicular traffic in the residential areas is discouraged. Each block is occupied by a building designed by a different competition-winning architect, each from a different country. Though lacking in formal unity, this eclectic neighbourhood adds variety to the city, lending Malmo a unique and memorable flavour. The revitalization of Malmo was conceived as part of a series of government measures to ride out the current economic crisis, by attracting high-earning persons to the area. Observers comment, with both trepidation and excitement, that the evolution of this urban development is a matter of great local and national interest.
DAY 7 (26 September 2009)

Wrap-up Group Discussion

The participants gathered after breakfast in a meeting room at the hotel where they were staying in Malmö, for a final discussion to overview the programme. The participants discussed special needs education and environmental education as the main themes.

The discussion was chaired by Dr. Mikami who urged the participants to express their general impressions what knowledge they had gained throughout the programme and then to expand their comments based on the first suggestions.

In the first round, they evaluated and expressed their opinions of the programme as follows;

- In the example of the Baltic Sea Project, concrete potentials in environmental education networking were found and the significance of a long-term cooperative approach between schools, to deal with independent problems was emphasised.
- ESD approaches in schools are universal and the ideas of preservation in nature is hardly seen anywhere in Sweden. The Swedish environmental approach is aimed at ‘co-existence’ between human beings and nature, rather than ‘preservation of nature’ which is what the Japanese are pursuing at present.
- Fostering an attitude of flexibility in the pupils, commensurate with the changeable society is a high priority for primary education in the next generations, and setting up common values between adolescents would be helpful to utilise depleting resources, in a more sustainable way.
- The reciprocal relations between the academic scores and ESD promotion in schools are frequently discussed in Japan; however the idea that education is important for its process not its results, should be widely implanted in Japan, as it has been in Sweden.
- On the matter of special needs education in Sweden, the direction of practical approaches and technique in the educational field were insufficient; however the philosophy that calls for accessibility to all students is perfectly executed in any type of schools and for any type of disability.
- As for the nature schools, the activities they indulge in are not so far from Japanese approaches, but the systematic network linking them deserves high recognition.
- As the Life-Link Friendship-Schools indicated, the NGO supports ASPnet activities in Sweden through a non-compulsory network that allows the schools involved to enjoy maximum flexibility. This would be especially suited to compulsory education, because this would avoid the danger of making such heavy demands on teachers that the programme might be jeopardized in the long term.
- Lack of advance information about Swedish schools and educational agencies was a bit regrettable.

The thing which surprised the participants most was the atmosphere of ‘serenity’ in the ESD-promoted schools and related national agencies. They have been dealing with ESD issues without any strategic propaganda for schools. The political and financial situations of Japanese and Swedish schools are quite different, but the Swedish ways of working was executed completely without pretentiousness, and in the end the curriculum design was directly affected by their behaviour and their way of life. Whether Japanese schools would be able to attain a more practical ESD pedagogy in real life was questionable.
In the latter part of the discussion, the participants developed their former opinions with more considerable deliberation. They made constructive comments and suggestions as below;

- In constructing a tighter network of ASPnet, frequent meetings between teachers are integral. Opportunities for this should be created by a bottom-up approach, not run by the government; however, insufficiency of budgetary support is serious.
- The cooperation between schools, even within a narrow jurisdiction, can be seen to be well-executed in Sweden. What impressed the participants was that NGOs have the authority to cooperate with public schools and help students by providing a better educational programme. As Life-Link Friendship-Schools demonstrated, a network with flexible provision would be suitable for first-hand activities for a newly affiliated Associated School.
- ESD evaluation should be based on pupils’ inner development, not on academic scores. ESD should not be considered as merely an international event advocated by the United Nations. The long-run indication subscribed to by MEXT, schools, and teachers not specializing in specific subjects should be tightened and clarified with concrete rules.
- The effectiveness of ESD cannot be evaluated so quickly. Therefore sustained instruction in lower and upper secondary schools up to university education should certainly be requested.
- In the Associated Schools network, an information network is necessary.
- A school does not have to be a UNESCO Associated School to promote ESD. However, it would be helpful if the clerical processing of submission documents could be streamlined. For many people, preparing documents in English is a daunting task. Some of the member universities of ASPnet are geographically remote and difficult to access. A certification system for Swedish schools, such as Japan’s unique Sustainable School Awards, might be of value.
- The UNESCO Associated Schools need to disseminate information broadly. A network should be formed so that the face of each school can be presented online. Just increasing the number of member schools is not enough.

For example, schools should establish ties with regional communities. In education activities with partner educational institutions, partnerships with primary schools, lower and upper secondary schools are needed.

- Linking of activities at educational institutions students enter after graduation (universities, etc.) on the Internet or other networks would be useful in clarifying vertical relationships.

The discussion was heated and it was suggested it is the participants’ mission to make schools and the region sustainable for the students and rural residents within the ESD approach.

The participants eventually agreed that it is more important to support the pupils’ personal development, rather than focusing on academic success, and to build a society accessible to everyone without excessive dropouts. To do this, and to conduct further research, analysing the current situations in Sweden in order to promote a sustainable society in Japan, would be highly encouraged.

After the discussion, the participants moved to Copenhagen and departed for Tokyo, Narita.

**DAY 8 (27 September 2009)**

**Arrival in Tokyo-Narita**
III. Outcomes and Future Plans
ESD in the Land of the Lingonberry
Kazuyuki Mikami
(Director and Vice President, Miyagi University of Education, Miyagi)

The purpose of this teacher-exchange programme was to learn about environmental education and special-needs education as it is practised in Sweden, which is regarded as one of the world's most advanced countries in terms of education for sustainable development (ESD), from the point of view of ASPnet activities. I believe this programme was a vital opportunity to think about the future of ESD as seen from the front lines of education. Before our departure, I attended a lecture on the subject of “ESD and the use of UNESCO Associated Schools” by Keiichi Tabuchi, Planning Group Leader, Bureau of International Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT). Through this presentation I learned how ASPnet and ESD are being put to work in shared, on-site training to eliminate differences between members in terms of the amount of basic knowledge held. It also reconfirmed for me how important it is to conduct training before departing, as a means for the participants to get to know each other.

I explained to the other group members my expectations regarding the programme on which we were to depart. The first was that the programme should serve to build good relations for the future with our counterparts in the host country. Second, that we should plant the seeds of future productive endeavours in Sweden. Third, that our shared experience in this training programme should build strong bonds within our group toward a bright future.

We arrived at Stockholm Arlanda International Airport, distinguished by its elegantly designed control tower, shortly after 7:00 PM. We realised the high degree of environmental consciousness in Sweden when we arrived at our hotel: Trash cans in each room designed for separation of garbage, and the toothbrushes and combs so commonly found in the washrooms of Japanese hotels were nowhere to be found. We were indeed in “the land of ESD.” On this visit, our journey would take us not only to the main destinations of Stockholm and Malmo, but also to Uppsala, home of the Life-Link organisation. For me as a biologist, this was a great thrill, as Uppsala is where Carl Linnaeus, the father of modern taxonomy, lived and lectured.

According to the Swedish National Agency for Education, Sweden boasts some 90 ASPnet member schools, but only about half of them use the programme actively. Sweden is home to 14 World Heritage sites, and the majority of its ASPnet member schools are involved in World Heritage projects. The remaining schools are active in international cooperative projects such as the Baltic Sea Project.

The Baltic Sea Project is indicative of the high level of ESD and other environmental study in Sweden. This project is an effort to conserve the environment of the Baltic Sea. Currently consisting of 220 schools in nine countries, from elementary schools to high schools, the project has been running for 15 years, with one coordinator appointed for each country. At each school, students carry out water-quality and other environmental surveys, attend seminars in English, and learn about aspects such as fisheries and economic policy. I had the strong feeling that we could learn much from this system, in which young people reach across national borders to deepen their understanding of each other and improve the environment that affects them.

The Nacka Nature School truly impressed me as a place to learn about the natural environment. Walking around the environs of the Nature School, I discovered blueberries, lingonberries and other beautiful shrubbery. In fact, my first taste of Sweden was of lingonberry jam. This clearly is a wonderful place to learn the joy of living close to nature and cultivate the desire to play a positive
role in the conservation of nature. Indeed, students from nursery-school to high-school age, as well as serving teachers, come here to study. I learned that, amid the lush beauty of the forests and lakes, people learn about the great taxonomist Linnaeus, carry out surveys of the lakes, and take part in classroom study using equipment that visualises the process of water purification. One intriguing idea I encountered here was the study of maths amid the beauty of nature. Perhaps this is an effective way to teach the vexing subject of numbers.

The educational institution where I was able to gauge the status of ESD in Sweden was Nacka Gymnasium, a high school. At this high school, the teachers and staff hold a training session once a year to upgrade their skills. The principal and other administrative staff evaluate the process, and the results are reflected directly in the participants' salaries and other remuneration. I was thus able to confirm the advanced level of FD/SD (Faculty/Staff Development) at this school. ESD is embedded in all subjects at Nacka, covering knowledge, awareness, ways of living and values, but it is especially prominent in biology and other science classes. The Swedish government promotes ESD through the Sustainable School Award, formerly called the Green School Award. I listened to this information with great interest, as our own UNESCO Associated School network in Japan also offers awards to promote ESD.

To learn about special-needs education, I visited Sweden’s national agency on special-needs education and schools, called Special Pedagogiska Skol Myndigheten (SPSM). There I was able to speak with their staff about the history and current status of inclusive education at this agency. When considering curricula, SPSM takes the view that, “wherever there are special needs, there must be special support.” This commitment impressed me. Later, when I visited a school called Tullgardsskolan, school staff shared with me their vision: “Our schools are for everybody.” It is not enough, they said, to assign specialized staff where there are children with handicaps. The assigned staff must be capable of understanding those needs and caring for the school. Instead of placing children in special schools, they prepare special programmes to cater to the children’s needs. In Sweden, children enter nursery school at one and a half or two years of age; the goal is to build a society where nobody is excluded. The explanations that followed seemed extremely valuable to me; unfortunately, I had failed to arm myself with the necessary knowledge to understand everything they said, and much of the discussion went over my head. Even so, I think I obtained a reasonably clear picture of the kind of society Sweden aims to build. I also received some useful materials, which I look forward to sharing with my colleagues in special-needs education.

From this exchange of opinions with the teaching staff at Tullgardsskolan, I learned some interesting things about teachers in Sweden. To become a teacher in Sweden, I was told, candidates must study ECE at university for three and a half years, then high-school teaching theory for another five and a half years. Even so, teachers’ salaries are not particularly high, nor is the profession considered especially prestigious. It seems like every country has concerns about how to promote greater respect for our calling.

During this visit to Sweden, I was able to fully realize how skillfully special-needs education is oriented toward full participation in society, as in the Life-link programme, and how the country’s organisations put the power of networks to use. Forming networks with outside organisations is vital, yet in Japan we still erect thick walls between subjects and between classes. This is one reason why this first-hand experience of the daily routine and systems at schools in countries other than Japan was so valuable to me.

In all of the schools I visited, I was struck by the high proportion of foreign students, which is surely a good thing for promoting multicultural understanding. Yet at the same time, educational
levels inevitably suffer in such cases, as a result of differences in language ability and so on, indicating some troubling friction between ideals and reality.

I visited a great number of locations on this trip. In the latter part of the programme, we were very kindly received on a visit to a Latinskola (Latin school) in Malmö. The entire school turned out to greet our group, and the teachers and school officials welcomed us to stay at their homes, giving us the precious opportunity to get to know their families. It was a once-in-a-lifetime experience for which I am sincerely grateful.

The itinerary in this school-visit project included opportunities for the group members to discuss the future of ASPnet. It was agreed that ASPnet enables people of different regions and cultures to transcend those differences and exchange views with each other, thereby coming to recognize those differences and the good points held by each. Regarding ASP, the members concluded that the programme must respect the value of each and every school, linking activities to solid gains in the academic abilities of students, so they have meaningful results rather than ending up as mere one-off “events.”

I believe this exchange programme among teachers and administrators was exceptionally well planned. The weather at this time of year was not markedly different from Japan’s, and, as temperatures were somewhat higher than usual, we could feel the warmth of the fading summer along with many days that were refreshingly cool. Though we had been worried about influenza, nobody fell seriously ill, and we were able to implement the full schedule without any problems. We were blessed with an outstanding group of members, who had fun the whole time and took enthusiastic part in all activities.

Now that we have returned to Japan, we reflect on our experiences and ask ourselves: Did we accomplish the objectives we had set for ourselves when we departed Narita Airport?

On the whole, I think we did fairly well. At each location in Sweden and among ourselves, we eagerly discussed things we should do together, spoke excitedly about meeting again, and, among group members, talked earnestly about other projects we should pursue together. The trip seemed too short, and we were all reluctant to go our separate ways. More concretely, we invited the members of this tour to participate in the “double workshop” to be held in Tokyo in December 2009, as part of UNESCO Partnership operations, between ASPnet member schools and ASP Univ-Net, a network of universities supporting UNESCO Associated School operations. We also invited Bengt Landfeldt, a promoter of ASPnet who is in charge of the Baltic Sea Project in Sweden, to join us there. Based on our experiences on this tour of Sweden, we are more optimistic about developing uniquely Japanese, or Asian, model programmes.

On this tour of Sweden, we made important new connections. I now look forward to strengthening and extending those individual strands, and weaving them into a web of interpersonal connections. I would like to express my most heartfelt thanks to everyone whose efforts made possible the “Teacher Exchange Programme to Study the Practice of ESD at UNESCO Associated Schools in Sweden” as part of the Elementary and Junior High School Teacher Exchange Programme, a 2008/09 UNESCO Youth Exchange Trust Fund activity. I am equally grateful to all of the ACCU personnel whose preparation and planning made it such a success, in particular Mr. Keiichi Tabuchi of MEXT.

I prepared this report based on the information I gathered during the study-tour. It may contain some mistakes of fact, due to my own failure of recollection or failure to record certain details.
About Special Needs Education in Sweden
Takayuki Sasaki
(Shirakawa Junior High School, Miyagi)

On Wednesday, September 23, we visited The National Agency for Special Needs Education and Schools in Sweden. The person in charge of the visit, Ms. Lena Thorsson, has worked as an instructor in the field of special needs education for forty years. She has worked with many children requiring such support and is now working in her current position based on her significant practical experience.

Swedish special needs education was instituted in 1968, underscoring the right for all children to receive an education. This type of education is now melded together with regular education in a very natural way, almost as if the expression, “special needs,” did not even exist. “Most of them seem to enjoy the same things as we do. They enjoyed going on a bobsleigh together. I think they have feelings of their own.” These words were spoken by a classmate of a child who required special needs when Ms. Lena Thorsson was still an instructor in the field. This child was stating simply that happiness can be shared by doing the same things in the same environment.

In Swedish special needs education, children can receive the necessary support in the same school as other children regardless of the type of disability. For example, monitors were provided to magnify blackboard writing for children with impaired vision after requests were made by instructors and guardians. The monitors are used only for such children and are not used for anything else. The other children seemed to just accept the utilisation of these monitors as matter of course. And so that special needs children can be active in school, the necessary support is provided such as the allocation of school nurses and doctors should medical care become necessary. The money for such support is all provided by the government. In the Swedish education system, guardians or those associated with schools never have to shoulder the financial burden should special support be necessary. The philosophy of, “Equal education for all children,” without exception is reflected throughout the entire education system.

The fact that guardians do not have to shoulder any financial responsibility regarding not only special needs education but regular education is related to the increase of the national birth-rate. We got a strong impression that both parents and children were living free and easy under the philosophy of, “Children are nurtured by society.” In Japan, parents must do almost all of the saving for the sake of their children’s future, and that places a significant constraint on life. In comparison, although taxes are high in Sweden, financial provision for the future of children is ensured. And there is little doubt that this provides families in Sweden with a significant amount of leeway to enjoy the pleasures of everyday life.
It was a great opportunity to participate in the exchange programme. I was interested in the special needs education, and I would like to share my experiences in Sweden.

We heard about the Special Needs Education in Sweden from Ms. Lena Thorsson at the National Agency. She has a long career in teaching at school and has a lot of experience. She talked about the trends in education these days in Sweden. She said that we had to have a clear vision about special support. She suggested that there should be specially trained teachers at school for the handicapped children, not just assistants.

She also said that they had to prepare special equipment and materials for handicapped children. Each school should prepare everything for all its children in Sweden. The parents can choose the school freely and the school cannot refuse them. Every school has to be a good society for all the children.

In her presentation, the word “inclusion” was very impressive for me. They think that handicapped children should not be kept apart from other children, and that all the children should grow up together in the same classroom since they are very young. The aim of that is so the children do not have any discrimination or prejudice about their differences. There is the thought that all the children have the right to receive an equal education.

I felt that it would be great if the children could understand how all of us were different since they were young. But on the other hand, I was wondering if the “inclusion” in education was good or not for the handicapped children. Because I thought that every child needed different support according to their individual needs.

On the same day, we visited an elementary school in Stockholm. I saw many children and talked with them. There might have been some special equipment for the handicapped child in the classroom, but I didn’t notice that. I couldn’t recognise who had the handicap. The teacher said, “It is very important to build a good relationship in the class when they are young. It can remain even after they grow up.” At that school, the students remain in the same class for several years. The teachers work together and sometimes work with the doctors, nurses, and principal. They observe each child carefully.

I felt that the reality in high school was different from that in elementary school. We observed some classes in a high school in Malmö city. The students who needed special care studied personally in the different classroom with the teachers. When they participated in the ordinary class with other students, the teachers who were supporting them stayed in the classroom. When one student was asked to answer a question, he took some time to say something. The other students waited for him patiently. The teacher said, “Some students felt ashamed while they were surrounded by other students.”

For one night, I stayed at a high school student’s house. I asked the host mother how she felt when her son grew up with handicapped children. She said that it was very precious memory. She also said that it was natural for the children to help their friends when they needed.
I felt many differences between life in Sweden and in Japan. I think we have to find the best way for all the children. It might be good for them to grow up together but it would be necessary for them to be given personal support sometimes. I would like to continue to look for a balance in teaching for a better future for the children.
The Baltic Sea Project and the Education in Sweden
Chieko FUJII
(Sumiyoshi High School, Osaka)

My visit to Sweden was a great opportunity for me and it inspired me a lot. First I’d like to express my gratitude to everyone and everything that enabled me to participate in the programme.

Since I heard Sweden is one of the countries in which ESD (Education for Sustainable Development) is highly advanced and which has been working on the Baltic Sea Project (BSP) for years, I wanted to go and see these situations and what they are doing. This was my main purpose in joining the programme.

Outstanding thing about Education in Sweden
Through the visit to some schools in Sweden and the lectures from The National Agency and some NPOs, I’ve found two important points about the education in Sweden. They have some strong official and non-governmental support systems, such as the “Sustainable School Award”, the “International Programme Office for Education and Training (IPO)” and the “Life-Link Organisation”. These systems seem to work effectively and are always ready to help and support teachers and schools to achieve quality education in various ways. Sweden also regards it as imperative to raise the level of teachers’ teaching skill or educational leadership and guarantees all teachers the opportunities for professional improvement. Those two points seem to be rather weak in Japan but they are essential to achieve higher quality education.

The Baltic Sea Project
We had a lecture about the BSP at Nacka Gymnasium in Stockholm. The representatives of the school had just come back from the conference of the BSP held in Lithuania in September. Our visit was so short that we could not have enough time to get information but we met the national coordinator of Sweden for this year, Ms. Susanne Mellvig, and she gave us some written reports and newsletters on the BSP. Thanks to this visit, we could contact her when necessary and we can study about the BSP with the materials we received at that time.

The BSP is an amazing project for environmental education. First, it is the first school network that has successfully involved nine countries around the Baltic Sea for about the past 20 years. According to the “Baltic Sea Project 15 Years”, the BSP was conceived to give ASPnet schools a regional focus around local issues. It started in 1989 with a clear focus on environmental problems --- shared by everyone living in the Baltic Sea region --- and intercultural learning. [They also evaluate the project as] one such innovative initiative and the first regional project to promote the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young people to effectively meet the challenges of an increasingly complex and interdependent world. It is surprising that they already started such a project about 20 years ago. Such an endeavour is not easy to execute and needs a lot of effort to continue and develop it for such a long time. We can say it is a sustainable project for ESD.

Secondly, ordinary teachers and students cooperate to carry out the project. They are not specialists at all and teachers from every country take turns to be a national coordinator. In the case of Nacka Gymnasium, they have a regular class called “Project” every Friday. In this class they do research on environmental problems (water, forest, and etc.) and study the history of environmental issues. Then they regularly have international conferences to share what they have learned. Every year about 30 students take the class at Nacka Gymnasium. This year they are doing research on the fishery problems of codfish. They study the situation economically, socially and ecologically and
they try to find solutions to ensure sustainable fishery, environment, society and sustainable happiness. They also invite some students from 8 other countries of the BSP and have seminars together to share the results of their study. Ms. Mellvig said that through being host students her students can learn many things like being responsible and having a critically thinking mind. I think this is a real and ideal way of intercultural learning. Sometimes or often, students can learn more from their peers than from teachers, and teachers from their students.

Third, the BSP has been inspiring other regions to start similar projects, like the Volga Project, the Mekong Project and the Victoria Lake Project. It originally started as one project for environmental education combined with intercultural learning, but it has the possibility to focus on other areas. Students can apply what they’ve learned through the project to numerous issues around them or in the world and they can have a chance to learn how they can accomplish a sustainable peaceful society. ASPnet schools in Osaka were inspired, too, and they (Ikeda, Hagoromo and Nishiyodogawa High School) had the 1st world conference with high school students from 7 countries in Osaka, in November, 2008. At that time, officially, Sumiyoshi High School was not an ASPnet school yet, but we participated in it as one of the ASPnet schools. Japanese high school students, including our students, had a precious experience there.

The BSP can be a model project for all teachers and schools. However, even in Nacka Gymnasium where the BSP seems to work very smoothly, Ms. Mellvig said to us, “I wish there were more teachers in our school who were interested in the BSP.” When one of us asked her what could be the cause, she answered, “One reason could be that teachers are too busy.” Teachers have the same difficulties everywhere, but still, I’d like to start this kind of project with our students someday soon. To do so, I will study more about the BSP.
Environmental measures to look at in the Swedish town
Seiichi TANAKA
(Ikeda Senior High School Attached to Osaka Kyoiku University)

"Environmental issues in the society" (Stockholm)

While I was walking around Stockholm, I thought there was very little rubbish. There are rubbish bins in the city. However, they are designed very nicely, so they do not appear unsightly. Besides, they are not filled with rubbish. I feel there is little trash in this city.

I also noticed that there were no vending machines in the city. In Japan, we can see many vending machines on the streets. We can even find them on high mountains. I don't think people need to have vending machines, so there aren't any. We can buy a variety of foods at the convenience stores, but there isn't much food we can eat on the spot. Drinks are contained in paper packages and cans which can be recycled.

In other words, many people think throwing garbage in rubbish bins in the town is just common manners, and they don't sell things they don't need, like wrapping papers, etc. In the hotel room, there were separate rubbish bins for paper, food waste, and others (bottles, cans). No plastic and no bottles!! I feel that people don't use things which cannot be recycled in this society.

About the amenities in the hotel, I feel the same. I couldn't find a disposable toothbrush, razor, or comb in my room. But when I visited the Nacka school, I found some rubbish bins which weren't separate. I could not ask the reason.

"Environmental Education in school" (Stockholm)

When I visited the Nacka Nature School, I heard that there are many kinds of programme from elementary school to high school students. All types of schools have become aware of environmental issues in the education programme. Of course, many programmes are available for all schools. In high school, for example, there are "Environmental Research" programmes. Environmental education has been incorporated in regular classes not "special" ones. In Japan, the elementary schools often use nature centres and outdoor activities facilities for "environmental education", but not so much in junior high schools and high schools. Such model schools which strongly promote "environmental education" are given the "eco-school (green) flag".

Baltic Sea Project

Sweden is covered with many forests and almost all the people live in the south part of the country. In a sense this situation has caused some problems to the environment. As a result, they had waste problems, pollution problems, and industrial waste problems. These issues can't be solved by "one-way teaching" (education alone could not solve them.) People, based on this reflection, regard these social problems as sustainable development problems. Sweden began to address ESD. It is important to proceed ESD in the school. To do that, it is necessary to have school-masters' leadership and with teachers' qualities. Programmes are also important for students to work with. In Sweden, International Exchange programmes have already been started with several countries, and in addition "Baltic Sea Project" was established. This project on the basis of national activities related to environmental education has already been started in several Baltic countries. In the Baltic Sea Project Conference, many daily activities such as environmental research are being reported. The true purpose of the Baltic Sea project is "Education and growth of young people" through relationships with neighbouring countries around the Baltic Sea. Now, the main theme of the project is the environmental issues surrounding the Baltic Sea. In addition, this also covers language and culture. Schools which have "Sustainable School Certification" cover lots of contents including many kinds of themes. Now the application of this system is mainly limited to kindergarten to junior high school and adult education. However, I have heard we also have to cover other subjects.
"Environmental issues in the society" (Malmo)
The problems are almost the same as problems in Stockholm. To my surprise, in Malmo we could see bicycle pumps here and there. They would like people to use bikes, not cars in the city. I was really impressed when I saw one bicycle pump drawing showing pictures not only of bikes but also prams and wheelchairs.
The third Swedish city, Malmo is advancing as a town which considers the environment, using the velocity of the wind and solar photovoltaic power generation. I don’t know whether this is good for the people, but they use renewable energy instead of fossil fuel. That action of a North European port town attracts people’s attention.

In conclusion
This time, we visited Stockholm and Malmo. City planning is done in Malmo centring on environmental protection. Therefore, it is natural to look at the measures used for environmental protection in the city centre. However, there are also environmental protection measures in Stockholm. Environmental measures are "special events" in Japan, but I felt that it was "daily life" in Sweden. I had an impression that I must make an effort through education so that environmental measures will become "the daily life" in Japan.
Kingdom of Sweden, the country of myth
"Thou ancient, Thou free"
Kenzo YONEDA
(Hagoromo Women’s High School, Osaka)

Education must include activities and processes that encourage awareness of, and commitment to, the solutions of global problems. This should be done in such ways that people learn solutions are possible through cooperation at all levels – at the levels of individuals, organisations and nations. By UNESCO

1. Special needs education

According to The National Agency for Education, as effective from 1 July 1994, pupils with learning disabilities use the same curriculum as regular compulsory school and upper secondary students. This is a way of indicating that all pupils, regardless of learning development, fall under the same fundamental values. The special programme does, however, use its own syllabi adapted to this form of education and to the different needs it must meet for each one of its pupils.

And then “The National Agency for Special Needs Education and Schools” was established on 1 July 2008 for the purpose of coordinating the government’s support for special needs education. The agency takes over the former functions of the National Agency for Special Educational Support, the Swedish Institute for Special Needs Education and the National Agency for Special Schools for the Deaf and Hard of Hearing. The aim is to ensure that children, young people and adults with disabilities will be able to develop and receive an education based on equality, participation, accessibility and companionship. The function is to offer support to school managements in matters relating to special needs education, promote access to teaching materials, run special needs schools and allocate government funding to pupils with disabilities in education and to education providers. This Agency offers advice and support to teaching staff in Swedish schools under state supervision in matters related to the impact of disabilities on education. I’ve learned about organising and participating in competence improvement, distributing information to school management and parents, running and participating in special needs education development, promoting and informing about special teaching materials for children, young people and adults with disabilities. The national schools cater for pupils with visual impairment and additional disabilities, deafness or impaired hearing combined with severe learning disabilities or congenital deafness-blindness, and severe speech and language disabilities. I’d like to introduce this page, Link-it Use

http://www.spsm.se/Startpage/Educational-materials/Deaf-and-Hard-of-Hearing/Products/Link-it/Link-it-Use/

Click on the word - see the sign: Link-it Use only includes the user part of Link-it. With this programme you are able to use the link lists created with Link-it Create. You can also create bookmarks to make it easy for you to return to links that you find interesting. However, you are not able to create new links or remove the existing ones.

Right Click and Left Click: A single word or a sentence in the text can play back two different video sequences depending on whether you click with the right or left mouse button. For instance, a left click on a word plays back the corresponding sign, and a right click an explanation of what the word means, or maybe the complete sentence that the word is part of. The way it is linked is determined by the person who created the links. Naturally, you can also click the video to see the link in the text.

The Remote Control: The remote control at the top left corner has four tabs. Under the first tab there is a list with all the words in the text, regardless if they are linked or not. The second tab contains all the left links, the third tab all right links and the last tab shows your bookmarks.
Bookmarks: You can create your own bookmarks if you find a part of the text you would like to return to. Just click on the pin with the plus sign. A dialogue box will be displayed where you are able to name your bookmark. The bookmark is saved in your bookmark list. You can create and save bookmark lists specially adapted to your lesson. Why not swap lists with a colleague?

Show and Hide: You can show and hide the text window and remote control as required. You can also show the links by the video window and in the text (bold for left links and underlined text for right links.

I think it important for us to care for all students individually. So sometimes we should have group education, sometimes we should have an individual programme. To do so, we should use ICT efficiently.

2. Environments
Sweden is a beautiful country with many forests and lakes. Swedish people consider it important to have a good relationship between people and nature. Of course we have many forests, lakes, and nature schools in Japan. But I think in Sweden they had better relationships, and support systems than those in Japan.

Especially Malmo city has many nice new infrastructures. I show you one good example “The Malmo Green Map” this is a guide to natural resources and sustainable solutions for life in this Swedish city. The map shows the way to hundreds of environmentally significant places in Malmo and the surrounding area. The Malmo Green Map began as a project under Malmo's environmental campaign in 1997, The Green Thread. The second updated and revised edition was released in 1999. The map shows the city on one side, and the region on the other. It is colour coded for Swedish and English readers, and explains local customs, such as Allemansrätten, which provides the public with legal access to privately owned land in open country. In 2001 the Malmo Green Map project has developed further under the name Your Green Guide to Malmo. It is part of an environmental communication project financed with support from the Swedish government under the City of Malmo's Local Investment Programme for sustainable development. (www.greenguide.nu)

I myself could walk around the Malmo city with one special guide. I was surprised at the many facilities and devices. For example,

Next, I'd like to show this page “The Environmental Objectives Portal is a gateway to information about Sweden's environmental objectives and progress towards achieving them”.

http://www.miljomal.se/Environmental-Objectives-Portal/ Sweden's environment policy is based on sixteen environmental quality objectives for different areas, adopted by the Swedish Parliament in 1999 and in 2005. These goals describe what quality and state of the environment are sustainable in the long term. They form an important part of the process of achieving sustainable development, along with the social and economic dimensions involved. To monitor progress towards the goals, the Government has set up an Environmental Objectives Council. I think this website is very interesting because you can see whether each objective is possible or not. So please look at this page carefully, if you have enough time.

1. Reduced Climate Impact
2. Clean Air
3. Natural Acidification Only
4. A Non-Toxic Environment
5. A Protective Ozone Layer
6. A Safe Radiation Environment
7. Zero Eutrophication
8. Flourishing Lakes and Streams
9. Good-Quality Groundwater
10. A Balanced Marine Environment, Flourishing Coastal Areas and Archipelagos
11. Thriving Wetlands
Lastly I show you Osaka ASPnet. Now there are more than 8000 UNESCO Associated Schools Project network (ASP net) in 177 countries in the world. And they have performed joint practices such as exchanging of the effectiveness of learning through this network.

In Osaka the first school to take part was Ikeda Senior High School attached to Osaka Kyoiku University and after that Kitayodo Senior High School and Hagoromo High School joined in to investigate and practise new ways of executing International Exchange through the global standard of the ASP project. Our goal is not only to expand the ASP in Japan, but also to be the first in Asia to start a Flag Ship Project.

Our three schools have built up much knowledge and experience through joint projects with schools in Korea, China, Thailand and the Philippines since collaboration between educators in the countries was initiated in 2004. Our results have been successful and recognised by MEXT (Japanese National Commission for UNESCO) and the ACCU.

Our collaborative projects go beyond the international friendship programmes that have been common in Japan until now. These projects have been described as well-meaning but often lacking in content. Our aim is to go to the next step and engage in true mutual learning, learning about each other. We aim for both the development of values of universality as well as an awareness of our differences, both important aspects of ESD (Education for Sustainable Development as promoted by UNESCO).

In 2006, we hosted the “ASPnet Asia-Pacific Five Country Teachers’ Meeting,2006” where educators from the countries explored ways we could continue to develop ESD by identifying common topics each school could engage in. Based on this conference the umbrella topic of ‘Environment and Peace’ was agreed upon.

Last year (2008), we held ‘The International ESD Conference’ where student representatives from 7 countries, this time including Lithuania and Sweden, shared research they had done through ESD. The ultimate goal was an exchange of ideas and a meeting of minds. As a framework for the student presentations, students discussed and shared research and experiences in their own country under the following headings:

- The relationship between people and people
- The relationship between people and nature
- The relationship between all living things and people

I’d like to say these three relationships are needed for the environment. To do so,

- Always warmly greet others with a warm smile
- Always thank others sincerely
- Share things we’ve learned with others
From: Declaration of the ASPnet 7 Country High School Students’ International Conference
We can have a good relationship with nature.
"We are travellers going inside the ecosphere of the galaxy with a trunk filled with limited resources and limitless imagination...."

In the evening on September 20th, 2009, we finally arrived in Sweden with the support of a lot of people, especially people at ACCU. We all became very excited and were full of hopes and dreams because this trip would be a once-in-a-lifetime experience for all of us. A cool and crisp breeze in Stockholm welcomed us "warmly" for the first night.

From the following day to our departure, we visited a lot of wonderful places and met a lot of people, so I have a lot of things to write about, but here in this report, I’m going to narrow my focus on the city Malmo.

Malmo is the third largest city in Sweden situated in Skåne region in the south. We visited this city on September 24th and stayed there for two days including a one-day home stay with the coordinator principal of Malmo Latin Skola, Mr. Kurt Westlund. His house is in a beautiful city called Ystad, which is to the east of Malmo in situated near the coast, so that sometimes he can enjoy fishing for salmon there. (Map 1)

In the afternoon of 25th, we visited the Western Harbour waterfront in Öresund region in Malmo (Map 2) to study about the sustainable development and the new infrastructure of the city.

According to Mr. Westlund, 62% of the parents have backgrounds of different cultures. Also, more than 50% of the people now living in Malmo are foreign. Some people may say this causes difficult problems in the society, but these people have certainly brought energy to this city. Together with various people, we can sustain and develop our society at the same time.

The city of Malmo itself is a textbook of Education for Sustainable Development. Students in this city grow up learning about their own city to make a better future.
Travellers
Shinji MASUI
(Kobe municipal Fukiai High School, Hyogo)

“We are travellers going inside the ecosphere of the galaxy with a trunk filled with limited resources and limitless imagination….”

In the evening on September 20th, 2009, we finally arrived in Sweden with the support of a lot of people, especially people at ACCU. We all became very excited and were full of hopes and dreams because this trip would be a once-in-a-lifetime experience for all of us. A cool and crisp breeze in Stockholm welcomed us “warmly” for the first night.

From the following day to our departure, we visited a lot of wonderful places and met a lot of people, so I have a lot of things to write about, but here in this report, I’m going to narrow my focus on the city Malmo.

Malmo is the third largest city in Sweden situated in Skåne region in the south. We visited this city on September 24th and stayed there for two days including a one-day home stay with the coordinator principal of Malmo Latin Skola, Mr. Kurt Westlund. His house is in a beautiful city called Ystad, which is to the east of Malmo and situated near the coast, so that sometimes he can enjoy fishing for salmon there. (Map 1)

In the afternoon of 25th, we visited the Western Harbour waterfront in Öresund region in Malmo (Map 2) to study about the sustainable development and the new infrastructure of the city.

Picture 2 shows a building with heat panels. In winter, they absorb the heat from the sun and people use it to warm their rooms. Picture 3 shows a house with sedum on its roof to protect it from heat in summer. People are recommended to use eco-friendly vehicles such as bicycle, train or bus. Only the designers who got a special award can design these buildings, and also there are some restrictions on building houses in the area, so even though there are various kinds of buildings in the area, they comfortably match each other.

With the success of building Öresund Bridge and this waterfront area, Malmo has revived. More and more people are coming to this city to live and work. In the near future, it is going to build a new “Solar City” in the south of Malmo with 60,000 households living inside and a 70,000-m² shopping centre.

According to Mr. Westlund, 62% of the parents have backgrounds of different cultures. Also, more than 50% of the people now living in Malmo are foreign. Some people may say this causes difficult problems in the society, but these people have certainly brought energy to this city. Together with various people, we can sustain and develop our society at the same time.

The city of Malmo itself is a textbook of Education for Sustainable Development. Students in this city grow up learning about their own city to make a better future.

On the day of our departure, crossing the Öresund Bridge to Copenhagen, the bridge seemed to me like a bridge linking people to people over all sorts of difficulties. Our journey will continue until the time all the people on the earth can live peacefully and happily.
Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated School

Takayuki Muro (Yakage Senior High School, Okayama)

The Country that held the "United Nations Conference on the Human Environment"
Sweden held the "United Nations Conference on the Human Environment" in its capital, Stockholm, in 1972. The "Declaration on Human Environment" was adopted at the conference. At the time when Sweden undertook to be the host country of the "United Nations Conference on the Human Environment", air and water pollution were becoming problems although the population density was low, and many prevention measures had been tried. Sweden held an international conference on environmental problems for the first time in the world, and proposed to all the acknowledgment and encouragement of environmental education in the country in the "Declaration on Human Environment". In this program, we learnt something about ESD in the most advanced country that works on the environment.

Nacka Gymnasium
Nacka Gymnasium is a large secondary school where more than 1900 students meet to study and socialise. The wide range of programmes and courses cater to the many interests and concerns of the student. Therefore, it is the most attractive secondary school in Stockholm. Nacka Gymnasium offers many opportunities and is preparing 25 different courses from eleven different approaches. Nacka Gymnasium is a school that positively participates in The Baltic Sea Project ESD. ESD in the field of the environment is very advanced in this school. We were able to learn about the background of ESD in Sweden here.

People began to be interested in environmental problems in the 1950s-1960s. Then, they began to think seriously about rubbish and pollution. Hearing the news that industries were discharging the toxic waste, people realized that knowledge was not sufficient. They thought that they had to teach people how to live by taking care of the environment. And also they thought that future problems could be solved through research and the technology. They relied on the technology, and the solution to the issue was delayed. The argument concerning nuclear power generation grew in the 1970s and afterwards, and made people notice the confrontation between nature and man. This led to much controversy. Some scientists agree with nuclear power generation but a lot of scientists have different ideas. Such discussion has developed into ESD. Sustainable development is an idea which can solve some problems of the society. It is necessary to think in each field, the balance between economic growth, and the preservation of the environment. Thus, the idea of ESD was established in Sweden.

In Nacka Gymnasium, administrators work on ESD to improve its application in the school, and they train teachers to improve their ESD skills. Teachers are divided into working groups, and each sets a target. Teachers work on ESD in all subjects and report on their approach to ESD to their superiors. The content of the report reflects on their salary. Thus, this school has improved its concept of sustainable development.

Nature School
We visited Nacka Nature School, and inspected a field activity there. The number of municipalities that established nature schools increased in the 1980s. The municipality establishes nature schools to promote environmental education. There are 80 nature schools in Sweden. Experience and experiment are valued as methods of environmental education. Through experience of nature, the
students develop their respect and sensibility for it. Nature schools give a lot of inspiration to both teacher and the student, and help both of them to understand nature. The existence of nature schools supports the environmental education policy of Sweden.

**Difference between Sweden and Japan**

I recognised the differences between the environmental education of Sweden and Japan through the visit to Sweden. I felt that environmental education in Sweden is not complex compared with that of Japan. The environmental education of Sweden values the solution of a certain problem being reached by the students. It is important though it is very simple to do. The environmental education of Japan concentrates on providing a lot of knowledge from a familiar aspect to a global aspect. However, action is not necessarily taken. I felt that it is very important to take action for the solution of environmental problems when I teach environmental education at school in Japan.
The Impact the Programme had on me

Thank all of you very much for giving me a chance to participate in the programme. I’m glad that I could have such a valuable experience and I deeply appreciate your help. Here is my report focused on “Environment.”

The first thing I found interesting was the hotel where I stayed in Stockholm. In my room, there was a waste bin with four compartments. With them, people throw away their rubbish according to its kind; paper, metal, and others. I found it very reasonable because everyone has trouble in separation. One more thing about the hotel; there was neither toothbrush nor shaver in the room. I think that is good from the view of cost saving and ecology.

The second thing I’d like to talk about is Nacka Gymnasium. I learned about the Baltic Sea Project there. The countries surrounding the Baltic Sea share mutual environmental problems. In the project, students learn about the water quality, forests, rivers, environment and history of the Baltic Sea. Then they give lectures about it as teachers. To give lectures, they have to learn deeply. Sometimes they invite people from other countries and exchange opinions. I think the project is rich in content.

The third thing I’d like to mention is Nacka Nature School. In Japan, we have similar schools but here in Sweden, they had a sewage disposal model. I don’t think we have such a thing in Japanese nature schools. It is important for us to be aware that we are surrounded by nature, that nature lets us live, and we are connected to nature. Therefore, such a display is necessary. Children live with nature and come to like nature more. They think it important and because of this, they will not harm nature. The nature school in Nacka made me aware that we need to teach students like they do.

The fourth thing I have in my mind is an NPO called “Life-link.” They support three main interdependent dimensions of peace: “Care For Myself, Care For Others and Care For Nature.” The last one has a relationship with ESD. They regard practical education as important. Everyone can do something in an hour at their own schools and report on the website. Sometimes we think of environmental activities as “events,” but by choosing a simple task, students can learn. We can adopt this kind of teaching style in our education.

The last thing I’d like to focus on is the elementary school I visited. Facing toward a big river with nice surroundings, even though in a city the school was very nice. I asked about the environmental education for 6 year-old pupils, but they said there was no special education besides letting them come to school without using their parents’ cars. Then I found the environmental education here was not “events.” Here it was taught so naturally that the teachers weren’t even aware of it themselves.

In my kindergarten, ESD is put into practice. I hope all the staff here understand more about ESD. I also want to involve our neighbours in our activities. Also, in the Kyushu area, I’d like to have more UNESCO Schools taking part in ESD activities. I’ve decided to cooperate with ACCU now.

Lastly, I wish to express my deep gratitude to you, staff at ACCU, Mr. Mikami and teachers.
The Impact the Programme had on me

Thank all of you very much for giving me a chance to participate in the programme. I'm glad that I could have such a valuable experience and I deeply appreciate your help. Here is my report focused on "Environment."

The first thing I found interesting was the hotel where I stayed in Stockholm. In my room, there was a waste bin with four compartments. With them, people throw away their rubbish according to its kind; paper, metal, and others.

I found it very reasonable because everyone has trouble in separation. One more thing about the hotel; there was neither toothbrush nor shaver in the room. I think that is good from the view of cost saving and ecology.

The second thing I'd like to talk about is Nacka Gymnasium. I learned about the Baltic Sea Project there. The countries surrounding the Baltic Sea share mutual environmental problems. In the project, students learn about the water quality, forests, rivers, environment and history of the Baltic Sea. Then they give lectures about it as teachers. To give lectures, they have to learn deeply. Sometimes they invite people from other countries and exchange opinions. I think the project is rich in content.

The third thing I'd like to mention is Nacka Nature School. In Japan, we have similar schools but here in Sweden, they had a sewage disposal model.

I don't think we have such a thing in Japanese nature schools. It is important for us to be aware that we are surrounded by nature, that nature lets us live, and we are connected to nature. Therefore, such a display is necessary. Children live with nature and come to like nature more. They think it important and because of this, they will not harm nature. The nature school in Nacka made me aware that we need to teach students like they do.

The fourth thing I have in my mind is an NPO called "Life-link." They support three main interdependent dimensions of peace: "Care For Myself, Care For Others and Care For Nature." The last one has a relationship with ESD. They regard practical education as important. Everyone can do something in an hour at their own schools and report on the website. Sometimes we think of environmental activities as "events," but by choosing a simple task, students can learn. We can adopt this kind of teaching style in our education.

The last thing I'd like to focus on is the elementary school I visited. Facing toward a big river with nice surroundings, even though in a city the school was very nice. I asked about the environmental education for 6 year-old pupils, but they said there was no special education besides letting them come to school without using their parents' cars. Then I found the environmental education here was not "events." Here it was taught so naturally that the teachers weren't even aware of it themselves.

In my kindergarten, ESD is put into practice. I hope all the staff here understand more about ESD. I also want to involve our neighbours in our activities. Also, in the Kyushu area, I'd like to have more UNESCO Schools taking part in ESD activities. I've decided to cooperate with ACCU now.

Lastly, I wish to express my deep gratitude to you, staff at ACCU, Mr. Mikami and teachers.

IV. Comments and Suggestions
Kazuyuki MIKAMI

1. What is your overall impression of the programme you participated in?

I am satisfied with the outcome of this programme as I was able to study the actual situation of UNESCO ASP-net in Sweden which has come the furthest in the field of ESD, from environmental education and special needs education perspectives. I think one of the merits of this programme was that I could study both pros and cons of the Swedish ASP-net situation.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

Perhaps because ASP-net activities already have a long history, ESD activities are conducted naturally in Sweden, even without any regard to ASP-net. Through them, I think I have seen what the future activities will turn out to be in Japan.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

To enhance cooperative relationships with ESD or ASP-net related professionals and educators in Sweden.
To find “seeds” of activities that can be applied in Japan.
To leave our “seed” in Sweden
To share issues and problems which all the participants of this study tour possess and deepen our exchange.
Overall, I think I have achieved 80 percent of my original aim, mainly because this study tour was well organised.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

First I’d like to fully utilise the achievement more in ASP-net activities in Japan with more specific methods. After I return to Japan, I am already planning to run several workshops where I can share and distribute my outcomes with everyone.

5. Please give us your suggestions on how to improve the Programme in the future.

For example, the participants should be given a chance to make a report to ACCU a year after this programme on “How the outcome of this study tour has been utilised in each one’s ESD activity” and evaluate its effectiveness.
**Kazuyuki MIKAMI**

1. What is your overall impression of the programme you participated in?

Thank you to the ACCU staff because they were very kind and I could meet wonderful people.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

I felt the meeting at Life-Link was the most valuable activity. I think it is easy for our school to be connected with Life-Link.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

I would like to see many other programmes in ASP-net and I did see unique activities and I managed to get some ideas from the Swedish school and Swedish Office of Education.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

I have established a relationship of trust with ESD educators in Sweden. I would like to try connecting Life-Link with our students.

5. Please give us your suggestions on how to improve the Programme in the future.

I think it is important to continue this programme for teachers of UNESCO schools.

---

**Takayuki SASAKI**

1. What is your overall impression of the programme you participated in?

Thank you to the ACCU staff because they were very kind and I could meet wonderful people.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

I felt the meeting at Life-Link was the most valuable activity. I think it is easy for our school to be connected with Life-Link.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

I would like to see many other programmes in ASP-net and I did see unique activities and I managed to get some ideas from the Swedish school and Swedish Office of Education.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

I have established a relationship of trust with ESD educators in Sweden. I would like to try connecting Life-Link with our students.

5. Please give us your suggestions on how to improve the Programme in the future.

I think it is important to continue this programme for teachers of UNESCO schools.
Kazumi OTA

1. What is your overall impression of the programme you participated in?

It was a great experience to participate in this programme. I really enjoyed staying in Sweden. The scenery was beautiful, people were kind, and I studied a lot about the educational system there. I was glad to stay in two different cities, to meet many people, and to know many things.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

One of the most valuable activities was to observe the classes at many kinds of schools. Because I was interested in education for children with special needs, and I wanted to feel the reality. I heard a lot about the system at the National Agency for Special Needs Education. At each school, I felt that the teachers are struggling with that. I felt very much encouraged to see it.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

My objective was to see real life in Sweden. As parents, teachers and students, each one has their own life. Growing up in Sweden is a very different experience to growing up in Japan. It is very different experience to grow up in Sweden from to grow in Japan. I was satisfied with this programme very much, because I could meet many people and talk with them, and could know about their real lives.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

First, I would like to tell my colleagues about what I experienced. And then I would like to seek a better way of education. I really want to try to do something challenging with ESD in my school. I would also try to find better support for the children who need help.

5. Please give us your suggestions on how to improve the Programme in the future.

Anyway it was too short for such a wonderful experience! I would suggest that it would be better to take much more time. I wanted to talk to people more, share how we felt and what we thought of each other. I felt very busy every day.
Chieko FUJII

1. What is your overall impression of the programme you participated in?

I am satisfied with what I learned through this programme. First, since I had little and vague knowledge about education in Sweden, this programme was a good chance for me to know something about the real situation in Sweden. Second, although our stay was only less than a week, we visited 4 different types of schools and had a chance to talk to some teachers there or sometimes with the students, and heard what they really thought. Meeting some teachers in Sweden means that we can contact each other later. Third, the group was excellent. All the participants were always positive, friendly and eager to learn as much as possible from the place which we visited. We’ve made a network in Japan, too. The interpreter Rena-san and the coordinator Nakajima-san were also excellent. Thanks to them, the programme was a great success.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

As I wrote above, both visiting some different types of schools and talking to teachers there and visiting some governmental or ESD organisations. If we visit only one side, what we hear will not be balanced. By hearing the explanation of both sides, we can know better. The home-stay was also a precious chance to experience real life in Sweden.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

My main aim for this programme was to know about the Baltic Sea Project and get as much information as possible. Overall, I could get much information, but if I could have had more time to interview the teachers and students who are involved, I could have got more. But time was so limited and the programme was tight, so I have to be satisfied. And since I met the coordinator teacher in Nacka gymnasium, I can email her to ask for more information if necessary.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

First I’d like to share what I learned through this programme with my colleagues and my students. We have a UNESCO circle and Sumiyoshi English Club in our school. I’d like to start something with them first and then in the regular classes, for example, exchanging emails and a TV conference on the Internet, etc.

5. Please give us your suggestions on how to improve the Programme in the future.

I heard the funding has been stopped and this exchange programme can’t be continued. I can imagine this programme cost a lot. But as the old saying says, seeing is believing. We can learn much more by visiting a country and talking to teachers there and experiencing and feeling by ourselves. I hope this kind of programme will be continued. And if it is continued, the timing is very important for teachers. If the whole programme is during the vacation, it is much easier to participate.
Selichi TANAKA

1. What is your overall impression of the programme you participated in?

I think it was a fruitful experience for me to actually have an opportunity to visit various places, from government institutions to various types of schools and gain information directly. Normally, a high school inspection would only go with a high school tour.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

The experience of participating in classes and having an inspection tour at Latinskola High School have provided me with ideas on how I should play host to international visitors.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

My main aim for this programme was to visit Nacka High school and Latinskola High school, as they have participated in the 7 Nations International Conference, and learn about their recent situation. At Nacka, I met the participating students and also in Latinskola, I found out that they are running activities based on the declaration, which were both big achievements.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

I will diffuse my achievement and gained knowledge with everyone and make an effort to build an effective network.

5. Please give us your suggestions on how to improve the Programme in the future.

My suggestion on how to improve the programme in the future is to continue offering chances for various schools and areas to participate in this programme. If possible, there should be frequent small meetings by all the participants involved in the programme.
Kenzo YONEDA

1. What is your overall impression of the programme you participated in?

Nowadays many people (educators) in Japan are interested in Finland. So we can see many books about Finland. But we don’t see any books about Sweden’s education. So this programme gave me a lot of opportunities to visit many educational places, not only high schools but also the special needs education school in Sweden. In addition, we could visit The Swedish National Agency for Education and an NGO working together with ASP net. So I could know more about Sweden than I had expected. Through this programme, I could have chances to ask questions about educational systems, what many teachers in Sweden thought of “Education about ESD”, and I could talk a lot with the other Japanese teachers so I could learn a lot from them. This is a meaningful and efficient programme for both Japanese and Swedish participants, also Sweden is a beautiful country. Swedish people consider it important to have a good relationship between people and nature.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

I could visit two places. One was The Swedish National Agency for Education (http://www.skolverket.se/sb/d/190). The Swedish National Agency for Education is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and child care for school children. The place was so nice. Ms. Karin Nilsson, Director of Education gave us a nice presentation. We could understand the Swedish education system which comprises a number of types of schooling and education, designed for individuals of different ages and with differing needs and abilities.

The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility for education activities lies with the municipalities and authorities responsible for independent schools. Various steering documents are used to steer activities, that is, school curriculum, course syllabi, etc. that are drawn up at different levels within the school system.

The other place was Malmo School. Last November, some students and one teacher from this school visited our school. I could join some classes and look at many nice systems and facilities, and I gave them our students’ messages directly. Besides that I could show my school ESD activities. And then we could talk about what we would do from now. The home-stay programme was also really nice for me.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

Objectives:
1). About the Baltic Sea project, I’d like to learn how it is managed and how to give motivation to the participants. I’d like to meet the main people in the Baltic Sea project.
2). I’d like to see many ICT examples. That’s because I am in charge of some projects using ICT in Japan. So I’d like to see some ICT classes (as well as hardware and software) I’d like to show my projects and talk about them together.

The results
3). If we teach today as we taught yesterday, we rob our children of tomorrow!! We were able to visit Nacka Gymnasium. I found how important it is for people (especially teachers and students) to have “communicative competence”. I’ve learned the methods which Swedish teachers use in the classroom. (especially discussion, debate class etc.)
4). The Swedish National Agency for Education runs ICT for teachers, a web for teachers with an
interest in using ICT as a tool for education.
http://itforpedagoger.skolverket.se/in_english/ICT_for_teachers/
• 81% of all have Internet access at home
• 96% of 18 – 24-year-olds have access to Internet
• 50% of all 5-year-olds have used Internet
• Internet users spend 9.7 hours per week online
• Still – 2,000,000 Swedish don’t have access to or don’t use Internet

This survey gives information about ICT use in Swedish schools and teachers, competence in that field. It also deals with access to computers for teachers and students. In compulsory school, three out of four teachers have no computer of their own and they want more competence development in pedagogical use of ICT. ICT for teachers is a web for teachers with an interest in using ICT as a tool for education.

The object is to give teachers an overview of useful materials, competence development and research in the field of ICT in education. On the website you keep updated with current events at the Agency and their partners. The Swedish National Agency for Education provides a book about digital learning resources. We can find some of the chapters in English.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

Good learning creates understanding, overcomes prejudice and opens the gates of dialogue. We are here to teach and to learn, not to convince or convert. Our world is a diverse world. To communicate and grow we must respect one another’s beliefs, values, attitudes and faiths.

In 2006, Osaka 3 high schools hosted the “ASP net Asia-Pacific Five-Country Teachers’ Meeting, 2006” where educators from the countries explored ways we could continue to develop ESD by identifying common topics each school could engage in. Based on this conference, the umbrella topic of ‘Environment and Peace’ was agreed upon.

In 2008, we could hold ‘The International ESD Conference’ where student representatives from 7 countries, including Lithuania and Sweden, shared research they had done through ESD.

This time I could see directly the ‘Baltic Sea Project’ which had been implemented by nine countries in Northern Europe including Sweden since 1989. The Baltic Sea Project is the oldest Flagship Project promoting the aims of UNESCO and as such, its content is of the highest level. I’d like to have “The Asian Flagship Project” take its place beside the Baltic Sea Project. Of course I’d like to show Japanese ASP teachers many documents, pictures and experiences in this programme to contribute to the development of the Japanese ASP school.

We follow up the prerequisites of the different activities, how the activities are conducted and how the results develop, by the continual collection of data from the municipalities. This allows comparison of different organisers and activities. The ultimate goal will be an exchange of ideas and a meeting of minds. As a framework for the student presentations, students will discuss and share research and experiences in their own country under the following headings:
• The relationship between people and people.
• The relationship between people and nature.
• The relationship between all living things and people.
5. Please give us your suggestions on how to improve the Programme in the future.

This programme gives Japanese participants an insight into what each teacher has done in each school. So I hope we continue to share what we are going to do after this programme, and if we can, we will be able to have a meeting somewhere in Japan. To do so, various kinds of school teachers (from kindergarten to university) are needed. And if we can, we'd like to go to various kinds of schools. I think we need nice staff and a nice interpreter like in this programme.
1. What is your overall impression of the programme you participated in?

It was one of the most fascinating experiences of my lifetime, which has made my eyes wide open to the world of international cooperation and dialogue among the young people all over the world.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

The most valuable activities of the programme were to visit various kinds of schools because I saw students enjoying their schools from their hearts and possessing nature as if it were common sense. Esteeming the importance of nature seems to be their natural way of living.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

To know in what way the internet is utilised in their schools and to know a better way to use those kinds of activities in education in Japan. I thought I could find some hints about that.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return? Please give us your suggestions on how to improve the Programme in the future.

I’m thinking of letting students and teachers know how UNESCO schools are organised in Sweden, and then letting them participate in some of the programme organised by Life-Link.

5. Please give us your suggestions on how to improve the Programme in the future.

To have a regular exchange of teachers between different cultural backgrounds would be the key to strengthening the International bond in a better way. So please let other teachers have such a wonderful experience.
Shinji MASUI

1. What is your overall impression of the programme you participated in?

It was one of the most fascinating experiences of my lifetime, which has made my eyes wide open to the world of international cooperation and dialogue among the young people all over the world.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

The most valuable activities of the programme were to visit various kinds of schools because I saw students enjoying their schools from their hearts and possessing nature as if it were common sense. Esteeming the importance of nature seems to be their natural way of living.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

Objective: To know in what way the internet is utilised in their schools and to know a better way to use those kinds of activities in education in Japan. I thought I could find some hints about that.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained Please give us your suggestions on how to improve the Programme in the future.

I'm thinking of letting students and teachers know how UNESCO schools are organised in Sweden, and then letting them participate in some of the programme organised by Life-Link.

5. Please give us your suggestions on how to improve the Programme in the future.

To have a regular exchange of teachers between different cultural backgrounds would be the key to strengthening the International bond in a better way. So please let other teachers have such a wonderful experience.

Takayuki MURO

1. What is your overall impression of the programme you participated in?

This study tour to Sweden was an exceptional experience for me. To have training in North Europe with such little information on education, turned out to be a significant share.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

The engagement of IPO in ESD activities fascinated me. I managed to understand how ESD approaches are applied in various situations in Sweden. Additionally, most activities in this study tour were coordinated by IPO and I thought they were all excellent.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

Objective: To develop a deep understanding on Environment Education in Sweden I have deepened my understanding of BSP’s concrete action and networks, as well as the activities of Life-Link and their future prospects. I have found many Nature Schools in Sweden and I have felt the importance of having contact with nature.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

I thought I could utilise the programme of Life-Link. I am interested in building up the networks.

5. Please give us your suggestions on how to improve the Programme in the future.

I have been offered a chance to gain much knowledge and inspiration through this programme. I really hope this programme will continue to develop, to achieve cross-cultural understanding and mutual enhancement.
Shigeki MATSUNAGA

1. What is your overall impression of the programme you participated in?

Thanks to the thoughtful support by ACCU staff, I managed to accomplish all the programme with ease. Also I would like to show my gratitude toward the local staff, Mr. Bengt Landfeldt and Ms. Lena Lindal for helping us visit various organisations and schools where we heard intriguing stories. Life-Link interested me the most.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

At nature school, I saw children enjoying activities connected with nature, such as making stamps out of fruits. It gave me an idea to develop activities at my own kindergarten.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

My main aim for this programme was to learn about the practical case studies of environmental education at kindergarten in Sweden. Unfortunately I did not have a chance to visit one, but I was introduced to a kindergarten actively working on environmental issues in Japan by Rena, the interpreter, which I am intending to get in contact with. Also I thought it is a good idea that there is no divide between the kindergarten and nursery school in Sweden. I believe the Japanese system will change in that way.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

According to Life-Link’s guideline, they respect the practical activities rather than its logics, ideas on regulation. I like its policy and would like to sort out our activities and raise a voice for application.

5. Please give us your suggestions on how to improve the Programme in the future.

I would like this evaluation form to be written in Japanese. I have nothing else to comment on.
1. What is your overall impression of the programme you participated in?

Thanks to the thoughtful support by ACCU staff, I managed to accomplish all the programme with ease. Also I would like to show my gratitude toward the local staff, Mr. Bengt Landfeldt and Ms. Lena Lindal for helping us visit various organisations and schools where we heard intriguing stories. Life-Link interested me the most.

2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.

At nature school, I saw children enjoying activities connected with nature, such as making stamps out of fruits. It gave me an idea to develop activities at my own kindergarten.

3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met and the reasons why/why not.

My main aim for this programme was to learn about the practical case studies of environmental education at kindergarten in Sweden. Unfortunately I did not have a chance to visit one, but I was introduced to a kindergarten actively working on environmental issues in Japan by Rena, the interpreter, which I am intending to get in contact with. Also I thought it is a good idea that there is no divide between the kindergarten and nursery school in Sweden. I believe the Japanese system will change in that way.

4. To maximise the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?

According to Life-Link's guideline, they respect the practical activities rather than its logics, ideas on regulation. I like its policy and would like to sort out our activities and raise a voice for application.

5. Please give us your suggestions on how to improve the Programme in the future.

I would like this evaluation form to be written in Japanese. I have nothing else to comment on.

V. Technical Inputs
Presentation by Mr. Bengt Landfeldt, Desk Officer, The International Programme Office for Education and Training

IPO
ASPnet in Sweden
Sweden in general

ACCU
Stockholm
20090921
Bengt Landfeldt
Internationella programkontoret

The International Programme Office for Education and Training
- National Agency
- Ministry of Education
- Mission: To support different forms of international cooperation within education and training
- Primary funders: The European Commission, The Nordic Council of Ministers and The Swedish government
- www.programkontoret.se

EXPLORE
EUROPE
AND
THE WORLD
THROUGH
- Trainees
- Studies
- Exchanges
- Conferences
- In-Service Training
- Networks
- Study visits

Lifelong Learning Programme 2007-2013
- Comenius Schools
- Erasmus higher education
- Leonardo da Vinci Vocational education and training
- Grundtvig Adult learning
- Transversal programmes:
  - Mobility and cooperation
  - Innovation, languages, ICT, dissemination and exploitation of results
- Jean Monnet programme

NORDPLUS
- Target groups:
  - Preschool to higher education
  - Partner countries:
  - Nordic and Baltic countries
  - Activities:
    - Exchanges, Projects, studies, Networks, Internships
66

Presentation by Mr. Bengt Landfeldt, Desk Officer,
The International Programme Office for Education and Training

IPO
ASPnet in Sweden
Sweden in general
ACCU
Stockholm
20090921
Bengt Landfeldt
Internationella programkontoret

• National Agency
• Ministry of Education
• Mission: To support different forms of international cooperation within education and training
• Primary funders: The European Commission, The Nordic Council of Ministers and The Swedish government
• www.programkontoret.se

The International Programme Office
Head office in Stockholm
From autumn 2008
Also a office in Visby

EXPLORE EUROPÉ AND THE WORLD THROUGH
Trainees
Studies
Exchanges
Conferences
In-Service Training
Networks
Study visits

OTHER PROGRAMMES
UPPER SECONDARY
• One year in France, Germany, Austria or Spain
• Atlas – workplace learning all over the world
• Athena – Exchanges with developing countries for vocation education

HIGHER EDUCATION
• Linneus-Palme - Exchanges with developing countries
• MFS - Minor Field Studies
• Scholarship

ASPnet and Sweden
• Sweden was in 1953 one of the fifteen originators to Unesco ASPRO-project (Associated Schools Project for Education in International Understanding, Co-operation and Peace)
• Today ASPnet is a global network of some 8,500 educational institutions in 179 countries (ranging from preschools and primary to secondary schools and teacher training institutions), who work in support of quality education in practice.

ASPnet in Sverige
• Baltic Sea Project
• “This is our TIME” Project
• World Heritage Education
• Great Volga River Route

Baltic Sea Project

The countries bordering on the Baltic share many environmental problems, one of which is the pollution of the Baltic Sea.

The purpose of the Baltic Sea Project is to awaken young people’s interest in environmental issues and environmental protection, to develop their sense of responsibility for the environment.

Today, some 200 schools are active in the BSP. Most are secondary schools situated on the Baltic coast, but the number of inland schools from the entire catchment area is increasing.

Schools from Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia and Sweden take part in the project.

This is Our TIME project

“This is our Time” is a fast paced, multilingual and intercultural global communications project for elementary and secondary schools, initiated for and developed in cooperation with the UNESCO Associated Schools Project Network (ASPnet).

During a 24-hour learning marathon, schools from all time zones and both hemispheres are simultaneously online.

During Time 2008 participants from around the globe learned about the Millennium Development Goals

Deltagande EU-länder
Deltagande kandidatland
Deltagande EFTA-länder
Kan omfattas i ett senare skede

Lifelong Learning Programme 2007-2013
Comenius
Schools
Erasmus
Higher education
Leonardo da Vinci
Vocational education and training
Grundtvig
Adult learning

Transversal programme
Four key activities:
• policy cooperation & innovation, languages, ICT, dissemination and exploitation of results
• Jean Monnet programme

NORDPLUS
Target groups
Preschool to higher Education
Partner countries
Nordic and Baltic counties
Activities
Exchanges Projects, studies, Networks

OTHER PROGRAMMES

UPPER SECONDARY
• One year in France, Germany, Austria or Spain
• Atlas – workplace learning all over the world
• Athena – Exchanges with developing countries

HIGHER EDUCATION
• Linneus-Palme - Exchanges with developing countries
• MFS - Minor Field Studies
• Scholarship

The Swedish National Commission for UNESCO
• Sweden joined UNESCO in January 1950, and became Member State number 52. The Swedish National Commission for UNESCO was established in the autumn of 1951.
• The Swedish National Commission for UNESCO has its office at the Ministry of Education and Research. The members of the Commission are appointed by the Government for a period of four years.
• The Commission has a secretariat employed by the Ministry of Education and Research. The financial means are decided upon by the Parliament on proposals from the Government, as is the case for all Government agencies.

The Swedish National Commission for UNESCO
• Sweden joined UNESCO in January 1950, and became Member State number 52. The Swedish National Commission for UNESCO was established in the autumn of 1951.
• The Swedish National Commission for UNESCO has its office at the Ministry of Education and Research. The members of the Commission are appointed by the Government for a period of four years.
• The Commission has a secretariat employed by the Ministry of Education and Research. The financial means are decided upon by the Parliament on proposals from the Government, as is the case for all Government agencies.
Sweden have 14 objects on the World Heritage List
Presentation by Dr. Gőran Säve, Basic Programme, Life-Link Friendship Schools

Welcome – Irrashai - Välkommen – Bien Venue!

Life-Link Presentation
Tuesday 29th 2009

Agenda
- Introduction and Background
- Life-Link ESD Methodology & Programme
- Life-Link & UNESCO ESD Pilot Project 2007-2008
- Life-Link & UNESCO ESD Project 2009-2011

Life-Link History

Some Milestones
- 1987 Life-Link is founded
- 2000 Approved by Min. of Education in Iran
- 2007 UNESCO “Flagship Program” in the Arab region
- 2009 D-ESD Good Practice program Bonn

Life-Link Programme Basics

- Boys & Girls 12-19
- Actions/Lessons locally – at and around my school
- Global awareness
- Care - common shared cultural core values
- Natural & Social science based
- Each individual in focus – I am important!
- Responsibility

Life-Link Action 3:06
Tree planting - Siblings

Life-Link Programme Design

- Complementary to school’s regular curriculum.
- Simple to perform
- Learning by Doing – concrete activities
- Parents & Community involved
- Flexible pedagogical teacher’s guidelines
- Results oriented
- Planning – Project Management
"The ESD Challenge"
It means that ESD requires a change in attitudes & behaviour on a grassroots level

Life-Link
Basic Programme

Life-Link –
Each individual must Care

Care for Myself
Care for Others
Care for Nature

Care for Others

2.01 From Culture of War to Culture of Care
2.02 Constructive Collaboration
2.03 Peer Meditation
2.04 Land Mines and Guns
2.05 First Aid
2.06 Democracy
2.07 A Kindness Day and One Daily Action
2.08 Multiculturalism
2.09 Children in War
2.10 The Rights of the Child
2.11 Contact Day
2.12 Community Service
2.13 Women’s Day
2.14 Handicapped People in Society
2.15 Anti-Harassment Program
2.16 Fair Trade
2.17 My Family
2.18 Poverty and Wealth

Care for Nature

3.01 SOS - Care for Energy Resources
3.02 Clean Up the World Campaign
3.03 Endangered Animals
3.04 Reduce-Reuse-Recycle
3.05 Decertification Control - Tree Planting Action
3.06 Disaster and Who’s Responsible
3.07 Water for Life
3.08 Save Trees and Forest
3.09 Transport at and Around Our School
3.10 Green School Garden
3.11 Chemicals and Nature
3.12 Biodiversity – Agenda 21
3.15 Contact with Nature
Clean Up Action 3:03 – Teachers Role

The Life-Link Manual

www.life-link.org

Life-Link Basic Programme
Care-projects/lessons at Schools
in Sweden - Jordan - Iran – Russia -
-India - Palestine - Chile ...
-World-Wide

Life-Link
660 schools in 80 countries (since 2006)

Life-Link Action - Clean Upsala
Life-Link Friendship-Schools, UNESCO Pilot Project

Participating Countries

50 UNESCO schools + 50 Life-Link schools

Participating Countries

Life-Link & UNESCO Project

Pedagogical Program Design

ESQ – “House of Change”

Constructive Reflection

Attitudes

Knowledge

Awareness

Establishing common shared values in order to promote, learn & action

Action & Water for Life

Education for All

Culture of Care

ESQ: ASPnet schools

ESQ: Life-Link schools
**Pedagogical Keynotes**

- Local focus – I as an individual, school, home
- Activating - Learning by doing & discovering
- Multisensory - “Left - right brain hemispheres”
- Dialogue cross national borders – mutual learning

**Teacher’s Guidelines**

**Overview**

**Water for Life - Student Assessment Forms Results**

**Action structure Water for Life**

1. **Lesson 1**: Water at Home, self-study
2. **Self-study 1**: Water at Home, self-study
3. **Lesson 2**: Interacting with different stakeholders
4. **Self-study 2**: Interacting with different stakeholders
5. **Lesson 3**: Interacting with different stakeholders

**SELF-STUDY 1**

**Theme: Water at Home**

1. Teacher instructions
2. Students & parents information
75
Conclusions:
- It is achievable to produce an internationally valid curriculum for schools on the themes Culture of Care and Water for Life.
- It is also achievable to assess among students and teachers a learning impact of the two actions performed in this pilot project.
- Based on recent results there is a favourable impact on student attitudes and behaviour in relation to Culture of Care and Water for Life.
- An International Governmental Organisation (UNESCO), and an internationally operating Non Governmental Organisation (Life-Link Friendship-Schools Association) can work together when implementing a Peace & ESD education program reaching schools at all continents.

New

Life-Link & UNESCO Schools ESD Dialogue Project

December 2009 - December 2011

The "Curriculum – 3 Actions"

- **Action 1: Culture of Care & Culture of Peace**
  - Objective:
    - To empower the students to grow as custodians for Water.
    - To give students an opportunity to dialogue on the theme Water and share their own concerns.

- **Action 2: Water For Life**
  - Objective:
    - To empower the students to grow as custodians for Water.

- **Action 3: Reduce - Reuse - Recycle (RRR)**
  - Objective:
    - To empower the students to grow as custodians for Water.

Life-Link & UNESCO ESD & Schools Dialogue Project 2009-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Quality</th>
<th>Expand</th>
<th>Stabilize</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>500</td>
<td>400</td>
<td>100</td>
<td>1000</td>
</tr>
<tr>
<td>2010</td>
<td>500</td>
<td>400</td>
<td>100</td>
<td>1000</td>
</tr>
<tr>
<td>2011</td>
<td>500</td>
<td>400</td>
<td>100</td>
<td>1000</td>
</tr>
</tbody>
</table>

Ministries of Education & UNESCO Offices in 10 middle east countries have already formally signed up 48,000 students to participate.
Thank You!
International Exchange Programme between Japan and other UNESCO Member States for the Promotion of International Cooperation and Mutual Understanding

Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated Schools
(Sweden, 20 – 27 September 2009)

GENERAL INFORMATION

1. Organisers

Co-organised by: Asia-Pacific Cultural Centre for UNESCO (ACCU)
The International Programme Office for Education and Training (Swedish Ministry of Education and Research)

In cooperation with: Swedish National Commission for UNESCO
Japanese National Commission for UNESCO
Japan UNESCO Associated School Project Network

2. Background

The Asia-Pacific Cultural Centre for UNESCO (ACCU) has been organizing international exchange programmes under the framework of the ‘International Exchange Programme between Japan and other UNESCO Member States for the Promotion of International Cooperation and Mutual Understanding’ since 2000, working for the promotion of mutual understanding and cultural cooperation among peoples in the Asia-Pacific region. The Programme is designed to prepare students, teachers and experts in the fields of UNESCO’s competence and promote Education for Sustainable Development (ESD) which is expanding its presence in today’s globalised society.

Among the programmes for school teachers, ACCU has implemented study tours to UNESCO Associated Schools in the region in 2001, 2006 and 2008, dispatched to Thailand, New Zealand and Indonesia, which have contributed to the development of ASPnet in Japan. As for the upper secondary schools students’ programmes, through participation in the international youth forums and exchange programmes carried out in Germany, New Zealand and Indonesia, international exchange activities between young leaders were greatly enhanced worldwide.

Aiming to facilitate effective implementation and public understanding about the significance of ESD, the Japanese National Commission for UNESCO has proposed ESD be advanced through ASPnet by cultivating further network expansion. In order to ensure that, the government is

---

1. Founded in 1953, UNESCO’s Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of some 8,500 educational institutions in 178 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), who work in support of quality education in practice.
making efforts to increase Associated Schools’ role in the promotion of ESD in Japan, and had encouraged its improvement by adopting a proposal regarding the further promotion of ESD on ASPnet. Furthermore, the Japanese National Commission for UNESCO implemented the ‘Japan/UNESCO Partnership’ project by the consignment to ACCU, and published a guide-book introducing ESD-oriented practices by 13 primary and secondary schools in Japan and created an official website on ASPnet in March 2009 to strengthen further networks among UNESCO Associated Schools in Japan.

Meanwhile, Sweden has been active in the promotion of environmental education through the ASPnet and approximately 90 Associated Schools are officially affiliated at present. The “Baltic Sea Project” in which Swedish upper secondary students participated, is globally reputed and they have encouraged its network to deal not only with local issues but also international concerns, including discussion with Japanese students.

The national research for the purpose of identifying environmentally sustainable futures for Sweden, ‘Sweden in the Year 2021’ was initiated by the Swedish Environmental Protection Agency in 1993 and its results are to be used as a basis for a new environmental policy nationwide. As for the sustainability rating over 30 OECD countries, which was published in 2004 and 2007, Sweden ranked first and these phenomena show Sweden to be the leading nation in the area of sustainability.

In order to realize the sustainable society, inclusion of the disabled is indispensable. Within the Swedish education system, special needs education is highly progressive not only for pupils with physical impairments, but also those in need of various kinds of special support. They are given education of an equal quality to that of their peers, and the State through the National Agency for Special Needs Education and Schools offers special pedagogical support to authorities, services, and schools.

Taking these contexts into account, ACCU is organising an exchange programme with its main focuses on environmental education and special needs education.

3. Objectives

In the light of these factors, ACCU has selected Sweden as the venue of this exchange programme, under the themes of ‘Environmental education’ and ‘Special needs education’. It will be implemented in line with the recommendation, by the Japanese National Commission for UNESCO, that ESD be promoted through the ASPnet to contribute to the implementation of DESD (Decade of Education for Sustainable Development), aiming to achieve the following objectives:

---

7 First regional project within UNESCO Associated Schools Project to combine environmental education on a specific environmental issue, the Baltic Sea and intercultural learning, which was started in 1989. Schools from Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia and Sweden take part in the project.
9 The study report, ‘Sustainability Rating for Countries: Comparison of the 30 OECD Countries, Focus June 2007’, published by Zürcher Kantonalbank Research, Zurich.
10 The United Nations resolved the decade from 2005 until 2014 as the campaign period of the UN Decade of Education for Sustainable
1) to provide participants with the opportunities to learn good practices of UNESCO Associated Schools such as the Baltic Sea Project in Sweden on ESD, by visiting schools, observing classes, and exchanging views with teachers, NGO facilitators and students in Sweden, and return the fruits to educational circles and networks in Japan.

2) to contribute to activation of the ASPnet of Japan, thereby promoting ESD activities in educational circles in Japan.

3) to introduce ideas, knowledge and experience on ESD developed in Japan to the teachers in Sweden, and to interact and share that experience with them, thereby promoting mutual understanding among teachers from both countries, and to seek a new development of international exchanges to continue and strengthen connections between the countries through ESD practices.

4. Participants

ACCU will invite approximately 10 participants from Japan who meet the qualifications below.

<Qualifications>
Each participant should:

- be a teacher of a UNESCO Associated School in Japan or of a school aiming to join ASPnet.
- be involved in ESD activities, and/or highly motivated in activating ASPnet in Japan.
- be in good health and able to participate in the Exchange Programme throughout the entire period.
- be able to report the ASPnet activities or ESD activities, which he/she has been practising, to Swedish teachers in English.
- have the capacity and willingness to follow-up with the Exchange Programme and to continue and activate ESD activities and ASPnet in Japan and beyond.
- be able to conduct daily conversation in English.

5. Provisional Programme

Date: Saturday, 20 – Sunday, 27 September 2009
Venue: Sweden

(Detailed programme is to be confirmed.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>Morning Activities</th>
<th>Afternoon Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Sep</td>
<td>• Depart from Narita</td>
<td>• Arrive in Stockholm</td>
</tr>
<tr>
<td>DAY 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Sep</td>
<td>• Orientation at the International</td>
<td>• Visit to Cultural Institution</td>
</tr>
<tr>
<td></td>
<td>Programme office for Education and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>DAY 3</td>
<td>Tuesday</td>
<td>22 Sep</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>DAY 4</td>
<td>Wednesday</td>
<td>23 Sep</td>
</tr>
<tr>
<td>DAY 5</td>
<td>Thursday</td>
<td>24 Sep</td>
</tr>
<tr>
<td>DAY 6</td>
<td>Friday</td>
<td>25 Sep</td>
</tr>
<tr>
<td>DAY 7</td>
<td>Saturday</td>
<td>26 Sep</td>
</tr>
<tr>
<td>DAY 8</td>
<td>Sunday</td>
<td>27 Sep</td>
</tr>
</tbody>
</table>

6. Expected Preparation by Participants

The details will be provided in separate documents.

7. Financial Arrangements

ACCU will provide each participant with a round-trip air ticket (economy class) between Japan and Sweden with the most reasonable routing, and a set amount of daily subsistence allowance (DSA).

* Expenses for Travel Insurance will be on personal responsibility.

8. Working Language

The working languages of the Exchange Programme are English and Swedish. Consecutive interpretation between English and Swedish will be provided.

9. Correspondence

All inquiries and correspondence concerning the Exchange Programme should be addressed to:

Mr. SATO Kunio
Director-General
Asia-Pacific Cultural Centre for UNESCO (ACCU)
No. 6, Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 JAPAN
Telephone: +81-3-3269-4498/4435
Asia-Pacific Cultural Centre for UNESCO (ACCU)  
Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated Schools  
(Stockholm & Malmö, Sweden, 20-27 September 2009)  

(Saturday) 19 September 2009
14:20 Arrive at U-city Hotel, Narita / Check-in
14:30- Pre-departure Orientation
18:00- Get-acquainted Reception

(Sunday) 20 September 2009  
[DAY 1]
08:00 Check-out / Leave the Hotel
09:00 Arrive at Narita Airport / Check-in (Terminal 2F)
11:40 Depart from Narita  
§ SK984  
arrive in Copenhagen(16:05)
Transit in Copenhagen to Stockholm, depart at 18:10 
§ SK1426
(In-flight Lunch and Dinner)
19:20 Arrive at Stockholm
20:00 Arrive at Hotel, Scandic Infra City / Check-in (Kanalvägen 10, Upplands Väsby Stockholm)

(Monday) 21 September 2009  
[DAY 2]
09:00 Leave the Hotel
10:00-11:30 Visit The Swedish National Agency for Education (Skolverket Alströmergatan 12, Stockholm)
Information and General overview of the Swedish Education system. Presented by Karin Nilsson, Director of Education
11:30-12:00 Information about "The Sustainable School Award"  
Presented by Emelie Moberg, Director of Education
12:00-12:50 Lunch and transportation to IPO (International Programme Office for Education and Training) (Kungsbroplan 3A, Stockholm)
13:00-14:00 General information about Sweden  
Presentation of the IPO, ASPnet in Sweden, by Bengt Landfeldt, Swedish ASPnet co-ordinator
14:00-18:00 Sightseeing by bus with a guide in the City of Stockholm and the World Heritages Drottningholms Castel and the Forest Cemetery
Around
19:00 Back to the Hotel

(Tuesday) 22 September 2009  
[DAY 3]
Theme Education for Sustainable Development
08:40 Leave the Hotel, dressed for outdoor activities

Programme
Asia-Pacific Cultural Centre for UNESCO (ACCU)

**Exchange Programme on the Best Practices for Education for Sustainable Development (ESD) in UNESCO Associated Schools**
(Stockholm & Malmö, Sweden, 20-27 September 2009)

**Programme**

### (Saturday) 19 September 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:20</td>
<td>Arrive at U-city Hotel, Narita / Check-in</td>
</tr>
<tr>
<td>14:30</td>
<td>Pre-departure Orientation</td>
</tr>
<tr>
<td>18:00</td>
<td>Get-acquainted Reception</td>
</tr>
</tbody>
</table>

### (Sunday) 20 September 2009 [DAY 1]

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00</td>
<td>Check-out / Leave the Hotel</td>
</tr>
<tr>
<td>09:00</td>
<td>Arrive at Narita Airport / Check-in (3F, Terminal 2)</td>
</tr>
<tr>
<td>11:40</td>
<td>Depart from Narita [SK984] arrive in Copenhagen(16:05) Transit in Copenhagen to Stockholm, depart at 18:10 [SK1426] (In-flight Lunch and Dinner)</td>
</tr>
<tr>
<td>19:20</td>
<td>Arrive at Stockholm</td>
</tr>
<tr>
<td>20:00</td>
<td>Arrive at Hotel, Scandic Infra City / Check-in (Kanalvägen 10, Upplands Väsby Stockholm)</td>
</tr>
</tbody>
</table>

### (Monday) 21 September 2009 [DAY 2]

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>Leave the Hotel</td>
</tr>
<tr>
<td>10:00-11:30</td>
<td>Visit The Swedish National Agency for Education (Skolverket Alströmergatan 12, Stockholm) Information and General overview of the Swedish Education system. Presented by Karin Nilsson, Director of Education</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Information about “The Sustainable School Award” Presented by Emelie Moberg, Director of Education</td>
</tr>
<tr>
<td>12:00-12:50</td>
<td>Lunch and transportation to IPO (International Programme Office for Education and Training) (Kungsbroplan 3A, Stockholm)</td>
</tr>
<tr>
<td>13:00-14:00</td>
<td>General information about Sweden Presentation of the IPO, ASPnet in Sweden, by Bengt Landfeldt, Swedish ASPnet co-ordinator</td>
</tr>
<tr>
<td>14:00-18:00</td>
<td>Sightseeing by bus with a guide in the City of Stockholm and the World Heritages Drottningholms Castel and the Forest Cemetery</td>
</tr>
<tr>
<td>Around 19:00</td>
<td>Back to the Hotel</td>
</tr>
</tbody>
</table>

### (Tuesday) 22 September 2009 [DAY 3]

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Education for Sustainable Development</td>
</tr>
<tr>
<td>08:40</td>
<td>Leave the Hotel, dressed for outdoor activities</td>
</tr>
</tbody>
</table>
### Asia-Pacific Cultural Centre for UNESCO (ACCU)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30-11:30</td>
<td>Visit Nacka gymnasium (Upper Secondary School)</td>
</tr>
<tr>
<td></td>
<td>(Nacka Gymnasium, Griffelv. 17, Nacka)</td>
</tr>
<tr>
<td></td>
<td>Information on how to work with Education for Sustainable Development,</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Baltic Sea Project</td>
</tr>
<tr>
<td></td>
<td>Walk around the school, meeting teachers and students guided by Susanne</td>
</tr>
<tr>
<td></td>
<td>Mellvig, teacher, International and BSP coordinator and Jan Axelsson,</td>
</tr>
<tr>
<td></td>
<td>the Headmaster</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch at school, offered by Nacka gymnasium</td>
</tr>
<tr>
<td>12:30-13:00</td>
<td>Transport to Nacka Nature School (Velamsundsgård, 132 36 SALTSJO-BOO)</td>
</tr>
<tr>
<td></td>
<td>(12km distance from Nacka gymnasium)</td>
</tr>
<tr>
<td>13:00-15:40</td>
<td>Information about the Nature School and Field Excursion</td>
</tr>
<tr>
<td>15:50-17:15</td>
<td>Transport to City of Uppsala (approx. 80 km distance)</td>
</tr>
<tr>
<td>17:20-18:30</td>
<td>Meeting with Life-Link-organisation (NGO) working together with ASP net</td>
</tr>
<tr>
<td>19:30</td>
<td>Transport back to Hotel (approx. 40 km)</td>
</tr>
</tbody>
</table>

**(Wednesday) 23 September 2009 [DAY 4]**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Children with special needs</td>
</tr>
<tr>
<td>9:00</td>
<td>Leave the Hotel and transport to The National Agency for Special Needs</td>
</tr>
<tr>
<td></td>
<td>Education and Schools (Rålambsvägen 32B, Stockholm)</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td>Information on how to support and include children with special needs in</td>
</tr>
<tr>
<td></td>
<td>the education. By Lena Thorsson, SPSM (The National Agency for Special</td>
</tr>
<tr>
<td></td>
<td>Needs Education and Schools, Special Pedagogiska Skolmyndigheten)</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Transport to Tullgårdsskolan and School lunch at Tullgårdsskolan</td>
</tr>
<tr>
<td>13:00-15:00</td>
<td>Visit Tullgårdsskolan, Tullgårdsgatan 2. Escorted by Special pedagogue,</td>
</tr>
<tr>
<td></td>
<td>Raoul Elebring</td>
</tr>
<tr>
<td>15:00-18:00</td>
<td>Free time in the city (Meet again at 18:00)</td>
</tr>
<tr>
<td>18:30-21:00</td>
<td>Evening Dinner, Hosted by the Swedish National Commission for UNESCO and</td>
</tr>
<tr>
<td></td>
<td>IPO at Erik's Gondolen at Stadsgården 6, Stockholm.</td>
</tr>
<tr>
<td>21:30</td>
<td>Back to the Hotel</td>
</tr>
</tbody>
</table>

**(Thursday) 24 September 2009 [DAY 5]**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:30</td>
<td>Early breakfast possible from 6:30</td>
</tr>
<tr>
<td>08:00</td>
<td>Check out / Leave the Hotel</td>
</tr>
<tr>
<td>09:55</td>
<td>Depart from Stockholm <strong>[SK 107]</strong></td>
</tr>
<tr>
<td>11:00</td>
<td>Arrive at Malmö</td>
</tr>
<tr>
<td>11:30</td>
<td>Arrive at Hotel (Stayat Kaptensgatan Hotel) and leave the luggage (Check</td>
</tr>
<tr>
<td></td>
<td>in for ACCU staff and interpreter)</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30-15:30</td>
<td>Free time / Walking around City-centre</td>
</tr>
<tr>
<td>16:00</td>
<td>Meet with Host families at Latinskola</td>
</tr>
</tbody>
</table>

**Friday 25 September 2009 [DAY 6]**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30-12:00</td>
<td>Visit Latinskola (Upper Secondary School)</td>
</tr>
<tr>
<td></td>
<td>- Look round the classes (inc: Japanese Class)</td>
</tr>
<tr>
<td></td>
<td>- Introduction of school activities on ESD</td>
</tr>
<tr>
<td></td>
<td>- Presentation on post-fact report of 'High School Students' International</td>
</tr>
<tr>
<td></td>
<td>Conference in Asia ASPnet - Voice for Environment and Peace - Mr.</td>
</tr>
<tr>
<td></td>
<td>Kenzo Yoneda and Mr. Seiichi Tanaka</td>
</tr>
<tr>
<td></td>
<td>- Q&amp;A</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00-14:30</td>
<td>Class tour of the 1st grade students' and leave Latinskola</td>
</tr>
<tr>
<td>15:00</td>
<td>Arrive at Stayat Kaptensgatan Hotel / Check in for ACCU staff and</td>
</tr>
<tr>
<td></td>
<td>interpreter</td>
</tr>
<tr>
<td>16:00-18:00</td>
<td>Tour in Malmö (start from the Western Harbour, Theme: Sustainable</td>
</tr>
<tr>
<td></td>
<td>development and new infrastructure of Malmö</td>
</tr>
<tr>
<td>18:30</td>
<td>Back to the Hotel</td>
</tr>
</tbody>
</table>

**Saturday 26 September 2009 [DAY 7]**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-11:00</td>
<td>Wrap-up Discussion in Stayat Kaptensgatan</td>
</tr>
<tr>
<td></td>
<td>By 12:00 Check-out / Leave the Hotel</td>
</tr>
<tr>
<td>12:30</td>
<td>Arrive at Copenhagen <strong>[SK P983]</strong></td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Lunch in Copenhagen Airport</td>
</tr>
<tr>
<td>15:45</td>
<td>Depart from Malmö</td>
</tr>
<tr>
<td></td>
<td>(In flight Dinner)</td>
</tr>
</tbody>
</table>

**Sunday 27 September 2009 [DAY 8]**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:35</td>
<td>Arrive at Narita</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 08:30-12:00 | Visit Latinskola (Upper Secondary School)  
- Look round the classes (inc: Japanese Class)  
- Introduction of school activities on ESD  
- Presentation on the post-fact report of  
'High School Students' International Conference in Asia ASPnet' - Voice for Environment and Peace' (held in Nov 2008) and on their own ESD practices presented by Kenzo Yoneda (Mr) and Seiichi Tanaka (Mr)  
- Q&A                                           |
| 12:00-13:00 | Lunch at Latinskola                                                                         |
| 13:00-14:30 | Class tour of the 1st grade students' and leave Latinskola                                   |
| 15:00     | Arrive at Stayat Kaptensgatan Hotel/ Check in for the participants                          |
| 16:00-18:00 | Tour in Malmö (start from the Western Harbour, Theme: Sustainable development and new infrastructure of Malmö) |
| 18:30     | Back to the Hotel                                                                           |

### (Saturday) 26 September 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-11:00</td>
<td>Wrap-up Discussion in Stayat Kaptensgatan</td>
</tr>
<tr>
<td>By 12:00</td>
<td>Check-out / Leave the Hotel for Copenhagen</td>
</tr>
<tr>
<td>12:30</td>
<td>Arrive at Copenhagen Airport / Check-in</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Lunch in Copenhagen Airport</td>
</tr>
<tr>
<td>15:45</td>
<td>Depart from and Check-out / Malmö [SK983]                                                   (Inflight Dinner)</td>
</tr>
</tbody>
</table>

### (Sunday) 27 September 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:35</td>
<td>Arrive at Narita</td>
</tr>
<tr>
<td>no.</td>
<td>name</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>Mr. MIKAMI Kazuyuki</td>
</tr>
<tr>
<td>2</td>
<td>Mr. SASAKI Takayuki</td>
</tr>
<tr>
<td>3</td>
<td>Ms. OTA Kazumi</td>
</tr>
<tr>
<td>4</td>
<td>Ms. FUJII Chieko</td>
</tr>
<tr>
<td>5</td>
<td>Mr. TANAKA Seiichi</td>
</tr>
<tr>
<td>6</td>
<td>Mr. YONEDA Kenzo</td>
</tr>
<tr>
<td>7</td>
<td>Mr. MASUI Shinji</td>
</tr>
<tr>
<td>8</td>
<td>Mr. MURO Takayuki</td>
</tr>
<tr>
<td>9</td>
<td>Mr. MATSUNAGA Shigeki</td>
</tr>
<tr>
<td>10</td>
<td>Mr. KIMURA Masatsugu</td>
</tr>
<tr>
<td>11</td>
<td>Ms. NAKAJIMA Maya</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
</tr>
<tr>
<td>1</td>
<td>Mr. MIKAMI</td>
</tr>
<tr>
<td>2</td>
<td>Mr. SASAKI</td>
</tr>
<tr>
<td>3</td>
<td>Ms. OTA</td>
</tr>
<tr>
<td>4</td>
<td>Ms. FUJII</td>
</tr>
<tr>
<td>5</td>
<td>Mr. TANAKA</td>
</tr>
<tr>
<td>6</td>
<td>Mr. YONEDA</td>
</tr>
<tr>
<td>7</td>
<td>Mr. MASUI</td>
</tr>
<tr>
<td>8</td>
<td>Mr. MURO</td>
</tr>
<tr>
<td>9</td>
<td>Mr. MATSUNA</td>
</tr>
<tr>
<td>10</td>
<td>Mr. KIMURA</td>
</tr>
<tr>
<td>11</td>
<td>Ms. NAJIMA</td>
</tr>
</tbody>
</table>
Nature walk in Nacka

Opening a present at Nacka gymnasium

Pre-departure orientation

Presentation at IPO

The National Agency for Special Needs Education and Schools

Talking with Nacka gymnasium students
Nature walk in Nacka
Opening a present at Nacka gymnasium

Pre-departure orientation
Presentation at IPO

The National Agency for Special Needs Education and Schools
Talking with Nacka gymnasium students

The Swedish Agency for Education
Walk in classic street

With Director-General at IPO
With principals in Latinskola

World Heritage Drottningholms Castle
Wrap up discussion