II. Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

Not at all	1	2	3	4	5 X	Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

Not at all	1	2	3	4	5 X	Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

Japan focuses on ESD to implement the 1974 Recommendation. To promote ESD, Japan formulated a national implementation plan on ESD at the inter-ministerial meeting, taking a whole of government approach towards ESD. Furthermore, we also use ASPnet schools, of which Japan has the most of any country in the world, at 1037 as of May 2017, as the centers to promote ESD. The perspectives of ESD has been incorporated into Japan's national curriculum standards. Since ESD is not only about preserving the environment and natural resources; but also about equality among generations and regions, eradicating poverty, and an equitable and peaceful society, and other aspects of global issues. Thus, through ESD, we cultivate the knowledge and skills, such as respect for human rights and social development, that are necessary if we are to aspire to peace in international society.

International understanding has been taught in several different ways, and not just through

ESD. In Japan, initiatives to strengthen foreign language education as well as high school/university student exchange programs have been run aiming to nurture human resources with the ability to succeed in an increasingly globalized society by cultivating the language proficiency, communication skills, and understanding of different cultures needed to collaborate with people from other countries, as stipulated in the 2013 Japan Revitalization Strategy.

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

X (a) Yes. Please specify below:

- Measures against school bullying (Peace and non-violence / Preventing other forms of violence)
- Measures against school violence including promotion of the cooperation between school and related authorities, and putting forward the necessity of firm guidance at school. (Peace and non-violence / Preventing other forms of violence)
- Promotion of study abroad, including “JAPAN Tobitate! (Leap for Tomorrow) Study Abroad Initiative” (Cultural diversity and tolerance)
- Promotion of ESD (Human survival and well-being / Sustainable Development)
- Promotion of diverse learning settings that correspond to educational needs of students with disabilities while reflecting on the importance of those with and without disabilities studying together in so far as possible in the spirit of the Convention on the Rights of Persons with Disabilities. (Human rights and fundamental freedoms)

(b) No

(c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years.

Peace and non-violence

(a) Friendly relations among nations

(b) Preventing violent extremism

X (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

X (a) Equality, inclusion and non-discrimination

(b) Justice and fairness

(c) Ethics/ morals / values

Cultural diversity and tolerance

X (a) International understanding, solidarity and cooperation

(b) Intercultural and interreligious dialogue

X (c) Global citizenship

Human survival and well being

X (a) Climate change

X (b) Environmental sustainability, caring for the planet

X (c) Sustainable development, consumption, and livelihood

Other principles / topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

X (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

- Establishment of council for measures to prevention bullying (experts meeting, preventing school bullying)

- Inter-ministerial meeting on ESD (inter-ministerial meeting, Sustainable Development, formulating Japan's implementation plan on ESD)
- Roundtable Meeting on Education for Sustainable Development (experts meeting, Sustainable Development, discussion on the measures to promote ESD)

(b) No

(c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum?

Peace and non-violence

X (a) Friendly relations among nations

X (b) Preventing violent extremism

X (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

(a) Equality, inclusion and non-discrimination

X

X (b) Justice and fairness

X (c) Ethics/ morals / values

Cultural diversity and tolerance

(a) International understanding, solidarity and cooperation

X

X (b) Intercultural and interreligious dialogue

X (c) Global citizenship

Human survival and well being

(a) Climate change

X

X (b) Environmental sustainability, caring for the planet

X (c) Sustainable development, consumption, and livelihood

Other principles/topics. Please specify below:

8. In which school subjects are these principles and topics mainly taught? (please tick all that apply and number them in order of importance)

X	1	(a) Arts
X	1	(b) Civics, civil or citizenship education
X	1	(c) Ethics/moral studies
X	1	(d) Geography
X	1	(e) Health and Physical Education and Sports
X	1	(f) History
X	1	(g) Languages
		(h) Religious education
X	1	(i) Science
X	1	(j) Social studies
		(k) Other. Please specify below:

9. Please indicate the school levels at which these principles and/or topics are taught.

- X (a) Pre-primary
- X (b) Primary
- X (c) Secondary
- X (d) Post-secondary/ Tertiary
- X (e) Other. Please specify below (e.g. adult education, TVET, etc.):

  Even though we do not have national-level information on other types of education (such as non-formal education and informal education), we understand such principles and topics are taught throughout different types of education as appropriate and necessary.

10. Please indicate the implementation approaches applied to teach these principles and topics. (please tick all that apply)

- X (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
- X (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
- X (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
- X (d) As a separate subject. Please indicate the subjects below (e.g. civics education)
  Science, Social Studies, etc.

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all	1	2	3	4	5	Fully
					X	

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all	1	2	3	4	5	Fully
					X	

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier?

- X (a) Pre-primary
- X (b) Primary
- X (c) Secondary
- (d) Post-secondary/ Tertiar

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

(a) 0 - 20%
(b) 21 - 40%
(c) 41 - 60%
(d) 61 - 80%
X (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

X (a) Yes
(b) No
(c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination.

X (a) Knowledge
X (b) Skills and competencies
X (c) Values and attitudes
X (d) Behaviours
(e) None
(f) No information available

(Note)
Depending on the aspects of the learning, appropriate assessments, including criterion referenced evaluation and intra-individual evaluation, are conducted.

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier?

X (a) Knowledge
X (b) Skills and competencies
X (c) Values and attitudes
X (d) Behaviours
(e) None
(f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

N/A

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners?

(a) Peace and non-violence

Not at all	1	2	3	4	5	Adequately
					X	

(b) Human rights and fundamental freedoms

Not at all	1	2	3	4	5	Adequately
					X	

(c) Cultural diversity and tolerance

Not at all	1	2	3	4	5	Adequately
					X	

(d) Human survival and well being

Not at all	1	2	3	4	5	Adequately

X

(e) Other. Please specify below:

Not at all	1	2	3	4	5	Adequately

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

X (a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

In Japan, textbooks are written and edited by private publishers based on the Courses of Study (national curriculum standards). They are researched and deliberated by the specialists of each subject, and are used in schools as long as they pass that process. The contents of the textbooks might be changed with each revision of the Courses of Study (national curriculum standards).

(b) No

(c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation.

X (a) Learner-centred

X (b) Innovative and creative

X (c) Participatory and interactive

X (d) Whole school

X (e) Research and experimentation

X (f) Education through arts and sports

X (g) Child friendly schools

(h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)?

X (a) Student exchange programmes
X (b) Twinning with other education institutions (regional/international level)
X (c) Linking schools/classrooms with those in another country through internet/social media
X (d) Collaborative projects
X (e) Community work/ participation in community/local activities/events
(f) Other. Please specify blow:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

X (a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

- Tobitate! (Leap for Tomorrow) Study Abroad Initiative
- Super Global High School Project
- Top Global University Project
- Inter-University Exchange Project
- ESD Consortium Project
- Increase of the number of the schools introducing Community School System (2,806 schools as of April 1st, 2016)

(b) No
(c) No information available

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? (please tick all that apply)

(a) School governance/decision making
X* (b) Student council or similar bodies
X* (c) Student clubs

(d) None

(e) Other. Please specify below:

(note)

*In these organizations (student councils, student clubs, etc.), students' decisions may be reflected in the administration of their organizations.

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system.

(a) Non-formal education

(b) Informal education

(c) Adult education

(d) Media-based education

X (e) No information available

(f) Additional information:

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented	1	2	3	4	5	Fully implemented
					X	

25. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved	1	2	3	4	5	Improved
					X	

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles?

(a) No political/policy priority

(b) Lack of education/curriculum/pedagogical initiatives

(c) Insufficient resources (financial, technical, human)

(d) Competing demands

(e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors?

X (a) Political/policy priority

X (b) Education/curriculum/pedagogical initiatives implemented

X (c) Increased demand (by parents, the community, policymakers, etc.)

X (d) Availability of resources (financial, technical, human)

(e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

Thank you for your kind collaboration!