



The Platform for Future Co-Creation of UNESCO Activities
(International Grassroots UNESCO Activities) FY2020

Preliminary Study on Possibility of Establishing Non-governmental UNESCO Movement in Kiribati

Resource Persons Meeting Member List

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Project Report

Preliminary Study on Possibility of Establishing Non-governmental UNESCO Movement in Kiribati

Sendai UNESCO Association



Objective

In the midst of global changes such as globalisation and climate change, the "2014-2021 UNESCO Medium-Term Strategy" aims to "promote peace, dialogue, tolerance and mutual understanding between cultures" and "sustainable development" as a global goal. As an activity goal in the local level, promotion of UNESCO activities with the participation of youth, education through school activities, social education, etc., are identified for acquiring excellent activities and abilities necessary for daily living.

Although the Republic of Kiribati is blessed with beautiful nature and marine resources, it is currently at the frontline of the effects of climate change and its sustainability is being threatened, in addition to the unique challenges faced by small island states.

Sendai UNESCO Association, which has a close relationship with Kiribati, has launched a project that emphasises mutual understanding and education and partnership to achieve SDGs, including the Goal 13 ("Take urgent action to combat climate change and its impacts") in both countries. It is aimed to assist launching of "Kiribati UNESCO Association (tentative name)" to support youth education and spreading the philosophy of UNESCO at educational institutions including the UNESCO Associated Schools and related organisations in Kiribati and to promote partnerships between the public and private sectors to achieve SDGs. At the same time, activities for fostering youth who will be the bearers of a sustainable society with global perspectives in Japan.

In 2020, amid Global COVID-19 Crisis, Kiribati and Sendai took a bold Step of Hope for connecting to the future through partnership.

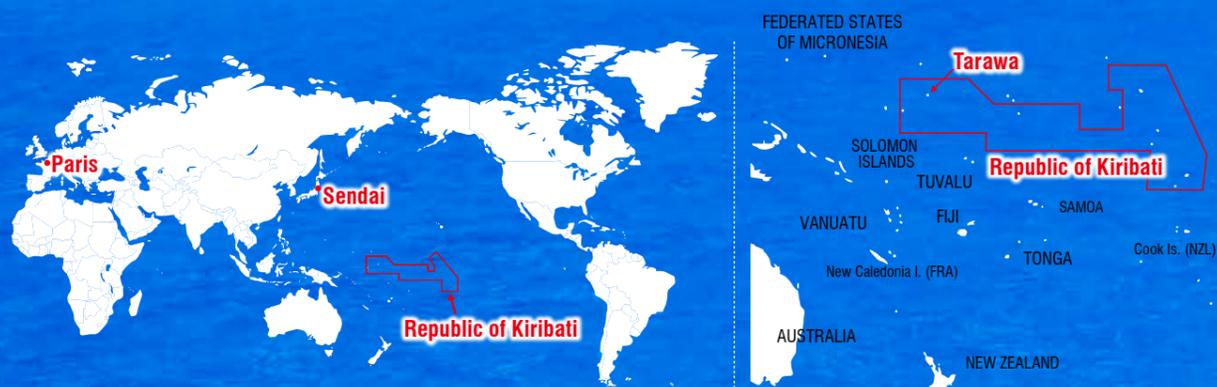


Republic of Kiribati



The Republic of Kiribati, located in the middle of the Pacific Ocean at the intersection of the Equator and the 180th meridian, consists of the Gilbert Islands, where the capital Tarawa is located, the Phoenix Islands, which is a UNESCO World Natural Heritage Site, and the Line Islands, where the first islands to greet the rising sun in the world. It is a country of 33 beautiful islands, scattered over a vast area of 5,000 km East to West. It became independent from the United Kingdom in 1979 and has a very close relationship with Japan. The islands are made up of coral atolls and averages of only about 2 meters above sea level (excluding Banaba Island). It is a paradise island in the South Sea, which about 110,000 people (as of 2015) who live in harmony with nature and are calm and love singing and dancing, call home. However, it is at the frontline of climate change, with the World Bank and other international organisations predicting that climate change could make these islands uninhabitable in the worst scenario by 2050. (extracted from Japan-Kiribati Association)

While the Phoenix Islands being the largest marine protected area in the world designated as the UNESCO World Heritage in 2021 and primary and junior secondary schools and a national senior high school, KGV/EBS, in capital Tarawa are registered as UNESCO Associated Schools Network, no Non-governmental UNESCO activities are carried out and the UNESCO World Heritage as educational material is underutilised.



Achievements and Prospects

(1) Activation of the UNESCO Activities in Kiribati

●Actions and Achievements

○Conducted 3 online interviews

Through these interviews, we were able to confirm that there is no Non-governmental UNESCO Activities and no UNESCO Association in Kiribati, and the needs for exchanges with Japan and Non-governmental UNESCO Activities were also confirmed. In addition, we were able to since grasp imagine of the "seeds" for establishment of Kiribati UNESCO Association to some extent. Therefore, in collaboration with Kiribati Ministry of Education that manages the Kiribati UNESCO National Committee, Japan-Kiribati Association and its local partner in Kiribati (Himawari Enterprise) and others, it was found confirmation of specific "seed" to assist establishment of Kiribati UNESCO Association in FY2021 would be needed.

●Outlook for Next Financial Year and Beyond

- Confirmation of specific "seeds" to assist establishment of Kiribati UNESCO Association
- (if the situation permits) visiting Kiribati to reach agreement in assisting establishment of Kiribati UNESCO Association with the stakeholders and preparation of mid-long-term action plan
- Assisting establishment of Preparation Committee
- Establishment of Kiribati UNESCO Association and reaching Collaboration Agreement with Sendai UNESCO Association
- Assisting and implementing teachers exchange and human resources development projects base on the Collaboration Agreement

(2) UNESCO Activities Showcasing Kiribati in Japan

●Actions and Achievements

○Conducted lectures at 2 primary schools in Sendai City

○Preparation of lesson plan and teaching "Future of the World and Japan's Role (7-periods)", a lesson unit of the Social Studies for class 6 pupils, showcasing Kiribati.

Visiting lectures and study programme preparation were conducted and both teachers and children responded very well. The value of the educational program showcasing Kiribati was confirmed very positively. Due to the COVID-19 situation there were restriction to access to the classroom and the programme discussion in person at the later stage. Therefore, VTR and YouTube etc were used for the delivery.

○SDGs Workshop Showcasing Kiribati and the Cultural Exchange (online)

Recommended by the Resource Persons Group, a workshop introducing daily life and culture of Kiribati was conducted. We were able to feel Kiribati closer and grasped a picture of direct cultural exchange with Kiribati for later stage.

●Outlook for Next Financial Year and Beyond

- Publicise the Kiribati Model Study Programme (tentative name)
- Expand the Study Programme to higher schools
- Cultural exchange at citizens level
- Training and exchange between the teachers of both countries
- Youth exchange mainly at the Associated Schools Network

Activities

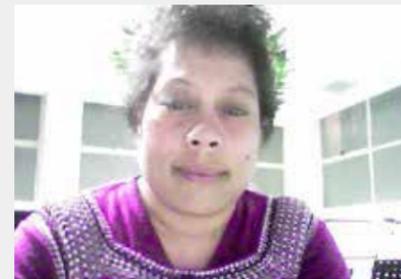
Month	(1) Vitalisation of UNESCO Activities in Kiribati	(2) Vitalisation of UNESCO Activities Showcasing Kiribati in Japan		
		Meetings	Brochure / Report in English	Lesson Programme
Oct '20		23rd Project approval notified		
Nov '20	16th: Sent a letter of request for interview to former Beretitenti Anote Tong 16th: Sent a letter of request for support and facilitation	05th: 1st Update Meeting 20th: 2nd Update Meeting 30th: Section Meeting		30th: 1st Meeting
Dec '20	2nd: Received response from former Beretitenti Anote Tong 7th: Received response from Kiribati Ministry of Education 6th: Sent letter to UNESCO Oceania Office in Apia, Samoa 30th: 1st online interview	7th: 1st Resource Persons Meeting 15th: 3rd Update Meeting 19th: Sendai UNESCO Office ICT Improvement Meeting	7th: 1st English Brochure Preparation Meeting 15th: 2nd English Brochure Preparation Meeting 21st: 3rd English Brochure Preparation Meeting	23rd: 2nd Meeting
Jan '21	6th: 2nd online interview 21st: 3rd online interview	9th: Sendai UNESCO Office ICT Improvement Meeting 28th: 4th Update Meeting 29th: Sendai UNESCO Office ICT Improvement Work	12th: 4th English Brochure Preparation Meeting	27th: 3rd Meeting
Feb '21		12th: 2nd Resource Persons Meeting ● th: 5th Update Meeting ● th: Public lecture on Kiribati	2nd: 1st Final Report Preparation Meeting 12th: 2nd Final Report Preparation Meeting	2nd: Visiting lecture at Yakata Primary School, Sendai City 16th: Visiting lecture at Dainohara Primary School, Sendai City ● th: Pilot lesson at Chomaigaoka Primary School, Sendai City
Final Report Submitted				

Online Interviews

Great expectations for future collaboration

(Online interview on 21st January 2021)

- I believe that Non-governmental UNESCO activities to interact with the young generation of Japan and spread UNESCO's philosophy within Kiribati are extremely useful and have high needs. I hope they will be realised.
- The primary school curriculum was reviewed, and "Responsible Citizenship Development" including ESD and Global Citizenship was introduced across subjects.
- The UNESCO philosophy and protecting vulnerable groups such as women and children, and justice is a universal value. It will be accepted by Kiribati.
- I believe there are no activities for UNESCO Associated Schools specifically or Non-governmental UNESCO activities so far. Also, as far as I know, there is no international exchange at Kiribati Teachers College.
- International exchanges not only for the students but also for the teachers and the students who aim to become teachers are very useful. I urge it will happen.
- Kiribati culture means Kiribati Dance. Since Kiribati Dance is performed at School Cultural Day from the primary school level, Japanese culture and performance exchange is one thing that I would like to see realised.
- Various projects are implemented in the field of education with the UNESCO Oceania Office. Currently, we are receiving technical assistance for the development of Technical and Vocational Education and Training (TVET) Programme and Educational ICT Master Plans. Officials from the UNESCO Oceania Office are regular participants of the annual Education Forum (donor conference in the field of education).
- In order to support women's capacity building and social advancement, and to increase their momentum, the Government encourages civil servants to wear locally made clothes (Mauri Wear) every Friday. Therefore, possibility of exchange/interaction in local handicraft making between the both countries can be very high.
- We will provide the maximum support. It would be very much appreciated if we could deepen collaboration in the future.

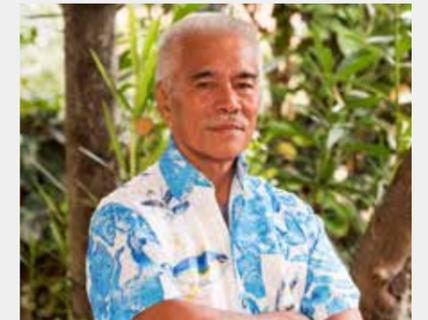


Ms Reetina Katokita
DIRECTOR
Policy, Planning, Research & Development (PPR&D)
Ministry of Education

Phoenix Islands Protected Area =Contribution to the Earth and Mankind=

(Online interview on 06th January 2021)

- I felt the utmost importance of resource conservation because the waters of the Phoenix Islands are spawning grounds for skipjack and tuna, and the stock of yellowfin tuna and bigeye tuna has declined so significantly.
- While appealing to the world to give some sacrifice by changing lifestyle to combat climate change, I thought it was unfair that Kiribati would not make any sacrifice. We therefore decided to declare the Phoenix Islands a protected area and register it as a UNESCO World Heritage Site by sacrificing some of Kiribati's largest financial resources, the fishing revenues, as a contribution to the Earth and Mankind.
- The skipjack and tuna resources in the Kiribati waters are not the property of Kiribati. We are only a custodian of these, and it is totally irresponsible of custodian if we do not hand over these resources to the next generation in a sustainable manner. We must not repeat the mistake of resource depletion all over the world again.



HE Anote Tong
Former Beretitenti (President) of the Republic of Kiribati

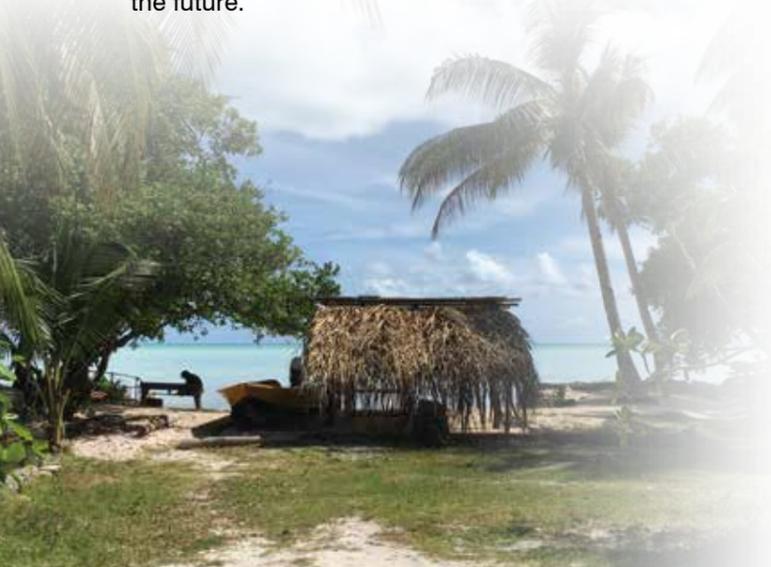
It's a shame (Mottainai/E taonaba)

(Online interview on 21st January 2021)

- Many youths have few or none experience and/or direct contacts with foreign countries, the school dropout rate is not very good, and sadly having difficulties in spending meaningful time because they do not have the opportunity. Quite a number of them run into alcohol and delinquency, causing social problems.
- I believe it would be beneficial for these youths interacting with the young generation of Japan and to spread UNESCO's philosophy throughout Kiribati to lead a meaningful life.
- There are many talented youths outside the academic field such as singing and dancing, but there are few opportunities to make use of them. It is a shame (mottainai/e taonaba). There are many young people who want to introduce Kiribati culture to foreign countries.
- There are more young people who know the importance of group activities rather than individual activities, and there are youths who are voluntarily organising themselves. It would be great if we could connect with these people.



Mrs Anita Yumemi Jong (right)
Himawari Enterprise



Lesson Plan

- Purpose** Creation of the school education programme to promote an education that enables individuals to undertake the building of sustainable societies as stated on the preamble of New Curriculum Guidance.
- Output** Creation of the Lesson Plan as a versatile programme.
- Drafting Assistance** Teacher in Sendai City volunteered to research
- Advisors** Resource persons with specialised fields.
- Programme** Social Studies for Class 6. "Future of the World and Japan's Role (7-periods)"
- Lessons period & schools** February – March 2021, several primary schools in Sendai City



Meeting (30th November 2020, 23rd December 2020, 27th January 2021)

5. Lesson Unit Structure (Relationship with Point of View)

Unit Name: "Future of the World and Japan's Role"
 Objective: In this Unit, the pupils will understand Japan plays an important role as a member of the United Nations for the realisation of a peaceful world. It will be achieved through understanding the work of Japan and the state of Japan's international cooperation for the sustainable development of other countries by focusing on the issues of a global scale and the issues that different countries of the world are facing, and the collaboration and cooperation for solving them. Atlases, globes, and various materials will be used as reference for summarizing.

Independent, interactive and deep learning

	【Posing Questions】	【Linguistic Activities】	【Key words】
Crisp	Posing question to find the Question 1. Find out relationship between Kiribati and Japan. Why did Japan assist building Nippon Causeway? 2.	Organise discussion to draw attention to changes Japan saw the post-WWII period and how Japan reconstructed.	- Int'l cooperation - ODA - Developing countries (assistance for reconstruction)
Guess	Study Question How Japan involves with the World to solve global issues? Who? UN-3,4 Japanese Govt-5 Other private sectors, organisations etc-5		- Int'l disputes - Refugees (United Nations) UNICEF UNESCO Global Warming Earth Summit SDGs
Research	Questions to "Research and Find Out" 3. What does Japan do in the United Nations? 4. What does the UN and Japan do to protect the global environment? 5. What does Japanese government and companies do to solve the global issues?	Organise discussion to plan the Study Plan/Forecast.	(Sustainable Society) JICA Volunteers ODA (JICA) NGO
Summarise	Questions to "Think and Understand" 6. Summarise the relationship between Japan and rest of the world and think about Japan's role. Why does Japan provide int'l cooperation?	Organise discussion to relate and summarise what they found out to think about Japan's role.	Food Loss & Waste CO2 emission (Preamble of Japan's Constitution) (Pacifism)
Application	Questions to "Connect with Society" 7. What can we do for global peace and sustainable development?	Organise discussion to find out what Japan and the pupil should aim for achieving global peace and sustainable development.	

Expected Outcome from the Pupils at the End of this Unit
 "As a member of the United Nations, Japan is working with countries around the world to help solve global problems and is working towards achieving the SDGs. We are contributing to the sustainable development of the world, the maintenance of peace, and the conservation of the environment by actively providing ODA and carrying out the activities of NGOs. By thinking about Japan in the future, we now understand it is important we need to cooperate with the people of the world while solving the current problems and develop. We want each of us to care for the world, act responsibly, and cooperate with the people of the world to build a peaceful and bright future."

Visiting Lecture

- Lecturer** Mr Kentaro Ono
- Target** Class 5 and 6 pupils
- Implemented** Class 6 pupils of 2 classes (58 pupils) of Yakata Primary School, Sendai City, on 02nd February 2021
Class 6 pupils of 3 classes (98 pupils) of Dainohara Primary School, Sendai City, on 16th February 2021



Message from the Lecturer

In the midst of the global crisis such as climate crisis that poses our existential threats, COVID-19 etc., the children nowadays will be the main stakeholders of the mid and the 2nd half of the 21st Century. Climate crisis is a man-made crisis. While Kiribati being the frontline country of the effect of the climate crisis already experiencing many severe effects, Japan and the world as a whole are feeling the severities as well. It is no longer a "someone's business".

Because the climate crisis is a man-made crisis, we human beings should solve this crisis. And we, human beings have ability solve this crisis. "The opposite of love is not hate but indifference and ignorance". To know is to care. If there is a hope, surely actions will follow suit. As the history tells us, the nature will respond to us positively if we do the right thing. We can't lose hope for these children nowadays for them to continue having normal life on this sustainable Earth for many a hundred years to come.



Children are completely caught up in the story of lecturer.



Children excited with "Kiribati Jan-ken-pon (rock-paper-scissors)" brought to Kiribati by Japanese in the past

