We are honoured to have YBhg. Dato' Prof. Dr. Husaini b. Omar, Director General for Education, Ministry of Higher Education who will represent the Minister of Higher Education Malaysia to officiate the conference

We are honored to have Ms STEFANIA GIANNINI, UNESCO Assistant Director General for Education who will give opening remark in the opening ceremony

Ms Stefania Giannini was appointed UNESCO Assistant Director-General for Education in May 2018, becoming the top UN official in the field. In this position, she provides strategic vision and leadership for UNESCO in coordinating and monitoring the implementation of the Education 2030 Agenda, encapsulated in Sustainable Development Goal 4.

With an academic background in the Humanities, Ms Giannini has served as Rector of the University for Foreigners of Perugia (2004 – 2012), being one of the first and youngest women to hold this position in Italy. As Senator of the Republic of Italy (2013 – 2018) and Minister of Education, Universities and Research (2014 – 2016), she developed and implemented a structural reform of the Italian education system, centred on social inclusion and cultural awareness. She has also been closely involved in an advisory capacity with the European Commissioner for Research and Innovation.

PROGRAM

OPENING CEREMONY

1st Oct 2021

VENUE: KINABALU HALL
National Anthem: Negaraku

Speech by Datin Dr. Ng Soo Boon, Organising Chairperson

Welcoming Speech by Prof Dr Raili B Hj. Suhaili, VC SEGi University

Performance: Gamelan by Muhammad Rushdi b Mohd Azhari's and team, Fakulti Kreatif, Universiti Malaya

Opening remark by Ms Stefania Giannini, UNESCO Assistant DG for Education

Opening speech by YBhg. Dato' Prof. Dr. Husaini Omar, DG Education, Ministry of Higher Education Malaysia

Emcee: YM Raja Shahrul Azman bin Raja Omar,
Vice President (Business Growth/Group PR and Communications) SEGi University & Colleges

CLOSING CEREMONY

3rd Oct 2021

VENUE: KINABALU HALL
Synthesis of Conference and words of thanks by Datin Dr. Ng Soo Boon, Organising Chairperson

Montage

Closing speech by Dr. Doris Alexius, DVC (Academics), SEGi University

Closing speech by Mr. Yao Ydo, Director IBE UNESCO

Promotion of APRACSI 2022 by APRACSI Managing Director Dr Amelia Fajardo

Performance: Sape' traditional performance by Rosemary Colony Anak Joel Dunstan's musical team, Kuala Lumpur Arts School

Emcee: YM Raja Shahrul Azman bin Raja Omar,
Vice President (Business Growth/Group PR and Communications) SEGi University

Overview of Program

30th Sept – 3rd Oct 2021

0800 – 1100 Malaysia 1700 – 2000 California USA 2100 – 2400 South America	0800 – 1100 Geneva 1400 – 1700 Malaysia 1600 – 1900 Sydney	0900 – 1100 South America 1400 – 1600 Geneva 2000 – 2200 Malaysia
PRE-CONFERENCE STUDENT SYMPOSIUM 1. Pitching presentation I **(Langkawi Room)** 2. Pitching presentation II **(Rajang Room)**	1. Pre-conference Student Presentation I **(Langkawi Room)** 2. Pre-conference Student Presentation II **(Rajang Room)**	**Venue: Kinabalu Hall** Forum I: Theme: "Positioning the Role of Curriculum in the Transformation of Education in the Post Pandemic Era"
DAY 1 1. Poster presentation **(Kinabalu Hall)** 2. Paper presentation I **(Langkawi Room)** 3. Paper presentation II **(Rajang Room)** Cultural Showcase	**Venue: Kinabalu Hall** Opening ceremony Keynotes	**Venue: Kinabalu Hall** Forum II: Theme: "Positioning the Role of Regional Curriculum Associations and Universities in the Transformation of Education in the Post Pandemic Era"
DAY 2 1. Symposium I: Sustainability for Quality Education **(Kinabalu Hall)** 2. Paper presentation III **(Langkawi Room)** 3. Paper presentation IV **(Rajang Room)** Cultural Showcase	1. Symposium II: Inclusive Education and Values Education **(Kinabalu Hall)** 2. Paper presentation V **(Langkawi Room)** 3. Paper presentation VI **(Rajang Room)**	
DAY 3 1. Symposium III: Sustainability for Quality Education **(Kinabalu Hall)** 2. Paper presentation VII **(Langkawi Room)** 3. Paper presentation VIII **(Rajang Room)** Cultural Showcase	1. Symposium IV: Education for Sustainable Environmental and Socioeconomic Development **(Kinabalu Hall)** 2. Paper presentation IX **(Langkawi Room)** Closing ceremony **(Kinabalu Halll)**	

Pre-Conference

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30th Sept 2021

0800 – 1100 Malaysia 1700 – 2000 California USA 2100 – 2400 South America	0800 – 1100 Geneva 1400 – 1700 Malaysia 1600 – 1900 Sydney	0900 – 1100 South America 1400 – 1600 Geneva 2000 – 2200 Malaysia
PRESENTATION SESSIONS (PITCHING) **(A) Pitching Presentation I** *Chairperson: Dr Kamalanathan a/l M. Ramakrishnan* **(B) Pitching Presentation II** *Chairperson: AP Dr Rogayah bt A. Razak*	**PRESENTATION SESSIONS** **(A) Pre-Conference Paper Presentation I** *Chairperson: Dr Kamalanathan a/l M. Ramakrishnan* **(B) Pre-Conference Paper Presentation II** *Chairperson: AP Dr Rogayah bt A. Razak*	**FORUM I** **Theme: "Positioning the Role of Curriculum in the Transformation of Education in the Post Pandemic Era"** *Moderator: Hugo Labate* • Africa: Open University of Tanzania (OUT); Université Cheikh-Anta-Diop (UCAD) • Arab States: Hamdan Bin Mohammed Smart University (HBMSMU) • Eastern Europe and Central Asia: Vytautas Magnus University (VMU) • Latin America and the Caribbean: Catholic University of Uruguay (UCU) • Asia Pacific: SEGi University Malaysia • Asia Pacific: University of Chulalongkorn Thailand • Q&A

Day 1

1ˢᵗ Oct 2021

0800 – 1100 Malaysia 1700 – 2000 California USA 2100 – 2400 South America	0800 – 1100 Geneva 1400 – 1700 Malaysia 1600 – 1900 Sydney	0900 – 1100 South America 1400 – 1600 Geneva 2000 – 2200 Malaysia
PARALLEL PRESENTATION SESSIONS **(A) Poster Presentation** *Chairperson: Dr Dorothy Dewitt and Dr Yoon Sook Jhee* **(B) Paper Presentation I** *Chairperson: Prof Dr Shameem Rafik-Galea, SEGi* **(C) Paper Presentation II** *Chairperson: Dr Tee Meng Yew, University Malaya*	**OPENING CEREMONY** **KEYNOTE** *Chairperson: Datin Dr Ng Soo Boon* **The Role of Curriculum in SDG and Education 2030** Mr Ydo, Yao, Geneva **CHALLENGE : Curriculum and Instruction for Sustainability in Values Education** Dr Murray Print, Australia **Inclusive Education in Malaysia** Datuk Dr Habibah, Malaysia **Re-envisioning Pedagogical Content Knowledge for a Sustainable Curriculum** Prof Zongyi Deng, United Kingdom Q&A	**FORUM II** **Theme: "Positioning the Role of Regional Curriculum Associations and Universities in the Transformation of Education in the Post Pandemic Era"** *Moderator: Dr Ji Lili* • African Association of Curriculum, ACA • Asia Pacific Research Association of Curriculum Studies and Instruction APRACSI • Association of Professional Curriculum and Educational Instruction, Malaysia, APROCEI • Association of Curriculum in Central America • Vytautas Magnus University • Open University of Tanzania • UNESCO Chair in Curricular Development • Representative from Ministry of Education Malaysia • Representative from Ministry of Education Brunei

Day 2

2nd Oct 2021

0800 – 1100 Malaysia 1700 – 2000 California USA 2100 – 2400 South America	0800 – 1100 Geneva 1400 – 1700 Malaysia 1600 – 1900 Melbourne
PARALLEL SESSIONS	**PARALLEL SESSIONS**

(A) Symposium I:
Sustainability for Quality Education

Chairperson: AP Dr Lydia Foong Yoke Yean, Dean, Faculty of Education, Languages and Psychology, SEGi University

- **Prof Dr Rohaida Mohd Saat, Malaysia**
Quality Assurance towards Sustainable Development of Higher Education Institutions

- **Dr Aija Rinkinen, Worldbank Kuala Lumpur**
Addressing Students' Individual Needs in Shared School Settings

- **Datin Arlina, Central Bank Malaysia**
The Importance of Financial Literacy as a Life Skill

Q&A

(B) Paper Presentation III
Chairperson: Ms Regina Joseph Cyril, APROCEI

(C) Paper Presentation IV
Chairperson: Dr Siew Siew Kim, APROCEI

(A) Symposium II:
Inclusive Education and Values Education

Chairperson: AP Dr Zawawi Ismail, Dean Faculty Education, University Malaya

- **Maki Hayashikawa, Paris**
Ensuring Inclusion in Education: Moving from Commitment to Action

- **Prof Mel Ainscow CBE, UK**
Moving Knowledge Around: A Strategy for Inclusive Educational Development

- **Dr Ilhavenil Narinasamy, Malaysia**
Character Matters: The Central Pillar of Education

- **Dr Paul Gruba, Australia**
Designs for Evaluating a Sustainability Focused Curriculum

Q&A

(B) Paper Presentation V
Chairperson: Dr Pang Ji Ching, SEGi

(C) Paper Presentation VI
Chairperson: Melanie Joy Gunio, APRACSI

Day 3

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3rd Oct 2021

0800 – 1100 Malaysia 1700 – 2000 California USA 2100 – 2400 South America	0800 – 1100 Geneva 1400 – 1700 Malaysia 1600 – 1900 Sydney
PARALLEL SESSIONS	**PARALLEL SESSIONS**

(A) Symposium III:
Sustainability for Quality Education
Chairperson: Dr Amelia Fajardo

- **Renato Opertti, Uruguay**
Forging Curriculum Transformation in the Post Pandemic Era

- **Dr Sathiamoorthy Kannan and Prof Jayson W Richardson, US**
Investigating Essential Conditions to Foster Technology Leadership

- **Hugo Labate, Argentina**
Thematic Approaches in Curriculum

- **Datin Dr Ng Soo Boon, Malaysia**
Charting the New Normal – Developing Hybrid Learning Curriculum Framework for School

Q&A

(B) Paper Presentation VII
Chairperson: Dr Hjh Suwarsih Madya, APRACSI, Indonesia

(C) Paper Presentation VIII
Chairperson: Dr Hjh Sallimah bt Hj Mohd Salleh, APRACSI, Brunei

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(A) Symposium IV:
Education for Sustainable Environmental and Socioeconomic Development
Chairperson: Dato' Dr Sharifah Maimunah Syed Zin

- **Prof Pierre Léna, Paris**
Climate Change Education, a Pressing International and National Objective

- **Prof Takuya Baba, Japan**
Sustainable Development from Social Perspective: a Case of Shobara City, Hiroshima

- **Dr David, Wilgenbus, Paris**
Obstacles and Tools for Climate Change Education

- **Dr Sabrina Ho Abdullah, Malaysia**
The Education for Sustainable Consumption and Product (ESCP) Curriculum: Key Principles and Conceptual Development

Q&A

(B) Paper Presentation IX (BM)
Chairperson: Dr Rafiza bt Abd Razak, University Malaya

CLOSING CEREMONY

FORUM I

"Positioning the Role of Curriculum in the Transformation of Education in the Post Pandemic Era"

Date: 30th Sept 2021
Time: 8 pm to10 pm (Malaysia time)
Mode: Virtual

Objective:
To facilitate an engaging and forward-looking conversation on how curriculum can be mainstreamed in the education system to contribute to laying foundations for a fair, sustainable and inclusive future.

Moderator: Hugo Labate, Education Expert, IBE-UNESCO

Panelists:
- Theresia J. Shavega, Open University of Tanzania (OUT), Tanzania
- Bamba Dieng, Université Cheikh-Anta-Diop (UCAD), Senegal
- Hamdy Ahmed Abdelaziz, Hamdan Bin Mohammed Smart University (HBMSU), UAE
- Vilma Bijeikiene, Vytautas Magnus University (VMU), Lithuania
- Camila Gottlieb, Catholic University of Uruguay (UCU), Uruguay
- Lydia Foong Yoke Yean, SEGi University, Malaysia
- Yatsawee Saifah, University of Chulalongkorn, Thailand

Wrap-up:
Renato Opertti, Senior Education Expert, IBE-UNESCO

FORUM II

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"Positioning the Role of Regional Curriculum Associations and Universities in the Transformation of Education in the Post Pandemic Era"

Date: 1st Oct 2021
Time: 8 pm to 10 pm (Malaysia time)
Mode: Virtual

Objective:
To deliberate on which role regional curriculum associations and universities can play in light of revisiting the curriculum in the post pandemic era.

Moderator: Ji Lili, Head of Curriculum Transformation, Norms and Capacity Development Unit, IBE-UNESCO

Panelists:
- Paul Mushi, African Curriculum Association (ACA)
- Amelia Fajardo, Asia Pacific Research Association of Curriculum Studies and Instruction (APRACSI)
- Ng Soo Boon, President, Association of Professional Curriculum and Educational Instruction, Malaysia (APROCEI)
- Bienvenido Argueta, Association of Curriculum Central America
- Lina Kaminskiene, Vytautas Magnus University (VMU)
- Newton Kyando, Open University of Tanzania (OUT)
- Patrick Charland, UNESCO Chair in Curricular Development
- Nooraini binti Kamaruddin, Representative from Ministry of Education Malaysia
- Awang Ali Hamdani bin Haji Md Diah, Representative from Ministry of Education Brunei

Wrap-up: Florence Ssereo, Programme Specialist, UNESCO

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS

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01

MR. YAO YDO

Mr Yao Ydo was appointed Director at UNESCO International Bureau of Education (IBE-UNESCO) in 2021. Prior to joining the IBE, Mr. Ydo worked with UNESCO Multisectoral Regional Office in Abuja where he served as the Regional Director, representing the organization at the regional, national and international levels. With over 24 years of wide experience within the UN system, Mr. Ydo began his career at the Headquarters of UNESCO, Paris, in the Basic Education and Literacy Section in 1997 as an Associate Expert. His extensive hands-on experience in education includes a variety of education posts at UNESCO Field Offices in Mali, Cameroon, Congo (DRC), and Senegal. In his various functions, Mr. Ydo acquired experience in the development of partnerships and resource mobilization from development banks, private sector, UN agencies, and Governments (self-benefiting funds). His efficiency and dynamism enabled him to move up from programme specialist to managerial functions, including the UNESCO Representative to Côte d'Ivoire and the Regional Director of UNESCO Multisectoral Regional Office for West Africa in Abuja, Nigeria. Mr. Ydo is a recipient of Commander of the Order of National Cultural Merit from the Minister of Culture and Francophonie as well as Commander in the Order of Merit of Education by the Government of Côte d'Ivoire for the work done by UNESCO. Mr. Ydo holds a Ph.D. in Linguistics and Didactics from the University of Grenoble (France), a postgraduate Diploma in Diplomacy and Strategic Studies from the Centre of Diplomatic and Strategic Studies in Paris, and a Master's degree in English from the University of Ouagadougou, Burkina Faso.

The Role of Curriculum in SDG and Education 2030

Curriculum is critical to the development and realization of SDG4. It plays an essential role in the provision of quality equitable learning for all, and in supporting education that is related to holistic and sustainable development, as curriculum embodies society's educational ideals and aspirations. It is curriculum that crucially defines the for what, what, why, how, and when students will learn. It is curriculum that serve to determine whether education is truly inclusive in learning opportunities, processes and outcomes, thus affecting the equity of education. It is curriculum that contribute to provide the rationale and the pathways of quality learning. In other words, curriculum is at the nexus of education and development, and a powerful driver of education and education systems. The UNESCO International Bureau of Education (IBE-UNESCO) has a renewed mandate to support curriculum development and related matters in UNESCO Member States. Given the essential role of curriculum, the IBE and its partners stand ready to work with Member States to respond innovatively to the challenges and opportunities associated with the effective realization of Education 2030.

KEYNOTE SPEAKERS

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02

DATUK DR. HABIBAH ABDUL RAHIM

Habibah Abdul Rahim has served at the Ministry of Education (MOE) Malaysia for more than 34 years, her last post was the Director General of Education. She has served as Deputy Director General and Director of various Divisions in MOE. She has extensive experience in policy development, macro planning, program implementation and evaluation. She played an instrumental role in the development and implementation of the Malaysia Education Blueprint 2013-2025

Inclusive Education In Malaysia

Malaysia pledges that every child has a right to quality education. The education system envisages that every child will be given the opportunity to develop her or his potentials in a holistic and integrated manner. With this philosophy that is supported by sound policies, Malaysia's position is aligned with the then UNESCO declaration of Education for All, and at present, the Sustainable Development Goals (SDG) of 2030 Agenda, in particular SDG 4 on Education. As a foundation, quality education can only be achieved when every child are in school receiving inclusive and equitable education that provides them with the opportunity to learning. Broadly, inclusive education means that every child – including those who are most marginalized and excluded - can learn together in the same school. This entails reaching out to all, respecting the diverse needs and abilities of children and removing the barriers that could limit their equal opportunity for educational participation and achievement. As such, Malaysia has committed to and embarked on transforming the education system through the Malaysia Education Blueprint 2013-2025. Nevertheless, the translation of this policy into practice is complex and challenging for the implementation and promotion of quality education that is inclusive and equitable. This paper discusses on the interpretation of policy pertaining to inclusive education and its translation into practice within the Malaysian context. This paper also shares the experiences on how challenges can be overcome in addressing special education needs for children with disabilities who continue to remain among the most excluded from education. These challenges may include the lack of information on the identity of these children as well as their individual needs, associated stigmas, provision of conducive school infrastructure and facilities, trained teachers and specialists, teacher training and appropriate learning materials. Focus is also given to addressing learning achievement gaps amongst children which are based on the rural urban divide, gender and socioeconomic status as well as children from the Orang Asli communities.

KEYNOTE SPEAKERS

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03

PROF. MURRAY PRINT

PROFESSOR MURRAY PRINT, BA, Dip Ed, MA, PhD is recognized internationally and nationally in the field of curriculum and as a leader in Civics and Citizenship Education. He has taught at the University of Sydney since 1989 in curriculum as well as researched and supervised doctoral students in the field. His curriculum book Curriculum Development and Design has been in continuous publication for thirty years. Professor. Murray is also the Chairman of the International Board APRACSI

CHALLENGE : Curriculum and Instruction for Sustainability in Values education.

Values education of some form is widespread in Asia - Pacific region. Despite these different forms thematically values education is mostly about being a 'good' citizen however defined in a particular country. A key aspect of being a 'good' citizen is support for, and practice of, sustainability and a 'good' global citizen practices sustainability globally. Sustainability is a theme that has become increasingly significant in school curricula in recent years as the world faces an existential threat from climate change. While one vast undertaking is reducing carbon-based emissions in our planet without early economic destruction, the corollary undertaking is the building of multi-faceted sustainability values. An important vehicle for building sustainability is the school curriculum. Currently sustainability is addressed in largely a piecemeal, dispersed manner in schools. In the formal curriculum, some mentions in science, in social sciences such as geography, and perhaps in the national language curriculum. Also some citizenship activities in the informal curriculum may be found while the hidden curriculum may reveal problematic issues about sustainability behaviour. This presentation addresses the challenges associated with key issues at the intersection of sustainability, citizenship, global citizenship, values education and the school curriculum. In particular a key vehicle for enhancing sustainability will be the values associated with people wanting to practice sustainability even if it is inconvenient, uncomfortable, costly, time-consuming and so forth and how the school curriculum, especially through values education, can prepare the next generation to embrace sustainability.

KEYNOTE SPEAKERS

04

PROF. ZONGYI DENG

Zongyi Deng is Professor of Curriculum and Pedagogy at the UCL Institute of Education, University College London. Currently an executive editor of the Journal of Curriculum Studies (JCS), he has held faculty positions at Nanyang Technological University and the University of Hong Kong. Research interest areas include curriculum content or subject matter, curriculum theory, didactics (*Didaktik*), curriculum policy and reform, and comparative and international education.

Re-envisioning Pedagogical Content Knowledge for a Sustainable Curriculum

This presentation seeks to contribute to a re-envisioning of pedagogical content knowledge (PCK) in the era of Anthropocene. The conceptualisation of PCK, initially developed by Lee Shulman and associates, overlooks the role of an institutional curriculum in teachers' professional understanding of content knowledge (Deng, 2007, 2018). It is inadequate in the current global context in which teachers are expected to teach an institutional curriculum concerned with equipping students to face the challenges of sustainability. Invoking *Bildung-centered Didaktik*, I explore what is entailed in teachers' understanding of the content contained in the institutional curriculum which is centrally concerned with the development of human powers (capabilities, dispositions, ways of thinking). I argue that the understanding calls for *Didaktik*/curriculum thinking directed toward unlocking the potential of content for cultivating human powers. I conclude by addressing the implications for re-envisioning PCK for teaching a sustainable curriculum.

PLENARY
SPEAKERS

PLENARY SPEAKERS

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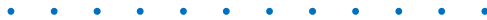
01 Aija Rinkinen, Dr.

Dr. Aija Rinkinen works as a Senior Education Specialist at the World Bank in Malaysia. She is a Finnish national, with 30 years of experience in the field of education. Prior to joining the World Bank, she worked as a Senior Ministerial Adviser at the Ministry of Education and Culture in Finland, where her primary duties consisted of producing information for the political decision making, planning and implementing the development measures set by Government, and representing Finland in international working groups and cooperation forums. Before that she was a Counsellor of Education at the Finnish National Agency for Education, working with core curriculum design and national development programs. She has also worked on local level as a Head of Education in one of the Finnish municipalities, principal, and a special education teacher. Aija has a PhD degree in educational administration, management and leadership from the University of Helsinki (Finland), and Master's degree in special education from the University of Eastern Finland. She also has a degree on Education management and administration, as well as diplomas on Specialist qualification in management and Advanced educational leadership. Aija has worked on special education and advancing the principle of inclusive education her whole career. As a special education teacher and principal, she planned and implemented inclusive education practices at the school level. When transferring to the Head of Education at the local level, one of her main goals was to promote the inclusiveness in all the schools in her area. When the latest legislative change in Finland on special education took place in 2010, Aija was leading the national development project. She also was a member of a team writing the latest core curriculum chapter in Finland on special education and chairing the team responsible for the counselling chapter.

Addressing Students' Individual Needs in Shared School Settings

Inclusiveness is a policy framework that derives from offering equal opportunities for all. It is based on a principle of students with different backgrounds and support needs having the same possibilities, learning alongside in the same schools and classrooms. Fostering inclusiveness is an essential approach towards rights-based education system that promotes learning and well-being for all, regardless of gender, age, language, disability, or ethnical or cultural background. Inclusive education however extends beyond merely allocating seats for everyone. Addressing individual needs in shared school settings to foster mutual respect and social inclusion is central. We lose significant amount of human capital if all segments of the society are not given right educational opportunities to achieve their best potential. The structure, content and provision of education must be relevant to the learners, flexible and responsive to students' diverse and changing needs. Learning environments need to be safe and secure, recognizing evolving capabilities of students and the solutions that their differing needs require. Special Education Needs (SEN) are a broad array of needs of students who are affected by different issues or disorders. SEN students may fall through gaps in education system and fail to achieve their full potential unless specifically catered to. Education provision for students with SEN has increasingly shifted from segregated towards inclusive approach, with a growing number of countries supporting inclusive mainstreaming. However, despite the progress in past decades, there is still a lot to be done towards inclusive education.

Arlina Ariff, Datin

Arlina Ariff has more than 30 years' experience in central banking. She has served in various capacities in Monetary Policy Department & Economics Department. She was previously the Head of the Human Capital Development Centre and the LINK and BNM Offices Department. Currently, she is the Head for Development Finance and Inclusion Department. Arlina has a B.A. (Honours) in Economics from Carleton University, Ottawa, Canada and a MSc. in Quantitative Development Economics from University of Warwick, UK. She also holds a Masters in Islamic Finance Practice from INCEIF, Malaysia. Arlina is also a member of the Chartered Institute of Islamic Finance Professionals (CIIF).

The Importance of Financial Literacy as A Life Skill

Financial literacy has been increasingly recognised as an important individual life skill globally and in Malaysia. The underlying reasons for this growing policy attention encompass the transfer of a broad range of financial risks to consumers, the greater complexity and rapid evolution of the financial landscape, the rising number of active consumers/investors in the financial arena and the limited ability of regulation alone to efficiently protect consumers. In addition, the consequences of financial crises, financial market failures and more recently, the Covid-19 pandemic have demonstrated the devasting costs and negative spill-over effects of low levels of financial literacy for society at large. Financial education interventions would be crucial to assist, provide knowledge and to nudge behaviour change for financial consumers, at all ages, in strengthening their financial resilience arising from various challenges including the impact of COVID-19 pandemic. It is important to weave financial literacy into our lifestyle and daily living. In Malaysia, this matter resonates with the aspiration of the Financial Education Network (FEN) to advocate higher levels of financial literacy to improve the well-being of Malaysians. FEN has formulated the National Strategy for Financial Literacy 2019-2023 to elevate financial literacy and promote responsible behaviour and rational attitudes. Under a common brand, FEN has created greater sense of shared responsibility in driving the financial education agenda. FEN and its partners have consistently disseminated timely and relevant key messages, and guided consumers for informed decision-making. The years 2020 and 2021 presented challenging years for Malaysians in coping with the impact arising from the COVID-19 pandemic, which has accentuated the financial vulnerabilities and gaps among many segments of the population. While efforts are on-going to strengthen the financial resilience of Malaysians, the pandemic has highlighted the importance of financial literacy to promote the well-being of Malaysians across all life stages, both in good and trying times. It is important for Malaysians to be empowered with the right knowledge and skills to make responsible financial decisions in our daily lives, enabling us to provide for current and future financial needs.

David Wilgenbus, Dr. 03

David Wilgenbus, astrophysicist by training, is the Executive Director of the Office for Climate Éducation (https://oce.global), a foundation under the auspices of UNESCO devoted to promote climate change education worldwide.
Prior to the creation of the OCE, he was for 17 years the head of the "resource production" department of the *La main à la pâte* foundation. He coordinated several large-scale educational projects concerning science and sustainable development, projects implemented by more than 100,000 classes in France and abroad. His expertise lies in the design of educational resources and teacher's professional development.

Obstacles and Tools For Climate Change Education

The essential role of education in addressing the causes and consequences of anthropogenic climate change is increasingly being recognised. While the complexity of climate change education (CCE) can pose challenges for the teachers and the education systems, it can also provide opportunities for students to develop their scientific knowledge and to apply and develop a range of scientific inquiry and critical thinking skills. In this changing and evolving context, the work and adaptability required of teachers is great. They have to face the difficulty of learning this new, multidisciplinary and evolving climate science and the expectations of young people in the face of this information. However, the support provided to teachers is not equal to the high degree of adaptability that is required of them.

In this talk, we will briefly outline some of the obstacles currently facing CCE and propose a framework for implementing effective CCE in schools: robust climate knowledge, adoption of social constructivist pedagogies, development of critical thinking skills and enactment of learners' feelings, values and actions. We will present some educational resources developed by the Office for Climate Education, built upon the last IPCC reports, that cover the scientific and societal dimensions, while developing students' reasoning abilities and guiding them to take action in their schools or communities.

04 Hugo Labate

Hugo Labate was former Executive Director of the Curriculum Development Unit at the Ministry of Education of Argentina and is currently working in improving STEAM learning in Buenos Aires City. Among his previous duties, he has worked as a consultant to UNESCO in curriculum development and training of national teams for several countries such as Kosovo, Bangladesh, Lesotho, Tanzania, Afghanistan and the Gulf Arab States, and leading interregional training activities in Africa and Latin America. He has been involved in the design and delivery of b-learning courses for curriculum teams, under the IBE-UNESCO Diploma on Curriculum design and development.

Thematic approaches in Curriculum

During the Modern Era, school subjects defined by academic fields were the reference for organizing content; however, this organization is not being able to deal with actual problems at the personal, community and global level, such as water pollution, healthy nutrition or climate change.

Elements from different knowledge areas can be combined to work together around a) problems b) projects c) phenomena. These three approaches can be considered thematic, as students have to a) solve b) build, or c) study in depth a particular theme, understood as a learning space with multiple connections to several fields of knowledge, that is challenging, interesting, and that promotes the development of cross-cutting competencies in the students, by exploring, creating, revising and learning from their own mistakes.

A thematic approach to curriculum allows schools to combine the work of teachers for joint planning, lesson delivery and students' work. As suggested by Roegiers, the thematic approach benefits from dedicated periods where the students learn separately subject topics that can later be applied or integrated into the thematic learning process. In that way, a balance between subject-knowledge and knowledge integration can be reached, avoiding a radical departure from existing curriculum practices to a completely new way of organizing knowledge that might stress teachers trained as subject specialists.

Ilhavenil Narinasamy, Dr.

Dr. Ilhavenil Narinasamy has spent thirty years in the field of education, comprising primary and secondary education. Being a trained educationist in English and Moral Studies, Dr. Ilhavenil has played a pivotal role in training in-service teachers on pedagogical and content knowledge in her field. She was selected to be the master trainer in Moral Education for state and national level from 2002 until 2016 and has been awarded 'Excellent Teacher' in Moral Education from the year 2008 until 2015. Currently Dr. Ilhavenil is attached to the Curriculum Development Division, Ministry of Education, heading the Research and Classroom Assessment Unit.

Character Matters: The Central Pillar of Education

Character Education (CE) can be traced back to the Philosophies of Plato and Aristotle. Quite often, the aim of any general education, that includes the formation of character, is not explicitly stated, and this has led most to downplay the importance of character development in schools, thus hindering sustainability in CE. The general assumption is that the hidden curriculum will build the character of students. During the recent Covid-19 pandemic, that has engulfed the whole world, we are seeing a rise in various kinds of misconduct among the young. This situation calls for an emphasis on CE which is currently taught through formal curricula, and also hoped to be 'caught' through largely hidden curriculum in the school culture, to enhance the nurturing of positive character in children, so that they are empowered with appropriate personal, community, national and global responsibilities. In addition, 'flourishing', which is the end goal of CE, linked to Aristotelian virtue ethics, seems to be a perfect notion. Nevertheless, can this dimension materialise at the implementation level? This paper aims to highlight the gap between theory and practice in CE. In the Malaysian context, CE is operationalised through the formal Moral Education, Islamic Studies, and Civics and Citizenship Education classes. CE is further expected to be enhanced through the hidden curriculum during school assemblies, co-curricular activities, and, interaction between teachers and students, in schools. But, the sustainability of CE can only be fully realised when CE is executed well, with the teachers, who are considered as ethical exemplars, playing crucial roles in shaping the character of their students, thereby casting and maintaining teaching as a moral enterprise. Fittingly, the considered suggestion of the whole school approach by scholars, can be the right direction towards instilling good character in children, thus developing them holistically in tandem with our National Philosophy of Education.

Jayson W. Richardson, Dr.

Professor & Department Chair
Morgridge College of Education
Department of Educational Leadership and Policy Studies
University of Denver, USA

Sathiamoorthy Kannan, Dr.

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Investigating Essential Conditions To Foster Technology Leadership

This session will highlight the ISTE Standards for Education Leaders that support the implementation of technology and innovation in schools. The standards provide a framework for guiding leadership for digital age learning in schools. While these standards target the knowledge and behaviors required for educational leaders to empower their teachers and make student learning possible, their focus remains on enduring, topics in education today such as equity, digital citizenship, visioneering, team and systems building, continuous improvement and professional growth. The discussion will also delve into the essential conditions comprising some 14 critical elements necessary required to leverage technology for learning effectively. These essentials can offer school leaders a research-backed framework to guide the implementation of the ISTE standards, technology planning, and system-wide change to be accomplished successfully in schools. The session will also juxtapose these standards and conditions with the Malaysian context to provide guidance for how schools, leadership preparation entities, and policy makers and leverage the power of technology to transform leading, teaching, and learning.

Maki Hayashikawa

Director, Division for Education 2030,
Education Sector, UNESCO

Ensuring Inclusion In Education: Moving From Commitment To Action

The universal, rights-based agenda adopted in 2015 at the historic United Nations Summit pledges to transform our world by leaving no one behind. Without a strong education system, many of the structural deficiencies and inequalities will persist. Race, ethnicity, economic status, social class, disability, language, religion and gender in far too many settings intersect to remain tall barriers to education. In addition, the current health pandemic as well climate change, environmental threats and shifting inequalities make attention to the equitable provision of quality education ever more relevant and urgent for all countries, developed and developing alike in a globalized, interconnected world. The COVID-19 pandemic has exposed existing inequalities, marginalization and exclusion. Social and digital divides based on gender, ability, location, language, wealth and other characteristics have put the most disadvantaged at risk of learning loss and drop out. As highlighted in the 2020 UNESCO Global Education Monitoring Report, about 40% of low- and lower-middle-income countries have not supported learners at risk of exclusion during this crisis, such as the poor, linguistic minorities, and learners with disabilities. With the reopening of schools, UNESCO will continue to reaffirm inclusion in and through education as the cornerstone of a transformative education agenda. Putting the right to education for all into action requires transforming education systems in all their elements and processes across formal and non-formal education, including their organization and structure, legal, financing and administration frameworks, teachers and textbooks, curriculum and assessment, teaching and learning processes and infrastructure and learning environment. UNESCO is working on all of these fronts, enhancing national capacities to reform education systems, strengthening legal and policy frameworks and fostering partnerships. The presentation will focus on how inclusion calls for transformation - for a paradigm shift in the philosophy and practice of education. Inclusive schools are indeed the most effective means to combat discriminatory attitudes and gender-based discrimination, to create welcoming communities, to build an inclusive society and to achieve education for all. The presentation will discuss how to accelerate this transformation to make inclusion a reality, keeping in mind that inclusion should guide education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.

08 Mel Ainscow CBE, Prof.

Mel Ainscow is Emeritus Professor at the University of Manchester, Professor of Education at University of Glasgow, both in the United Kingdom, and Adjunct, he is internationally recognized as an authority on the promotion of inclusion and equity in education. He has led the development of a series of policy documents for UNESCO, including its 'Guide for Ensuring Inclusion and Equity in Education' (2017). Mel has recently completed collaborative research projects with networks of schools in Australia and five European countries. Examples of his writing can be found in: 'Struggles for equity in education: the selected works of Mel Ainscow' (Routledge World Library of Educationalists series).

Moving Knowledge Around: A Strategy For Inclusive Educational Development

Education systems are often seen as being rather rigid organizations. For understandable reasons, they need routines to guide their work. However, over the last year or so schools have demonstrated remarkable flexibility in response to the unprecedented challenges presented by COVID-19. This has meant that they have had to find different ways of carrying out their core business of teaching and learning. At the same time, many schools have developed new ways of supporting families and their local communities. The logical implication of these developments is that much of the best expertise regarding ways of providing support to all students in this new context lies amongst practitioners. In moving forward with the recovery of education systems, use must therefore be made of this untapped knowledge. This presentation will focus on finding ways of making this happen, focusing on implications for practice, policy and leadership.

Ng Soo Boon, Dr.

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Datin Dr Ng Soo Boon retired as Deputy Director in Curriculum Development Division (CDD), Ministry of Education Malaysia in 2019. She spent 27 years of her career in CDD, initially developing, implementing and evaluation curriculum and later guide and lead curriculum officers in designing national curriculum/ program, and monitoring the implementation of the curriculum/program. She was involved in international and regional projects related to curriculum, STEM, early childhood and SDG. She currently works as a senior lecturer in Faculty of Education, Languages and Psychology in SEGi University Malaysia.

Charting the New Normal – Developing Hybrid Learning Curriculum Framework for School

Covid-19 pandemic disrupted our life to a great extent. In trying to contain the spread of the pandemic, schools were closed for a long period of time. Remote learning in its various forms was adopted in schools with lots of constraints and challenges. Sustainability of quality education is the rights of all children; it is also the aim of UNESCO SDG 4. Is the pandemic causing the education fraternity to regress? Are we facing a situation where our effort of Education for All is in peril? Complaints by teachers indicated that groups of students who are not interested and could not followed up on digital learning are left behind. What are we going to do? A possible long-term solution of hybrid mode of learning needs to be deliberated. There could be similar situations in the future, a more thorough thoughts need to be taken in integrating both classroom and virtual learning, a hybrid learning framework (HLCFS) need to be designed to facilitate systemic and sustainable change to support teachers and students. This paper suggests adopting philosophy from the Community of Inquiry Theory (CoI) and Transactional Distance Theory, TDT (Moore, 1973). As CoI theory emphasises the cognitive, social and teaching presence, and TDT focuses on a balance in dialogue, autonomy and structure, Hybrid Learning (HL) should be examined from the dimensions of learning environment, learning experiences, learning management and content of learning. HLCFS framework should integrate Linear Hierarchical (LH) and Nonlinear Lateral (NL) Curriculum Design; deliberate on adequate knowledge, powerful knowledge and disciplinary thought systems to better integrate both the modalities of virtual and physical learning. More relevant students' competences such as skills to search information need to be included. A feasible assessment strategy in HL must include technical support in the form of a Learning Management System as well as more close-up assistance to the teachers. We may not have a choice but to accept Hybrid learning which will change the landscape of education, it is an alternative that cannot be ignored, it will be a new normal.
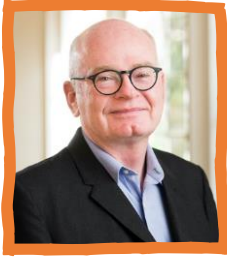
Paul Gruba, Prof.

Associate Professor Paul Gruba works in areas of technology integration, program evaluation and discourse studies. Originally trained as a journalist, he worked as a Peace Corps volunteer in Mali, West Africa in the early 1980s before teaching English in Japan. He earned a Master from UCLA, designed second language assessments and completed a PhD at the University of Melbourne in 1999. Since then, Paul has worked at the University of Melbourne in the School of Languages and Linguistics and, most recently, for the Chancellery (Research and Enterprise).

Designs For Evaluating A Sustainability Focused Curriculum

Despite the global urgency to educate a new generation of learners in sustainability, we currently have little basis on how to evaluate what works, and what does not, in our emerging designs. The aim of this presentation is to introduce a three-tier model for systematic curriculum evaluation. At the start, we seek to understand how the goals of sustainability can be informed by pedagogical principles. What, for example, does it mean to 'organize climate action' or 'enforce gender equality' from an educational perspective? Once our design principles are expressed at the macro level of our model, we can move to a focus on educational programs themselves. At this meso level, we must work to foster conditions that will lead to an acceptance of our work within our institutions and communities. How can we, as curriculum designers, anticipate issues that surround social identities including areas of investment, agency and power? Finally, at the micro level of pedagogical activity, our designs can seek to encourage individuals engaging with each other in their recurring contexts of use. That is, our designs must work in formal structures of education, or curriculum, such that the important concepts are seen and practiced in the informal learning needed to meet the goals of global sustainability. To conclude, adopting evaluative thinking from the start of our curriculum designs helps to develop a collegial focus on what works, and why, that in turn ensures our work is itself sustainable for years to come.

Pierre Léna, Prof.

Pierre Léna, born 1937, is a French astrophysicist, as Emeritus Professor at the Université Paris-Diderot, associated with Paris Observatory. His scientific work focused on infrared astronomy and star formation. His interest for image quality led him to contribute to develop adaptive optics and the interferometer of the European *Very Large Telescope* (VLT) in Chile, both making today the VLT a unique instrument for the study of exoplanets and black holes.

He co-founded in 1996 *La main à la pâte* to renovate science education, working at national, European and international levels, chairing in 2011 the Inter Academy Partnership Science education program, then for 2012-2016, chairing the new Foundation *La main à la pâte*, created by the French Academy of sciences. In 2018, he created the Office for Climate Education in connection with IAP and IPCC.

Pierre Léna belongs to the *French Académie des sciences*, the *Pontifical Academy of Sciences* and several others.

Climate Change Education, A Pressing International And National Objective

The perception of the need for climate change education within formal education, from elementary school to university, has improved significantly since the Paris Agreement in 2015. Nevertheless, its implementation raises many questions, still largely unresolved. What place should it take within the broader concern of sustainable development and ecological transition? Using scientific knowledge, how can it be extended to the broader field of human and social sciences, both for mitigation and adaptation? What balance should be struck between worrying facts and the need to send a positive message to young people? How can training and professional support for teachers, particularly in the poorest countries, be put in place when this profession is already in difficulty? To advance this education, what role expect from the scientific community, in particular from those who are mobilized on climate issues and contribute to the work of the IPCC?

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Renato Opertti

Mr. Renato Opertti holds a degree in sociology (UDELAR, Uruguay) and a master's degree in educational research (CIEP-Uruguay/IRDC-Canada). Currently Opertti is working as senior education expert at the International Bureau of Education (IBEUNESCO) in areas relating to curriculum and learning at large. Currently Opertti coordinates the IBE HELA (Hybrid Education, Learning and Assessment) initiative as well as to support transformation and curriculum development processes along diverse domains in different regions. Also, Opertti is the Dean of the School of Postgraduate Studies of the Catholic University of Uruguay (UCU). Likewise, Opertti is a member of the Council of Advisers of the Organization of Iberoamerican States (OEI), and of the Latinoamerican Coalition for Teachers Excellence which is a joint initiative of the Varkey Foundation, the Interamerican Dialogue and the OEI. During the last two years, Opertti has supported several countries – MOEs, civil society and international organizations – in addressing educational, learning, curricular and pedagogical challenges posed by COVID-19. Among other, Central American and Caribbean countries. Also, he co-coordinates different types of training in hybrid modes of education, learning and assessing, towards policymakers and practitioners. Opertti has managed the Programme "Innovation and Leadership in Curriculum, Learning and Assessment" at IBE-UNESCO (2006-2019), providing support to countries in different regions. Also, he worked as a consultant for CAF, ECLA, IDB, UNDP, World Bank and UNICEF. He has numerous publications in several languages relating to education, curriculum, learning and inclusion.

Forging Curriculum Transformation In The Post Pandemic Era

Higher education institutions (HEIs) play an important role in shaping the future generations. These institutions should continue to play important roles in fostering a more sustainable future. In fact, it is becoming increasingly important as the world becomes more globalised and independent. Quality assurance can serve as a tool or a system to ensure that the role, the curriculum and practices continue to be relevant to current needs. This presentation will discuss how the quality assurance principles and practises, such as the processes, continuous improvement approach, the evidence-based decision making, the Plan-Do-Check-Act (PDCA) cycle, can assist HEIs in becoming more sustainable. The presentation highlights the urgency of rethinking curriculum at large in light of reinforcing the commitments of the Education 2030 Agenda on learning, disruptive systemic worldwide societal changes, and crucially, the profound transformation of education and education systems post Covid-19. It entails revisiting the social imaginaries underpinning curriculum aims and contents as well as renewing and strengthening the synergies between the for what, the what, the how, the when and where to educate, learn and assess. The curriculum should be accommodated to ensure education and learning happen anywhere at any time aimed at enhancing, democratizing and improving learning opportunities, processes, participation and outcomes for all learners. Developed and developing countries are making significant and sustainable progress in adjusting the curriculum, pedagogy and teaching to flexible and evolving combinations of in-person and distance education grounded on an extensive use of technology as an enabler to support teaching, learning and assessment. Nevertheless, technology has not been strongly visualized as complementing and reinforcing face-to-face learning processes. Historically it has been more of an adds-on to education and in particular to the curricula and pedagogy rather than being mainstreamed as crosscutting to all knowledge areas and disciplines and crucially as a key strategy to enhance learning. In light of the challenges countries are facing in revisiting education and the curriculum, the IBE-UNESCO HELA (Hybrid Education, Learning and Assessment) initiative seeks to support them in identifying, developing, experimenting, assessing, evidencing and scaling-up the most effective evidence-based modes of integrating and combining in-person and distance education to ensure that all learners are well prepared to address diversity of life challenges and opportunities as persons, citizens, workers, entrepreneurs and community members.

Rohaida Mohd. Saat, Prof. Dr.

Dr Rohaida Mohd. Saat is an honorary professor at the Department of Mathematics and Science Education, Faculty of Education, University of Malaya. She was the former dean at the faculty and prior to that, she was the Head of Quality Assurance and Accreditation Unit, Quality Management Enhancement Centre (QMEC). She received her Bachelor Degree and Master's degree from Indiana University, USA and PhD degree from Universiti Putra Malaysia. Her area of specialization and research is in science education, teacher education and qualitative research methodology. She headed several research projects in the area of science education, funded by various agencies. She has authored and co-authored several books, articles and research reports in the area of science education and education in general. She has also served as Editorial Boards of Eurasia Journal of Science, Mathematics and Technology Education, European Journal of STEM Education and Journal of Science and Mathematics in Southeast Asia. She is a trained ISO auditor, and the ASEAN University Network Quality Assurance (AUNQA) lead academic programme assessor.

Quality Assurance towards Sustainable Development of Higher Education Institutions

Higher education institutions (HEIs) play an important role in shaping the future generations. These institutions should continue to play important roles in fostering a more sustainable future. In fact, it is becoming increasingly important as the world becomes more globalised and independent. Quality assurance can serve as a tool or a system to ensure that the role, the curriculum and practices continue to be relevant to current needs. This presentation will discuss how the quality assurance principles and practices, such as the processes, continuous improvement approach, the evidence-based decision making, the Plan-Do-Check-Act (PDCA) cycle, can assist HEIs in becoming more sustainable.

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Sabrina Ho Abdullah, Assoc. Prof. Dr.

Dr. Sabrina Ho Abdullah is an Associate Professor in the Department of Environment, Faculty of Forestry and Environment, Universiti Putra Malaysia. She graduated from University of Malaya with a degree in Bachelor of Science and Education (Honours) and received her degree in Master of Science in Education from the University of Pennsylvania, USA. She obtained a doctoral degree in Environmental Education from Universiti Putra Malaysia.
She began her career as a secondary school teacher in Science and Biology. In 1992 she joined the Malaysian Teachers Training College, and was head of Science Department in the Technical Teachers Training Institute of Kuala Lumpur from 2009-2011. Her academic and research areas include resource management and environmental education. Her appointment as an expert in the European Union funded SWITCH-Asia project, SCP Policy Support Malaysia, saw the writing of the Education for Sustainable Consumption and Production (ESCP) Curriculum and Teaching Guide for secondary education.

The Education for Sustainable Consumption and Production (ESCP) Curriculum: Key Principles and Conceptual Development

The Education for Sustainable Consumption and Production (ESCP) Curriculum for Secondary Education is identified as one of the pathways towards achieving a Malaysian society that practices sustainability by 2030. A behavioural change curriculum is needed to realise a generation of SCP consumers in the next decade. The rationale behind the inclusion of Education for Sustainable Consumption and Production (ESCP) in the Malaysian school curriculum is embedded in Malaysia's Green Growth Policy under the Eleventh Malaysia Plan 2016-2020. The ESCP Curriculum structure consists of eight thematic content aligned with the development sectors identified for green growth in the 11th Malaysia Plan. In this paper, the underlying philosophy of 'less is more', key principles and conceptual development of the ESCP curriculum is presented. Key principles underpinning the ESCP curriculum are life cycle thinking, making sustainable choices, behavioural change, and benefits derived from SCP practices. Conceptual development of the curriculum content and structure begins with introduction of basic concepts, highlighting the impact on economy, society and environment, and implications on behavioural change. The essence of the ESCP curriculum is to inculcate SCP behaviour and practices in daily life.

Takuya Baba, Prof.

Prof. Takayu Baba is a Full Professor in Graduate School of Humanities and Social Sciences, Hiroshima University. He is actively involved in a few academic societies such as Japan Society of Mathematics Education, Japan Academic Society of Mathematics Education, Japan Society of Science Education, Japan Curriculum Research and Development Association and The International Group for the Psychology of Mathematics Education. Currently, he is a Research Leader for "Analysis for Problems of Mathematics in Primary Education in Zambia" under the JICA Zambia Research Project since 2017.

Sustainable Development from Social Perspective: a Case of Shobara City, Hiroshima

Discussion on sustainability is led by the environmentalists due to the abnormal weather observed worldwide. And the current USA administration's declaration "Back to Paris Agreement" accelerates the discussion on the sustainability. The Green Economy Report (UNDP, 2011) states it as "one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities" In order to attain this, economy and innovation are being expected to play a significant role. There is no doubt for this importance but what is the sustainability? It means to accelerate innovation? To regulate emission of carbon dioxide? Since the sustainable development has various aspects such as environmental, social and economic ones, it is important for us to think not only environmental one but also these aspects holistically.

The population in Japan has started decreasing in 2009 according to the Ministry of Internal Affairs and Communication and such a trend is more observable in villages. Simply speaking social sustainability is the issue here. Kousaku-houki-chi "fields and rice paddies that have been abandoned and are no longer cultivated" is on increase. Such areas are experiencing depopulation problem more seriously. Village with no doctors, closure of schools, stoppage of railway service, shopping refugee and so on. Amid such a trend, some policies such as sanson-ryugaku "staying in village for study, and immigration for a new life are initiated by the local governments and communities.

Human being forms a group and society in its nature. Our ancestors cut down trees and convert wilderness to the field for cultivation. They simultaneously develop their own culture as part of such a struggle. Some cultures are handed down till today and are now recognized nationally "Important Intangible Cultural Properties" and internationally "World Intangible Cultural Heritage". Many villages still hold some characteristics of traditional Japanese society. Sustainability of villages is an issue for the community and local government and for the education itself to grow next generation in the community. I would like to discuss the meaning of sustainability here – coexistence between nature and human being.

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