

Introduction : Background

1. Ministry of Education, Culture, Sports, Science and Technology (MEXT) indicates that from the second year of Reiwa era, the content “nurturing creators for sustainable society” is specified in the new Education Ministry guidelines
2. Teachers are swamped with work related to their instruction of education for the SDGs

Objectives

1. To acquire the current status of educational sites which adopt the education for the SDGs and explore challenges faced by teachers through the education for the SDGs
2. To indicate method for solving those challenges

The state of the inquiry activities of the SDGs in Miyagi Prefectural Shiroishi High School



Research Target and Method

Research Target

34 teachers who took part in inquiry activities of the SDGs as instructors in Miyagi Prefectural Shiroishi High School

Research Method

Questionnaires to perceive a current state of teacher’s circumstances

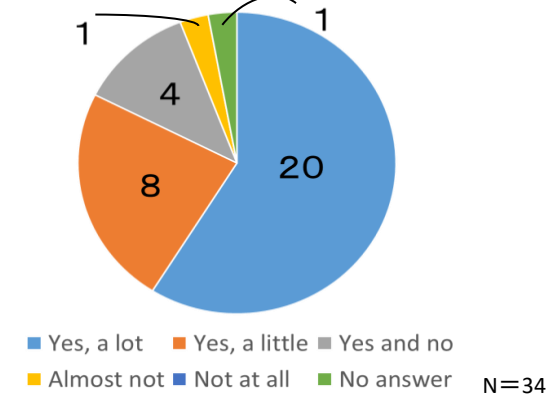
Case Study of Education for the SDGs: Waste Management and Recycling Focusing on 3R

Reuse of school uniforms

- ✓ To promote the spread and re-acknowledge of 3R through collecting used school uniforms
- ✓ Collaborated with local recycling store and got supports as a collection facility
⇒ One used school uniform and one used Judo uniform were collected
- ✓ Consideration : The reason why they were not able to collect more used school uniforms was caused by lack of merits for people who contributed their school costumes to the local recycling store

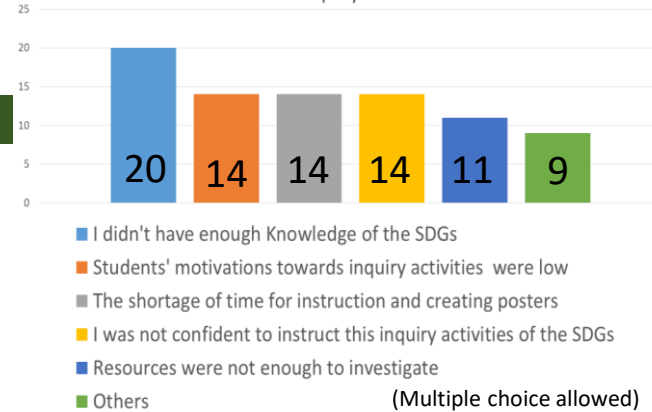
Result 1

Have you got anything difficult through your instruction for inquiry activities of the SDGs?



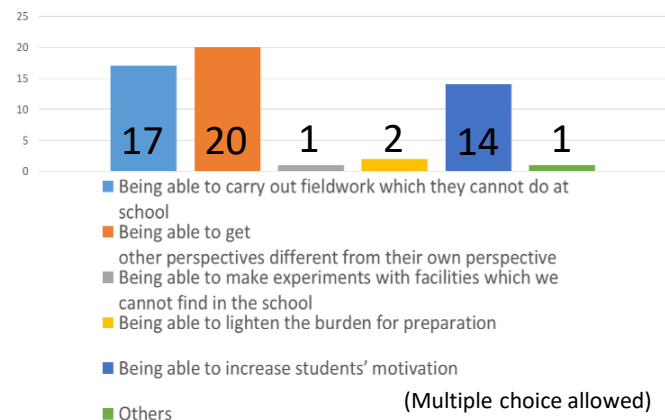
Result 2

The points that teachers felt it difficult through their instruction for inquiry activities of the SDGs



Result 3

The elements that was helpful to collaborate with local communities or universities



Conclusions

1. More than 82% of the teachers faced difficulties through their instruction for inquiry activities of the SDGs. Education for the SDGs will bring great burden to the teachers who participate in those activities, from the aspect of lack of knowledge, the shortage of time, deficiency of resources to investigate and others
2. More than 79% of the teachers think that it was helpful to collaborate with other stakeholders such as local communities or universities. Collaboration between school and other stakeholders such as local recycling store were observed and it was able to be a good chance to do fieldworks that they cannot do at school