“Development of a Framework for the Local Implementation of the SDGs”

Localizing the Sustainable Development Goals: The case of community in Toyooka, Hyogo Prefecture, Japan

Asia Pacific Forum on Sustainable Development 27-29 March 2019, UN Conference Centre, Bangkok

Keio University

Cosmo Takagi
Norichika Kanie (Project leader)
Mari Kosaka
Introduction and background

- Case location: Takahashi district in Toyooka city
- District will have the greatest population decline within the city
- Population Shrinking Area

![Population forecast for Takahashi district](image)

- **2015**: 800
- **2060**: 120

Figure: Population forecast for Takahashi district
● A lack of adequate management in forests
  ■ Damage from wildlife (e.g., bears)
  ■ A numbers decline in both forestry and agricultural workers
    ➔ concerns about future labor force availability.

● No entertainment facility such as a mall or movie theater; no noticeable tourist sites
## Contents of a curriculum

- Developed a higher-education curriculum on SDG implementation
- Keio University conducted as a part of curriculum of the university’s course “Sustainable System Science”

<table>
<thead>
<tr>
<th>STEP</th>
<th>Contents and flow of the curriculum</th>
<th>location</th>
<th>schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participate in a class and symposium on SDGs, and learn about the concept of SDGs</td>
<td>University</td>
<td>Feb. 2018</td>
</tr>
<tr>
<td>2</td>
<td>Learn about the current conditions of the targeted regions from public officials</td>
<td>University</td>
<td>Feb. 2018</td>
</tr>
<tr>
<td>3</td>
<td>Decide on interview topics</td>
<td>University</td>
<td>Feb. 2018</td>
</tr>
<tr>
<td>4</td>
<td>Conduct interviews (with parents, high school students, and middle school students)</td>
<td>Toyooka</td>
<td>Mar. 2018</td>
</tr>
<tr>
<td>5</td>
<td>Conduct a workshop</td>
<td>Toyooka</td>
<td>Mar. 2018</td>
</tr>
<tr>
<td>6</td>
<td>Analyze the relevant SDG targets from the perspective of an integrated approach, using the content of the interview and WS</td>
<td>University</td>
<td>Mar. 2018</td>
</tr>
<tr>
<td>7</td>
<td>Decide on actions towards 2030 goals with local residents</td>
<td>Toyooka</td>
<td>July 2018</td>
</tr>
<tr>
<td>8</td>
<td>Implement the actions</td>
<td>Toyooka</td>
<td>Dec. 2018</td>
</tr>
<tr>
<td>9</td>
<td>Continue to implement the action</td>
<td>Toyooka</td>
<td>2019 and onward</td>
</tr>
</tbody>
</table>
Discussion on:
1. The image of an ideal town in 2030
2. Challenges to realize an ideal town
3. Actions to resolve the challenges

Collect info on the current status:
- 24 parents with students in junior high school or younger
- 53 junior high school students

Applied SDGs characteristics: back-casting approach
1. Establish targets based on a mental image of the ideal town in 2030.
2. Select issues under the present conditions while back-casting from what is desired in the future to the present conditions.
3. Take action to resolve the issues.
To decide on targets for 2030 and actions toward them

- Increasing the population of Takahashi to 1,000 people
  - Increase visitors
  - Increase “U-turn” ratio

Teaching good things about Takahashi, focusing mainly on middle school students,
- Middle school students can think about one’s personal way of living and connections with the local area

Beginning of the action:
- Keio University, Toyooka City, and Tanto Middle School will collaborate and take action jointly
- Keio University students had been also involved:
  Assist middle school students to analyze their local products and sightseeing spots technically from the SDG perspectives
Our project

✓ Organize a workshop with local residents based on the back-casting approach

✓ Develop a higher-education curriculum for university students to learn ways to use the SDGs in an area facing depopulation

Action plan

✓ Keio University and Tanto Middle School would collaborate in a project to enable students to learn about the district through the lens of the SDGs over the course of their 3 years in middle school

Lessons learned

✓ Back-casting approach: difficult to imagine a scenario for 2030 for local residents who live day-to-day in a depopulating region

✓ Assessing progress made: could not develop indicators to assess the understanding of the SDGs