

Session 2: Environmental Education in/after the Covid-19: Japan

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Environmental Education in Japan, Korea, and China

- There are many Similarities between Japan, Korea, and China.
 - Variations of Environmental Education activities

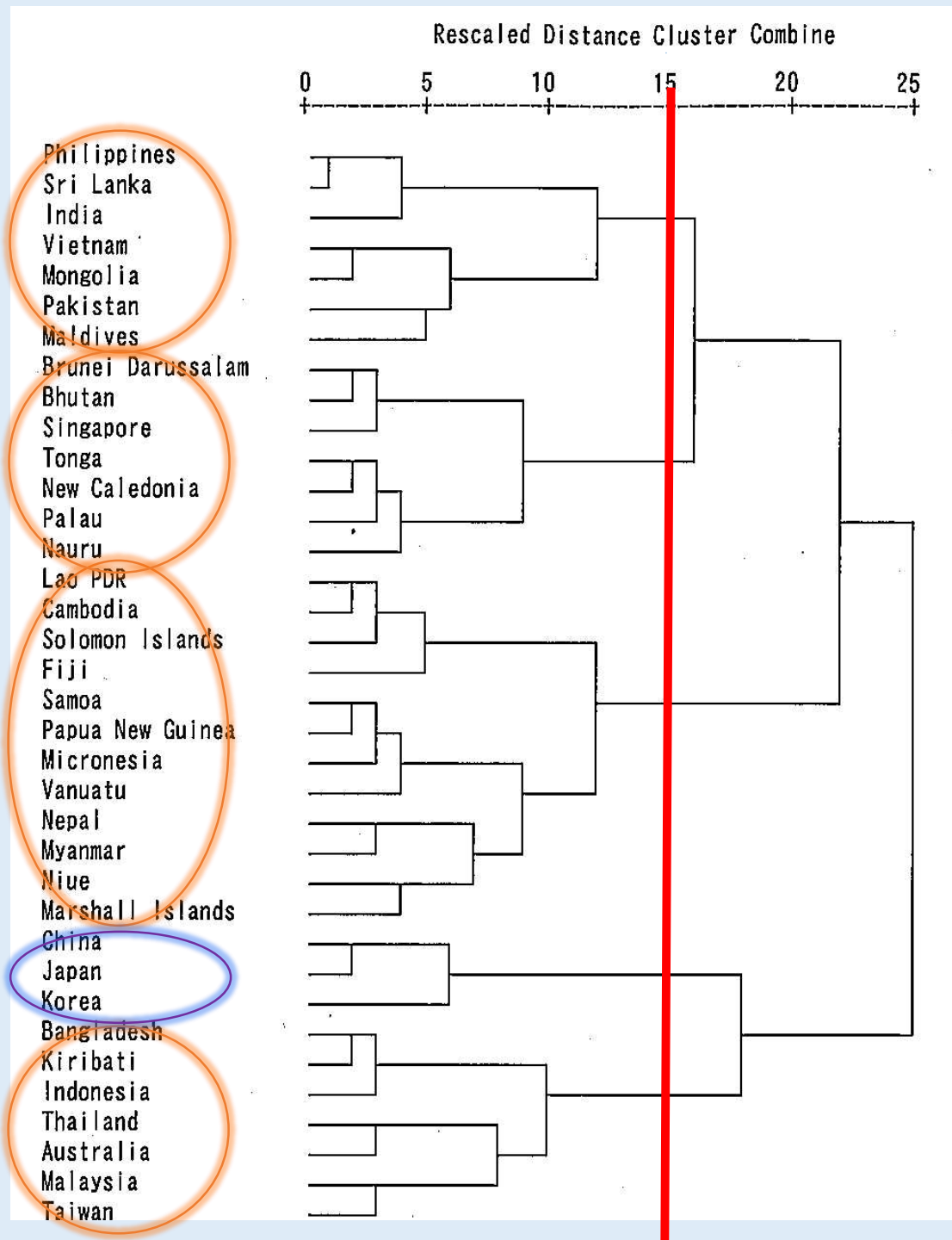
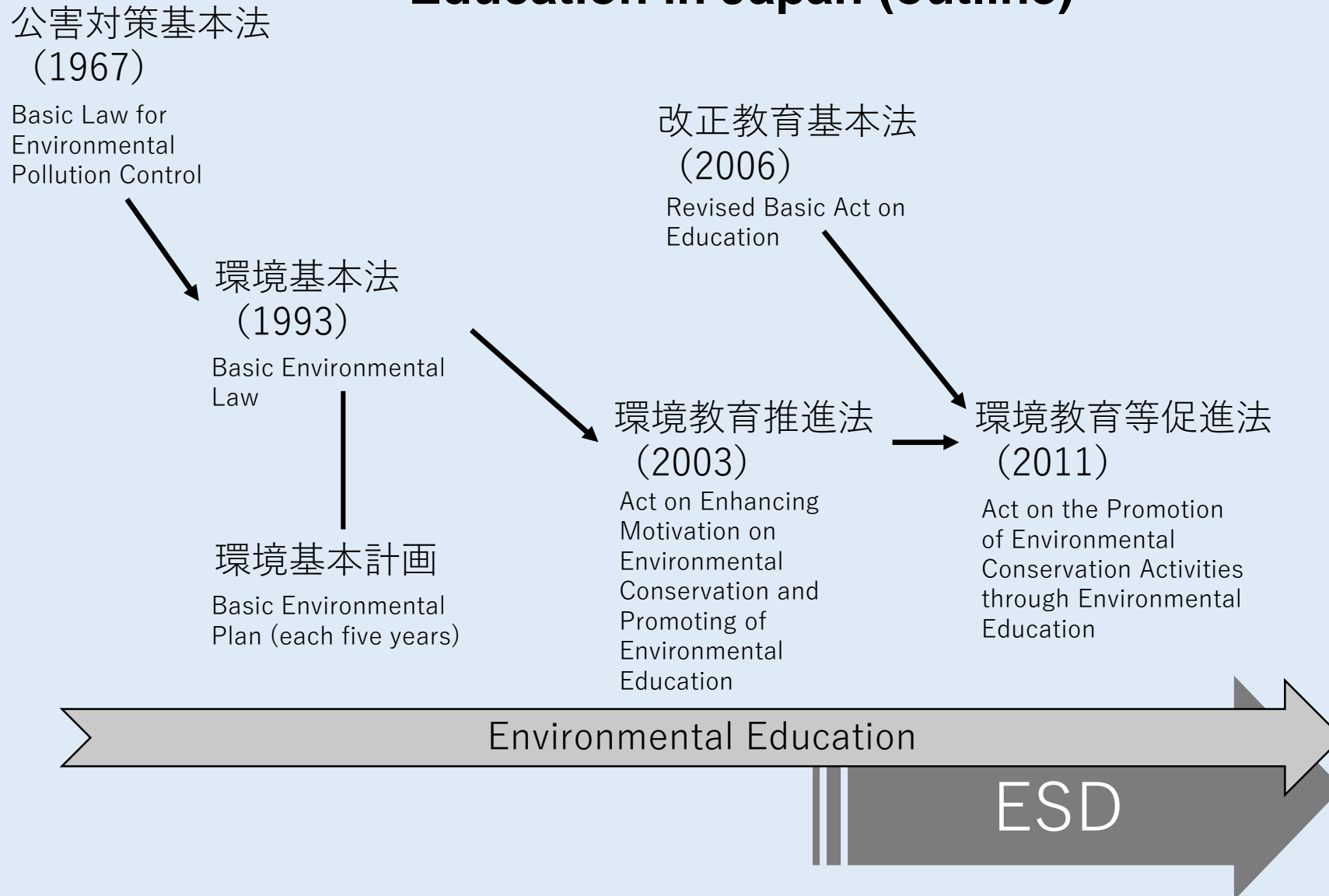


Fig: Cluster analysis based on the implementation of environmental education in the Asia-Pacific region

- The analysis of the variations in environmental education implementations undertaken in 36 countries and areas reveals that the trends in Japan, China, and Korea shows strikingly similar tendency.

Source: TAKAHASHI & IMURA (2005) A Comparative Analysis of the institutionalization Process of Environmental Education in Japan, Korea and China, Japanese journal of environmental education 14 (3), 3-14.

Institutionalization Process of Environmental Education in Japan (outline)



Overview of Environmental Education in Japanese School Education

- There is no specific "subject" for environmental education in Japanese school curricula.
- Environmental education in schools tends to be conducted as a topic study or as an out-of-classroom learning activities.



“Life Environment Studies” and “the Period for Integrated Studies” in Japan

- Even though, “Life Environment Studies (生活科),” a subject in the first and second grades of elementary school, and “the Period for Integrated Studies (総合的な学習の時間),” which is offered from the third grade of elementary school onward, are considered to have the potential to provide environmental education in Formal Education.



Impact of the Covid-19 for Education

- The Covid-19 has changed the ordinary methods of education.
- For example, some new styles have suddenly been started in schools.
- Such as on-demand education and online education using computers and internet.



When New Education Begins

- The lesson learned from the Covid-19 response is that following ideas has already become old-fashioned.
 - **Education cannot exist without teachers.**
 - **Education is not possible without teaching.**
 - **Evaluation is necessary for all educational activities.**

Remembering Budding Stage of Environmental Education in Japan

- Looking back on our experience in the educational field with the Covid-19 response, it is similar to the efforts made in the past when the environmental education had to be started.
- Environmental education in Japan has been undertaken and initiated in the absence of teachers and specific subjects.
- Environmental education in Japan also was established as some counter educations, such as Kowgai (Pollution) Education, or Nature Conservation Education, etc.



Expected Environmental Education post Covid-19

- Environmental education that provides “experience (体験)” without a subject framework will be increasingly enhanced in the future.
- In such a case, the discussion will not be about the content of environmental education, but rather about the form of environmental education that provides experiences.
- Environmental education providers are expected to change

From Expert Model to General Model

- If we look at the implementers of environmental education, it will move from current Expert Model to General Model.
- **Expert Model** ⇒ Only teachers are conducting EE
- **General Model** ⇒ Teachers are not the sole implementers
- However, the challenge is the lack of a system to elevate the expert model to a general model.
- Improvement of above situation is a necessary policy issue for environmental education in current Japan.

Thank you for your attention!

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