

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

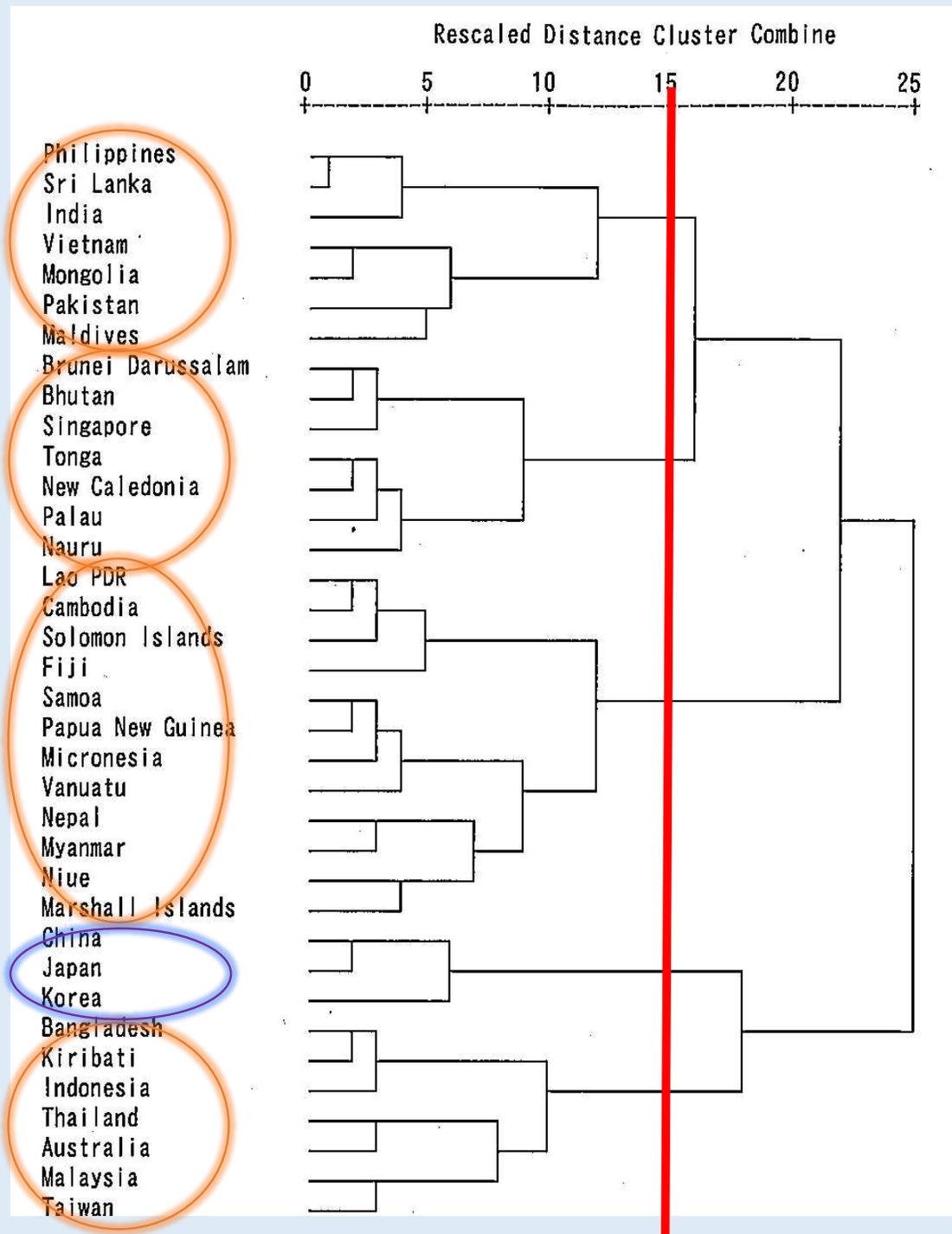
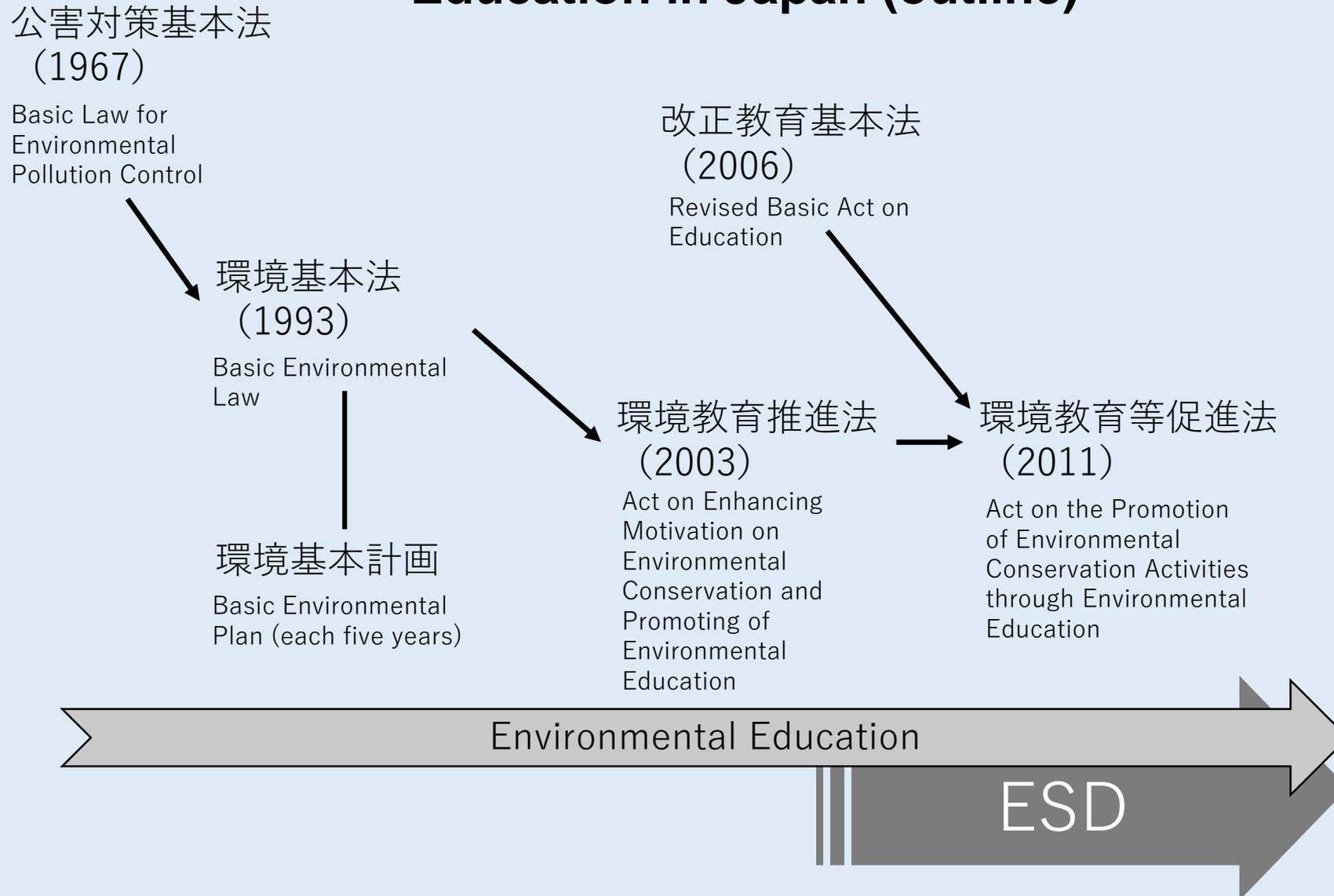


Fig: Cluster analysis based on the implementation of environmental education in the Asia-Pacific region

- 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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