Evaluation and Future Direction of Tripartite Environmental Education Network TEEN

(Preliminary Draft for internal use only: Do not quote. Do not circulate)

Prepared for the 11th Japan-China-Korea Environmental Education Network Workshop organized in Gyeongju Korea, from 24-28 October 2011

Kimio Uno, Ph.D.
TEEN Focal Point Japan
What is TEMM?

In recent years, the Northeast Asian sub-region has undergone a rapid economic development, and further growth is expected. At the same time problems such as environmental pollution and ecosystem deterioration have come to light. The serious challenge for the area is how to achieve sustainable development. While respective economic and social conditions differ substantially among Korea, China, and Japan, they share the common task of having to combat environmental problems at domestic, regional, and global levels.

In this context, the environment ministers of the three countries have been holding the Tripartite Environment Ministers Meeting among Korea, China, and Japan (TEMM) on annual basis since 1999. Within this framework, the three countries aim to promote environmental management, to take a leading role in regional environmental management, and also to contribute to global environmental improvement.

Cooperation Priority Areas

- Environmental Education, Environmental Awareness and Public Participation
- Climate Change (Co-benefits Approaches, Low Carbon Society, Green Growth, etc.)
- Biodiversity Conservation
- DSS (Dust and Sandstorms)
- Pollution Control (Air, Water, Marine Environment etc.)
- Environment-Friendly Society/3R/Sound Resource Recycle Society
- Transboundary Movement of E-Waste
- Sound Management of Chemicals
- Environmental Governance in Northeast Asia
- Environmental Industries and Technology

The Way Forward

Based on cooperation principles of openness, transparency, mutual trust, common interest and respect for our diverse cultures, the three countries will:

- Promote environmental-sound development in Asia;
- Draft and implement the Tripartite Action Plan on Environmental Cooperation;
- Make great efforts to realize the Green Economy by strengthening the environment cooperation in Northeast Asia.

TEEN: Tripartite Environmental Education Network

2000 -

Objective

In this project, the persons concerned with environmental education such as environmental education experts regularly meet and exchange information about environmental education. To promote the environmental education network among the three countries as well as to contribute to raising the consciousness of the environmental community.

Background

The three countries agreed to establish and promote a tripartite cooperation project to raise the consciousness of the environmental community at TEMM2 in 2000 held at Beijing. Following this agreement, the Tripartite Environmental Education Network (TEEN) was established among the three countries as a concrete project especially to raise the consciousness of the environmental community at the grass-roots level.

Overview of TEEN, 2000-2010, by Niu Lingjuan

TEEN workshop and Symposium
From 2000, TEEN workshop and Symposium was annually held in three countries.

The themes were on EE related with government, NGO, children and research institute.

The participants were totally about 200 for workshops and about 2,000 for the Symposium.

Source: Ms Niu Lingjuan, Focal Point of TEEN in China, Center for Environment Education and Communications of State Environment Protection Administration, China, “Review and Prospect of Tripartite Environmental Education Network (TEEN)”, 2011
Introduction-1

- This year is the 11th year for TEEN.

- A number of works were done by TEEN members of each country during last 10 years.
  - The development of EE textbooks for children
  - River education program for children
  - Environmental young leader program
  - The development of cartoon books for children
  - The development of DB for environmental NGOs

Source: Tae Yoon Park, Professor, Graduate School of Education, Yonsei University, “TEEN’s Achievements and Future Plans”, 2011
Suggestions - 1

- We need to make a critical review and the direction of future development for the performance of TEEN.

- We also need more action plan and budget from the government of each country.

- We need more long term plan for the TEEN.

Source: Tae Yoon Park, Professor, Graduate School of Education, Yonsei University, “TEEN’s Achievements and Future Plans”, 2011
Future Direction, by Prof. Osamu Abe

Three challenges that TEEN currently faces:

(1) The lack of opportunities for people engaged in EE: TEEN should be a platform for discussing the outcomes of environmental education exchanges made by related institutions and organizations in the year;

(2) The lack of organized coordination with the Tripartite Environment Ministers Meeting (TEMM) in spite of difficulties of operating TEEN without a close relationship with TEMM: TEEN relies on government budget;

(3) The inefficiency of its administrative system: holding workshops and symposium separately is questionable:

Additionally, TEEN should ensure a solid fund raising system.

(citing Mr. Kim from the Ministry of Environment in Korea at the ninth workshop)

## Main Results

<table>
<thead>
<tr>
<th>TEEN</th>
<th>Year</th>
<th>Hosting Country</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2000</td>
<td>Japan</td>
<td>Workshop (W1): Report from Korea, China, and Japan (Current status of environmental education in each country and case report)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Implementation and challenges of environmental education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W3: Formation of environmental education network and its importance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W4: Plans for activities for the establishment of environmental education network</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Symposium (S): Panel discussion &quot;education network for tomorrow&quot;</td>
</tr>
<tr>
<td>2nd</td>
<td>2001</td>
<td>China</td>
<td>W1: Government's involvement/contribution in the area of environmental education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Approaches and ideas to be taken for introducing environmental education in formal education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W3: Environmental education activities involved with partnership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Case report * Current status of environmental education in each country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Current situations of the local environmental education of each country</td>
</tr>
<tr>
<td>3rd</td>
<td>2002</td>
<td>Korea</td>
<td>W1: Toward further promotion and concrete comparison of environmental education among the three countries: considering the UN Decade of UNESCO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Ecotourism and environmental education: current status and challenges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Environmental conservation and education at local level: Sharing the experiences and lessons among Korea, China, and Japan</td>
</tr>
<tr>
<td>4th</td>
<td>2003</td>
<td>Japan</td>
<td>W1: The policy on Environmental Education Program for Children (EEPC) in three countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: EEPC cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Local experience on promotion of EEPC by three countries</td>
</tr>
<tr>
<td>5th</td>
<td>2004</td>
<td>China</td>
<td>W1: Presentation for the result of application of &quot;White-naped Crane&quot;, &quot;Recycle&quot; and &quot;River Program&quot; Policy on EEPC in three countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Environmental education in industry and business</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1: The role of schools for UNESCO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2: The role of schools for recycling society</td>
</tr>
<tr>
<td>6th</td>
<td>2005</td>
<td>Korea</td>
<td>W1: Cases of environmental education youth program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Town building / local community development centered on environmental education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Environmental education in coastal regions of three countries</td>
</tr>
<tr>
<td>7th</td>
<td>2006</td>
<td>Japan</td>
<td>W1: Environmental education for urban clean air for sustainable city</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: Networking on environmental education in Korea, China, and Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Environmental education for urban clean air for sustainable city</td>
</tr>
<tr>
<td>8th</td>
<td>2007</td>
<td>China</td>
<td>W1: The future direction of TEEN among three countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W2: The activation of the three countries’ environmental education exchange</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1: Young environmental education leaders</td>
</tr>
<tr>
<td>9th</td>
<td>2008</td>
<td>Korea</td>
<td>W1: Environmental leaders development in higher education through multi-stakeholder partnership</td>
</tr>
<tr>
<td>10th</td>
<td>2010</td>
<td>Japan</td>
<td>W&amp;B: Environmental leaders development in higher education through multi-stakeholder partnership</td>
</tr>
</tbody>
</table>

### Main Results, Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Year</th>
<th>Host Country</th>
<th>Theme (summary: for details, see previous slide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2000</td>
<td>Japan</td>
<td>Implementation and challenges of environmental education</td>
</tr>
<tr>
<td>2nd</td>
<td>2001</td>
<td>China</td>
<td>Government’s involvement /contribution</td>
</tr>
<tr>
<td>3rd</td>
<td>2002</td>
<td>Korea</td>
<td>Local environmental education</td>
</tr>
<tr>
<td>4th</td>
<td>2003</td>
<td>Japan</td>
<td>Ecotourism and environmental education</td>
</tr>
<tr>
<td>5th</td>
<td>2004</td>
<td>China</td>
<td>Program for children</td>
</tr>
<tr>
<td>6th</td>
<td>2005</td>
<td>Korea</td>
<td>The role of schools for UNESD</td>
</tr>
<tr>
<td>7th</td>
<td>2006</td>
<td>Japan</td>
<td>Town building / local community development</td>
</tr>
<tr>
<td>8th</td>
<td>2007</td>
<td>China</td>
<td>Urban clean air for sustainable city</td>
</tr>
<tr>
<td>9th</td>
<td>2008</td>
<td>Korea</td>
<td>Activation of environmental education exchange</td>
</tr>
<tr>
<td>10th</td>
<td>2009</td>
<td>Japan</td>
<td>Environmental leaders develop in higher education</td>
</tr>
<tr>
<td>11th</td>
<td>2010</td>
<td>China</td>
<td>Status of biodiversity, biodiversity education</td>
</tr>
<tr>
<td>12th</td>
<td>2011</td>
<td>Korea</td>
<td>Activating green-growth environmental education</td>
</tr>
</tbody>
</table>

Source: summarized from *Footprints of TEMM*

Source: Focal Point Japan, Focal Point Korea
Designing the Future of TEEN: Tripartite Environmental Education Network

TEEN Focal Point Japan: Strength of TEEN (Beijing, March 2011)

【Strength】
◆ It is a collaborative framework among Japan, China, and Korea that share the common environment in North-East Asia
◆ It was created by TEMM: Trilateral Environment Ministers Meeting
◆ Focused on Promotion of information exchange on environmental education
◆ TEEN Focal Point provides flexible mechanism for consultation and implementation

【The Future of TEEN】
Based on the existing TEEN framework, and look for the future.

Key concepts are:
- Continue
- Strengthen
- Collaborate
- Share
- Expand
- Explore

【Key Strategies】
◆ Finance and participation by the Ministry of the Environment should be the core, supporting Annual Workshop
  = Government support
◆ Coalition of universities should be the support base, with consortium / academic associations joining in
  = Network
◆ Additional activities by co-funding, e.g. focus on specific environmental themes, ..., ...
  = Widening the support base, widening the scope of activities
◆ Creation of education materials focusing on environment, accessible through Internet
  = Electronic publishing, on-line search
◆ Inclusion with government agreement
  = Reaching out, student participation
◆ Focal point should be selected on continual basis to obtain outside funding and expanding support base
  = Continuity

【TEEN symposium】
◆ TEEN Symposium open to the public proved useful in some countries (due to highly concentrated population in selected number of megalopolis, for example), not practical in others (due to large size of the country, for example)

Designing the Future of TEEN: Tripartite Environmental Education Network

TEEN Focal Point Japan: *Achievement in the Recent Past* (Gyeongju, Korea)

【Wider support base】

University Consortium as a collaboration partner:

◆ Ministry of the Environment carries out a project entitled *Environmental Leadership Initiatives for Asian Sustainability*, during 2008-2011, with 11 universities participating, including:

- Shinshu University: Green MOT Education Program Implementation
- Chubu University: Leadership for Environment and Development
- Keio University: Low Carbon Design Course

◆ Environmental Consortium for Leadership Development (EcoLeaD, see next slide) was established in 2011 with the support of Ministry of the Environment and Ministry of Education
Recently, the human race is faced with various issues relating to sustainability, and dealing with these issues is an urgent matter. In addition, in the midst of the current global economic crisis, reforms in national economic and societal structures are required through policies to revitalise the economic society by environmental conservation, such as “Green New Deal” or “Green Job” schemes.

In “Becoming a Leading Environmental Nation in the 21st Century: Japan’s Strategy For A Sustainable Society” and “Innovation 25,” decided by the cabinet in 2007, it is pointed out that Environmental Leaders are essential to the greening of economic society in all areas toward the construction of a sustainable society. As an environmental nation, Japan is expected to develop leaders who can act globally for a sustainable society.

The Environmental Consortium for Leadership Development (EcoLeaD) is a practical platform in which all stakeholders of government, academia, industry and civil society can participate, exchange information relating to environmental leadership development, and interact with each other.
【Student Participation】
TEEN has a student session this time

◆ Selection procedure for students is the key

◆ The process should be open, fair and just, and must provide incentive for participating students and universities

◆ Use of government-supported platforms, such as ESD projects under the Ministry of the Environment (see EcoLeaD above), is one option

◆ Focal Points in Japan, China, and Korea should continue discussion about the most appropriate format for student participation (lectures and discussion? Case studies? Fieldwork?)
The TEEN workshop for fiscal 2010 (organized in March 2011) has a section devoted to the evaluation of TEEN performance. Authors are:

Japan: Osamu Abe (former Focal Point Japan)
       Kimio Uno (present Focal Point Japan)

China: Lingjuan Niu (former Focal Point China)

Korea: Tae Yoon Park (former Focal Point Korea)


Prof. Park is continuously engaged in evaluation of TEEN in Korea, China, and Japan based on interviews of experts.

JEEF: Japan Environmental Education Forum carries out interviews among environmental education experts. The result will be known within fiscal 2011.
In Asia, various environmental problems have emerged due to rapid economic growth and population increase, etc. Asian countries face a pressing need to train environmental leaders who work on building a sustainable society.

"Vision for Environmental Leadership Initiatives for Asian Sustainability in Higher Education" (March 2008) The following projects are developed under the Environmental Leadership Initiatives for Asian Sustainability (ELIAS):

<table>
<thead>
<tr>
<th>① Developing and disseminating higher education model programs <em>(reference1)</em></th>
<th>③ Networking of universities in the Asia-Pacific region committed to developing environmental leadership <em>(reference3)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing education model programs at universities in Japan.</td>
<td>Governments and universities committed to developing environmental leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>② Government-Industry-Academia Consortium for environmental leadership Training <em>(reference2)</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching educational institutions to the need of businesses and governments and promoting / supporting development and introduction of high-quality programs. This is a platform that disseminates the needs of the business to educational institutions.</td>
<td></td>
</tr>
</tbody>
</table>