Promoting partnership through Environmental Education

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1. What we expect for TEEN
Background of TEEN

Tripartite Joint Action Plan on Environmental Cooperation
(Established in TEMM in 2010)

- 3 nations are located in Northeast Asia and share the atmospheric, marine and natural environment.
  --- “One Environmental Community”

- Recent years have seen rapid economic development in Northeast Asia, with continued growth expected.

- How to achieve sustainable development, through initiatives such as green growth / green economy, has been a crucial issue.

- 3 nations advance their cooperation in environmental education, raising environmental awareness and promoting public participation, as well as nurturing awareness of a common environmental community.
“The three countries value the achievements of the 2009 Youth Meeting held in Japan in preparation for building a network of the environmental youth groups in the three countries. This Youth Meeting will be hosted annually by each of the three countries in turn.”

Quoted from “Tripartite Joint Action Plan on Environmental Cooperation”

- Students’ participation will stimulate discussion in TEEN by bringing points of views from ‘objects of education’.
- It will develop capacity of participating students, producing human resource to facilitate the environmental cooperation.
- Thus, the official participation of university students in TEEN is expected to continue into the future.
Expectation for TEEN

- The network built through TEEN workshop can help resolve problems each country faces by sharing information about policies, research or survey.

- TEEN will contribute to achieving the goal of the United Nations Decade of Education for Sustainable Development in Northeast Asia.

- Environmental education through TEEN will nurture awareness of sharing the same environment and of being a member of a community of Northeast Asia, which can contribute to international cooperation in all areas.
2. Lesson from the disaster
Catastrophic earthquake and Tsunami

• Unprecedented massive disaster that would occur only once in a thousand years.

• My deep gratitude to humanitarian aid from Chinese and Korean all over the world to assist Japanese relief efforts.

• Power shortage due to Fukushima nuclear accident reminded us of importance of energy-saving and decentralised power generation such as renewables. Turning-point of our changing life-styles.

• Voluntary actions by citizens and Non-Profit Organisations took an important role in efforts of rescue and recovery.
Especially, Nature Schools normally doing environmental education have made significant contribution to relief operation in devastated area.

E.g. RQ Citizens Disaster Relief Network Japan
(http://www.rq-center.net/en/aboutus_en)

RQ-CNJ is a volunteer organization that was immediately formed after the earthquake by a nation-wide network of nature schools, civil organizations and individuals.
Catastrophic earthquake and Tsunami

✓ Special skills for nature survival (Self-help in Nature) were essential in an emergency operation where infrastructure was destroyed and supply of food, water, energy and materials stopped.

✓ A self-sufficient way of life in a nature school turns out to be the most resilient one in emergency. (Ex. Using firewood without consuming electricity)

✓ Firm partnership among Nature Schools enabled systematic and quick reaction.

✓ “Earthquake and Tsunami is a part of Nature.” “How we overcome this hardship is a question of how human being live in harmony with Nature.”
Catastrophic earthquake and Tsunami

Lessons from the case of RQ CNJ

- The role of NPOs including Nature Schools with survival skills should be more evaluated both in environmental education and emergency operation.
- The disaster proved the importance of life-styles living on regional natural resources nearby.
  - Sustainable life?
- Building firm network among NPOs in peacetime is essential to organise a systematic movement in case of emergency.

It is of importance to raise human resource and develop network among 3 nations to build societies resilient to disaster as well as eco-friendly ones.
2. Legal framework for Environmental Education
Basic Environment Law

It stipulates "Education and Learning on Environmental Conservation" (Article 25) and "Measures to Promote Voluntary Activities by Private Organizations" (Article 26) as the national government's basic measures. (November 1993)

Basic Environment Plan

- Under the modified third Basic Environment Plan of April 2006, the “promotion of human resources development and local development for environmental conservation” is advocated as one of 10 priority policy programmes.

- The priority in making such efforts is the “development of human resources taking actions for environmental conservation through environmental education and learning" and the "creation of the organisations and network of environmental conservation".
Environmental Education law was established by lawmaker-initiated legislation in 2003.

The bill to amend the law was enacted on June 8, 2011.

It’s name has been changed.

<Old>

“Advanced Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education”

<New>

“Law for Promotion of Environmental Conservation Activities through Environmental Education, etc.”

Some provisions have come into force on October 1, and the remaining is to be effective on October 1, 2012.
Cooperative action

- "Promoting cooperative action" among various stakeholders is added to the purpose of this law.

- The need for knowledge and skill to facilitate cooperative action is emphasised in the context of human resource development

Aiming to improve EE in schools

- Promoting environment-friendly school facilities construction

- Developing teaching materials, strengthening teachers training
Main points of amendment (2)

- **Strengthening schemes to promote EE, etc.**
  - Introducing a scheme in which prefectural governors certify fields providing opportunities to experience natural environment, etc.
  - Introducing a scheme in which Ministers designate organisations supporting the activities of EE by providing information, survey & research, consultation, etc.

- **Encouraging private bodies to make full use of their motivation and knowhow**
  - Promoting participation in policy-making, and policy proposal by citizens, private bodies, etc.
  - Introducing an official agreement scheme to promote partnership among public and private sectors.
4. MOEJ’s Measures for Environmental Education
Ministry of Environment creates a comprehensive database, collecting information on knowledge, teaching materials and examples concerning environmental education & learning. Collected information is provided on a website to share and disseminate among stakeholders (http://www.eeel.jp).
“Environmental Counselors” are registered by MOEJ as human resources with specialized *knowledge* and *experiences* in environmental conservation, who can give a guidance to stakeholders trying environmental activities.
School eco improvements with environmental education

**Technical Foundation**
Training of architectural engineers

**Environmental Education**
EE for students and children by using school buildings before and after renovation

**Effects on regional area**
- Restraint of heat island phenomena
- EE for local people by utilizing school buildings.
- Practices of environment friendly life style

**Effects on EC**
- Energy saving
- Reduction of CO2 emission
- Reduction of wastes from large buildings

**School**

- **Energy saving renovation by insulation and heat shield etc.**
- **Introduction of technology for utilizing natural energy**
- **Introduction of fuel battery and cogeneration system etc.**
- **Improvement of greening and creation of biotope etc.**

Improving environmental efficiency of buildings and learning environment for children.
Before

Using Natural Light

after
Now there are 20 model schools throughout Japan.

※ 15 schools have finished the projects and 5 are undergoing.

Quoted from Eco Energy Laboratory
Result

The Comparison of CO2 Emission (Before and After of Renovation)

Quoted from Eco Energy Laboratory
The Ministry of Environment registers private businesses of developing or accrediting human resources of environmental education as stipulated in Environmental Education Law. (Currently 39 businesses are registered.)

- Environmental conservation activities and education
- Nature Experience
- Workshop

- MOEJ promoted Junior-Eco Club Activities throughout Japan, mainly for elementary and junior high school students with adults.

- The number of clubs is approx. 3,200, and the member 144,000.

- Through these clubs, the Ministry has been helping children to have fun in environmental activities and studies in their local communities, through sharing a report of each club and organising a nation-wide competition for the best activity award.

**Governmental budget for this has been abolished, indicated that this project should be done by local governments, not what the central government should expend.**

**Being incapable of proving the effectiveness of the project in a quantitative manner was also among the reasons of budget cut. Need to seek such a method!!**
5. Developing partnership among Asian nations
For achieving Asian sustainability, it is necessary to foster human resources.

On-the-job training on the site of corporate activities and voluntary environmental activities are insufficient in terms of both quality and quantity.

Factors are
- Absence of institutes matching between enterprises and universities
- Shortage of the environmental student groups implementing environmental protection.

**ELIAS (Environmental Leadership Initiatives for Asian Sustainability) launched in 2008**

**(1) Developing Model Programs**
- Establishing the new method for developing environmental leaders

**Utilise**
- Integrated and holistic perspectives
- Social entrepreneur

**Support**
- Admin-Strative officer
- Manager
- Green MBA
- Educator
- Engineer

**(2) Multi-stakeholder Cooperative Consortium**
- Creating a system utilising expertise of each area

**Utilise**
- University
- Corporation
- Government
- NGO
- International organization

**Support**
- Country A
- Developing environmental leaders
- Support from the governments of Asian countries

**(3) Development of Network in Asian Universities**
- Strengthening capacity of Asian graduate schools
(1) Developing Model Programmes

Numbers: 11 Universities (FY2008: 6 FY2009: 5)

Period: 1st yr: develop 2nd and 3rd yr: implement and evaluate

FY2008～

- Ibaraki Univ.: Graduate School to Educate Environmental Leadership for Asian Sustainability
  - Cultivation of future local leaders with a broad perspective and a power of execution -
- Keio Univ.: Designing Low-Carbon Society Course
- Univ. of Tokyo: Japan/Asia SATOYAMA Education Initiative
- Shinshu Univ.: Green MOT (Management of Technology) Education Program Implementation
- Kochi Univ.: Development of Cooperative Social Education Program for Environmental Leadership
- Chubu Univ.: Leadership for Environment and Development: Participatory Curriculum Development
  Network Between NGO and University

FY2009～

- Iwate Univ.: Program for Developing π-type Environmental Leadership by ISO14001 and Industry-University-Government-Citizen Collaboration
- Tohoku Univ.: Strategic Environmental Management and Sustainable Technology Solutions Program Development
- Sophia Univ.: Inter-Asian University Network and Industry-Academia Collaboration Environmental Leadership Program (Eco Asia)
- Univ. of Shiga Prefecture: Mizu yoshi, Chiiki yoshi, Miraii yoshi Development of Higher Education Programs for Environmental "sanpo yoshi" Leadership Training by cooperation in region
- Osaka Prefecture Univ.: Development of Education Program to Foster Environmental Experts with International Cooperative Leadership - Practice-Based Consistent Education in Undergraduate and Graduate Schools
Purpose of the Consortium:
Promotion and reinforcement of environmental leadership development through stakeholder cooperation (government/industry/university/community)

- University
  - Provision and sharing of lectures
  - Provision and sharing of facilities
  - Provision of practical education opportunities
  - Sharing and provision of information
  - Engagement in collaborative projects

- Company

- NGO

- Government

- International Organization
ProSPER.Net is a network of several leading higher education institutions in Asia and the Pacific that have committed to work together to integrate Sustainable Development (SD) into postgraduate courses and curricula (Secretariat: United Nations University (UNU)).

Joint projects to develop programmes on:
- Integrating SD in Business School Curricula
- Public Policy and SD
- Training of Educators and Researchers on SD.

Member Institutions (22)

**Japan (11)**
- Hokkaido Univ.
- Iwate Univ.
- Miyagi Univ. of Education
- Univ. of Tokyo
- Rikkyo Univ.
- Shinshu Univ.
- Nagoya Univ.
- Okayama Univ.
- Chubu Univ.
- Hosei Univ.
- Yokohama Univ.

**Korea (1)**
- Yonsei Univ.

**China (2)**
- Tongji Univ.
- Institute of Applied Ecology-Chinese Academy of Sciences

**Australia (1)**
- RMIT Univ.

**Philippines (1)**
- Univ. of the Philippines

**Thailand (1)**
- Chulalongkorn Univ.

**Indonesia (1)**
- Gadjah Mada Univ.

**India (1)**
- TERI Univ.

**Malaysia (1)**
- Univ. Sains Malaysia

**Other (2)**
- Asian Institute of Technology
- Univ. of South Pacific
Since education for sustainable development plays an extremely important role, the UN designated the decade from 2005 as "the UN Decade of Education for Sustainable Development".

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**UN Education for Sustainable Development (ESD)**

- **Environmental conservation** (Climate Change, etc)
- **Development of economy** (Poverty reduction, CSR, etc.)
- **Social development** (Employment, human rights and gender, etc.)
Japan’s Action Plan for UNDESD made by the Liaison Committee among relevant ministries, was revised on June 3, 2011.

Main points of revision

1. Reporting the efforts taken in the first 5 years
2. Accelerating the public awareness of ESD further, promoting the visualization and linking of ESD
3. Promoting ESD through education at schools, including practice based on the new curriculum guidelines and utilization of UNESCO schools
4. Describing the relationship between ESD and the concept of “New Public”
5. Making efforts to promote ESD, keeping an eye on 2014 - the final year of UNDESD - and beyond
Example of local ESD activities

• **Kesennuma and Sendai (Miyagi)**
  Designated by UN University as Regional Center for ESD. They promote partnership among local NPOs, fishermen, schools to promote nature experiences, fishery experiences, or protection of source of rivers.

• **Nishi-yodo (Osaka)**
  Local high school, NPO, Local Government make a partnership to move on the “Rape Blossoms Project”, toward sustainable transportation.

• **Kyoyama (Okayama)**
  Holding a lecture or workshop regarding local environmental issue for raising awareness, promoting individual action, with the aim of re-building partnership
Assisting partnerships across policy areas

For example, ⋯

**ESD for Environmental issue**
- Nature Experiences to re-acknowledge local natural resource
- Local recycling activities

**ESD for conserving local historical and cultural heritage**
- Activities to learn about local history with schools, local businesses, local government, and citizens

Synergy effect can occur by fusing 2 activities with broader aspects
Thank you for your attention!

감사합니다!

谢谢！

If you are interested in our programs, feel free to contact me!

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