

## **3.4. Environmental Education Project**

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**Environmental Education Project**

**Project Theme:** Development of a mechanism of international cooperation in implementing environmental education and public awareness activities.

### **1. Background**

In order to raise awareness about and deal with global environmental issues—which are trans-boundary and growing with economic globalization, and lead to social and economic impacts—it is necessary to construct cooperative international systems. Similarly, in the case of environmental education, efforts made by individual countries alone are insufficient. It is, therefore, necessary to construct a cooperative international system that promotes environmental education.

In recent years, problems such as inappropriate development, poverty, population growth, food production, natural resources and energy consumption issues, human rights, and gender issues, etc., have been recognized as being intricate issues that are linked directly to environmental issues. After the Rio Summit in 1992 organizations such as UNESCO reoriented their concept of environmental education towards ‘education for sustainability.’ Through the new concept of environmental education, it is clarified that all fields related to the establishment of ‘sustainable society’, are the target of environmental education activities. Environmental education is necessary for the purpose of tackling urgent environmental issues as well as taking a broad view.

Efforts of the Environmental Education Project during the first phase were preliminary and ambitious attempts on a global level that analyzed the current states of environmental education in the Asia-Pacific region and compiled comprehensive strategies for the region. It is obvious that the necessity of these studies continues to increase. However, practical approaches on environmental education are also urgently needed in the Asia-Pacific region, and such approaches are now a priority for the Project.

In the First Phase, regional organizations such as the United Nations' bodies, environmental experts and non-governmental organizations (NGOs) have urged IGES to play a key role in promoting environmental education in the region. Until now, there has been no organization comprehensively dealing with environmental education in the region and unless remedied, this absence will be an obstacle in promoting the effective development of environmental education here. Based on the research outcomes in the First Phase, it is important for IGES to show initiatives as a leading organization for environmental education.

For the reasons mentioned above, the Project, in the Second phase, undertakes action-oriented research with a view to combining "practice" and "research." Action-oriented research aims at finding solutions to problems through a participatory approach.

## **2. Objectives and Target Groups**

With this background, it is becoming apparent that the Environmental Education Project is substantially different from the other projects in IGES. The Environmental Education Project would not only undertake a "study," but also "put its findings into practice." Objectives in the Second Phase will be to design policy proposals based on the utilization or evaluation of environmental education in the region, and to build up a framework of IGES as a hub of environmental education, through strategy proposed in the First Phase.

The plan of activities proposed for the Second Phase is briefly presented below:

- Develop environmental education materials
- Implement human resource development
- Develop innovative eco-tourism education models

When the Project undertakes the above three activities, the following should be kept in mind: focus on concrete targets; promote reorientation among Projects in IGES from the viewpoint of environmental education; cooperate with various organizations outside IGES; and conduct public relations.

## **3. Concrete Research Activities in the Second Phase**

The Environmental Education Project will execute the following activities in the Second Phase.

### ***3.1 Development of environmental education materials***

- Collection of environmental education resources/expansion of network: Environmental education materials, which are mainly used in the Asia-Pacific region, will be collected. An effective system in order to introduce these materials widely will be designed. To promote cooperation with the research collaborators and the networks that were obtained during the First Phase, a list of environmental education specialists and organizations will be compiled. Information about successful examples, including educational materials, will be collected. Collaborators in each

country will be consulted to obtain assistance with this task. The information will be published as “Successful Examples of Environmental Education in the Asia-Pacific Region” (tentative title).

- Development of educational materials for wetland conservation: At a recent Ramsar Convention conference, one recommendation agreed upon pointed out the importance of education for wetland conservation and for the conservation strategy of biodiversity in the Asia-Pacific region. In order to enhance people’s awareness of wetlands, some “package style” materials will be developed and used through trials and in practice. The Project will cooperate with international organizations related with the conservation of wetlands.
- Development of environmental education material: To fulfill the contents of the ‘Earth Charter,’ new environmental education material will be developed, which can be pre-tested in the Asia-Pacific region as well as in Japan. To publish this material, some trials will developed. Based on feedback, the material will be revised. Packaged material on environmental education will also be designed as a concrete proposal from IGES. This educational material will be targeted at junior/high school students, teachers and NGOs.

The Project will pay attention to the other IGES project outcomes (Climate Policy, Urban Environmental Management, and Forest Conservation). These are all linked to promoting environmental awareness and the role of environmental education for problem solving, as well as developing educational materials.

### ***3.2 Implement human resource development***

- Strengthening of training program: The training program “Environmental Education Training for NGO Staff in Indonesia” that was organized in the First Phase in collaboration with the Japan International Cooperation Agency (JICA) will be strengthened, while increasing the numbers of target countries and trainees. In particular, target trainees will include administrative officers as well as NGO staff members (the present scheme should be in effect until 2002). Moreover, using the resources of the above-mentioned training program, the “Environmental Education Training Workshop in the Asia-Pacific” will be organized. It would also be important to be continuously engaged in the “Japan-US Common Agenda Roundtable Environmental Education Project” and to conduct the action research through this project for promoting environmental education in the region.

### ***3.3 Development of innovative eco-tourism education model***

- Development of innovative eco-tourism education model: Research will be conducted to present an innovative form of environmental education: an eco-tourism model that is based on economic measures (tourism industry) in order to achieve sustainable development of natural and social resources in some selected communities. The research will examine the potential for this type of industry.

The outputs of the Project will be utilized as supporting information for assistance made by Official Development Assistance and NGOs from developed countries, including Japan, and a networking

system will be built up. As a result of research, it is expected that the Project will be able to undertake consultant work to implement environmental education programs in developing countries.

Based on the report “Environmental Education in the Asia-Pacific: Status, Issues and Practice” published in the First Phase, the Project will undertake additional information collection in order to understand and analyze trends in environmental education in the region. The “Regional Strategy on Environmental Education in the Asia-Pacific” will be revised to reflect new trends or situations in environmental education in the region as indicated by the above investigations. These results will be disseminated extensively, not only by the printed media but also by the electronic media, including the Internet. In cooperation with the Public Relations unit of IGES, the Project will initiate some public relations activities such as open seminars or children’s research projects, making use of the media, etc.

#### **4. Project Research Method**

It is important that the Environmental Education Project conduct both research and application of its results and that the Project positively use the research outputs of the other Projects.

Concerning application activities, the Project will collect and examine successful and innovative cases, especially materials, of environmental education from the Asia-Pacific region. In order to promote good examples, information systems will be developed. Tools such as literature review, field studies, brainstorming meetings, questionnaire surveys, workshops and seminars, commissioned studies, and exchange of researchers will be employed on demand in collecting necessary data and information from the region. Along with the human resource development activities, the Project will continue to expand the environmental education training program in collaboration with JICA, and try to give further opportunities to people from developing countries to take part in this program.

With regard to research activities, inter-disciplinary frames and research tools will be employed. For example, the outputs of the study of educational method or curricular study will be used to design and develop environmental education materials. To analyze effective environmental education, the science of development economics or environmental policy studies will be utilized. Particularly in the eco-tourism research, an economic approach will be adopted based on regional studies. Environmental education studies will be undertaken by using such interdisciplinary research frames or approaches of problem-solving, and the Project will seek ways to make joint proposals for developing countries to implement environmental education.

#### **5. Schedule**

The research schedule of the Second Phase is presented as below:

First year

- Collect environmental education materials which have been used in the Asia-Pacific region.
- Conduct preliminary field research in order to select several communities for eco-tourism

research activities.

- The tentative version of the educational material based on the Earth Charter will be completed.
- The tentative version of the educational material based on wetland conservation will be completed.

Second year

- The tentative version of the environmental education materials made in first year will be executed and revised in cooperation with environmental education specialists in the region.
- Program development and trial of eco-tourism. Field studies will be done in the selected community, and problems will be identified.

Third year

- The environmental education materials will be completed and tested to be implemented widely in the Asia-Pacific region. Some workshop will be organized to promote them.
- “IGES Eco-tourism model” (tentative name) will be made based on the trial of the eco-tourism activities in second year, and proposed to the environmental administration in each country, as well as NGOs, and the tourism industry, etc.

In addition, during the three years of Phase 2, the Project will follow up on the network developed in the First Phase in order to sustain it and share information, and will continue the environmental education training courses using the JICA training scheme. Moreover, a revision will be done of the “Regional Strategy on Environmental Education in the Asia-Pacific” made in First Phase. This will be proposed to the environment- and education-related governmental administration, NGOs, business and industry sectors, and media, etc., in each country.

## **6. In-house Staffing and External Collaborators and Organizations**

In order to achieve the goals and objectives of the Second Phase, the Project expects the following manpower requirement:

1. Project Leader: responsible for the overall management of the Project.
2. Senior Research Fellow (one person): to support the Project Leader in running the Project and be responsible for overall progress of the Project.
3. Research Fellow (one person): to support the Project Leader and Senior Research Fellow and have responsibility partly in running the project. Will also manage the research of developing environmental education materials or collecting environmental education information.
4. Research Associates (two persons): to support the Project Leader, Senior Research Fellow and Research Fellow and be assigned activities such as collecting and arranging data and information, constructing environmental education network, corresponding on cross cutting issues, and organizing training courses. Will also be in charge of or assist in running conferences, meetings, etc.

5. Research Secretary (one person): to provide the overall logistical support necessary for operation of the Project.
6. Others: Visiting and short-term researchers will be invited and interns will be appointed, if necessary. The Project will ask research collaborators who have assisted the Project in the First Phase to become 'advisory collaborators' in the Second Phase.

## **7. Project Management**

Basically, the Project Leader assumes of the responsibility for the overall management of the Project. However, taking account of the fact that the Project Leader is a part-time position, a 'Project Manager' will be appointed amongst the full-time researchers to assist the Project Leader and handle the daily management and administration of research activities. The Project Manager will coordinate the exchanges of research frameworks and outcomes within the Project and attempt to maintain a harmonious environment to integrate outcomes of the research activities of the Project.

Although it is not possible to merge the Environmental Education Project and the Capacity Building Program due to their different fundamental targets, the former will naturally cooperate with the latter to some extent.

## **8. Linkages with International Programs**

- Develop methods and approaches in cooperation with the Earth Council to publicize the "Earth Charter" in the Asia-Pacific region.
- Cooperation work with Wetlands International will be made in developing and distributing educational materials related with wetland conservation.
- The Project will maintain close contact with the regional offices of UNESCO and UNEP. Also, the Project will work with UNESCO and Griffith University (Australia) for the development of environmental education materials and teaching guides.
- The Project will cooperate with ASEAN, SACEP, SPREP and other regional organizations in the implementation of their sub-regional environmental education action plans. IGES will provide those international organizations with its environmental education strategy and other research outcomes. IGES will also take the initiative in building collaboration with other regional initiatives.
- The Project will establish a Tripartite Environmental Education Network, under the scheme of the Tripartite Environment Ministers Meeting (TEMM) of Japan, China and the Republic of Korea, as well as a North-Asia environmental education network, under the scheme of the North-East Asian Sub-regional Programme of Environmental Cooperation (NEASPEC). IGES will support these environmental education networks.
- The Project will work in close cooperation with international NGOs such as IUCN and WWF. Their experiences will be reflected in research activities of the Project and their international environmental education programs will be supported by the Project as well.
- The Project will maintain links to environmental journalists in Asia-Pacific region.

- The Project will continue cooperating with the Japan-US Common Agenda Roundtable.

## 9. Expected External Funds

The Project will endeavor to procure funds from the following and other sources:

- Japan's Ministry of Environment:  
Commissioned work for an 'Asia-Pacific Environmental Education Network'
- Japan's Ministry of Foreign Affairs:  
'US-Japan Common Agenda' related projects
- JICA:  
International cooperation activities such as conducting research, workshops, and capacity building programs
- Asian Development Bank:  
Organized international workshops
- Other funding organizations:  
Global Environment Fund, AEON Environment Foundation, Heiwa Nakajima Foundation, Matsushita International Fund, etc.

## 10. Budget

The estimated budget for the Second Phase (three years) is given below (excluding: staff salaries, JICA training costs, etc.):

- Development of environmental education materials/guides  
¥15,000,000
- Promotion of training courses  
¥10,000,000
- Proposal for innovative model (eco-tourism)  
¥15,000,000
- Other (Collection of information / Revision of the strategies / Collection of environmental education resources / Strengthening networking)  
¥5,000,000

Total:	¥45,000,000	First year	¥15,000,000
		Second year	¥20,000,000
		Third year	¥10,000,000