

Re-visiting “Sapporo Declaration on Glocal Environmental Education” for Future Earth

International Conference on Science and Technology for Sustainability

Transdisciplinarity for Global Sustainability
– Strategies for Research and Capacity Building

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International Symposium on Glocal Environmental Education

5-6 July 2008

Hokkaido University of Education, Sapporo

This international symposium is intended to be an agora in front of G8 Hokkaido-Toyako Summit, where people concerned with global environmental problems and environmental education gather, discuss, exchange information and ideas and make friends for improvement and promotion of environmental education at global as well as regional to local levels.

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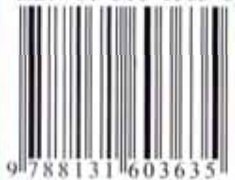
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GLOBAL ENVIRONMENTAL EDUCATION



GLOCAL ENVIRONMENTAL EDUCATION



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Sapporo Declaration on Glocal Environmental Education

International Symposium on Glocal Environmental Education
(GEE) 2008

5-6 July 2008, Hokkaido University of Education, Sapporo,
Hokkaido, Japan

To Those Gathering for G8 Hokkaido-Toyako Summit

We need to give young people a hope in the future and provide a positive context for fostering active citizens, able to build a more just and sustainable future bringing a better quality of life for all. To achieve this we need to re-orientate our approach to environmental education through:

1. Improving learning opportunities through

- 1) Giving every young person in the world access to basic education.
- 2) Enhancing opportunities for students at all levels for environmental learning, including first hand observation and experience of the environment.
- 3) Providing students at all levels with environmental learning that connects with current issues such as natural hazards and prepares them to be safer in the future.
- 4) Giving teachers at all levels more opportunities for environmental learning and education.
- 5) Strengthening opportunities for lifelong environmental learning and value education.
- 6) Providing access to more up-to-date, accurate and reliable information for teachers, students and other learners of environmental subjects.
- 7) Improving school textbooks and other education materials for environmental learning related to sustainable development.

2. Strengthening existing good practices and overcoming the barriers and gaps that hinder their spread and development through

- 1) Promoting the existing good practices of environmental education whether small or large, local or global.
- 2) Encouraging cultural and regional collaboration to facilitate the flow of information and ideas that help to improve and encourage environmental education and mutual understanding
- 3) Overcoming disciplinary barriers that hinder the flow of information and ideas that promote education for sustainable development.
- 4) Providing a platform for communication and mutual understanding between different groups of people.

3. Enhancing research-led teaching through

- 1) Providing funds for research and evaluation of current good practices in environmental education
- 2) Establishing a systematic empirical basis of the value and effectiveness of environmental education.

As a new conceptual, practical and research framework of environmental education that synthesizes the above, we the participants of the GEE Symposium 2008 suggest the promotion of Glocal Environmental Education as an approach to bring about a meaningful integration of the global and local, and through this support a more effective environmental education.

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Glocal Environmental Education

Think globally, act locally.

Rene Dubos, UN Conference on the Human Environment

Think globally, act globally.

Think locally, act globally.

Think locally, act locally.

Regionally, Nationally, etc.

Land Use UK

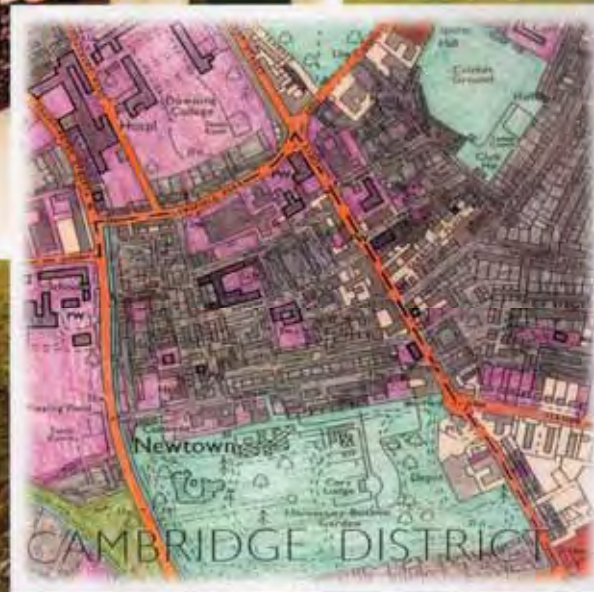
WALFORD

Land Use - UK

A SURVEY FOR THE 21st CENTURY



edited by
Rex Walford



A Survey for
the 21st Century



THE GEOGRAPHICAL ASSOCIATION

The Objectives of Land Use – UK

1. To provide a contemporary picture of the land use of the UK through a survey undertaken in an extensive sample of one-kilometre grid squares, based on a stratified sample of both rural and urban landscapes.
2. To further the intentions of Local Agenda 21 of the world environmental conference held at Rio de Janeiro in 1992, in which greater knowledge and understanding of the local environment was urged.
3. To identify some local, regional and national issues concerning the current use of land in the UK.
4. To discover the perceptions, views, and future visions of primary and secondary school students concerning the environments which they were to survey.
5. To provide data on land use in the UK in the 1990s which can be compared with the data from land-use surveys carried out in the 1930s and 1960s.
6. To emphasise the value of survey work as a preparation for citizenship.

(continued)

7. To give pupils the chance to develop and exercise observation, map, survey, recording and presentation skills as part of their school education.

8. To give teachers the chance to demonstrate the interest, enjoyment and relevance of planned, task-oriented fieldwork as part of the educational experience.

9. To give schools the chance to focus on geographical studies as a worthwhile and necessary part of the whole educational programme at all ages.

10. To promote the objectives of the geographical Association, a charitable body founded 'to further the study and teaching of geography'

These objectives were agreed by the Council of the Geographical Association.

GLOCAL ENVIRONMENTAL MAP CONTEST 2008

One of the major themes of G8 Hokkaido-Toyako Summit, which will be held on 7th to 9th July 2008, is believed to be global environmental problems. Hokkaido University of Education, the largest national education university in Japan, is willing to take this opportunity in order to enhance environmental education in the world, as the importance of education in dealing with these problems has been widely recognized. This map contest is specially planned by the Society for Environmental Map Education (SEME) as one of the events for promoting “glocal” (global – local) environmental education. The works are evaluated by specialists of geography and environmental and map education, as well as experienced teachers. Distinguished works are commended and displayed in the exhibition. Application is open to all school children of primary and secondary school levels (6 to 18 years old) throughout the world.

Asahikawa Environmental Contest

The map contest is held annually at Asahikawa City, Japan, in order to enhance environmental awareness of school children, and to improve their skills of out-door observation, map-making and map-use. The works are evaluated by specialists of geography and environmental and map education, as well as experienced teachers. Distinguished works are commended and displayed in the exhibition. Application is open to all school children of primary and secondary school levels (6 to 18 years old) throughout the world.

Significance in Comprehensive Science Education

In order to make and present environmental maps, the children will generally follow the process set below:

- 1) Project Planning
- 2) Preparation for Field Survey
- 3) Field Survey & Observation
- 4) Mapping/Recording
- 5) Map making
- 6) Map reading & interpretation
- 7) Presentation

Although it is primarily designed for environmental mapping, it is generally applicable to a scientific research without much modification. It is in fact an effective means of improving the children's comprehensive scientific skills

Significance in Environmental Education

Environment is everywhere around human being, whether it is natural or artificial. Young children start observing their environment from their neighbourhood, then gradually extend their territories to school district and beyond. It is extremely important for the children trying to make an environmental map to carefully observe the out-door environment with their own eyes and other senses.

The children will find something new to them at first in the field, and later in the process of map-making. Discrimination of natural and artificial environments is not so important. Posts and traffic signs, for instance, are important environmental elements on the street, and they have been popular subjects of environmental maps. The out-door environment, which may look boring in daily life, would turn into a treasure box, if the children start observing, recording and thinking there.

Significance in Synthetic Study and Lifelong Learning

The Ministry of Education, Science and Culture (MESC), Japan, started to introduce a “synthetic study time” to the primary and secondary education in 2002.

As the comprehensive learning related with the environmental mapping shares many aspects with the new synthetic study, and the former started a decade earlier than the latter, the people involved in the map contest made important contribution to the new educational initiative.













ゴミ収集日調べ

7月のゴミ調べ

日	月	火	水	木	金	土
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

一般ゴミ (Yellow) 空き缶 (Blue) 空きビン (Purple) 資源物 (Green) 燃やせるゴミ (Orange)

NO.129 ゴミステーション

ゴミ収集場所	分別
一般ゴミ	毎週 火・金曜日
空き缶	毎月第2・4週 水曜日
空きビン	毎月第3週 土曜日
PETボトル	毎月第2・4週 土曜日

富良野町内会 No. 129

● 調べようと思った理由 ● 調べ方

感想

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Shunsuke Araki, EI3,
2001**



Thank You