

## Review of Evaluation of Environmental Education in Japan

Osamu ABE\*, Ikuko YABUNAMI\*\*, Keiko TAKAHASHI\*\*, Toshiya KODAMA\*\*,  
 Hideya CHODA\*\*, Eihaku ITOOKA\*\*, Naoko MATSUMURA\*\*, Akane SATO\*\*,  
 Yoshihiro NISHIDA\*\*, Miki KANNDA\*\*  
 Rikkyo Graduate School\*, Rikkyo Graduate School Environmental Research Group\*\*

### ABSTRACT

The aim of this manuscript is to review the evaluation of environmental education in Japan. It shows in systematic order, the purposes of evaluation, evaluator, the object of evaluation, evaluation methodology, and indicators in Japan. Also, we want to examine the current challenges for evaluation activities of environmental education. We would like to come up with new ways of thinking about an evaluation of environmental education including ESD (Education for Sustainable Development).

**Key words:** environmental education, ESD (Education for Sustainable Development), evaluation, educational evaluation, program evaluation, participatory evaluation, empowerment evaluation

Currently, environmental education is recognized as an important issue all over the world. In Japan, Environment Basic Law was promulgated and enforced in 1993 and Article 25 provided for "Environment and study concerning protection of the environment." We could almost say that we have brought about quantitative expansion of environmental education. We must also think about qualitative repletion. To achieve effective progress toward environmental education, we have to improve both our curricula and environmental education programs. Evaluation activities play a significant role in improving the curricula and programs, also it gives students and learners a self-determining ability.

Experts and educators of environmental education have tried to evaluate curricula and programs of EE; however, they haven't systematized the methods of evaluation of EE yet. This is because there is diversification of the purposes of EE.

We would like to review the following:

- 1) What kind of evaluation activities have been done? The purposes of the evaluation, evaluator, the object of evaluation, evaluation methodology, and indicators.
- 2) What is the current challenge for the evaluation of EE activities? And would like to approach to the following issues:
- 3) If we evaluate ESD, we need a different viewpoint. What is it?