

International Cooperation of Environmental Education and Educator Training

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1. Background and Purpose

This study focus on the international cooperation of environmental education (EE) and educator training for it. Recently, the field of EE has spread to the field of international cooperation. However, the training to raise international educator is limited in the trainings which JICA (Japan International Cooperation Agency) is conducting for environmental volunteer candidates, and those trainings have some issues. In addition, there are not enough progressed researches to focus on international cooperation, or educator training in EE studies, and the research which focus on educator training for international cooperation of EE has never been done yet.

At the background like written above, the purposes of this study are set in following point: firstly, to focus on international cooperation of EE, and to consider about the way of educator training. Secondly, to make theoretical EE research. By combing the view of EE and international cooperation, the discussion of international cooperation of EE will be made.

2. Critical Environmental Education

To clarify the ideal form of the international cooperation of EE and educator training for it, in the chapter two, the critical EE theory will be mentioned. By borrowing the words from John Fien, who is one of the most important researcher of critical EE, the critical EE is shown. Then, the reason why critical EE is better than other EEs is explained by figuring out the features of critical EE. Further, the issues of critical EE are pointed out, and the improvement points are suggested.

3. Capability Approach

In chapter three, the Human Development as the new type of international cooperation approach and the Capability Approach by Amartya Sen as the roots of HD will be explained. According to this approach, the well-being which can be said as the ideal society for the people in developing country, and to consider this well-being, there are three points which must be considered well. Through the consideration of those three points, the ideal form of international cooperation of EE and educator will be suggested.

4. Conclusion

In chapter four, suggestions from chapter two and three are gathered, and the ideal form of international cooperation of EE and educator as the fruits of this study is mentioned, which has not discussed until today. In addition, some points which this study could not reach are pointed out to continue to the future research.