

An Undergraduate Foundation Program

Guideline for T-shaped Environmental Leadership Development Program to Cultivate “Environmental Ability”

Guideline for T-shaped Environmental Leadership Development Program to Cultivate “Environmental Ability” is designed to teach basic knowledge of the environment and to help develop a capacity to take action toward environmental solutions. This guideline can be used mainly in general education courses at a wide range of departments of universities. In addition, it is possible to be used for teaching essential knowledge and ability to promote the environmental management in corporations.

EcoLeaD activities related to the guideline.

In EcoLeaD, activities listed below are being planned to implement on the purpose of augmentation of guideline implementation in university.

- Development of textbooks and educational materials
- Certification for educational course
- Qualification for students who completed the environmental programs.

Contact Us

This guideline is distributed on EcoLeaD website on the purpose of broad dissemination. The booklet is also available for free with only postage costs (English and Japanese version are available).

If you would like the booklet, please let us know the followings; 1. Full name, 2. Organization, 3. Number of copy, 4. Purpose of Use. If you have inquiries and/or opinions about the guideline and Environmental Consortium for Leadership Development (EcoLeaD), please contact below

Secretariat, Environmental Consortium for Leadership Development

〒150-0002 2-14-18-4F Shibuya, Shibuya-ku, Tokyo

TEL: 03-6418-0375 / FAX: 03-6418-0380

E-mail: info@eco-lead.jp / URL: www.eco-lead.jp

This program was created by the collaborative work of the Ministry of the Environment and Environmental Consortium for Leadership Development (EcoLeaD).

T-shaped Environmental Leadership Development

This Guideline is an educational guideline to foster environmental leaders with “environmental ability”.

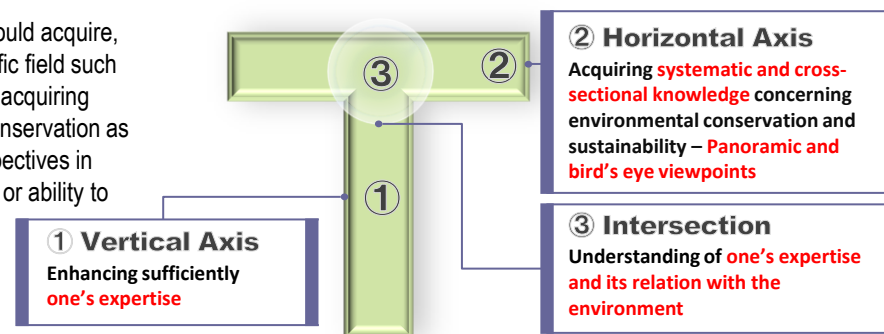
1) What is “Environmental Leadership”?

Environmental leaders are those who have three elements: “strong motivation” “expertise” and “leadership.” and are able to lead an establishment of sustainable society.

Definition of Environmental Leader	<p>Environmental leaders are “people who have foundations of their own experiences and ethical views, are able to consider the importance and urgency of environmental issues, have strong intentions to promote a sustainable society that realizes comprehensive improvement of the environment, society and economy through their own professions, citizen actions, etc., and bring social transformation with their leadership.”</p> <p><small>*Cited from “the Vision for Environmental Leadership Development for Asian Sustainability”, Ministry of Environment.</small></p>	
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2) What is “T-shaped Environmental Leadership Development”?

In order to nurture quality that environmental leaders should acquire, each individual must enhance one’s expertise in a specific field such as legal studies and engineering in a vertical axis, while acquiring cross-sectional knowledge concerning environmental conservation as well as internalizing and integrating environmental perspectives in one’s own areas of expertise with a bird’s-eye viewpoint or ability to overview in a panoramic way.



Overview of Guideline

This guideline is composed of 15 classes per program and illustrates concrete educational cases about 90minutes lecture per class.

Point1 Structure of Program to Acquire Skill and Attitude

Knowledge	Skill	Attitude
<ul style="list-style-type: none"> ■ Basic knowledge to understand the environmental issues as a whole ■ Bird’s eye viewpoint to understand interrelations between individual environmental issue and human activities. ■ Cross-sectional knowledge regarding to environmental issues and one’s activity 	<ul style="list-style-type: none"> ■ Ability to recognize complexity and relationship of environmental issues ■ Ability to make a proper decision to solve the lying problems while considering environmental issues as one’s own problems 	<ul style="list-style-type: none"> ■ Attitude to understand the importance of environment-conscious activities towards the establishment of sustainable society ■ Attitude to take responsible actions to solve environmental issues and to make initiatives on the establishment of sustainable

Point2 Useful cases for implementing lectures

It is recommended to promote effective development of skill and attitude by providing hands-on learning sessions and workshop-style lessons, etc. For such purposes, it is required to use a variety of teaching methods other than classroom lectures: hands-on learning such as field work, research or discussion by students, workshop-style lessons such as presentations. A list of effective teaching methods, examples of case studies, tools, and educational videos is available at the end of this guideline.

<p>Example 1</p> <p>Provide hands-on learning and workshop-style lessons in each class accordingly, in order to enhance skill and attitude.</p>	<ul style="list-style-type: none"> Class1 Workshop Class2 Hands-on learning Class3 Class4 Hands-on learning <li style="text-align: center;">⋮ Class15 Workshop 	<p>Example 2</p> <p>Provide independent classes for hands-on learning and workshop-style lessons which are separated from basic and reference classes, in order to enhance skill and attitude.</p>	<ul style="list-style-type: none"> Class1 Class2 Workshop Class3 Class4 Hands-on learning <li style="text-align: center;">⋮ Class15
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The Perspective on Structure of Educational Contents

Basic ①	<p>Relationship between the earth and mankind; environmental issues and measures</p> <p>Comprehending the overview of environmental issues from a bird’s-eye viewpoint</p>	<p>① Introduction: What are environmental problems?</p>
	<p>② History of the earth and mankind and environmental issues</p>	<p>③ Global system and ecosystem</p>
Reference	<p>Itemized discussions on environmental issues</p> <p>Comprehending individual events of the environmental issues and those interrelations</p>	<p>④ Resources and global capacity</p>
		<p>⑤ History of environmental measures</p>
Basic ②	<p>Each organization's efforts toward a sustainable society</p> <p>Actions towards establishment of the sustainable society and contemplation on our lifestyles.</p>	<p>① Global warming, energy and countermeasures</p>
		<p>② Air pollution and countermeasures</p>
Basic ③	<p>Partnership to construct sustainable societies</p>	<p>③ Water pollution, soil pollution and countermeasures</p>
		<p>④ Waste management, and recycling</p>
Basic ④	<p>Conclusion: For construction of sustainable societies</p>	<p>⑤ Chemical pollutant and countermeasures</p>
		<p>⑥ Loss of biodiversity and countermeasures</p>
Basic ⑤	<p>Efforts by the government and municipality</p>	<p>⑦ Efforts by corporations and NGO/NPO</p>
		<p>⑧ Partnership to construct sustainable societies</p>
Basic ⑥	<p>Efforts by corporations and NGO/NPO</p>	<p>⑨ Conclusion: For construction of sustainable societies</p>
		<p>⑥ Efforts by the government and municipality</p>