

International Congress on Environmental Ethics and Environmental Education in Thailand:

Environmental Education for Environmental Ethics

The objective of this 3rd Congress of the International Association of Earth Environment and Global Citizen is to explore the possibility of a comprehensive environmental ethics and its embodiment in environmental education. Towards these ends we will exchange information in the symposium and during discussion time, and take part in hands-on activities in workshops on both the Thai and Japanese sides. In the symposium we will demonstrate the use of the internet in making educational information available. We will also exchange information from the perspective of environmental morals and environmental culture. There will be both a general research presentations and a students' meeting. In addition, during our eco-tour we will do bird watching and following a nature trail in a national park, as well as planting mangroves at a forestry area.

Any person with interests in environmental ethics and culture, Thailand's rain forests or international understanding is invited to participate in the tour. Any person who would like to make a research presentation is invited to apply.

1. Sponsored and hosted by

Sponsored by:

On the Japanese side; The International Association of Earth Environment and Global Citizen (Third International Congress).

On the Thai side; Rajabhat Institute Phranakhon.

Hosted by:

On the Japanese side; The Japanese Society of Environmental Education.

On the Thai side; Chulalongkorn University, UNESCO of Thailand, Rajabhat Institute.

2. Purpose

This Symposium's aims are to promote networking on the Global Environment and to provide workshops for Environmental Ethics and Environmental Education between Thailand and Japan.

3. Preparation with Konan Univ's Cooperation

9/8/2000~15/8/2000

4. All participants (Official Congress)

16/8/2000~23/8/2000

5. Detailed schedule (including informal activities such as preparation for the Congress)

August 16 (Wed) General participants arrive in Bangkok (beginning of formal Congress).

17 (Thu) Sightseeing: Ruins of Ayutaya, shopping etc.

18 (Fri) AM: Back to Bangkok PM: Visit to UNESCO in Bangkok.

19 (Sat) Congress: Opening address, keynote speech, workshop 1, student meeting.

20 (Sun) Congress: Research presentations, symposium, workshops 2.

21 (Mon) Eco-tour: Planting mangroves in Samut Phaguph Temple and Night Safari in Khao Yai National Park (Stay in Khao Yai).

22 (Tue) Nature trail and bird watching in Khao Yai National Park in early morning, farewell party in Bangkok at noon, first group leaves for Japan at night.

23 (Wed) Second groups leave for Japan.

6. Program of the Congress

19th of August (Sat)

9:00 Registration

9:30~10:00 Opening address

by the Presidents of the Congress from the Thai and Japanese sides:

Dr. Preang Kitratporn, President of Pranakhon and Prof. Fumiaki Taniguchi, President of International Association of Earth Environment and Global Citizen.

10:00~10:30 Memorial message

Thai side: Miss Laddawan Kanhasuwan, Head of Environmental Education Program of Rajabhat Institute, Phranakorn.

Japan side: Prof. Kaoru Takasaka, Visiting Professor of Chulalongkorn Univ.

10:30~12:00 Keynote Speech

Prof. Taniguchi, President of the International Association, and Dr. Chamniern Vorratnchaiphon, Director of Field Activity Division of Thai Environmental Institute, (TEI).

12:00~13:00 Lunch Time

13:00~14:00 Parallel Workshops

Room 1 (Room 1): Dr. Pipat Patanaponpibul (Chulalongkorn Univ.)

“Artificial Mangrove for Developing Environmental Ethics.”

Room 2 (Room 2): Ms. Sumiko Kawanishi (Teacher at Meijo-gakuin High School)

“Demonstration for analysis of water and NOx in the air in Environmental Education.”

14:00~14:15 Tea break

14:15~15:45 Continuing Workshops

15:45~17:30 Student meeting

“Earth Environment and Global Citizen in near future seeking for the cooperation in two countries.”

18:00~ Party

20th of August (Sun)

8:30 Registration

9:00~12:00 Research Presentation

“Environmental Ethics and Environmental Education”.

12:00~13:00 Lunch Time

13:00~15:30 Symposium (Panel Discussion)

Demonstration of Educational Materials for Environmental Studies using Konan University’s Internet CD-ROM participated in by Kaoru Takasaka (Prof. of Konan), Trisilpa Boonkhachorn (Assistant Prof. of Chularongkorn), Siriwat Soondarotok (Assistant Prof. of Rajabhat), Takatoshi Watanabe (Lecturer of Konan).

15:30~15:45 Tea Break

15:45~17:45 Parallel Workshops:

Workshop 3 (Room 1): Prof. Fumiaki Taniguchi (Konan Univ.)

“The Environmental Education of Mind through Sandplay World.”

Workshop 4 (Room 2): Prof. Laddawan Kanhasuwan (Rajabhat Institute, Phranakhon)

“Environmental Ethics for Energy Conservation.”

17:45~18:00 Closing Ceremony

by Prof. Fumiaki Taniguchi and Dr. Preag Kitratporn.

18th of August Visit to UNESCO

21th and 22th of August

Eco-tour: Planting mangrove in Samut Phaguph Temple and fieldwork activities in Khao Yai National Park. (Stay at a bungalow in Khao Yai National Park).

We will have translating times in Opening Address, Memorial Message, and Keynote Speech on the first day, and Symposium (Panel Discussion) on the second day by following translators:

- **Dr. Saowalak Suriyawongpaisal, Chairperson, MA. Program in Japanese Language and Literature, at Chulalongkorn University**
- **Dr. Chomnaed Setisarn, Lecture, Japanese Section, at Chulalongkorn University**
- **Dr. Rangsima Boonsinsukh, Guest Lecture, Japanese Section, at Chulalongkorn University**

Procedure of the Symposium

19th of August (Sat)

- 9:00 Registration**
- 9:30~10:00 Opening Address**
by the Presidents of the Congress Dr. Kitratporn and Prof. Taniguchi:
15 minutes for each person including translation time (Thai / Japanese).
- 10:00~10:30 Memorial Message**
by Miss Kanhasuwan and Prof. Takasaka:
15 minutes for each person including translation time.
- 10:30~12:00 Keynote Speech**
by Prof. Taniguchi and Dr. Vorratnchaiphon:
45 minutes for each Speaker including translation time.
- 12:00~13:00 Lunch Time**
1hour.
- 13:00~14:00 Parallel Workshops**
2 hours and 30 minutes for each Workshop in English.
Workshop 1 (Room 1): by Dr. Patanaponpibul,
“Artificial Mangrove for Developing Environmental Ethics.”
Workshop 2 (Room 2): by Ms. Kawanishi,
“Demonstration for analysis of water and NOx in the air in Environmental Education.”
- 14:00~14:15 Tea Break**
15 minutes.
- 14:15~15:45 Continuing Workshops**
- 15:45~17:30 Student Meeting**
“Earth Environment and Global Citizen: seeking cooperation between Japan and Thailand in the near future”: 1 hour and 45 minutes.
4 students from each side, Japan and Thai in English.
7 minutes for each student (8 students =1 hour).
45 minutes for discussion.
Chairpersons Miss Kamata and Thai student.
- 18:00~ Party**

20th of August (Sun)

- 8:30 Registration**
- 9:00~12:00 Research Presentation**
“Environmental Ethics and Environmental Education”
30 minutes for each presenter (in English) in Room 1 and Room 2.
- Room1: -Environmental Ethics-**
- Chon Poosuwan**
“Structure and Condition of Coral Communities of Chawlaw Beach, Chantaburi Province, Thailand”
- Yasuko Kamata**
“Mental Environment and Personality”

Hideki Oshima

“Seeking ‘Topophilia’---Learning through walking, watching and hearing”

Paisal Suriyawongpaisal

“Global Polluted Culture”

Room2: -Environmental Education-

Subin Poosuwan

“Action Processes Environmental Awareness and Public Participation, A case study: Conservation of Chawalaw Coral Reef, Chantaburi”

Chris Storey

“Care and Citizenship in Environmental Education”

Chompoaute Thanabodee, Robert Steele

“Using Environmental Education in Building Environmental Ethics through Magic Eyes Chao Phraya Barge Program”

Rie Kashihara

“The History and Present Circumstances of Japanese Environmental Education”

Yoshiyuki Iio

“Environmental Education for Technical Education in the 21th Century of Japan
-Necessity of Manufactur Careful of Nature and Environment-”

Yoshihiro Furuya

“A study combination of various sectors for the practice of environmental education
-in the adaptation of the practice in Kamakura city-”

Makoto Honjo

“Traditional Culture Food and Environmental Education”

12:00~13:00 Lunch Time

1 hour.

13:00~15:30 Symposium (Panel Discussion)

2 hours and 30 minutes.

“Demonstration of Educational Materials for Environmental Studies”:

10 minutes for Coordinator including translation time, Prof. Takasaka.

50 minutes for Demonstrator including translation time, Prof. Takasaka.

Panelist, Assistant Prof. Soondarotok.

Panelist, Assistant Prof. Boonkhachorn.

30 minutes for each Panelist including translation time.

30 minutes for discussion.

Operator, Mr. Watanabe.

15:30~15:45 Tea Break

15 minutes.

15:45~17:45 Parallel Workshops

2 hours and for each Workshop in English.

Workshop 3 (Room 1): by Prof. Taniguchi,

“The Environmental Education of Mind through Sandplay World.”

Workshop 4 (Room 2): by Prof. Kanhasuwan,

“Environmental Ethics for Energy Conservation.”

17:45~18:00 Closing Ceremony

by Prof. Taniguchi and Dr. Kitratporn

7 minutes for each person in English.

Opening Address

Opening Address

International Congress between Japan and Thailand

'Environmental Education for Environmental Ethics'

Fumiaki Taniguchi

President of the International Association of
Earth-Environment and Global-Citizen

We held the first Congress of the International Association of Earth-Environment and Global-Citizen (IAEG) at Peking University in China in 1999. During the Congress, we established the Society of Informational Exchange for Environmental Education between Japan and China as the Chinese branch of IAEG. This resulted in forming an international network between Japan and China.

This time we are very happy to expand our network into Thailand, as we hold this third Congress 'Environmental Education for Environmental Ethics' at Rajabhat Institute Phranakhon in Thailand. Although between Japan and Thailand we have had long-term cultural and economical exchange, I am sure that we can form a stronger connection between the two countries by this Congress. Through these exchanges it is clear to us why we have to take action locally, on a regional level as well as globally, for we aware that current environmental problems are caused on the global scale.

The main purpose of the Congress is to make a connection between Konan University and Phranakhon Rajabhat Institute and also Chulalongkorn University by using the Internet. By this means we can create materials for environmental education both internationally and in real time.

At the same time, we have planned eco-tours to Korat and Khao Yai National Parks in which we can experience nature. Our feelings for nature are based on awareness and sensitivity. I believe firmly that people can nurture their sensitivity, and thus we can gain a higher sense of crisis and the power to take action to restore nature. In the eco-tour we will be planting and growing mangroves and through these activities we can feel a real sense of the life-forms and I hope that we can each keep this sense alive within ourselves in our future activities.

In conclusion, I would like to express my thanks to the President of the Congress on Thai side, Preang Kitratporn, President of Rajabhat Institute Phranakhon; to Laddawan Kanhasuwan, Specialist of Rajabhat Institute Phranakhon Graduate School; to Siriwat Soondaratok, Vice-Chief of the Environmental Education Center at Rajabhat Institute Phranakhon; to Sawowalak Suriyawongpaisal, Professor of Chulalongkorn University and to Trisilpa Boonkhachorn Associate-Professor of Chulalongkorn University.

Once again I would like to express my gratitude for their cooperation in holding this Congress. This Congress has been hosted by The Japanese Society of Environmental Education and sponsored by the Kansai Branch of The Japanese Society of Environmental Education to whom I would also like to express much gratitude. Personally I would also like to appreciate Kaoru Takasaka, Professor of Konan University, for his kind assistance.

Keynote Speech

Keynote Speech

Environmental Ethics and Environmental Education: The Development of Environmental Morals and Environmental Education Materials through International Networking

Fumiaki Taniguchi

President of The International Association of
Earth Environment and Global Citizen

1. Introduction: Current Global Environmental Problems

Environmental problems have expanding on a global scale. Ozone depletion and acid rain are examples of natural environmental destruction. Environmental pollution and pollution of food are examples of social environmental destruction. Modern people's human-centred world-view and mental pathology are examples of mind-environmental destruction. Additionally, the endocrine disruption problem is the biggest current crisis effecting all life forms. If we are to solve environmental problems we must establish the principles of environmental ethics and education. This is the basis for environmental morals and the production of environmental educational materials.

2. An Integrated Understanding of Environmental Ethics

We need guidelines for preservation activities and these guidelines are what we commonly refer to as 'environmental ethics.' However, our usual understanding of 'environmental ethics' tends to be vague and ambiguous. We need to identify two aspects of environmental ethics. One aspect is the principles of environmental ethics, the theoretical framework. The second aspect concerns our everyday activities and this is the practical application of environmental ethics, or environmental moral. Therefore, we need to work towards a new, clearer understanding of environmental ethics and this will involve the integration of the theoretical framework and the practical application, environmental moral, aspects of environmental ethics.

3. An Integrated Understanding of Environmental Education

The new integrated understanding of environmental ethics can be embodied by environmental education. But, as with environmental ethics, our understanding of 'environmental education' also tends to be vague and ambiguous. Likewise, we can identify two aspects of environmental education. One aspect is the principles of environmental education, the theoretical framework. The second aspect is the practical application of environmental education, the production of environmental educational materials. A new, clearer understanding of environmental education will involve the integration of the theoretical framework and the practical application aspects of environmental education.

4. International Development of Materials for Environmental Ethics and Education

Konan University's liberal arts programmes include an environmental studies course which has 16 different subjects. 11 professors teaching environmental studies have put together a CD-ROM. We hope that with the cooperation of Peking University in China, Rajabhat Institute Phranakhon and Chulalongkorn University in Thailand we can develop more useful materials by using the Internet. In tomorrow's Symposium (20th) we will show you our CD-ROM materials. Today I will show you my own CD-ROM materials. I would like to ask you to think about suitable contents for the CD-ROM materials.

5. Conclusion: Integration of Local Activities and Global Thinking

It used to be said, "think globally, act locally" but at this present time we need to integrate these two norms. Through local activities we gain wisdom and this wisdom can be the origin for thinking globally. At the same time through global thinking we gain insight into the guidelines for local activities. This we can call intelligence.

Thus, through forming an international network for environmental ethics and education we can integrate the theoretical framework and the practical application in environmental ethics and education, enabling us to develop environmental morals and environmental educational materials at both the local and global levels.

Panel Discussion

Panel Discussion

Demonstration of Educational Materials for Environmental Studies using the Internet

Coordinator: Kaoru Takasaka, Professor of Konan Univ.

Panelist: Siriwat Soondarotok, Assistant Professor of Rajabhat Institute Phranakhon

Panelist: Trisilpa Boonkhachorn, Assistant Professor of Chulalongkorn Univ.

Operator: Takatoshi Watanabe, Lecturer of Konan Univ.

1. Outline of the Symposium

Prof. Takasaka will introduce the contents of computer programmed educational materials for environmental studies by Internet which Konan University's professors in various academic background made.

2. Introduction to the contents of Internet

(1) Masahisa Ota, Professor of the faculty of Science, Konan University, 'Our dwelling Universe'

(2) Yatsuka Matsuda, Lecturer of the High Science Technology Center of Osaka Prefectural University, 'Global Air Pollution'

(3) Yuzo Tamari, Assistant Professor of the faculty of Science, Konan University, 'Environment surrounding Humans'

(4) Sakingo Imai, Chief of the Institute for Health of Kobe City, 'Endocrine disrupting chemicals'

(5) Hisatake Tetsuya, Professor of the faculty of Letters, Konan University, 'Environment and Cosmology'

(6) Okubo Noriko, Assistant Professor of the faculty of Law, Konan University, 'Environmental Law and Environmental Policy'

(7) Kaoru Takasaka, Professor of the faculty of Letters, Konan University, 'Environment and Literature'

(8) Suzuki Zenji, Emeritus Professor of education, Osaka Kyoiku University, 'What is Environmental Education?'

(9) Shokichi Tani, Director of Keiyunosato Hospital, 'Medical Environment and Bio Ethics'

(10) Fumiaki Taniguchi, Professor of the faculty of Letters, Konan University, 'Solution for Earth Environmental Problems'

3. The Purpose of The Panel Discussion

Two Thai researchers will present on environmental ethics and education in Thailand,

(1) Siriwat Soondarotok, Assistant Professor of Rajabhat Institute Phranakhon, 'Thai Agriculture and Environmental Education'

(2) Trisilpa Boonkhachorn, Assistant Professor of Chulalongkorn University, 'Thai Literature and Environmental Morals'

In the Panel Discussion we will discuss about the possibility whether Konan educational materials by the Internet could be improved by adopting the contents which Prof. Soondarotok and Prof. Boonkhachorn propose. We also discuss how we can cooperate with Universities in Thailand for future international networking.

4. Demonstration of International Networking

Lecturer Watanabe will demonstrate international networking between Konan University and Rajabhat Institute Phranakhon and also Chulalongkorn University in real time.

Workshops

Parallel Workshops

19th of August (Sat) 13:00 ~ 15:45

Room 1: Dr. Pipat Patanaponpibul (Chulalongkorn Univ.)
“Artificial Mangrove for Developing Environmental Ethics.”

Room 2: Ms. Sumiko Kawanishi (Teacher at Meijo-gakuin High School)
“Demonstration for analysis of water and NO_x in the air
in Environmental Education.”

Parallel Workshops

20th of August (Sat) 15:45 ~ 17:45

Room 1: Prof. Fumiaki Taniguchi (Konan Univ.)
“The Environmental Education of Mind through Sandplay World.”

Room 2: Prof. Laddawan Kanhasuwan (Rajabhat Institute, Phranakhon)
“Environmental Ethics for Energy Conservation.”

Research Presentation

Room 1: Environmental Ethics

Room 2: Environmental Education

Room1

**Structure and Condition of Coral Communities of Chawlaw Beach,
Chantaburi Province, Thailand.**

Chon Poosuwan

Born in Thailand, 1974. Completed a Bachelor Degree of Science (B.Sc. in Aquatic Science), Department of Aquatic Science, Burapha University, Thailand in 1994. Completed a Master Degree of Science (M.Sc. in Biological Sciences), Department of Biology, Brock University, Ontario, Canada in 1999. At present, Guest lecturer, Department of Biology, Rambhi Barni Rajabhat Institute, Chantaburi.

The study of the structure and condition of the coral communities off Chawlaw Beach, Chantaburi Province was first done during June to December, 1995 and a recent follow-up survey was completed in December, 1999. The methods used in this study involved the Manta-Tow survey technique for a rough visual estimation of reef area and the Line intercept transect method for determination of benthic covers, and reef profiles.

Using the Manta-Tow survey technique some 14 km² of reef area was estimated. It extends eastward from Lam Sadet almost to Kham Noo Rivermouth about 7 km long and 2 km wide a distance of 1.5 km offshore. Though, a total reef area is quite large it is formed by a number of coral communities or coral patches. This is presumably due to a limitation of stable substrate.

Coral communities on six representative locations were quantitatively surveyed using Line intercept transect techniques. Results revealed that no coral zonations are clearly distinguishable because the coral communities occur on relatively similar contours. Most coral communities are predominated by massive, hemispherical-shaped corals. *Porites lutea*, *Favia* spp., *Favites* spp. and *Goniastrea* spp. are examples. Total living coral covers range from 10 % to 50 % . And at least 46 species of scleractinian corals belonging to 31 genera were recorded in the first study.

A follow-up survey in 1999 using the Manta-Tow visual survey showed a stunning decrease in coral cover throughout the reef area. Less than 5% of remaining total coral cover was estimated. The number of coral species was also reduced to 10 species. The areas previously predominated by stony corals are now taken over by colonial anemones (*Palythoa* spp. and *Zoanthus* spp.) and benthic macro algae (*Padina* sp.). The drastic decrease in coral cover and shift in community structure could have been a result of the 1997-98 El Niño.

Room1

Mental Environment and Personality

Yasuko Kamata

Born in 1974 in Japan, major in Educational Psychology and Personal Psychology at Osaka University Graduate School, and also teach at Osaka Nursing School in Japan. Presented at the International Symposium'98 in Konan University on the title of 'Environmental Ethics and Education', and at the International Congress'99 in Peking University on 'the Possibility of Environmental Education from the viewpoint of Educational Psychology'.

1. Introduction

In Japan newspapers have been reporting serious crimes by youngsters every day. In schools and homes there is also some juvenile misconduct and delinquency. These phenomena have been prevailing in Western countries such as U.S.A. and the U.K. for sometime, however we can witness these kinds of problems in every city all over the world these days.

Personal Psychology researches the developmental process of humans' inner world, 'Mental Environment' in order to grasp the way individual personality is formed. Through this theory we know that the mental environments of juvenile delinquents are distorted.

First I would like to grasp the mental environment of youngsters by the theory of Personal Psychology, secondly I will discuss 'Mental Health' for resolving the current pathological phenomena, and thirdly I focus on Environmental Education as a method of embodying mental health.

2. The Pathology of the Mental Environment

In school it is difficult to form intimate relationships between teachers and students. For instance, in elementary schools, because there are many students who walk around the classroom or chat with other students during lessons, the teacher cannot instruct. This phenomenon is called 'the collapse of class'. In junior high schools, there are some students who become furious and are violent towards teachers who scold them. These students say that they always feel an irritated impulse which will be escalated easily and can drive them over the edge. This unstable and impulsive shadow nature can be too powerful to control as one grows older, this can then sometimes result in a serious crime.

3. The Mental Health in Personality

Due to the above phenomena it is elucidated that the relations between teachers and students, or adults and children, have become fragile these days. It is also clear that children cannot control or tolerate their own impulses at all.

Psychologists think that a stable, intimate relation between a mother and an infant is indispensable in infancy, because this relation can be the origin of the individual's capability for trusting others in their life. This is called 'Basic Trust'. Psychologists also consider that children's faculty to control their impulses depends upon discipline during childhood. If children are not trained very well and are excessively protected by their parents, they cannot deal with their own impulses by themselves when if they become adult. We can say that their 'Frustration Tolerance' is extremely low.

4. The Efficiency of Environmental Ethics and Education

Thus, the personality individuals develop is closely related to their growing environment. If parents want to foster a child with a healthy mental life, the parents must provide them with stable backgrounds from which to build up a sound inner world. From these basic ideas Allport,G.W. and Maslow,A.H. proposed the ideal models of personality, 'Matured Personality' and 'Self-realized Personality'.

From the viewpoint of sound mental health we can approach environmental ethics and education. Environmental education, such as fieldwork must be very efficient for fostering personalities with sound health mental. Then, environmental ethics can be theoretical framework for environmental education.

Room1

“Seeking ‘Topophilia’ --- Learning through walking, watching and hearing”

OSHIMA Hideki

Lecturer, Risscho University

Introduction

I have some classes on life-long learning and teaching profession in university. In this report, I introduce cases of ‘town watching’ in my class activities.

1. What is ‘Topophilia’?

A phenomenological geologist Yi-Fu Tuan coined ‘Topophilia’. Tuan says this word ‘can be defined widely so as to include all emotional connections between physical environment and human beings.’

Then how can we get ‘Topophilia’?

2. MIYAMOTO Tsuneichi’s “Walking, watching and hearing”

MIYAMOTO Tsuneichi is one of the famous folklorist in Japan. He is more of a peerless field worker than a scholar. We decided to go out from the classroom to seek ‘Topophilia’, led by the spirit of his pamphlets ‘Walking, watching and hearing’; these are tourist guides that he edited in his later years.

3. ‘Town watching’ class in university

‘Town watching’ is a type of participatory leaning activity practicable for all people. Once you walk in your town with a little group, you must discover something new which is unseen in your ordinary life. In my class, students walked for ‘treasure-hunting in town’ and they reported their discoveries, and shared their impressions with each other.

Conclusion: meanings of participatory learning

Some students had antipathies against such a ‘childish’ activity. But many of them recalled their bias after the activity.

It is easy to understand environmental issues only at the rational level. But there is a gap between understanding and doing. Participatory learning activities like ‘town watching’ have the potential to gain Tuan’s ‘emotional connections’ through the student’s bodies.

Room1

Global Polluted Culture

Paisal Suriyawongpaisal

Advisor in Petroleum Authority of Thailand.

Introduction

- *The spread of Capitalism after the end of the cold war threatens the world environment and ecological system.
- *Capitalism creates a new global culture, Polluted Culture including Individualism, Materialism and Consumerism.

Capitalism: the new global culture

- *The 3-core polluted culture concept of Capitalism upheld as the global religion or culture will bring catastrophes to human kind.
- *The first world consumes 80% of the world national resources and dumps their wastes outside their geographic territories.
- *The rest of the world is following this Polluted Culture consumption pattern.

New Economy: Wealth creation or depletion

- *Information technology transforms the whole world into a tiny village, and creates a new economy.
- *The technology facilitates speculation businesses that boost up unrealistic wealth.
- *The technology enhances more consumption and luxurious lifestyles.

Globalization Process: Only the strong survive

- *The process intensifies competition that only the smartest, wealthiest and strongest corporations, mostly from the developed world, will prevail.
- *The process will destroy indigenous culture and lifestyles.

Summary

- *The new-world polluted culture will accelerate global pollution process as well as moral decline.

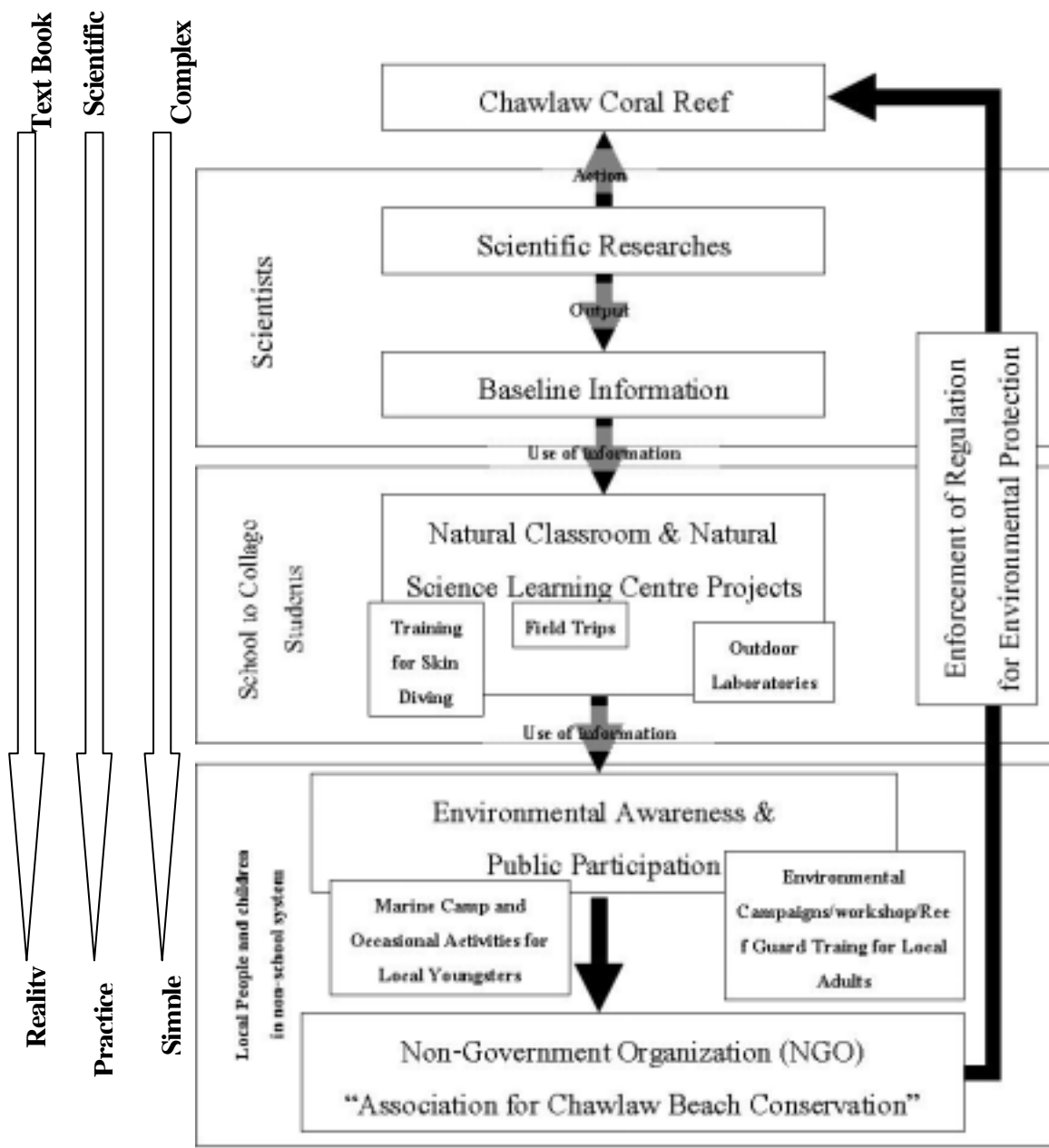
Room2

Action Processes for Environmental Awareness and Public Participation,

A case study: Conservation of Chawlaw Coral Reef, Chantaburi

Subin Poesuwan

Born in Thailand, 1936. Certificate in Fine Art (Sculpture), Rajamangala Institute of Technology, Poh-Chang Campus, in 1959. Bachelor Degree of Education (B.Ed. in Biology), Academic Collage, Bangsaen Campus. Last post, Collage lecturer, Department of Biology Rambhai Barni Rajabhat Institute, Chantaburi. At present, Technical Advisor, Association for Chawlaw Beach Conservation, Chantaburi



Room2

Care and Citizenship in Environmental Education

Chris Storey

Ph.D. candidate in environmental philosophy at Lancaster university, UK; lecturer in English at Nara Industrial University and Konan University, Japan.

Born: 1958. BA (Honours) in Humanities, Middlesex Polytechnic, London, 1985. MA in Values and the Environment, Lancaster University, UK, 1996. Executive Member of Japanese Society of Environmental Education and the International Association of Earth-Environment and Global-Citizen. Interested in Goethe's phenomenological way of science and the implications for environmental philosophy.

Publications:

'All is Leaf: Goethe's Intuitive Intellect and Environmental Philosophy', *The Trumpeter*, Volume 15, 1998.

'Environmental Ethics and Education through the Experience of Fieldwork', *Journal of Earth Environment and Global Citizen*, Volume 1, 2000.

Over the years many environmental educators have come to realize that environmental education must develop the affective elements of understanding and awareness, that is develop feelings of care and responsibility towards non-human nature. Initially environmental education was mainly classroom-based, cognitive learning. This development of the cognitive aspects of environmental education is very important but cognitive learning alone is not enough. We must also develop the affective elements of learning and so develop care and responsibility for the non-human world. We can achieve this through fieldwork projects, outdoor activities and through the arts.

But we must develop more than an attitude of care in environmental education. We also must guide young people to develop citizenship. In the modern world people more and more are becoming passive consumers of material goods rather than active citizens. The global free-market economy has led to ever-increasing numbers of people moving around looking for work at an ever-increasing rate. Families and friendships are broken up. This is especially so in the bigger cities, which are becoming the homes for more and more of the world's population. Communities are being destroyed in the modern world. When community is lost, local democracy is also lost and as a result people have less control over their lives and in the decisions that directly affect the quality of their lives.

We can say that people are becoming more and more disempowered. We need to regain community as well as satisfying work and relationships and to feel that we are creative, empowered citizens in control of our lives and participating in the decision making processes. We can only fully realize our selves in the context of our mutually supportive community, and this necessarily includes the non-human environment.

How are we to help young people become citizens? As with environmental awareness, fieldwork projects are very important in developing citizenship in young people. Learning to work together in a team with other students, teachers and people in the wider community will help develop citizenship skills. The students become empowered and learn to make decisions and manage projects together. Another important aspect of citizenship education is for students to learn about the democratic systems and processes of their country at the local, regional, national and indeed international levels. In developing citizenship students will become equipped with the skills necessary to take an active part in their democracy once they reach adult life. We must guide young people to acquire the skills to be active citizens, not just passive consumers.

Room2

**Using Environmental Education in Building Environmental Ethics
through Magic Eyes Chao Phraya Barge Program**

Chompooaute Thanabodee

Program Director in Magic Eyes Chao Phraya Barge Program

Robert Steele

Director of Education in Magic Eyes Chao Phraya Barge Program

Room2

The History and Present Circumstances of Japanese Environmental Education

Rie Kashihara, graduate student of Nara Women's University

Biographical sketch: Born in 1974. Graduated Konan University. Special study: Education-Culture-Informational studies in Human and Cultural graduate course of Nara Women's University.

Field of concern: Environmental Ethics and Environmental Education.

1. Transition of a Viewpoint on Environmental Education From the early 1870's to 1940's, environmental learning was taught mostly in science education and social studies. Science and social studies started with teaching an outline of science and natural geographical or historical facts, They were based on a student's curiosity to nature and the familiar environment, and then they provided learning through common and practical materials and by learning the culture and history of the students' hometown by degrees. Developing this learning in science and social studies involved deepening students' understanding of nature, extending the view of the learning over a wider area. In the postwar period, due to environmental destruction the idea of nature conservation spread. Thus, schooling also incorporated a view to grasp the environment which had been dealt with independently of the human world until then, as it related to humans, in the curriculum.

2.The Problem of Pollution in Environmental Education

In 1971, the problem of pollution had been put into practice mainly in social studies through amendment of part of the course of study, because pollution problems and environmental hazards had become more striking. However that education had tended to emphasize the opposition between the enterprise which caused an accident and the victim, and to criticize the former. As a result, reference to environmental problems from a wider view were limited. After that, due to the promotion of environmental education in the Stockholm Conference in 1972, and the activities of local governments and NGOs, the idea of environmental education came to be emphasized. The intention is to understand and reconsider the relation of humans and environment systematically and fundamentally, without being limited only to the problem of pollution. Therefore, there is the aim of providing systematic environmental education from elementary school to high school. The course of study provided a system for teaching basic environmental subjects from elementary school to junior high school. Thus, in 1977 the subject "The Modern Society" was set up in high schools in place of Social Studies to synthesize what students have learned for 9 years in elementary and junior schools. The subject deals with the relation of humans and environment directly, and refers to the cultural environment also.

3.The Present Circumstances of Environmental Education

Taking up environmental education in schooling spread wider in the 1990's. Environmental Education was established around 1989, and an effort was made to spread it. The Ministry of Education guided teachers to teach environmental matters within the limit of regular subjects at first. However because the Ministry recommended teaching in cross curricular and synthetic methods in this way, environmental education came to promote the stress on practical activities. As a result, new subjects were set up, "Study of Life" and "Integrated Studies". It is desirable for such teaching to link closely to the practice of each subject. In many universities, some classes and departments of environmental studies and environmental education have been established. In order to be effective, systematic environmental education also needs to connect with home education and social education. It is most important that the principles of environmental ethics come to be integrated in various studies and subjects, while at the same time providing the ground for the various practices of environmental education.

Room2

Environmental Education for Technical Education in the 21st Century in Japan

- Necessity of Careful Creation of Nature and Environment -

Yoshiyuki Iio

Shizuoka prefectural Hamamatsu Jyohoku Technical High School,
Graduated Shizuoka University, Master of Engineering
Director of Environment Club in Hamamatsu Jyohoku Technical High School
An environmental counselor registered in the Environment Agency of the Japanese Government
Shizuoka Environmental Harmonics Educational Imagination Committee
Concerned with environmental education through the psychological approach, regarding nature and mind.

Today, Japan as a technological country, is converting from a mass production, mass consumption and mass waste to a sustainable society and is making a changeover in sense of values to wealth.

Therefore, in technical education, Japan is getting more concerned with environmental education and training engineers who can consider nature and environment. My high school stands in Hamamatsu City, one of most the important industrial cities. We have undertaken characteristic environment educational activities through volunteer activities and manufacturing for 10 years.

Introduction

Around our high school there is Hamamatsu Lake, Tenryu River and Nakatajima Sand Dune, an egg-laying area for red turtles and a colony of migratory birds.

Our concrete activities are voluntary activities, preservation activities, recycling activities, careful creation of nature and environment, research and study of nature and environmental problems and information activity.

Fruit of environmental education activity

Subject as environment education (“Technology and environment” First grade. “Global environmental problems” Third grade)

Use working clothes made from PET bottles.

Training leaders of environmental club.

Cooperation with Parents and Teachers Association

Junior ecology club

Theme for the future

For economic growth we realize the importance of the sustainable society, and creative activity for the environment in the new education process, which is considered Technical Education in the 21st Century in Japan by the Ministry of Education.

In the future, we must positively incorporate environmental education in technical education. And it is important to train engineers who can consider nature and the environment with a wealth of humanity and creativity.

Room2

**A study of the combination of various sectors for the practice of
environmental education**

- in the adaptation of the practice in Kamakura city -

Yoshihiro Furuya

Environmental preservation department, Kamakura city, An environmental counselor registered in the Environment Agency of the Japanese Government

Outline of Kamakura city

There are many historic and cultural assets scattered about Kamakura. In 1966, the foundation of Kamakura purchased the forested hills. It was a memorable incident as it was the first model of National Trust in Japan. The citizens of Kamakura have a strong environmental consciousness. It's a nice place for environmental education.

Environmental policy in Kamakura city

We have a fundamental concept in the basic plan of Kamakura City. "The Establishment of an environmental municipality". It means that all people who are members of the region will cooperate and act together to establish an environmentally friendly society through regional efforts.

Promotion of Environmental Education

To build an environment-friendly society, it is important that every citizen has a strong environmental consciousness and exercises this in all activities that impact on the environment.

To help promote such an attitude, the Kamakura City Office and the citizen's organizations are promoting some events for environmental education.

- Acid rain monitoring by all junior and junior high schools in Kamakura
- Measurements of water quality of rivers near the schools
- Classes taught by city officers
- Nature observation by children
- Handicraft using recycling grasses

Combination of various sectors

Each sector has some problems in the practice of environmental education. We need the combination of the various sectors.

I am expecting more environmental education in schools. There is continuous and stable incentive.

Room2

Traditional Cultural Food and Environmental Education

Makoto Honjo

Profile

Shinbigaoka Primary school teacher, Kashiba-city, Nara.

Attending Nara Education Graduate School, Natural Environment Education Center.

Graduated Nagoya University, Agriculture.

Director of the Okuyoshino Nature Research Society and Nara Environmental Education Society.

Executive Committee of The Japan Society of Environment Education of Kansai Branch.

Investigating fresh water life, deer and antelope in Okuyashino, Nature Cultural and Material in Asuka.

Propose traditional culture of food as teaching material in environmental education

1. Modern food problems

2. Example: Kakinoha-sushi, Japanese tea.

Culture of leaf-wrapped food.

Seasonal and regional food preservation.

The origin of Nare-sushi is the Southeast Asia.

Wisdom of post generations in environmental education.

3. Theme for the future.

Establishing a national and international network for the practice of environment education on food.

Other Participants

Chamniern Paul Vorratnchaiphan

Born in Thailand, 1946. Completed a Doctor in Political Science, Department of Spatial Planning, Dortmund University, West Germany in 1990. At present, Director of the Grassroots Action Program (GAP) at Thailand Environment Institute (TEI).

Songphon Sukijbumrung

Acting Head of Environmental Education Section, at Department of Environmental Quality Promotion.

Student Meeting

Student Meeting

“Earth Environment and Global Citizen: seeking cooperation between Japan and Thailand in the near future”

Japan side: Konan University Fumiaki Taniguchi Office

1. Introduction

As members of Taniguchi seminar, we study environmental ethics and education. So far we have investigated local and global environmental pollution and considered ways to resolve environmental pollution.

2. Recognition of Environmental Problems: Environmental Destruction and Pollution

- (1) Destruction and Pollution of the Natural Environment: Deformed Monkeys
- (2) Destruction and Pollution of the Social Environment: Minamata Disease
- (3) Destruction and Pollution of the Mind Environment: Mental Therapy (Sandplay World)

3. Environmental Education and Activities: Restoring the Local Environment and Creating Green Spaces

(1) Agriculture

The purpose of this activity is to experience nature through physical activities, the pleasure of growing crops and the importance of food. And we think that this experience provides one solution to environmental problems. We grew vegetables and rice in 1999.

-) Organic Gardening
-) Rice Planting
-) Issues in Japanese Agriculture

(2) Biotope

Biotope is the space of the minimum unit that is necessary for a habitat of life. The background, as we have seen, is “global environmental problems”. It especially results from the feeling close to us of loss of “diversity of species”. Natural environment close to us is being destroyed not only in the cities but also in lonely places. The BIOTOPE has the purpose of restoring such lost natural environments close to us.

-) Concept of Biotopes
-) Creating a Biotope at Hirono Ground
-) Observations made at the Biotope

(3) Field Investigations

-) Experiencing Nature
-) Eco-tours: China, Thai, Canada

4. Creating Networks

We endeavour to make Creating Networks from local to global one using the Internet.

(1) Networking with Universities at Home and Abroad

-) Peking university in china
-) Rajabhat Institute Pranakorn
-) University of Victoria in Canada

(2) Students' Homepage

(3) Academic Associations and Congresses, International Symposium etc.

Introduction
to
International Association of Earth-Environment
and
Global-Citizen (IAEG)

International Association of Earth-Environment and Global-Citizen (IAEG)

Prospectus

<The Reason for Establishing the Association>

Despite the acceleration of environmental destruction we have as yet found no viable and concrete solutions.

On the one hand, we have the problem of the perceptions, values and assumptions prevalent in modern industrial societies whereby so many people are typically self-seeking, self-absorbed and consumer-oriented. The perceptions, values and assumptions of the younger generations in Japan offer a striking example of this problem.

On the other hand, most of our experts are limited within their own fields of specialization and are generally unable to work towards finding integrated solutions to global environmental problems.

To find viable solutions to environmental problems we must pursue our activities from both the theoretical and practical levels. We therefore need to make connections with others around the Earth-Environment to share information. We need to focus on the global viewpoint, and so we must recognize ourselves, first and foremost, as Global-Citizens by establishing the International Association of Earth-Environment and Global-Citizen.

<Purpose of the Association>

In the International Association of Earth-Environment and Global-Citizen we focus on Earth-Environment with in the three horizontal axes: "Nature and Lifeforms' Environment", "Society and Cultural Environment", "Spirit and Mind Environment"; each of which can provide the basis for study sessions. Additionally we focus on Earth-Environment within the three vertical axes "Environmental Ethics; Theory", "Environmental Education; Practice", "Environmental Information; International Information", each of which can provide the basis for sectional meetings. We will try to find solutions for global environmental problems from the viewpoints outlined above and we can then tackle these problems through research meetings as follows. Transcending the borders between countries we shall recognize that we are Global-Citizens and understand the phenomena of the Earth-Environment, accordingly we can recover our only earth.

< Study Sessions and Sectional Meetings >

In the horizontal axis three sectional meetings, in the vertical axis three research study session are organized.

Sectional Meeting Study Session	a. Theory		b. Practice		c. Information	
1. "Nature and Lifeforms' Environment" Respects for Ecology and Lifeforms	Natural Phenomena and Essence Lifeforms Phenomena and Essence	Environmental Ethic with Inquire into phenomena, essence systematically.	Nature Education Natural Preservation Ecological Research Field Work	Environment Education for realizing of sustainable society, and nurturing a global citizen with sound mental health.	International Network Japan, China, Thailand, Korea, Canada, England, Australia, etc. Local Network Hyogo, Osaka, Kyoto, Nara, Shiga, Mie, Wakayama, Tokyo, Kyusyu, Hokkaido, etc.	Establishing Homepage as International networking and publishing of the journal and newsletter in order to exchange of information.
2. "Society and Cultural Environment" Human Relationship and Indigenous Culture	Social Phenomena and Essence Cultural Phenomena and Essence		Local Activity Life-long Education Environmental Audit			
3. "Spirit and Mind Environment" Self-realization, Fostering of Ethical Viewpoint	Spiritual Phenomena and Essence Mind Phenomena and Essence		Counseling Autogenetic Training Sound Play Therapy Religion			

<Enterprise of the Association >

The Association encourages people to be Global-Citizens and to support various research projects and practical enterprises for recovering the Earth-Environment. For that reason the Association will hold international symposia, make a homepage and publish an online journal and newsletter.

<Key Terms >

Environmental Assessment, Environmental Audit, Environmental Counseling, Environmental International Standardization of Organization, Environmental Management, Systems Theory, Bio Ethics, Field Work, Alternative Forestry Preservation Movement, Biotope, Rice Planting, Ecological Research, Aquatic Animals and Insects Research, Deformed Monkey Research, Panda Research, Bird Migrating Research, Nature Education, School Education, Social Education, Life-long Education, Equality of Resource Distribution, Generational Ethics, Medical Ethics, Food Issues, Food and Agriculture, Citizens Movements, Non Governmental Organizations, Non Profitable Organizations, Land-Scape, Sound-Scape, Bio Ethics, Self-Organicity, Complexity, Mature Society, Races and Nations, Native People, Civilization and Culture, Traditional Culture, Economic Activity, Open Lecture, Body and Mind Theory, Ecological Psychology, View of Life and World, Relief and Healing, Religion, Symposia, Workshop, International Congress, Internet, International Exchange, Peace and Coexist, etc.

<Membership and Annual Fee >

Members shall be accepted by the acknowledgment of Executive Committee.

Members shall pay annual fee which enable them to receive an online journal and newsletter of the Association.

International Association of Earth-Environment and Global-Citizen

Constitution

Chapter I. General Rules

Article I. Name

The name of this organization shall be; The International Association of Earth-Environment and Global-Citizen (IAEG).

Article II. Purpose

The purpose of this association is to promote awareness of humans as Global-Citizens, to contribute to the development of the study of earth environment issues, to promote an understanding of the issues of life and to support activities aimed at solving the environmental problems.

Article III. Plan of Operation

The plan of operation of the Association shall be:

1. To organize the National Convention, the International Congress and local research.
2. To research environmental issues in cooperation with foreign institutions.
3. To manage the Society of Informational Exchange for Environmental Education between Japan and China.
4. To exchange international information through the Internet, and to provide and to administer a homepage for the Association.
5. To publish an online journal and newsletter.
6. In addition, to conduct projects concerned with issues of earth-environment and global-citizen.

Chapter II. Membership

Article IV. Membership

Membership of the Association shall consist of three classes: regular members, graduate course members, and student members.

Article V. Application

Membership of the Association shall be open to any person who shares the stated purpose of the Association. Application for membership shall be made by filling in an application form of the Association and paying the admission fee and the applicable annual membership fee.

Article VI. Membership Rights

Members are entitled to attend the International Congress and research group and shall receive the online journal and newsletter.

Chapter III. Officers

Article VII. Officers

Elected officers of the Association shall be:

1. President (1)
2. Vice Presidents (2 or 3 people)
3. Advisors (2 or 3 people)
4. Council (15)
5. Executive Directors (20, to form the Executive Committee)
6. Secretaries(2 or 3 people)
7. Accounts Auditors(2)

Article VIII. Election of Officers

1. The President shall be elected by the Council.
2. The Vice President and the Advisors shall be nominated by the President.
3. The Council shall be elected from the Executive Directors.
4. The Executive Directors shall be elected from the members.
5. The Secretary shall be nominated by the Executive Directors.

Article IX. Task of Officers

1. The President shall be the representative of the Association and shall be responsible for the operation of the Association.
2. The Vice President, the Advisor and the Council shall assist the President.
3. The President shall preside at the Council meeting, and shall ask the Council and the Executive Committee for advice.
4. The President shall be the Chief Executive Director and shall preside at meetings of the Executive Committee and shall direct the Association.
5. The Executive Committee shall consist of the Planning Committee, the Editorial Committee, the Public Relations Committee and the International Exchange Committee.
6. The Secretary shall assist the operation of the Association in, for instance, accounts, day-to-day running, the National Convention, the Symposium and local research of the Association.
7. The Account Auditors shall audit the Association's finances.

Article X. Term of Officers

The officers shall serve for a term of 4-years. Future reelection shall be permitted.

Chapter IV. Meetings

Article XI. Executive Committee

1. The Executive Committee shall be summoned by the President.

2. If fifty percent plus one of the Executive Committee attend the Committee, the Committee will be recognized. However, attendance by letter of attorney is permissible.
3. The quorum needed for the Executive Committee is fifty percent plus one of the Executive Committee.
4. The Executive Committee may be enlarged by including Council members nominated by the President. Proceedings shall be followed as above as for a regular Executive Committee meeting.

Article XII. Council meeting

1. The council meeting shall be summoned by the President.
2. The council meeting will meet at least one time per year.

Article XIII. Annual Meetings

1. The annual meetings shall be organized by the members of the Association, and shall discuss the following: (1) execution of projects, (2) approval of officers, (3) approval of accounts, (4) membership fees, (5) revision of Constitution, (6) other matters at the request of the Executive Committee.
2. The Association will meet at least one time per year. The quorum needed for the meetings is fifty percent of the attendance.

Chapter V. Finances

Article XIV. Expenses

The Association shall be a non-profit making organization. All funds are constituted from annual membership fees, contributions and so on.

Article XV. Membership fees

Membership fees shall be paid at the start of the year. The amount of the annual dues is to be decided in a separate paragraph.

Article XVI. Budget and settlement of accounts

The budget is to be set by the Executive Committee. Reports of projects income and expenses shall be informed by the Executive Committee. All reports must be approved by the Account Auditors. All reports must be reported at the Annual meeting.

Article XVII. Fiscal year

The fiscal year is from April, 1 to March, 31.

Chapter VI. Bylaws of the constitution

Article XVIII. Next election of officers

The next election of officers shall be started from 2006.

Article XIX. Location of the general office

The general office of the International Association of Earth-Environment and Global-Citizen shall be;
TANIGUCHI Fumiaki office, Department of Literature, Konan University.
8-9-1 Okamoto, Higashinada-ku, Kobe, Japan.

Article XX. Location of the field office

The field office of the Association shall be;
Hirono Fieldsite of Konan Univ.

Article XXI. Enforcement

The articles and bylaws of this Association shall be effective from April 1, 1999. This date being one year after the Preparatory Committee meeting.

Additional Information

Membership fees shall be: ¥4,000 per annum for regular members, ¥2,000 per annum for graduate course members, ¥1,000 per annum for student members. The admission fee shall be ¥5,000(as of April 1, 1999).

IAEG Officers of the Association

	Name	Position
President	Fumiaki Taniguchi	Prof. of Konan Univ.
Vice Presidents	Preang Kitratporn	Rajabhat Institute Pranakhon, President
	Paul West	Prof. of University of Victoria
	Cao Qing Yang	President of Beijing Yuda Business College, Environmental Educational Information exchange between China and Japan
Advisors	Norihiko Nakanishi	Former President of Konan Univ.
	Zenji Suzuki	Emeritus Prof. Osaka Kyoiku Univ.
	Kaoru Takasaka	Prof. Konan Univ.
	Osamu Abe	Saitama Univ.
	Mikio Kimata	Tokyo Gakugei Univ.
	Jin Shi bai	General Secretary and Executive Member of the Society of Comparative Education Under the Chinese Association of Education, Research Fellow of the Chinese National Institute of Educational Research
	Tian Dexiang	Chief Office of Environmental Protection of Peking Univ., Chief Graduate School, University of Science Technical of China
	Jia Feng	National Environmental Protection Agency (NEPA)
	Wang Zong-Min	President of Tianjin Education and Science Research Institute
	Zhou You Hong	Beijing Xi Cheng District Youngsters Science and Technology Center Senior Teacher
	See-Jae-Lee	Korea Christian University
	Alan Drengson	University of Victoria
	Richard Smith	Head Editor "journal of Environmental Education"
	Laddawan	Rajabhat Institute Pranakhon
	Kanhasuwan	Rajabhat Institute Pranakhon
	Nancy J.Turner	University of Victoria
	Gloria Snivery	University of Victoria
	Prapa Nalabol	Rajabhat Institute Pranakhon
	Siriwat Soondarotok	Rajabhat Institute Pranakhon
	Chintana Soondarotok	Rajabhat Institute Pranakhon
	Jurailagsna Mushira	Rajabhat Institute Pranakhon
	Wilhelm Vosse	Keio Univ.
	Thomas Heyd	University of Victoria
Council	Sokichi Tani	Director of Rakusai Keiyunosato Hospital
	Sakingo Imai	Chief of Kobe Institute of Health
	Tetsuya Hisatake	Prof. Konan Univ.
	Haruo Murakami	Professor Emeritus at Kobe Univ.
	Yatsuka Matsuda	Lecturer of Osaka Prefecture University Research Institute for Advanced Science and Technology
	Seishi Akao	Representative of Institute for Global Environmental Culture
	Kosuke Toda	Hyogo Prefectural Human and Nature Museum
	Anna Ford	Visiting Prof. of Konan Univ.
	Goichi Gaku	Prof. of Konan Univ.

Executive Directors	Hisashi Fukushima	Environment Strategic Analytic Organization
	Ryuichiro Fujikawa	City Holl of Kobe Pref.
	Yasuhiro Kikuchi	Hyogo Prefectural Office
	Makoto Honjo	Kashiba City Mamigaoka Elementary School
	Zentaro Ueda	Sakai City Jyoto Elementary School
	Isao Kiuchi	Foundation Osaka Prefectural Youth Field Outside Ativities Center
	Minoru Onchi	Teacher of Konan High School and Junior High School
	Koji Wada	Lecturer of Konan Univ.
	Miyuki Iio	Shizuoka prefectural Hamamatsu City Jyohoku technical high school
	Takatoshi Watanabe	Lecturer of Konan Univ.
	Yoshitake Ishigami	Kobe Design Univ.
	Yasuko Kamata	Osaka Univ.
	Teruko Matsuda	Konan Univ.
	Yoko Matsutani	Konan Univ.
	Masao Amano	Konan Univ.
	Riwa Watanabe	Osaka Kyoiku Univ
	Rie Kashihara	Nara Women's Univ.
	Christpher Storey	Lecturer of Konan Univ.
	Yoshihiro Furuya	City Holl of Kamakura Pref.
	Hideki Oshima	Lecturer of Rissho Univ.
	Fumio Moriya	Prof. of Kobe University of Commerce
Secretaries		
A Head of Secretariat	Yoshitake Ishigami	Kobe Design Univ.
Public relations	Yasuko Kamata	Osaka Univ.
	Rie Kashihara	Nara Women's Univ.
General Affairs	Teruko Matsuda	Konan Univ.
	Takatoshi Watanabe	Lecturer of Konan Univ.
	Masataka Ymamoto	Konan Univ.
Public Information	Masao Amano	Konan Univ.
	Shinsuke Koyama	Konan Univ.
	Yoshifumi Takahara	Konan Univ.
Accounts	Riwa Watanabe	Osaka Kyoiku Univ
	Yuko Kikyou	Konan Univ.

Office of IAEG

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- Homepage: <http://www.nk.rim.or.jp/~fumiaki/>

Executive Committee of the International Congress in Thailand

	Name	Position
Thai Side:	Preang Kitratporn	Rajabhat Institute Phranakhon President
	Laddawan Kanhasuwan	Rajabhat Institute Phranakhon
	Prapa Nalabol	Rajabhat Institute Phranakhon
	Siriwat Soondarotok	Rajabhat Institute Phranakhon
	Chintana Soondarotok	Rajabhat Institute Phranakhon
	Jurailagsna Mushira	Rajabhat Institute Phranakhon
	Saowalak Suriyawongpaisal	Prof. of Chulalongkom Univ.
	Pipat Patanaponpibul	Dr. of Chulalongkom Univ.
	Trisilpa Boonkhachorn	Assistant Prof. of Chularongkorn
	Chomnard Setisarn	Lecturer of Japanese Section Chulalongkom Univ.
Rangsima Boonsinsukh	Guest Lecturer Japanese Section Chulalongkom Univ.	
Japanese Side:	Fumiaki Taniguchi	Prof. of Konan Univ.
	Kaoru Takasaka	Prof. Konan Univ.
	Sokichi Tani	Director of Rakusai Keiyunosato Hospital
	Sakingo Imai	Chief of Kobe Institute of Health
	Yatsuka Matsuda	Lecturer of Osaka Prefecture University Research Institute for Advanced Science and Technology
	Seishi Akao	Representative of Institute for Global Environmental Culture
	Miyuki Iio	Shizuoka prefectural Hamamatsu City Jyohoku technical high school
	Makoto Honjo	Kashiba City Mamigaoka Elementary School
	Takatoshi Watanabe	Lecturer of Konan Univ.
	Christpher Storey	Lecturer of Konan Univ.
	Yoshihiro Furuya	City Hall of Kamakura Pref.
	Hideki Oshima	Lecturer of Risho Univ.
	Yasuko Kamata	Osaka Univ.
	Teruko Matsuda	Konan Univ.
	Yoko Matsutani	Konan Univ.
	Riwa Watanabe	Osaka Kyoiku Univ.
	Rie Kashihara	Nara Women's Univ.
	Kenichi Takai	Konan Univ.
	Miyuki Hibino	Konan Univ.
	Hiroyuki Haraguchi	Konan Univ.
	Masataka Yamamoto	Konan Univ.
	Yuko Kikyo	Konan Univ.
	Shinsuke Koyama	Konan Univ.
	Yoshifumi Takahara	Konan Univ.
Yasunori Okada	Konan Univ.	
Aki Deguchi	Konan Univ.	
Sachiko Yano	Konan Univ.	

