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研究課題名(和文)日・米・イスラエル・パレスチナにおけるウォーター・リテラシーに関する調査

研究課題名(英文)A Study of Water Literacy in Japan, the US, Israel and Palestine

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研究成果の概要(和文)：シンポジウム、オープンフォーラム、ワークショップを通じて、水と教育に関する専門家のコミュニティが形成された。有効的に教育するための知識と方法に関して、建設的な議論はいままも継続中である。本研究では、水に関する基礎的知識(ウォーターリテラシー)評価ツールを開発し、それは様々な地域で妥当性の検討のために試験的に導入された。その結果、水に関する知識、スキル、そして開発しやすい性質の文化的で環境的に適切な側面は社会全体に認識されたといえる。

研究成果の概要(英文)：Through symposium, open forum and workshop venues, a community of water and education related specialists was created and productive dialogue regarding what knowledge can be beneficially taught, and how, is ongoing. A Water Literacy Assessment Tool was developed and piloted for appropriateness in different regions. Cultural and environmentally relevant aspects of water-related knowledge, skills and dispositions to be developed were identified across societies.

研究分野：社会科学・国際比較教育学

キーワード：water literacy trans-local knowledge IWRM environmental relevance knowledge skills dispositions

1 . 研究開始当初の背景

A growing consensus holds that freshwater resources promise to constitute one of the greatest sustainability problems of the future (Diamond, 2005). Within this dialogue on water resources, Integrated Water Resources Management (IWRM) has emerged as a widely accepted way of addressing the social, ecological, and economic aspects of procuring safe drinking water supplies and sewerage for the world's populations (Global Water Partnership). This approach involves a broad group of user constituencies in decision-making processes that govern water. This approach, however, requires a broad based capacity among members of a community to enter into such joint management of water resources, including: an accurate knowledge of hydrological conditions; skills for designing solutions democratically; and a disposition to work for water sustainability, both globally and locally—the components of water literacy. However, even if water literacy is apprehended on a common-sense basis in a local setting, understanding water literacy in hydrologically diverse environments was deemed necessary in order to be able to define it on a more global level, particularly in dry and water-rich regions.

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2 . 研究の目的

The current study sought to depict water literacy

in dry and water-competitive regions such as Israel and Palestine, as well as wetter, yet virtual water-dependent countries, such as the US and Japan. This depiction was to be based on qualitative observation and result in a water literacy instrument.

3 . 研究の方法

Qualitative interview and observation analysis was conducted in the US, Israel and Palestine, and an international dialogic community was created in Japan, utilizing online communication and an International Symposium. Furthermore a water literacy survey instrument was developed for use in further research, and the lower secondary level was identified as an appropriate level to conduct such an instrument.

4 . 研究成果

As a result of this study, a better understanding of environmentally relevant water knowledge has been assessed across hydrological environments in the four target societies. Political dimensions in water scarce regions create a disincentive to place environmental interests over one's own personal and community interests, when an unfriendly party (Israelis and Palestinians) shares the same groundwater resources, but particularly in the less powerful Palestinian context. Conversely, young people in technologically powerful Israel may have a tendency to downplay the environmental risk, in light of greater perceived political risks, and emphasize technological fixes.

In water rich societies of Japan and the US, there is far more readiness among educators to consider water-related sustainability messages within the curriculum and teaching. Special facilities and projects are devoted to water

learning in the US, and sustainability standards developed in recent years address water. In Japan, Education for Sustainable Development is a curricular stream that provides a ready venue to develop water-related lessons through lesson study research. In both countries, organizations such as Project WET are actively disseminating useful water-related lesson books and tying these to curricular standards and lesson points. Nevertheless, in both countries educators with a strong understanding of water issues and a vision for promoting water knowledge are in the minority and water is not mainstreamed. Thus water literacy promotion has constituted a ripe topic for sustainable development goals.

Throughout the project, an ongoing international dialogue on water literacy has been established. Using teleconferencing technology, and through actual visits, 5 symposium, open forum, and workshop events were held to bring together educators, academicians, journalists, business representatives, politicians and NGO leaders to discuss what the next generation needs to know about water. A wide range of emphases were documented and compiled in a monograph and training and discussion is ongoing. Moreover, because of this study, further research addressing the place of water literacy in the sustainable development goals has commenced.

5 . 主な発表論文等

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[産業財産権]

出願状況 (計 0 件)

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6 . 研究組織

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