



Japan & Bangladesh's Compulsory Education of Weather, Climate and Climate Change

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Japan's nine years of compulsory education is divided into six years of elementary and three years of middle school. Weather and temperature measurement are taught in the fourth grade. Changing weather patterns and typhoons are taught in the fifth grade. Atmospheric pressure, relative humidity, frontal system and Japan's seasonal weather patterns are taught in the eighth grade. However climate-change is not covered.

Bangladesh has five years of compulsory education. Weather and climate are taught in the fourth and fifth grades. Climate-change is also taught in the fifth grade, per the 2011 National Curriculum. Its 2010 education plan stated that the compulsory education is to be extended to eight years. The national curriculum for middle school (grades six through eight) is to be updated in 2018; and climate-change and the 'greenhouse' effect will be taught in the seventh grade.

Teaching climate-change will raise its awareness; and hence, reduce our vulnerability whilst mitigate its consequences. The teaching of climate-change is also considered to be part of UNESCO's Education for Sustainable Development; yet, the treatment of climate-change within science classes is different between Japan and Bangladesh. This difference can not be explained by the differences between a developed and developing country. These comparison studies depict the difficulties of climate-change curricula of these two environments.