

## Environmental Communication

### Development of environmental education by delivering lectures on request

In the fiscal year ending March 2010, to contribute to the development of a sustainable society, JR East initiated environmental education programs for children. They will lead the next generation, and they need to understand environmental issues and their relationships with the society. The program aims to help children understand the environment and life through materials related to railways. In fiscal year 2012, the program was implemented at seven schools, primarily elementary schools, in Tokyo and Saitama Prefecture. We will continue it.



Delivering an environmental education program at an elementary school in Hachioji (Tokyo)

### Railway Museum Environment Seminar

We staged the second “Seminar on Environmentally Friendly Railways” for elementary school children at the Railway Museum. Together with learning about global environmental problems, they were shown the importance of recycling by separating trash at a station and on the train.



Seminar on Environmentally Friendly Railways at the Railway Museum

### Environmental Events in Cooperation with Other Companies

To explain JR East’s environmental preservation activities and directly communicate with customers, we joined Tokyo Gas Co., Ltd., in staging “The Ninth Gas and Railway Environmental Activities Exhibition for Parents and Children” at the Gas Science Center. In addition to introducing environmental aspects of gas and railways and our energy-saving activities, the event featured hands-on opportunities to learn and have fun at the same time.

## VOICE

## Collaborating on environmental education with JR East employees

I call the joint effort with JR East employees “teaching collaboration,” rather than “lecturing on request.” Lecturing by companies usually means the content is determined in advance by them and employees visit schools to give lectures in their technical areas as one-day teachers. Often, moreover, they spend an hour or so on something that might deserve six hours, including opportunities for the students to see and try things for themselves.

“Teaching collaboration” with JR East employees is different in that class teachers in elementary schools and JR employees work together in the teaching program. All fifth graders participate for a total of three hours. The employee remains at the school for almost a week – very unlike being a guest lecturer. The person is with the class as long as possible, including eating lunch with students in his uniform, which serves well to stimulate their interest.



There were two basic themes: the railway information network and mechanisms of conveyance of information in emergencies such as the Great East Japan Earthquake, and the benefit to the global environment of changing from paper railway tickets to the “Suica” IC card.

Having been part of the program twice since 2010, I found one problem to be that the company is apt to focus on efficiency – “How can we convey more within the allotted period?” – while the school is less concerned with how much is “taught” than with the children having enough time to think, absorb and be stimulated. Generally speaking, proposals by companies tend to be overloaded with content.

With JR East, however, this is no longer the case. Adjustments have been made one by one on both sides. The reason we chose JR East as our partner was its attitude and desire to “work together for something better.” The program provided students with a valuable learning opportunity and I am sure they had a good time. At the same time, JR East was able to make use at other schools of the know-how on “teaching collaboration” it acquired with us, making the program beneficial to them as well.

The effort has also been valuable for teachers, not least as an impetus to look again at the nature of teaching itself. Ideally, children become familiar with subjects, interested in them, and solve problems on their own. Only in this way do they truly learn. Thus, we mostly endeavored to find hands-on subjects that the children could experience directly. I am confident that we were successful – that “teaching collaboration” produced the desired result.



**Takashi Kondo**

Vice Principal  
Saitama Johoku Elementary School

**Public Relations on Environmental and Societal Activities**

To present JR East's activities for the environment and society in an accurate, easy-to-understand manner, we began publishing Annual Environmental Reports in 1996, and have titled them Sustainability Reports since 2002.

We also communicate about our environmental activities through magazines, TV commercials and other media, as well as JR East's websites, posters and pamphlets.



Campaign poster on energy conservation



Poster advertising the company: "Railways Co-Existing with Local Communities" (also TV commercial)



Ecoste pamphlet



Picture book on the environment

**Eco-tourism**

Eco-tourism develops deeper understanding and affection for Japan's natural environment and culture. This year, to convey the appeal of the Shirakami mountain area, a World Heritage Site, we held a lecture in the Tokyo metropolitan area which attracted more than 500 people. At our lecture in Shirakami, 40 people joined the program. We continue to promote Hiking from Stations in each region, and in the year ending March 2012, we held 626 hiking trips from stations with approximately 200,000 people in total participating in the events. Among these trips, we organized Ecohiking courses which included visits to facilities where energy resources were efficiently utilized and to seashores to pick up trash there. A total of about 250 people participated.



Blue Pond, with its distinctly blue water, in a beech forest



Planting trees at Futatsumori



Visiting a natural beech forest