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Author(s)	Onishi, Ena
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平成 28 年度学部学生による自主研究奨励事業研究成果報告書

ふりがな 氏　　名	おおにしえな 大西絵奈	学部 学科	人間科学部 人間科学科	学年	2 年
ふりがな 共　同 研究者名		学部 学科		学年	年
					年
アドバイザー教員 氏名	Paola CAVALIERE	所属	人間科学部		
研 究 課 題 名	日本における動物介在教育の社会的役割と課題 Social Role of Animal Assisted Education (AAE) in Japan and their Tasks				
研究成果の概要	研究目的、研究計画、研究方法、研究経過、研究成果等について記述すること。必要に応じて用紙を追加してもよい。				

Introduction

Social changes such as growth of nuclear family, urbanization and computerization are significantly affecting children's social and cognitive development. For example, children in contemporary society have less interaction opportunities with elders, animals or children in different age group. Hence "humane education" that teaches people how to accept and fulfill their responsibilities to companion animals, such as cats and dogs, and all forms of animal life is considered vital in recent education (Animal Welfare Nonprofit National Humane Education Society, 2016). One of the methods of providing such education is Animal Assisted Education (AAE). AAE refers to any activity that involves animal assistance for the purpose of education. Most of the AAE activities teach children to cherish and respect living things through the interaction with animals. However, in some occasions AAE can also be used for the purpose of science and diet education. This research paper aims to reveal the current situation of AAE implemented in Japan in order to analyze their social role as well as issues and tasks.

Research Plan

Since there is a lack of literature in the field of AAE explicitly focusing on the Japanese cases, conducting interviews and attending conferences to collect variety of case studies were required. The table below summarize the cases and methods used for each case studies investigated in this research.

Case Study	Method
JAHA and ASAET	Conference Attending Interview
R.E.A.D Program	Interview

Danjo Elementary School	Fieldwork
St. Margaret's Elementary School	Literature review
Kurumechikusui High School and Higashi Nose Elementary School	Literature review

Figure 1: Chart of the cases and methods used for the investigation of the case studies

The research was conducted as follows. Firstly, face-to-face interview with Atsuko Otsuka, a journalist who has been exploring the field of animal assistance both in Japan and overseas was conducted (September 23, 2016). Secondly, information on short-term AAE case studies was collected from the JAHA (Japanese Animal Hospital Association) Conference (October 16th, 2016) and ASAET (Asian Society for Animal-Assisted Education and Therapy) Conference held in Tokyo (October 29 to 30, 2016). Long-term AAE case study of St. Margaret's Elementary School was explored through the literature review of the two books written by Yoshida Taro, the founder of AAE program in the school. Another long-term AAE case study of Danjo Elementary School was studied through fieldwork by attending and observing their annual event of "*Doubutsu land Matsuri*" (Animal Land Festival) and interviewing the principal (November 4, 2016).

By comparing these case studies explored through interviews and fieldwork, strengths and weaknesses of each methods and their issues and tasks to be overcome will be discussed. The data below summarizes the sources of data and information collected for the research project.

Different Types of AAE

Term Period	Structure	Method	Main Aim	Examples in Japan
Short-Term	External	Lecture by experts	Social development of children or academic learning	➢ JAHA ➢ ASAET
		Children Participation	Improvement of reading skills and promotion of reading	➢ R.E.A.D Program
Long-Term	Internal	Animal rearing: companion animals	Social development of children and academic skills improvements	➢ Danjo Elementary School
		Animal rearing: school dog	Social development of children	➢ St. Margaret's Elementary School
		Animal rearing: meat animals	Food Education	➢ Kurumechikusui High School ➢ Higashi Nose Elementary School

Figure 2: Chart of the categorization of 5 AAE activities based their term period, structure, method and aim

Definition of Animal Assisted Education

AAE has variety of different structures and systems depending on the groups, veterinarians and dog trainers conducting the activities. Through the research, it was found that these different activities can be categorized with four distinct criteria: term period (short-term or long-term), structure (internal or external), method (lecture or participation) and aim (humane education or knowledge based education). Figure 1 has visually categorized five different types of AAE activities investigated in this study.

R.E.A.D (Reading Education Assistance Dog) program, firstly started in the United States in 1999, is a type of AAE activity which let children to read books for dogs in a relaxed environment so that children who has difficulty in reading text in front of people can practice their reading skills at the same time they can get familiar with reading books. Using this as a role model, a public library in Mitaka city in Tokyo has started R.E.A.D program with the support of JAHA (Koumei Shimbun, 2016).

Education of respecting living things is one of the aims of most AAE implemented in school. One of such AAE includes a program that let children raise animals with the prospect of eating them after they have raised. For example, in 1990 to 1992, Higashi Nose Elementary School in Osaka Prefecture had an attempt to raise a piglet at the school to teach them the food production cycle in order to raise children's awareness and gratitude towards foods. Eventually, the project was dropped after students decided they did not want to proceed into the eating phase (Kuroda, 2003). Similarly, from 1996, Kurumechikusui High School in Fukuoka Prefecture has been continuing their program of letting students in Food Commerce and Marketing Division Course to raise a chicken from an egg to eat (Jounetsu Tairiku: Manabe Kouji, 2013). These activities have often been covered in media not only limited to TV but also movies and books. As a consequence, many criticisms have been raised.

As it is clear from these two types of AAE, there is no solid definition to conceptualize AAE. Also there are indefinite divisions between AAE and other activities such as AAA (Animal-Assisted Activity) and AAT (Animal-Assisted Therapy). In fact, the explication of AAE highly depends on each individual and expert. Likewise, some institutes implement all of the AAE, AAT and AAA at the same site. For example, Atsuko Otsuka has commented that organization called "Green chimneys" in the United States conduct variety of activities that can be categorized into all AAE, AAT and AAA. Therefore, in order to focus on the cases in Japan, three case studies explored through this research project will be the focus of the analysis.

Results ①　Three Case Studies: Positive Outcomes

Firstly, most of the short-term external AAE projects are implemented by volunteers belonging to NPO such as JAHA and ASAET. These activities are managed by local veterinarians and dog-trainers. For example, in the JAHA conference, Ayabe Animal Hospital in Miyazaki Prefecture has commented that they visit approximately 10 schools each year for AAE (1). Methodologies, aims and animals used in activity highly depend on each cases. Different animals such as dogs, cats, birds, horses and small animals especially rabbits and guinea pigs are used depending on the needs. Similarly, the purpose and aim of using animal assistance in education also differs by each activity. For instance, Yumiko Daimon, a veterinarian in Fukui Prefecture, has reported her experience of conducting requested lesson of using a dog for the science lesson of bones and muscles in fourth grade class (1).

In this type of AAE, children can learn the right treatment and knowledge of animals, while at the same time they can familiarize with animals. Since all the contributors of this AAE are either experts or volunteers who have been trained and appointed by the NPO, teachers have less amount of work. That is very helpful since teachers in Japan do not have extra time. This systemized AAE can be trusted in safety, sanitary and animal welfare aspects. Moreover, this AAE can be introduced into most of the school in Japan since volunteer members exist in all over the places. Not just only for children and school benefit, but this type of AAE can be also be used for the benefit of NPOs and local community. For example, the NPO called *Umikaze Horse Farm* in Okinawa prefecture conduct AAE using native horse of Okinawa in order to promote the species preservation and their usage (2).

A second case study investigated in this study is the long-term internal AAE in St. Margaret's Elementary School. In 2003, Taro Yoshida founded an AAE program believing in the idea "dogs are entity that somehow provides special power for children" (Yoshida, 2015, p.65). He heard the voice of one truant student who said "If a dog was in school…" and decided to start this very new program in Japan by studying many model overseas cases (Yoshida, 2015, p.64). Since then, four dogs have participated as a school dog. Dogs are taken from and back to Yoshida's house so that they are not actually raised only in the school but the group of representative students called "*Buddy Walker*" take care of the dogs while at the school (Yoshida, 2016, p.17). Dogs will participate in the morning greeting, school events and some of the lessons including school visit lectures by experts such as veterinarians and dog trainers. The participation and assistance of the dogs enrich children's learning and education.

This AAE project aims to brighten the school environment itself rather than expecting children to acquire specific skills or learning outcomes. In addition to the outcome of gaining self-esteem, responsibility and kindness, children can also enjoy the school events and lessons with assistance of the dogs. The truant student who had been the trigger of this program started to come to school just to take care of the dog. Then, as she go familiar with other children by caring the dog, she started attending the classes from her own will. Also this program provides opportunities of interaction not only among children but also between children and external community. For example, they visit an eldercare facility with the school dogs (Yoshida, 2015, p.124). Moreover, two dogs were introduced in the program after the great earthquake of 2011. Those two dogs were victims of the disaster and through them, children could learn and remember the realities of animal shelter and the disaster (Yoshida, 2016).

Finally, another long-term internal AAE case study, the Danjo Elementary School was explored. Starting in 1977, Danjo Elementary School has been continuing their relatively large-scale school animal facility called "*Doubutsu Land*" (Animal Land). In this facility, animals such as rabbits, chickens, guinea pigs and ducks are being raised and treated by all the students and teachers, except for students with animal allergy. It is important to note that school animals do not always equal to the concept of AAE. Many experts recognize those as two distinct categories. During the interview, Atsuko Otsuka commented that school animals should be originally AAE, but the current situation of school animals in Japan is not eligible to be considered as AAE (3). Similarly, Taro Yoshida also recognizes school animals and AAE as different concepts (Yoshida, 2015, p.66). However, in Danjo Elementary School, annual event called "*Doubutsu Land Matsuri*" (Animal Land Festival) has been held for 38 times. In this event, students make presentations

about their findings about animals from their research or daily treatment of animals. Therefore, this use of animals in education can be said as one of the approaches to AAE.

In this AAE, children can achieve social and cognitive learnings such as responsibility, kindness and respect for living things as well as academic skills such as presentation, research skills and team work ability. During the fieldwork of Animal Land Festival, I observed a sixth grade girl telling guests not to touch a guinea pig because he seems to be tired already. This is a good example showing how kindness has been built through non-linguistic interaction between children and animals. Similar to the previous case study, Danjo Elementary School has a student committee taking leadership of the works associated with Animal Land. However, since all students participate in taking care of the different animals based on their grades, there is also a trend of communication between children in the different grades, which is a kind of interaction unlikely to happen in children's daily life.

Results ②　Three Case Studies: Tasks and Problems

Although the positive outcomes of each approach of AAE have previously mentioned, there are many tasks and problems to be solved in all the approaches.

Firstly, short-term internal AAE implemented by volunteers has serious difficulties due to the characteristic of its activities. A first problem is the fact that continuous positive outcomes cannot be expected through this approach unless school decides to hold AAE at regular basis. Secondly, many leading veterinarians of AAE activities at the conference suggested the difficulty of cooperating with school teachers. Since teachers in Japan are extremely busy and do not have sufficient knowledge and experiences of AAE, AAE volunteers often have to think and prepare everything without enough information about school demands. Lack of cooperation in the coordination between school and AAE volunteers will directly lead to degradation of the quality of activity. Lastly, bringing animals to public institutes will face technical issues such as sanitary restrictions and lack of transportation methods. In most of the cases, car is vital and pet hotel is often required if the activity takes place far from where the volunteers live.

On the other hand, at St. Margaret's Elementary School, all tasks and activities are conducted under the responsibility on one teacher. Although having proper owner improves the quality of life of the dogs, since this is an AAE conducted as a school, thinking of the continuity of the program, it is not desirable to let one teacher own all the management and financial burden of the AAE program. Moreover, when only one teacher takes leadership in the program, smooth takeover to the next teacher cannot be expected. Another issue that resulted from this case study is the fact this program depends largely on external volunteers. The school dogs get medical treatments from a volunteer veterinarian and other groups. This dependence on external community highlights the specialty of this case study. This approach of AAE has very limited applicability thinking about their fortunate situation. Not all schools can or should implement this program because of the enormous efforts and money required for the program.

Finally, fieldwork and interview with Danjo Elementary School have revealed many problems and issues that were kept invisible under their prestigious award and reputation of AAE. Firstly, the school principal has commented that there is a great amount of burden for both teachers and students (4). They have to come to school to treat animals in non-school days and also even in school days, they have to rush to take

care of the animals in a very limited time (4). This lukewarm behavior leads to a problem in terms of animal welfare. Under this circumstance, the signs of stress and illness of the animals often get unnoticed. Not only about animals, but it is also undesirable as an AAE project whose aims include of teaching kindness, responsibility and respect for living things. Another problem the principal mentioned is related to the system of the public school (4). In public schools, teachers including the principal frequently change, so that takeover of the system to a new teacher becomes very difficult. Finally, the most important issue the principal has shown concern is the fact there had been no change in the Animal Land's program ever since it has started in 1977 (4). What this means is that no improvements based on the changes of generation have been taken. Several problems of the Animal Land were ignored due to the pressure of "traditional event" and everything were taken for granted. Also a shared responsibility was introduced and most teachers were reluctant to take action for a reform. This year, they decided to move towards the minimization of the scale of Animal Land and reformation of Animal Land Festival. The 38 years history of the Animal Land Festival finally ended and it will be recreated into another form from next year.

Discussion

Through the comparison of three different types of AAE implemented in Japan, it is clear that long-term and short-term AAE projects have different outcomes to be expected. In short-term AAE projects, deepening knowledge and advocating the respect and cherishment for living things under the supervision of experts are aimed rather than aiming at continuous animal assistance in their humane education field. On the other hand, long-term AAE projects can provide continuous AAE for children's social and cognitive development. However, compared to the short-term AAE projects, there is a significant lack of supports from experts.

Another important finding was found comparing a differences of public school with a private school. Although this research lacks in the amount of research samples to compare these two different types of school in the field of AAE, it is inevitable to conclude that there is a difference in flexibility and capacity. In a private school which in this case is the St. Margaret's Elementary School, there was leniency and flexibility in the system so that teachers and students could remain as leading figures of the program. However in the case of Danjo Elementary School, the program was led by the pressure of maintaining the tradition like other traditional rituals and events such as festivals (*matsuri*) in Japan, which are managed without thinking about the true messages or reasons. In fact, St. Margaret's Elementary School have been continuously introducing new attempts such as visiting activities and events, but no any other activities using animals are introduced to Danjo Elementary School.

Conclusion

The social role of AAE in Japan is to provide experiences of interactions between human to animals as well as the human to human for children who are placed under circumstances where such an interaction is becoming scarce due to the social changes. By providing interaction opportunities to children, they can gain important experiences and findings in social and cognitive development such as communication skill, respect for others, responsibility and kindness. To a large extent, this research paper

conclude that AAE is a very efficient and meaningful method of humane education for children.

However, this research paper also emphasizes the significant issues and tasks of AAE. Considering the effects of these issues of animal welfare, quality of education and burden to all the contributors, it is inevitable to conclude that current situation of AAE suggests not all the school to take a step towards introducing AAE program. In long-term AAE project, very careful decision making should be taken with detailed consideration on the continuity of the program, effects on local community and amount of work. In short-term AAE, school should consider whether they have enough capacity and time to invite external volunteer and if so, participation in the planning and preparation stage of AAE are required.

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3. Interview with Atsuko Otsuka, held on September 23, 2016
4. Interview with the school principal of Danjo Elementary School, held on November 4, 2016