

**Action Strategy
for
Environmental
Education
and
Training
in the
Pacific Region**

1999 – 2003

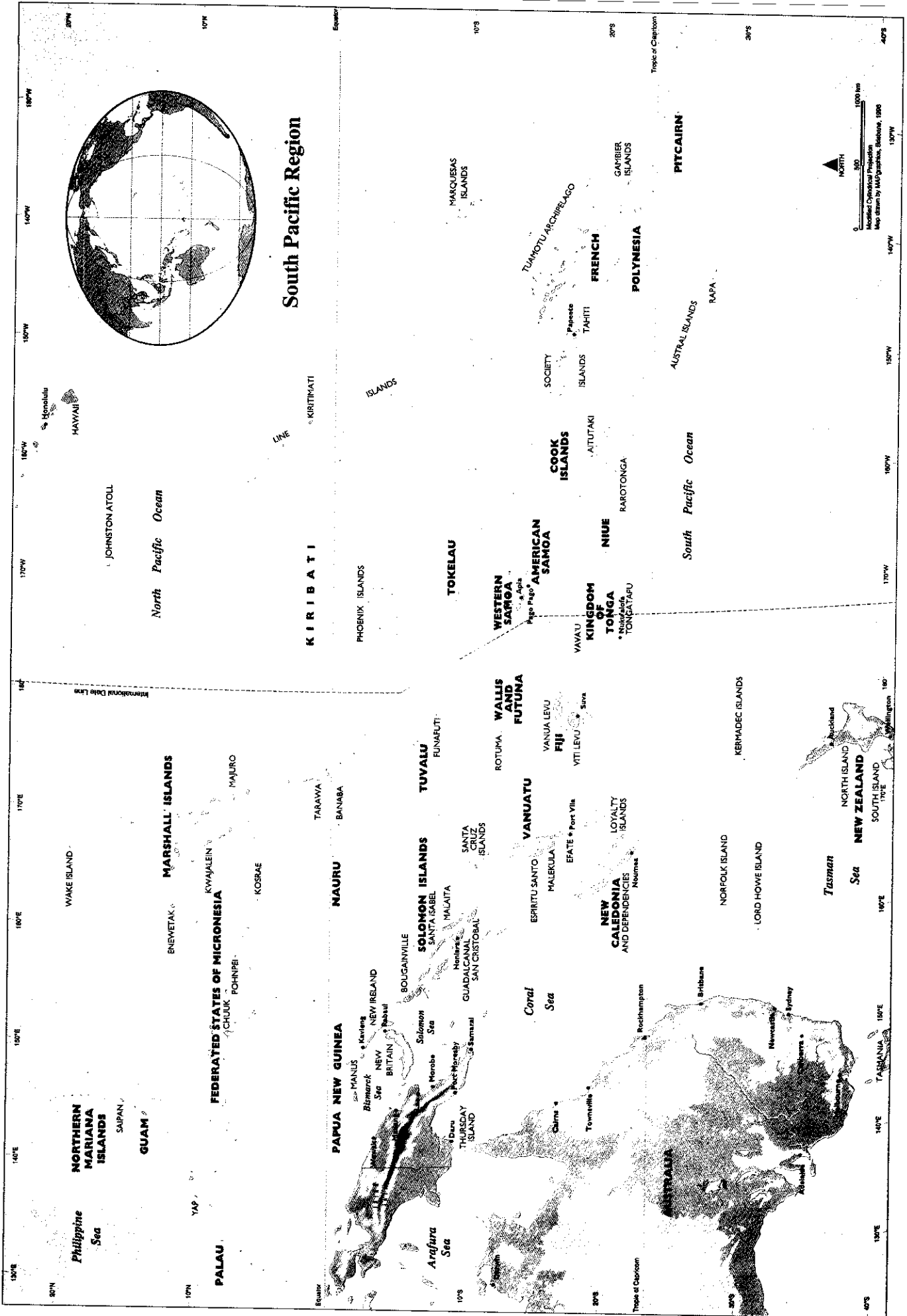
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Mr Are Wakowako

University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 385

Mr Josaia Waqaivolavola

Institute of Justice and Applied
Legal Studies
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 409
Email: benson_c@usp.ac.fj

Ms Neva Wendt

Head, Environmental Education, Information
and Capacity-building Division
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: nevaw@sprep.org.ws

Ms Ruby Willis

Curriculum Officer
Department of Education
Nauru

Mr Otto Wrangian

PO Box 289, University Post Office
Waigani
Papua New Guinea

Foreword

The preparation of a regional Action Strategy for Environmental Education and Training in the Pacific marks an exciting new era in the history of Pacific island environmental education and training.

Over the past 20 years, environmental educators in many Pacific island countries have developed “Pacific-relevant” resource material. They are taking steps to restructure school syllabi to incorporate an integrated approach to environmental education, and have begun to use traditional teaching methods to make environmental issues more meaningful to their communities. These positive developments reflect the high priority that is being given to environmental education and training in the region. However, these same individuals also recognised that they could achieve much more if they adopted a cooperative approach to environmental education and training in the Pacific.

Over 170 individuals, representing 21 Pacific island countries and a wide range of non-governmental organisations, academic institutions and regional and international agencies, have been involved in the

process of developing this Strategy. It is thus with confidence that we say this is a Regional Action Strategy. The goals, actions and outputs identified in the Strategy are the collective views of the Pacific region’s environmental educators and trainers.

The success of this Action Strategy will depend on the willingness of individual countries and organisations to become involved at an early stage in implementing the Action Strategy. SPREP looks forward to working in close collaboration with all those who were involved in drafting and reviewing this document, and encourages new partners to become links in the process of strengthening national capacities to manage and maintain natural resources well into the future.

Tamari’i Tutangata
Director

South Pacific Regional Environment Programme

Mr Senio Togia

Classroom Teacher (Elementary Education)
Department of Education
PO Box 4788, Pago Pago 96799
American Samoa
Ph: (684) 644 1269
Fax: (684) 633 7355
Email:afono@prel.hawaii.edu

Ms Eleni Tokaduadua

Environment Officer
Department of Environment
PO Box 2131, Govt Bldgs, Suva
Fiji
Ph: (679) 311 699
Fax: (679) 312 879

Ms Anne Trevor

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Ms Losena Tubanavau-Salabula

Asst Director - Demilitarisation
Pacific Concerns Resource Centre
83 Amy Street, Toorak, Suva
Fiji
Ph: (679) 304 649
Fax: (679) 304 755
Email:pcrc@is.com.fj

Mr Malelega Tuiolosega

Public Education Coordinator/Vice-Chairman
American Samoa Environmental
Protection Agency
Office of The Governor/ASEPA/AS
Government, Pago Pago
American Samoa
Ph: (684) 633 2304
Fax: (684) 633 5801

Mr Vasu Tuivaga

President Fiji Early Childhood Assocn
University of the South Pacific
PO Box 10334, Laucala Beach, Suva
Fiji
Ph: (679) 395 171
Fax: (679) 304 818

Mr Neomai Turaganivalu

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Mrs Ruby Va'a

Institute of Education, Continuing
Education Services
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 300 482
Email:Vaa_R@usp.ac.fj

Ms Yvette Vahi

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email:smolbag@vanuatu.pactok.net

Dr Howard Van Trease

Director, University Extension
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 052
Fax: (679) 300 482
Email:VanTrease_H@usp.ac.fj

Mr Jese Verebalavu

Department of Education
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 305 053
Email:verebalavu_J@usp.ac.fj

Dr Walter Vermeulen

Director
O le Siosiomaga Society
PO Box 5774, Matautu-Uta, Apia
Samoa
Ph: (685) 21 993
Fax: (685) 21 993
Email:ngo_siosiomaga@samoa.net

Ms Aliti Vunisea

Full Time Tutor
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 611
Fax: (679) 301 487
Email:vunisea_a@usp.ac.fj

Ms Sereana Tagivakatini

Fellow in Science Education, IOE
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 4009
Email: Tagivakatini@usp.ac.fj

Mr John Talagi

Environment Education Officer
Community Affairs
Alofi
Niue
Ph: (683) 4019
Fax: (683) 4391
Email: takaimoiu@mail.gov.nu

Mr Takili Talagi

Head of Horticulture
Education Department
NHS, Alofi
Niue
Ph: (683) 4039
Fax: (683) 4031

Ms Bale Tamata

Manager Environment Unit, IAS
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 300 373
Email: tamata_b@usp.ac.fj

Mr Trinison Tari

Environmental Educator and
Information Officer
Environment Unit
PMB 063, Port Vila
Vanuatu
Ph: (678) 25 302
Fax: (678) 23 565
Email: environment@vanuatu.pactok.net

Ms Morinda Tari

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email: smolbag@vanuatu.pactok.net

Ms Miri Tatarata

Chargée d'Etudes
Délégation pour l'Environnement
BP 4562 Papete, Tahiti
French Polynesia
Ph: (689) 432 409
Fax: (689) 419 252

Mr Chet Tatum

PICCAP Project Assistant
Dept of Island Development and Industry
Government Offices, Yaren District
Nauru
Ph: (674) 444 3181
Fax: (674) 444 3791

Ms Rubennang Taukoriri

Primary Curriculum Officer
Curriculum Resource Development Centre
PO Box 263, Tarawa
Kiribati
Ph: (686) 28 052
Fax: (686) 28 222

Ms Aren Teannaki

Social Welfare Officer (Women's Unit)
Social Welfare Office
PO Box 234, Tarawa
Kiribati
Ph: (686) 28 211
Fax: (686) 28 334

Mr Bernard Telei

Principal Environment Officer
Environment and Conservation
PO Box G24, Honiara
Solomon Islands
Ph: (677) 25 848
Fax: (677) 21 245

Mr Ausetalia Titimaea

Assistant Director-Meteorology
Ministry of Agriculture, Meteorology Divn
PO Box 3020, Apia
Samoa
Ph: (685) 20 855
Fax: (685) 20 857
Email: meteorology@samoa.net

Ms Tiva Toeono

Tototu Niue Publication
Alofi
Niue

Contents

	v
Foreword	1
1. Introduction	1
1.1 Background	2
1.2 Environmental Issues Facing Pacific Island Countries	2
1.3 The need for an Environmental Education and Training Strategy in the Pacific	4
2. Definition, Mission Statement, Goals and Best Practices/Guidelines	4
2.1 Definition	4
2.2 Mission Statement	4
2.3 Goals	4
2.4 Best Practices/Guidelines	6
3. Target Areas	7
Target Area 1: Formal and Non-Formal Education	10
Target Area 2: Planning and Decision-making	12
Target Area 3: Public Awareness	14
Target Area 4: Networking, Communication and Collaboration	17
4. Processes	17
4.1 Key Players and Cooperating Organisations	18
4.2 Linkages	18
4.3 Monitoring and Evaluation	20
Annex I: Acronyms	
Annex II: List of Contributors to the Action Strategy Drafting Process	21

Mr Francis Ruru

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email:smolbag@vanuatu.pactok.net

Mr Ideia Sackryas

Micronesia Islands Conservation
College of Micronesia
Kolonia, Pohnpei
Federated States of Micronesia
Ph: (691) 320 2480
Fax: (691) 320 2479

Ms Pauline Sato

The Nature Conservancy
1116 Smith Street, #201, Honolulu,
HI 96817
USA
Ph: (1) 808 545 2019
Fax: (1) 808 537 4508
Email:psato@tnc.org

Mr Samisoni Sauni

Coordinator
SPACHFE
PO Box 16737, Suva
Fiji
Ph: (679) 312 371
Fax: (679) 303 053

Dr Maria Scheft

University of Guam
PO Box 5126, Mangilao 96923
Guam
Ph: (671) 735 2787
Fax: (671) 734 1299
Email:mscheft@uog.uog.edu

Mr Alekisio Sela

Senior Education Officer (Geography)
Ministry of Education
Private Mail Bag, Suva
Fiji
Ph: (679) 314 477
Fax: (679) 303 511

Mr Seluka Seluka

PICCAP National Coordinator
Ministry of Natural Resources and Environment
Private Mail Bag, Funafuti
Tuvalu
Ph: (688) 201 79
Fax: (688) 208 26

Mr Claude Serra

Chargé de la Communication
Délégation pour l'Environnement
BP 4562 Papeete, Tahiti
French Polynesia
Ph: (689) 432 409
Fax: (689) 419 252

Ms Jaya Shandil

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Mr Joel Simo

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email:smolbag@vanuatu.pactok.net

Ms Rachael Sivatevi

Senior Curriculum Development Officer
Dept of Education
PO Box 446, Waigani NCD
Papua New Guinea
Ph: (675) 324 6438
Fax: (675) 325 5902

Mr Scott Smithers

School of Tropical Environment Studies
& Geography
James Cook University, Townsville
Australia
Ph: (617) 4781 4319
Fax: (617) 4781 4020
Email:scott.smithers@jcu.edu.au

Mr Paul Tabi

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email:smolbag@vanuatu.pactok.net

Mr Seva Tabua

Senior Landuse Planner
Native Land Trust Board
GPO Box 116, Suva
Fiji
Ph: (679) 312 733
Fax: (679) 303 164

Mr Viliame Rabici
World Wide Fund for Nature (WWF)
4 Maafu Street, Suva
Fiji
Ph: (679) 315 533
Fax: (679) 315 410

Mr Tauraki Raea
Education Awareness/Media Officer
Environment Service
PO Box 379, Rarotonga
Cook Islands
Ph: (682) 21 256
Fax: (682) 22 256

Ms Amelia Raqata
Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Ms Helen Rarua
Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email: smolbag@vanuatu.pactok.net

Ms Lucy Rarua
Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email: smolbag@vanuatu.pactok.net

Ms Asenaca Ravuvu
Project Manager, Fiji Partnership in
Conservation and Management
World Wide Fund for Nature (WWF)
Private Mail Bag, Suva
Fiji
Ph: (679) 315 533
Fax: (679) 315 410
Email: wwfspp@is.com.fj

Ms Farran Redfern
Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Mr Harry Redfern
Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Mr Iosefatu Reti
Project Manager, SPBCP; Head of Conservation
and Natural Resources Division
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: joer@sprep.org.ws

Ms Alma Ridep-Morris
Conservation Area Support Officer
Bureau of Natural Resources and
Development
PO Box 117, Koror 96940
Palau
Ph: (680) 488 5395
Fax: (680) 488 1475

Ms Juanita Rilometo
Science Coordinator
Ministry of Education
PO Box 878, Majuro 96960
Marshall Islands
Ph: (692) 625 4508
Fax: (692) 625 3861
Email: acesahsms@ntamar.com or
sua@gopoly.com

Mr Franco Rodie
Principal Curriculum Officer
Ministry of Education
PO Box G27, Honiara
Solomon Islands
Ph: (677) 30 116
Fax: (677) 39 160

Mr Joseph Ruak
Division of Fish and Wildlife
PO Box 1007, Saipan 96950
Commonwealth of The North Mariana
Islands
Ph: (670) 322 9627
Fax: (670) 322 9627
Email: jkrdfw@itecnmi.com

1. Introduction

Background

The initial draft of this *Action Strategy for Environmental Education and Training in the Pacific Region 1999 – 2003* was developed by participants at the Pacific Regional Conference for Environmental Education and Training, held in Suva, Fiji, from 29 June – 3 July, 1998. The conference was attended by more than 170 representatives of 21 of SPREP's island member countries. Each country's delegation comprised representatives from the Education Department, Environment Department and a non-governmental organisation. Representatives of regional and international organisations also contributed significantly, both as participants and as sponsors. The conference, co-hosted by the University of the South Pacific (USP), Pacific Resources for Education and Learning (PREL) and the South Pacific Regional Environment Programme (SPREP), funded by the Australian Agency for International Development (AusAID), New Zealand Official Development Assistance (NZODA), the Danish International Development Agency (DANIDA) and the United Kingdom's Department for International Development Pacific (DFID), provided a valuable opportunity for environmental educators and trainers from the Pacific to link together, share experiences and determine how best to strengthen environmental education and training for the Pacific islands region.

In producing this Action Strategy, the region's environmental educators have drawn upon information emanating from their review of environmental education efforts over the last 10 years (1988 - 1998). They identified environmental

education commonalities, needs and assets, discussed the challenges faced by Pacific island countries and exchanged information on a wide variety of environmental education practices and resources. The conference reached consensus on the urgent need for a systematic and focused approach to environmental education and training within the region and unanimously agreed that the success of environmental management and conservation in the Pacific is heavily dependent on effective environmental education, training and awareness raising. Participants at the conference recognised the importance of an approach to environmental education and training that reflects beneficial traditional and cultural practices of the Pacific, and this important aspect is reflected clearly in the Action Strategy.

This Regional Action Strategy has been drafted with the aim of providing a basis for practical and effective environmental education and training which can be adopted by Pacific island countries. It identifies four target areas in which to develop environmental education and hence strengthen the capacity of Pacific island people to manage their natural resources. The four target areas are:

- (i) formal and non-formal education;
- (ii) planning and decision-making;
- (iii) public awareness; and
- (iv) networking, communication and collaboration.

The draft Action Strategy was submitted for member country endorsement at the 10th SPREP Meeting, held in Apia, Samoa, 15-18 September, 1998. Member countries will be able to use this

Ms Julie Olsson

Chairperson PICCAP National Committee
Dept of Island Development and Industry
Government Offices, Yaren District
Nauru

Mr Sootaga Paape

School Inspector
Ministry of Education and Culture
Funafuti
Tuvalu
Ph: (688) 20 414
Fax: (688) 20 414

Mr Baro Pari

Principal Curriculum Officer
Department of Education
PO Box 446, Waigani NCD
Papua New Guinea
Ph: (675) 301 3369
Fax: (675) 325 0755

Mr Robert Parua

Education Programme Specialist
UNESCO Apia
PO Box 5766, Matautu PO, Apia
Samoa
Ph: (685) 24 276
Fax: (685) 22 253
Email: r.parua@unesco.org

Mr Kelvin Passfield

PICCAP National Coordinator
Fisheries and Environmental Resource
Consultants
PO Box 817, Rarotonga
Cook Islands
Ph: (682) 22 839
Fax: (682) 29 906
Email: passfield@gatepoly.co.ck

Ms Nuufou Petaia

Principal, CETC
Secretariat for The Pacific Community (SPC)
Suva
Fiji
Ph: (679) 391 033
Fax: (679) 391 324
Email: NuufouP@spc.org.fj

Mr Mafutuna Petelo

Chef Coutumier
Membre de la Commission de l'Agriculture et de
l'Environnement
Wallis and Futuna
Ph: (687) 722 771
Fax: (687) 722 056

Mr William Peter

Chief Technician, SPAS
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 548
Email: Peter_W@usp.ac.fj

Dr Tim Pickering

Marine Studies Programme
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 338
Email: Pickering_T@usp.ac.fj

Mr Ben Ponia

Director of Research
Min of Marine Resources
PO Box 817, Rarotonga
Cook Islands
Ph: (682) 28 721
Fax: (682) 29 721
Email: benp@mnr.gov.ck

Ms Mary Jane Porter

Education Programme Manager
Dept of Marine and Wildlife Resources
PO Box 3730, Pago Pago 96799
American Samoa
Ph: (684) 633 4456
Fax: (684) 633 5944
Email: dmwr@samoatelco.com

Mr Mahesh Pradhan

NETTAP Project Officer
UNEP/ROAP
UN Building, Rajdamnern Avenue, Bangkok 10200
Thailand
Ph: (662) 288 1801
Fax: (662) 280 3829
Email: pradhan.unescap@un.org

Dr Surendra Prasad

Lecturer, SPAS
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 301 246
Fax: (679) 302 548
Email: prasad_sb@usp.ac.fj

Action Strategy to develop realistic national action plans which address the goals and outputs of each target area in accordance with local concerns and needs. At the national level this will entail calling together national workshops of key stakeholders to plan the details of implementing their national action plan. SPREP will undertake to provide guidance and assistance in running such workshops to help focus discussions and decisions on priority actions.

To ensure that there is a concerted and sustained effort to implement the Action Strategy, a Roundtable meeting of potential donors and implementing organisations is proposed during 1999. By linking together the various people involved in Environmental Education and Training, the Action Strategy aims to prevent unnecessary duplication of effort and thus to make best use of available funds and technical resources.

In its fifth year of implementation, the Action Strategy will be reviewed by the next Pacific Regional Conference for Environmental Education and Training proposed for the year 2003.

1.2 Environmental Issues Facing Pacific Island Countries

The *Action Plan* for SPREP Member countries for *Managing the Environment of the South Pacific Region 1997 – 2000*, stresses the reliance of Pacific island people on natural resources to meet their traditional needs and, increasingly, for generating cash income. The environment of the Pacific islands region is diverse, with over 2000 ecosystems including flora and fauna found nowhere else in the world. Traditionally there has been a healthy respect for the environment and a recognition of the linkage between stewardship of the environment and the long-term survival of Pacific island peoples. However, the *Action Plan* notes that rising material expectations and increasing populations are placing considerable pressure on the limited land and coastal marine ecosystems and the biodiversity they contain. Development and resource extraction have in many instances taken place without proper planning or thought for long-term effects. As a

result, issues of solid waste management, water conservation, soil erosion, low crop yields and reduction of fish stock have become widespread in the Pacific region. Unsafe practices in toxic waste disposal, anticipated climatic and sea-level changes and species depletion are now adding to the environmental concerns of the region. In addition, the Pacific environment is also under threat from problems which have their origin outside the region, including climate change issues and transboundary movement of wastes.

Pacific island governments are now placing greater emphasis on encouraging investment in areas such as tourism, agriculture, forestry, fisheries and mineral exploration and extraction in the hope of boosting the economy of the region as a whole. For such economic development to continue into the long term, effective environmental management and conservation techniques and policies must become an integral part of all development activities. Policy makers need to become fully aware of the need for integration of environmental management, conservation and planning into the development process, as well as the need for the Pacific to have a voice in international discussions on the means of addressing global problems. At the same time, all other levels of the community must also understand the importance of environmental management and the impacts of uncontrolled economic development activities on their lives.

1.3 The need for an Environmental Education and Training Strategy in the Pacific

Currently there are several programmes in the Pacific islands region that deal with various aspects of environmental management and conservation. Many of these aim to improve legislation, introduce new technologies and, more recently, to use a participatory approach that builds partnerships across the community. Effective implementation of these programmes depends on education, awareness-raising and training in the relevant areas. Without an understanding of how to conserve their natural resources, or indeed, why they must do so, few communities would be motivated to participate

Mr Donald Malasa

PO Box 21, Honiara
Solomon Islands
Ph: (677) 21 757
Fax: (677) 20 046

Ms Pearl Lynn Marumoto

Environmental Educator
Palau Environmental Quality Protection Board
PO Box 100, Koror 96940
Palau
Ph: (680) 488 1639
Fax: (680) 488 2963
Email: eqpb@palaunet.com

Ms Pare Maui

Curriculum Adviser Primary Social Science
Curriculum Unit, Ministry of Education
PO Box 97, Rarotonga
Cook Islands
Ph: (682) 22 839
Fax: (682) 28 357
Email: pania@oyster.net.ck

Ms Sue Miller

Biodiversity Officer (Species)
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: smiller@sprep.org.ws

Mr Suia Mose Pelasio

Environment Officer
Dept of Natural Resources and Environment
Fakaofu
Tokelau
Ph: (690) 3127
Fax: (690) 3108

Ms Tolu Muliaina

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Dr Srinivasiah Muralidhar

Associate Professor, Dept of Education
and Psychology
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 305 053
Email: Muralidhar@usp.ac.fj

Dr Greg Musiela

Computer Systems Officer
National Tidal Facility
GPO Box 2100, Adelaide 5001
Australia
Ph: (618) 8201 7611
Fax: (618) 8201 7523

Ms Gayle Nelson

Gender Issues Adviser
Forum Secretariat
Private Mail Bag, Suva
Fiji
Ph: (679) 312 600
Fax: (679) 300 192
Email: gaylen@forumsec.org.fj

Mr Madison Nena

Conservation Area Support Officer
Utwa-Walung CA
PO Box 539, Kosrae
Federated States of Micronesia
Ph: (691) 370 3483
Fax: (691) 370 5839
Email: MarinePark@mail.fm

Ms Edith Ngariu

Teacher
Toporoporoanga Ipukarea Society Inc
PO Box 1007 Titikaveka, Rarotonga
Cook Islands
Ph: (682) 26 189
Fax: (682) 22 189
Email: moanasands@beach.co.ck

Mr George Nifmed

Executive Director
Yap State Environmental Protection Agency
PO Box 178, Kolonia, Yap
Federated States of Micronesia
Ph: (691) 350 2113
Fax: (691) 350 3892

Mr Pasikale Niutoua

Membre de la Commission de
l'Équipement et du Plan
Conseiller Territorial
Wallis and Futuna

Mr Lesi Olsson

Environment Unit
PO Box 265
Nauru
Ph: (674) 555 4207
Fax: (674) 555 4111

actively in programmes on environmental conservation.

The *Barbados Programme of Action on the Sustainable Development of Small Island Developing States* puts into perspective the need for education with respect to environmental management:

“It is a matter of high priority to strengthen national educational and training mechanisms in order to facilitate the flow of information on sustainable development issues, enhance public awareness of the environment and encourage participation in the implementation of effective solutions. A key requirement is to promote access to and improve the quality of basic education” (*Barbados Programme of Action on the Sustainable Development of Small Island Developing States, par 62*)

The target groups for environmental education are diverse, ranging from children through youth and women’s groups to community leaders and politicians. In addition, the Pacific islands region has a diverse range of languages and cultures which also require special attention. In order that environmental information is effectively imparted to each of these target groups, it is essential that innovative and practicable communication and

educational programmes are implemented. The implementation of such programmes requires skilled personnel with a dedicated approach to environmental education and training. Often, in-country training of educators is required to ensure that good teaching practices are employed in formal, non-formal and public education areas. These activities require the dedication of time, funds and personnel.

In practice, the majority of environmental management and conservation projects are prepared and implemented by technical personnel. Activities which involve synthesising and conducting in-depth education or training on the relevant issue can at times, be neglected in favour of other aspects of the project. The adoption of an Action Strategy for Environmental Education and Training will provide project developers with a basis for developing activities and allocating resources which are geared towards achieving effective environmental education. The integration of activities designed to produce the outputs of this Action Strategy into environmental management and conservation projects will ensure widespread awareness and knowledge, together with strengthened capacity of Pacific island countries to manage the use of their natural resources over the long term.

Ms Punipua Lagai-Nagalapadi

Education Coordinator/President I.e Tausagi
Fagatele Bay National Marine Sanctuary
PO Box 4318, Pago Pago
American Samoa
Ph: (684) 633 7354
Fax: (684) 633 7355
Email:plagai@ocean.nos.noaa.gov

Dr Savae Latu

Permanent Secretary
Ministry of Lands, Survey and Natural Resources
PO Box 5, Nukualofa
Tonga
Ph: (676) 23 210
Fax: (676) 23 216

Mr Alexis Lelevai

Directeur des Services Administratifs de
l'Assemblée Territoriale
Rapporteur de la Commission de
l'Environnement, de l'Agriculture,
de l'Élevage et de la Pêche
Wallis and Futuna
Ph: (687) 722 504
Fax: (687) 722 054

Mr Leone Limalevu

Coordinator-Climat Change
Department of Environment
PO Box 2131, Govt Bldgs, Suva
Fiji
Ph: (679) 311 699
Fax: (679) 312 879
Email:Llimalevu@govnet.gov.fj

Ms Gladys Lintz

Fédération des Assn de Protection de
l'Environnement
BP6073 Faa'a, Tahiti
French Polynesia
Ph: (689) 452 810
Fax: (689) 830 291

Mr Sailimalo Pati Liu

Assistant Director
Dept of Lands, Survey and Environment
PO Private Mail Bag, Apia
Samoa
Ph: (685) 22 481
Fax: (685) 23 176
Email: envdlse@samoa.net

Dr Christopher Lobban

Professor of Biology,
Division of Natural Science
University of Guam
Mnagilao, GU 96923
Guam
Ph: (671) 735 2787
Fax: (671) 734 1299
Email:clobban@uog.edu

Mr Kele Lui

Secondary Teacher
Department of Education
c/-Teresa Kirifi, Tokelau Liaison Office,
Atafu Tokelau
Ph: (685) 23 800
Fax: (685) 21 761

Ms Vika Lutui

Centre Lecturer
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 29 055
Fax: (679) 29 249
Email:vika@tonga.usp.ac.fj

Dr Rupert Maclean

Chief of ACEID
UNESCO
PO Box 967, Prakarong Post Office,
Bangkok 10110
Thailand
Ph: (663) 910 866
Fax: (663) 910 868

Mr Nicholas MacLellan

Pacific Concerns Resource Centre
Private Mail Bag, Suva
Fiji
Ph: (679) 304 649
Fax: (679) 304 755
Email:pcrc@is.com.fj

Mr Bob Madey

Media Centre
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 305 779
Email: Madey_R@usp.ac.fj

2. Definition, Mission Statement, Goals and Best Practices/Guidelines

2.1 Definition

Environmental Education and Training is an interactive learning process that develops awareness, skills, understanding and sharing of environmental information to enable people to work individually and collectively to manage the environment in a responsible manner.

2.2 Mission Statement

The mission statement for Environmental Education and Training for a Sustainable Future for Pacific Island Countries is:

To strengthen the capacity of Pacific island people to manage their natural resources as well as their capacity to undertake social and economic development that fosters respect for the environment based on Pacific island ethical, cultural and civic values.

2.3 Goals

- Formal and Non-Formal Education: To incorporate Environmental Education and Training into all formal and non-formal education in Pacific island countries, integrating cultural, traditional and contemporary knowledge to target local, regional and international environmental issues.
- Planning and Decision-making: To use Environmental Education and Training to help Pacific island governments, traditional leaders, local communities and the private sector to

adopt sound environmental policies/practices in planning and decision-making.

- Public Awareness: To develop knowledge, skills and positive attitudes in all communities so that they will have the capacity and motivation to conserve and responsibly manage their environment.
- Networking, Communication and Collaboration: To promote and improve the exchange of information, skills and resources, and to gain support for Environmental Education and Training through formal and non-formal networks at local, national, regional and international levels.

2.4 Best Practices/Guidelines

The following Best Practices to guide environmental education, training and awareness raising have been identified:

The Action Strategy seeks to ensure:

- Use of existing environmental education materials, facilitated in part through the establishment of a clearinghouse for such documents.
- Translation of educational material into local languages for wide community acceptance.
- Use of the expertise of Pacific educators and scientists together with that of local communities to plan training activities for existing materials and to collaborate in

Mr Glen Joseph

PO Box 860, Majuro 96960
Marshall Islands
Ph: (692) 625 8262
Email:miura@ntamar.com

Dr Chalapan Kaluwin

Climate Change Officer
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email:kaluwin@sprep.org.ws

Ms Danfung Kamho

Environmental Education Officer
FSP Kiribati
PO Box 43, Tarawa
Kiribati
Ph: (686) 28 101
Fax: (686) 28 082

Dr Jagjit Khurma

Senior Lecturer
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 476
Fax: (679) 302 548
Email:khurma_J@usp.ac.fj

Mr Isoa Korovulavula

Forum Secretariat (House 10)
PO Box 14041, Suva
Fiji
Ph: (679) 305 983
Fax: (679) 315 446
Email:gtz@is.com.fj

Dr Kanayathu Koshy

Associate Professor, School of
Pure and Applied Sciences
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 548
Email:Koshy_K@usp.ac.fj

Ms Elizabeth Kumabe

UH Sea Grant Extension Service
1000 Pope Road, MSB225 Honolulu
Hawaii
Ph: (1) 808 956 2860
Fax: (1) 808 956 2858
Email:kumabe@hawaii.edu

Dr Mahendra Kumar

Associate Professor, SPAS
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 302 548
Email:mahendrak@sprep.org.ws

Mr Nilesh Kumar

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Ms Premila Kumar

Senior Environment Officer
Department of Environment
PO Box 2131, Govt Bldgs, Suva
Fiji
Ph: (679) 311 483
Fax: (679) 312 879
Email:env@itc.gov.fj

Mr Karness Kusto

Environmental Education Officer
RMI Environmental Protection Authority
PO Box 1322, Majuro 96960
Marshall Islands
Ph: (692) 625 5203
Fax: (692) 625 5202
Email:kusto1@yahoo.com

Mr Esera Lafi

Associate Peace Corps Director of Education
US Peace Corps Samoa
Private Mail Bag, Apia
Samoa
Ph: (685) 22 345
Fax: (685) 20 450
Email: wspcorps@pactok.peg.apc.org

producing additional locally accessible materials from the existing resource base.

- Contact with the authors of existing educational resources about Pacific islands to seek their collaboration in adapting their materials for the needs and priorities of particular programmes or schools.
- Incorporation of environmental education into existing subject areas in the formal education system to ensure that teachers are able to incorporate environmental messages through a wide range of subject areas.
- Use of the community and traditional leaders to raise awareness and increase knowledge of those traditional practices which serve to protect the environment.
- Provision of in-service training in environmental education for existing teachers.
- Use of a variety of media for environmental awareness raising, such as radio, village drama groups, songs, etc. to reach as wide an audience as possible.
- Integration of environmental ethics and appreciation of natural resources at all levels of education, especially in the formal education area.
- Use of existing networks and institutions to spread an environmental protection message, e.g. by calling upon the services of religious and/or social groups.

Mr Jesse Giltamag

Department of Economic Affairs
FSM National Government
Pohnpei 96941
Federated States of Micronesia
Ph: (691) 320 5133
Fax: (691) 320 5854
Email: fsmrd@mail.fm

Ms Wendy Goldstein

Head Environmental Education and
Communications, IUCN
Rue Mauverney, Gland
Switzerland
Ph: (412) 2999 0282
Fax: (412) 2999 0025
Email: wjg@hq.iucn.org

Mr Dick Haamori

University of the South Pacific
PO Box 1168, Suva
Fiji

Mr Sitiveni Halofaki

Fijian Affairs Board
Suva
Fiji
Ph: (679) 304 200
Fax: (679) 305 115

Mr Frances Hanrahan

Corpus Christi Teachers' College
PO Box 1173, Suva
Fiji

Ms Mary-Anne Healy

Eco-Forestry Officer
FSP Kiribati
PO Box 43, Tarawa
Kiribati
Ph: (686) 28 101
Fax: (686) 28 082

Ms Angie Heffernan

Greenpeace Pacific - Fiji
Private Mail Bag, Suva
Fiji
Ph: (679) 312 861
Fax: (679) 312 784
Email: greenpeacc@is.com.fj

Ms Tiare Holm

Conference Coordinator
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: sprep@sprep.org.ws

Dr Desma Hughes

Department of Education
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 305 053
Email: Hughes_D@usp.ac.fj

Mr Fiu Petelo Ioane

Data Analyst Officer
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: petelo@sprep.org.ws

Mr Mokirete Ioera

Librarian and Public Relations Officer
Environment Unit-MFSD
PO Box 234, Tarawa
Kiribati
Ph: (686) 28 593
Fax: (686) 28 334

Mr Robert Jackson

Environmental Education Officer
Kosrae State Development
Review Commission
PO Box DRC, Tofol, Kosrae 96944
Federated States of Micronesia
Ph: (691) 370 2076
Fax: (691) 370 2076
Email: kirmp@mail.fm

Dr A. D Jokhan

Dept of Biology
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 305 053
Email: Jokhan_A@usp.ac.fj

3. Target Areas

To achieve the Action Strategy goals and objectives, the following four Target Areas have been identified:

Target Area 1: Formal and Non-Formal Education

Target Area 2: Planning and Decision-making

Target Area 3: Public Awareness

Target Area 4: Networking, Communication and Collaboration

Ms Jo Dorras

Coordinator
Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 23 508
Email: smolbag@vanuatu.pactok.net

Ms Leilani Duffy

Environmental Education Officer
Dept of Lands, Survey and Environment
Post Office Private Mail Bag, Apia
Samoa
Ph: (685) 22 481
Fax: (685) 23 176
Email: envdlse@samoanet.net

Ms Patrina Dumar

SPACHEE
PO Box 13737, Suva
Fiji
Ph: (679) 312 371
Fax: (679) 303 053

Mr Paul Dumas

Pacific Mathematics and Science
Regional Consortium
PREL
828 Fort Street Mall, Honolulu HI 96813
Hawaii
Ph: (1) 808 533 6000
Fax: (1) 808 533 7599
Email: dumasp@prel.hawaii.edu

Ms Julianne Duwel

Environmental Engineer
Water Resources and
Environmental Engineering
PO Box 5419, Agana 96923
Guam
Ph: (671) 472 1896
Fax: (671) 472 1897
Email: jtd@kuentos.guam.net

Mr Asher Edward

Sea Grant Extension-Agency
College of Micronesia
Com-FSM Sea Grant, Pohnpei
Federated States of Micronesia
Ph: (691) 320 2480
Fax: (691) 320 2479
Email: aedwards@mail.fm

Ms Naomi Elisala

President, Women's Fellowship
Ekalesia Kerisiano Tuvalu
PO Box 2, Funafuti
Tuvalu
Ph: (688) 20 755
Fax: (688) 20 651

Mr Bwere Eritaia

Conservation Area Support Officer
Ministry of Environment and Social
Development
PO Box 234, Tarawa
Kiribati
Ph: (686) 28 593
Fax: (686) 28 334

Mr Sione Fakaosi

Conservation Area Support Officer
Haapai Conservation Area Project
Ministry of Lands, Surveys and Natural
Resources
Pangai, Haapai
Tonga
Ph: (676) 60 289
Fax: (676) 60 311

Ms Kristina Fidali

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Ms Siva Filifili

Atafu
Tokelau

Mr Daniel Fiu

Dept of Commerce
PO Box 3558, Pago Pago
American Samoa
Ph: (684) 633 5155
Fax: (684) 633 4195

Ms Grace Garces

Public Information Officer
Guam Environmental Protection Agency
PO Box 22439, GMF, Barrigada 96921
Guam
Ph: (671) 4751623
Fax: (671) 477 9402
Email: gogarces@ns.gu

Target Area 1: Formal and Non-Formal Education

Background

Although environmental education and training has been given some emphasis in the region over the past ten years, there are still a number of factors limiting its effectiveness such as lack of teachers trained to teach issues affecting the environment; a paucity of environmentally related teaching materials available in local languages and a lack of material specifically developed with a focus on the Pacific environment. An Environmental Education Teachers' Manual was developed through work undertaken by participants at the region's first Environmental Education Curriculum Conference convened by SPREP and USP and funded by the United Nations Environment Programme (UNEP) in Fiji in 1988. This manual was subsequently used to assist in-service teacher training through workshops funded by AusAID and Canada in several Pacific island countries. Other environmental education and training activities have been undertaken especially at the tertiary level through USP courses and some countries have produced their own environmental education curriculum. Nevertheless much more emphasis on environmental education and training is required.

It is well recognised in the Pacific that it is not possible to teach environmental education as a separate subject due to already overcrowded school curricula. However, the use of an 'infusion' method is recognised as far more practical and aims at maximising opportunities within existing curricula, (such as drama, language, social studies, even maths) to convey environmental information and to develop attitudes of concern for the environment—

an environmental ethic. It is also well recognised that environmental education:

- is part of a life-long process;
- needs to build on both traditional and contemporary knowledge;
- crosses the boundaries and synthesises the viewpoints of a number of traditional academic areas;
- makes use of the school environment together with its social and physical surroundings, as an educational resource;
- involves a wide range of experiences beyond the classroom;
- emphasises the interactions among human systems, natural systems and resources;
- prepares students for active participation in the shaping of their changing world; and
- develops a commitment to continued participation in the resolution of problems in the environment and creates new patterns of behaviour.

From this perspective, Target Area 1 has an important role to play through production of outputs that will strengthen both formal and non-formal education efforts.

Mr Cliff Benson

Director, Institute of Education
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 361
Fax: (679) 302 409
Email: Benson_C@usp.ac.fj

Ms Bernadette Bere Isitahi

Conservation and Development Officer
Solomon Islands Development Trust
PO Box 147, Honiara
Solomon Islands
Ph: (677) 25 848
Fax: (677) 21 245

Mr Harry Bule

Extension Forestry Officer
Department of Forestry
PMB 004 Luganville, Santo
Vanuatu
Ph: (678) 36 616
Fax: (678) 36 112

Dr Tony Chamberlain

Marine Studies Programme
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 301 490
Email: Chamberlain@usp.ac.fj

Dr Rajesh Chandra

Deputy Vice Chancellor
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 212 269
Fax: (679) 302 809

Mr David Clarke

Regional Education Adviser
Dept. For International Development
6th Floor, Vanua House, Suva
Fiji
Ph: (679) 301 744
Fax: (679) 301 218
Email: dj-clarke@dfid.gtnet.gov.uk

Mr Peter Corcoran

Professor of Environmental Studies and
Environmental Education
Florida Gulf Coast University
Fort Myers, Florida 33965-6565
USA
Ph: (1) 941 590 7166
Fax: (1) 941 590 7200
Email: pcorcora@fgcu.edu

Mr Bruce Crossan

Representative for Peace Corps Program
in the South Pacific
US Peace Corps Micronesia
PO Box 9, Pohnpei 96941
Federated States of Micronesia
Ph: (691) 320 5036
Fax: (691) 320 2658
Email: Bcrossan@mail.fm

Mr Patrick Daudau

Student
University of the South Pacific
PO Box 1168, Suva
Fiji

Ms Ellen Degott-Rekowski

Environmental Education Officer
Centre d'Initiation à l'Environnement
BP 427, Noumea Cedex 98845
New Caledonia
Ph: (687) 274 039
Fax: (687) 274 039

Ms Secma Deo

Environmental Education Officer
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: secma@sprep.org.ws

Ms Alicia Diego

Public Education Officer
Department of Environment
HCR Box 17182, Agaña 96917
Guam
Ph: (671) 828 2400

Goal: Target Area 1

Formal and Non-Formal Education: To incorporate Environmental Education and Training into all formal and non-formal education in Pacific island countries, integrating cultural, traditional and contemporary knowledge to target local, regional and international environmental issues.

Outputs and Actions: Target Area 1

Four outputs have been identified for the Formal and Non-Formal Education Target Area.

Output 1.1

Environmental Education and Training material developed for various audiences (students, policy makers, community leaders, public/community workers, church and social groups, youth/school leavers, academics) which incorporates current and appropriate scientific research and practices as well as traditional knowledge in a framework of sound teaching practice.

Action

- Involve educators, NGOs, traditional experts, Pacific scientists, professional science editors and other organisations in material development.
- Develop and disseminate appropriate material including curriculum material for various levels from preschool through to university and for adult/community education. Such materials must be interesting and accessible to the target audience and be written in the vernacular language where appropriate. Include visuals and pilot-test to check that these illustrations and their captions clearly communicate the targeted concepts.
- Develop materials for preschool, infants, primary, secondary and tertiary levels which specifically reflect Pacific island environmental ethics.
- Procure financial and technical support of governments as well as local, regional and international organisations to assist in the development of material.

Output 1.2

Environmental Education and Training programmes specifically developed within the Pacific islands and available for use at all levels of education.

Action

- Design and develop material which can be integrated into all levels of formal education curriculum.
- Integrate Environmental Education into non-formal/training curriculum where appropriate (i.e. agriculture, public health and safety, etc.)
- Tertiary institutions develop specialised certificate and degree programmes in Environmental Education and Training.
- Run workshops and provide support material to enable all environmental educators at various levels to develop and maintain skills for effective environmental education.
- Integrate cultural and contemporary perspectives into training programmes in Environmental Education and Training.
- Establish and administer Environmental Education and Training Scholarships.
- Procure financial and technical support of governments and local, regional and international agencies and organisations to assist in the preparation of programmes.

Output 1.3

Higher quality and more extensive Environmental Education and Training information and resource materials made easily accessible to environmental educators and trainers.

Action

- Establish Environmental Education resource centres at national and regional levels for collecting, developing and disseminating information and resources.
- Produce brochures/pamphlets to make environmental educators and trainers more aware of accessibility of Environmental

Annex II

List of Contributors to the Action Strategy Drafting Process

Mr Mack Aikwuj

Asst Pastor and Classroom Teacher
Rita Protestant School (and Laura Protestant
Church)
PO Box 1322, Majuro 96960
Marshall Islands
Ph: (692) 625 5203
Fax: (692) 625 5202

Mr Tataua Alefio

Funafuti Conservation Area Support Officer
Funafuti Conservation Area Project
FCA Project
c/o Funafuti Town Council
Private Mail Bag, Funafuti
Tuvalu
Ph: (688) 20 489
Fax: (688) 20 664

Dr Imam Ali

Geography Dept
University of the South Pacific
PO Box 1168, Suva
Fiji
Ph: (679) 313 900
Fax: (679) 301 487
Email: Ali_I@usp.ac.fj

Mr Winako Allen

Science Teacher
Marshall Islands High School -
Ministry of Education
PO Box 3, Majuro 96960
Marshall Islands
Ph: (692) 625 3255
Fax: (692) 625 3861

Ms Lucille Apis-Overhoff

Wetlands and Mangroves Officer
SPREP
PO Box 240, Apia
Samoa
Ph: (685) 21 929
Fax: (685) 20 231
Email: lucille@sprep.org.ws

Mr Mike Ariki

PICCAP National Coordinator
Solomon Islands Meteorological Service
PO Box 21, Honiara
Solomon Islands
Ph: (677) 21 757
Fax: (677) 20 046

Mr Noel Aru

Wan Smol Bag Theatre
PO Box 1024, Port Vila
Vanuatu
Ph: (678) 27 119
Fax: (678) 25 308
Email: smolbag@vanuatu.pactok.net

Dr Than Aung

Oceanographer
National Tidal Facility, Flinders University
GPO Box 2100, Adelaide 5001
Australia
Ph: (618) 8201 7611
Fax: (618) 8201 7523
Email: mota@flinders.edu.au

Ms Umai Basilius

Community Liaison Person
Palau Resource Institute
PO Box 1087, Koror 96940
Palau
Ph: (680) 488 2041
Fax: (680) 488 2041
Email: pri@palaunet.com

Education and Training information and resources.

- Establish formal and non-formal networks (including researchers and educators) to support improved and increased access to Environmental Education and Training.

Output 1.4

Materials and training practices monitored, evaluated and refined for further use as part of an ongoing quality control process.

Action

- periodical evaluation of material and training practices will be undertaken to ensure that materials contain up-to-date and accurate information, including scientific information, traditional knowledge and practices and effective ways of teaching and training adapted for both formal and non-formal circumstances.

Performance Indicators: Target Area 1

- Environmental content incorporated into formal school curricula at preschool, infants, primary, secondary and tertiary levels in several Pacific island countries by 2003.
- Teacher Training in-service workshops convened on the theme of Integrating Environmental Education into Classroom

Lessons in several Pacific island countries by 2003 and environmental education taught at teacher training institutions throughout the region.

- Material with environmental content, incorporating both traditional and contemporary knowledge, readily available in local languages in several Pacific island countries by 2003.
- Scholarships available in several Pacific island countries for students to undertake Environmental Education and Training at the tertiary level.

Success Criteria: Target Area 1

By 2003, Environmental Education will have become an integral part of school curricula in at least five countries in the region and teachers will have a good understanding of environmental issues and positive environmental ethics. Children will automatically be exposed to environmental protection concepts throughout their entire education, from preschool to tertiary level. By 2003, at least 50% of adults in ten countries will have a good understanding of environmental issues and positive environmental ethics and be equipped to make decisions concerning preservation and management of the environment at least at the local level.

Annex I

Acronyms

ACP	African, Caribbean and Pacific Countries of the Lome Convention
ARM	Atmospheric Radiation Measurement Program (USA)
ACEID	Asia-Pacific Centre for Educational Innovation for Development
AusAID	Australian Agency for International Development
CNMI	Commonwealth of the Northern Marianas
DANIDA	Danish International Development Agency
DFID	United Kingdom Department for International Development - Pacific
EE&T	Environmental Education and Training
FSM	Federated States of Micronesia
FSP	Foundation for the Peoples of the South Pacific
IGO	Inter-governmental organisation
IUCN	International Union for the Conservation of Nature/World Conservation Union
NAAEE	North American Association for Environmental Education
NETTLAP	Network for Environmental Training at Tertiary Level in Asia and the Pacific
NGO	Non-governmental organisation
NTF	National Tidal Facility (Flinders University)
NZODA	New Zealand Official Development Assistance
PCV	United States Peace Corps Volunteer Programme
PICCAP	Pacific Islands Climate Change Assistance Programme
PIC	Pacific Island Country
PREL	Pacific Resources for Education and Learning
RMI	Republic of the Marshall Islands
SPACHEE	South Pacific Action Committee on Human Ecology and the Environment
SPaRCE	Schools of the Pacific Rainfall Climate Experiment
SPBCP	South Pacific Biodiversity Conservation Programme
SPREP	South Pacific Regional Environment Programme
TNC	The Nature Conservancy
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USP	University of the South Pacific
WWF	World Wide Fund for Nature

Target Area 2: Planning and Decision-making

Background

Currently planning is undertaken and many decisions are made at the government, community and private sector levels without adequate consideration of environmental parameters. Increased efforts at environmental awareness raising and associated training activities are therefore necessary at all levels to ensure that planners and decision-makers are fully aware of environmental issues so that they can adopt sound environmental policies and practices and thus assist each Pacific island country to move towards sustainable development.

The decision-makers in many Pacific island countries include community leaders, landowners and traditional leaders as well as the government and private sector. It is therefore important to ensure that information and resource materials are available to suit the needs of each of these target groups. The private sector and government, for example, will require information on the financial implications of activities relating to sustainable development while community leaders may be more concerned with how small groups may benefit from such activities.

Government policy is guided by the requirements of the community. Hence it is necessary to educate the general public, not only on environmental issues but also on issues relating to policy-making and legislation enforcement. An educated and aware public can often help to ensure that enacted legislation is enforced effectively. The outputs under this Target Area seek to achieve such outcomes.

Goal: Target Area 2

Planning and Decision-making: To use Environmental Education and Training to help Pacific island governments, traditional leaders, local communities and the private sector to adopt sound environmental policies/practices in planning and decision-making.

Outputs and Actions: Target Area 2

Four outputs have been identified for the Planning and Decision-making Target Area.

Output 2.1

Legislation and policies will be in place for better environmental practices in all Pacific island countries by 2003.

Actions

- Conduct environmental awareness raising workshops/summits for policy/decision-makers from all levels of governance.
- Conduct national campaigns on environmental issues and lobby government officials, politicians and community leaders.
- Undertake training for Attorney Generals' Departments, Parliamentary Counsels and others involved in drafting environmental laws to prepare legislation which is simple, effective and relevant to the needs of the country.

The *Action Strategy for Environmental Education and Training in the Pacific Region 1999 – 2003* will be reviewed during the next Pacific Regional Conference for Environmental Education and Training proposed for the year 2003. The revised Action Strategy will be submitted to the 13th SPREP Meeting in the year 2004. In the interim

period, progress reports on SPREP's role in the implementation of the Action Strategy will be produced as part of SPREP's reporting requirements to its biennial Meeting as well as its annual reporting requirement to the South Pacific Forum and its reporting requirement to the biennial conference of the Secretariat of the Pacific Community.

- Undertake training for those involved in enforcement and monitoring of legislation to raise awareness of the need for effective enforcement of environment-related legislation.
- Undertake Environmental Education and Training in the communities to promote bottom-up planning and environmental management.

Output 2.2

Governments and private sector will have better environmental practices.

Action

- Through environmental awareness raising, promote sound environmental practices by providing information on incentives.
- Train decision-makers and traditional leaders on environmental management practices

Output 2.3

Increased inter-agency involvement in environmental policy and decision-making process.

Action

- Encourage staff exchange between environment and other agencies, to ensure exposure to environmental considerations by a range of agencies.
- Encourage the establishment of environmental training liaison offices.

Output 2.4

Increased transparency in transmission of all information at all levels of decision-making regarding environmental and resource management through Environmental Education and Training activities.

Action

- Involve affected people in an open public participation forum to ensure complete information dissemination for informed decision-making.

- Involve the community in awareness raising activities that focus on integrating the best traditional and contemporary environmental management practices.

Performance Indicators: Target Area 2

- Environmental legislation and policies in place in several Pacific island countries and decision-makers aware of environmental parameters over a range of government and community decisions.
- Trained staff in Attorney Generals' Departments in several Pacific island countries familiar with drafting environmental legislation and government officers trained in monitoring and enforcing legislation.
- Communities actively participate in natural resource management and conservation programmes.
- A system of staff exchange schemes in place between environment department personnel and staff from other government departments to encourage better coordination of activities affecting the environment.
- Traditional and contemporary environmental management practices integrated and information widely available.

Success Criteria: Target Area 2

By 2003, at least three Pacific island countries will have environmental legislation and policies in place, with an associated system of monitoring and enforcement which incorporates traditional and contemporary knowledge and practices for natural resource management and sustainable economic development. Procedures will be in place in a number of Pacific island countries for consultation with traditional and community leaders in making decisions relating to land use and development.

- Pacific Islands Network (PIN)
- Schools of the Pacific Rainfall Climate Experiment (SPaRCE), University of Oklahoma
- Sea Grant Extension Services, Pohnpei, Federated States of Micronesia
- Solomon Islands Development Trust
- South Pacific Action Committee for Human Ecology and the Environment (SPACHEE)
- South Pacific Applied Geoscience Commission (SOPAC)
- South Pacific Regional Environment Programme (SPREP)
- The Nature Conservancy (TNC), Hawaii
- Toporoporoanga Ipukarea Society Inc., Cook Islands
- United Nations Educational, Scientific and Cultural Organization (UNESCO), Asia Pacific Centre of Educational Innovation for Development (ACEID)
- United Nations Environment Programme (UNEP)/Network for Environmental Training at Tertiary Level in Asia and the Pacific (NETTAP)
- United States Peace Corps, Pacific
- University of Guam
- University of the South Pacific
- Vanuatu Non-Governmental Organisation (VANGO)
- Wainimate (Women's Association for Natural Medicine Therapy)
- Wan Smol Bag Theatre
- World Wide Fund for Nature (WWF), Pacific Office

4.2 Linkages

Linking/networking includes sharing information and programmes, participating in conferences, meetings and training activities and collaborating locally, nationally, regionally and internationally. By working together and sharing resources, it is possible to avoid duplication of resources unnecessarily and to achieve more with limited resources. Efforts will be made to develop informal and formal linkages and to create an operational Network of Environmental Educators and Trainers, information about which will be incorporated on databases such as the SPREP database and website. (<http://www.sprep.org.ws>)

4.3 Monitoring and Evaluation

This is the key to the success of the Action Strategy. Constant monitoring and evaluation of activities will enable countries to make the best use of financial and technical resources to achieve the outputs. Broad performance indicators and success criteria have been developed. Each government and organisation participating in implementation of the Action Strategy is requested to monitor implementation against the suggested performance indicators and success criteria to gauge whether the overall objectives are being achieved. Methods of monitoring and evaluation will depend on implementing organisations and governments. SPREP will work with countries to develop their own measurable performance indicators and success criteria and will also provide assistance to develop monitoring and evaluation techniques where required.

The draft *Action Strategy for Environmental Education and Training in the Pacific Region 1999 – 2003* was endorsed in principle by the 10th SPREP Meeting of SPREP's 26 member countries. Subject to availability of funds, it is proposed to convene a Roundtable of donors and implementers during 1999 in an effort to identify potential sources of additional financial assistance which can be channelled to in-country and regional activities.

Target Area 3: Public Awareness

Background

In a region where the quest for economic growth is a priority and is dependent, in the main, on the use of natural resources, there is a need for increased public awareness of environmental issues geared to motivating communities to take action to better manage the use of their natural resources.

Increasingly, Pacific island countries are developing public awareness programmes and establishing non-governmental environmental organisations to foster positive attitudes and practices amongst the community. Efforts are under way to target the widest possible audience through a variety of media. These include radio programmes on environmental themes, village drama groups and awareness raising of church and community leaders.

The success of such programmes requires continued efforts and input at all levels of the community. Capacity needs to be built in countries to ensure that environmental education and awareness raising material is produced in local languages and the private sector must be encouraged to become involved in activities relating to public awareness programmes.

There is also a need to evaluate the success of public awareness programmes. Public awareness activities should only be considered successful when there is some resultant change in the attitudes of the target groups towards protection of natural resources.

Goal: Target Area 3

Public Awareness: To develop knowledge, skills and positive attitudes in all communities so that they will have the capacity and motivation to conserve and responsibly manage their environment.

Outputs and Actions: Target Area 3

Three outputs have been identified for the Public Awareness Target Area.

Output 3.1

Environmental educators, tourism operators and community educators trained to impart environmental information effectively

Action

- Survey and prioritise scientific and educational research needs and communicate these to scientists and educators.
- Identify sponsors/trainers including from NGOs.
- Develop and hold training courses for community environmental educators (government, chiefs, NGOs, religious groups, youth, women's and other community groups) in communication skills, facilitation methods and effective use of education resource materials.
- Develop and hold training courses for tourism operators so that they can carry out in-house training in more sustainable practices.

4. Processes

4.1 Key Players and Cooperating Organisations

These are groups who participate in planning, implementation and evaluation of Environmental Education and Training. They may operate at community, national, regional and international levels. The outcomes are most effective when these groups are closely linked and share common goals.

Groups include university/tertiary institutions, religious institutions, schools, youth groups, funding agencies, government departments, traditional leaders, NGOs, private sector, volunteer organisations, media, environmental organisations, women's groups, environmental education associations and UN organisations. Although some of these organisations tend to operate at specific levels, many have activities and programmes which overlap with each other. The outcomes are therefore most effective when these groups are closely linked and share common goals.

Groups/organisations involved in environmental education, training and awareness raising identified at the time of development of this Action Strategy, many of which were involved in its development include:

- Asia Pacific Bureau of Adult Education (ASPBAE)
- Association Motu Maa (Protection de l'environnement), Wallis and Futuna
- Centre d'Initiation de l'Environnement, New Caledonia
- Chemical Society of the South Pacific
- Chemistry Outreach to Schools (COTS), University of the South Pacific
- Fédération des Associations de Protection de l'Environnement, French Polynesia
- Greenwatch Commercial, Department of the Environment, Government of Fiji
- Hooked on Fishing – Not on Drugs Program, Future Fisherman Foundation, American Samoa
- World Conservation Union (IUCN): Commission on Education and Communication (CEC)
- Intergovernmental Oceanographic Commission/Western Pacific (IOC/WESTPAC)
- Kiribati Environmental Education Programme (KEEP), Foundation for the Peoples of the South Pacific
- Langafonu a Pefine, Tonga
- Le Tausagi, American Samoa
- Micronesian Islands Conservation, Pohnpei, Federated States of Micronesia
- Northern American Association for Environmental Education (NAAEE)
- National Tidal Facility, Flinders University, Australia
- O le Siosiomaga Society, Samoa
- Pacific Concerns Resource Centre, Fiji
- Pacific Resources for Education and Learning (PREL)
- Palau Resource Institute

- Develop and hold training courses for the community on natural resource management and general land-care practices.

Output 3.2

Public Awareness Programmes developed in Pacific island countries.

Action

- Provide practical training for those involved in production of public awareness materials.
- Convene workshops and seminars.
- Undertake media campaigns.
- Use role plays and games.
- Make presentations, e.g. in the classroom, in villages.
- Sponsor special events such as National Environment Days/Weeks.
- Hold competitions, e.g. essays, colouring competitions.
- Develop programmes and make appearances on radio talkback, and T.V.
- Produce posters, pamphlets, videos, CD Rom.

Develop national web page/site.

Output 3.3

Increased Community Participation.

Action

- Train community educators and leaders through train-the-trainer activities to increase the general knowledge base on environmental issues and to communicate this information effectively to target audiences.
- Produce material in local languages.

- Encourage community to identify their own problems/concerns and ways in which these may be resolved.

- Involve parents and citizens in school programmes.

Performance Indicators: Target Area 3

- Environmental NGOs in Pacific island countries will have staff with skills to produce a variety of awareness raising material.
- Radio and television programmes in Pacific island countries will have incorporated a significant amount of environmental content into their programming.
- Tourism operators in Pacific island countries will be advocates for environmental protection and will pass on environmental messages to tourists.
- Each Pacific island country will have an established National Environment Day/Week as part of its annual agenda.
- Environmental education and awareness material in local languages will be widely available in all Pacific island countries.
- At least four Pacific island countries will have an established national web page/site containing comprehensive information pertaining to environmental protection, and incorporating both traditional and contemporary knowledge.

Success Criteria: Target Area 3

By 2003, all tourism operators in Pacific island countries will be active in promoting environmental awareness to visitors. At least five countries will have well-informed government-affiliated public/community “watch” groups actively involved in advocating for better planning in development and sustainable natural resource use.

- Training packages on environmental education produced in local languages through sharing of resources at the national, regional and international levels.
- Environmental Education material regularly appearing in a range of newsletters, publications and websites.
- Significant technical and financial support is provided for Environmental Education, Training and Awareness Raising and support through the region's political and technical bodies is well institutionalised.

Success Criteria: Target Area 4

By 2003, the SPREP webpage will be available to at least 12 countries to provide links to support national and local environmental education and awareness raising efforts. Governments of 15 countries will acknowledge the importance of providing environmental education to all sectors of Pacific island societies and will reflect this in development plans and national budgets. At least 15 countries will have regular (quarterly) contributions to newsletters and updates on in-country environmental developments.

Target Area 4: Networking, Communication and Collaboration

Background

Environmental education and awareness raising activities are often undertaken by a few people working in their country in an isolated context. In many cases, one or two people may be lone voices in calling for strengthened environmental awareness of the importance of protecting the environment. The benefits of uniting and strengthening efforts through networking (of both a formal and informal nature) are well recognised by the region's band of environmental educators and trainers. In a climate where financial resources are scarce and donor aid limited for environmental awareness raising efforts, the importance of combining skills, resources and experience is appreciated. The similarities of the environment of the small island developing states in the Pacific make this sharing of resources very practical. Efforts are being taken to avoid duplication of resources and effort and, where appropriate, countries that have developed environmental awareness raising material are eager to share it with their neighbouring island countries for adaptation to suit local circumstances.

Goal: Target Area 4

Networking, Communication and Collaboration:

To promote and improve the exchange of information, skills and resources, and to gain support for Environmental Education and Training through formal and non-formal networks at local, national, regional and international levels.

Outputs and Actions: Target Area 4

Six outputs have been identified for the Networking, Communication and Collaboration Target Area.

Output 4.1

Strengthened NGO capacity to network with other NGOs and regional organisations.

Action

- Establish a directory of existing NGOs at the national, regional and international levels, (drawing upon information in existing NGO directories).
- Solicit financial support to improve and develop networks amongst NGOs.

Output 4.2

Improved information exchange between Pacific island countries.

Action

- Establish an Environmental Education and Training contact point in each Pacific island country.
- Environmental Education and Training contact point disseminates information in a timely manner.
- Solicit resources to provide Environmental Education and Training contact point in each country with appropriate access to electronic mail.

Output 4.3

Local community trained in environmental education and awareness raising.

Action

- Collaborate with community to develop training packages in local languages.
- Collaborate with other organisations, e.g. through personnel exchange schemes.
- Develop new and strengthen existing linkages with educational institutions such as the Asia Pacific Bureau for Advanced Education (ASPBAE), University of the South Pacific (USP), University of Guam (UOG), University of Hawai'i (UH).
- Investigate ways to improve linkages between existing networks, e.g. church links.
- Procure financial and other resources for training and exchange schemes.

Output 4.4

A financially secure network of teachers and other environmental educators established to enable information exchange.

Action

- Use regional expertise to provide information on specific topics and repackage information to suit education and training needs.
- Trial outputs, e.g. resource materials for Environmental Education and Training, ensuring that quality is emphasised and that there are also alternative formats to textbook type.
- Link up government departments, schools and other educational institutions in a functional network.

Output 4.5

User-friendly information database networks developed.

Action

- Website with (1) annotated bibliography including reviews of environmental education

materials; (2) dates of all environmental education meetings posted at least three months in advance.

- Broaden Internet websites and other technologies to include Environmental Education and Training.
- Improve existing databases through examining and adapting state-of-the-art technology as appropriate and annotation and dissemination of this information to all Pacific islands.
- Regional institutions to make available information and assist in advising governments on available sources of technical support for environmental management.
- Review existing newsletters and contribute Environmental Education material to publications on a regular basis.

SPREP to continue its bibliographic database of environmental publications.

Output 4.6

Declaration from South Pacific Forum and the Conference of the Pacific Community on importance of Environmental Education and Training.

Action

- In consultation with government officials and regional organisations, ensure that the issues of Environmental Education and Training are put onto the agendas of meetings of the region's major political and technical bodies.

Performance Indicators: Target Area 4

- Strong regional, international and national networks established to disseminate and share environmental information and resources.
- Environmental Education contact points established in all Pacific island countries, and equipped with electronic mail and other appropriate information dissemination tools.