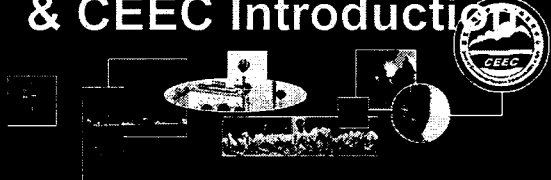


Open Symposium

CEEC

Environmental Education in China & CEEC Introduction



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Environmental Education in China

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Progress of EE in China

- Developing with environmental protection in China
- Experiments of EE in primary and middle schools since 1979
- Environmental education system of different level, from primary school to university

Back

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Progress of EE in China

- Environmental protection based on environmental education since 1983
- Energy, environmental protection and eco-education should be integrated into related curriculums

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Progress of EE in China

- Action Plan for Environmental Education and Communication in 1996, a limestone for environmental education in China
- International cooperation promoted environmental education in China in late 1990

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Progress of EE in China

- Environmental awareness obviously improved since mid of
- Education section attaches more importance to EE

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EE System in China

- Basic Education
- Professional Education
- Adult Education
- Public Education

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EE Organizations and Activities

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EE Organizations

- Department of Environmental Education and Communication of SEPA
- China Environmental Education and Communication Network
- Formal Education
- Science Association
- EE Organization of Other Governmental Departments

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EE Activities

- Green School Projects
- Development of Interactive EE Teaching Materials
- The Earth Award
- Green Action by Primary and Middle School Students

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Environmental NGOs

- Friends of Nature. 1994
- Beijing Globe Village. 1996
- Green Beijing
- Green Volunteer Association of Chongqing City. 1998
- Environmental Volunteer Association of Yueyang City. 2001

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Introduction for CEEC

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CEEC

Established in May of 1996
 Technical support for EEC
 NPO with 40 staff

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CEEC

Organization Chart of CEEC

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  graph TD
    CEEC[CEEC] --> Communication[Communication]
    CEEC --> Education[Education]
    CEEC --> A_V[A&V]
    Communication --> CESDRRC[CESDRRC]
    Education --> ISO14000[ISO14000 Training]
  
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Main Projects

- Environmental Precautionary Education
- The Regular National School Students' Environmental Protection Competition
- A Green Ribbon of the Earth----The GLOBE Program
- Bell Program
- On the Job Training for Director of Local EPBs
- Green Schools
- China-Japan Technological Cooperation
- Mobil China Environmental Education Fund

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Main Projects: Environmental Precautionary Education

特别节目
 2001年6.5世界环境日
 2001年6月 世界环境日

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Main Project: The Regular National School Students' Environmental Protection Competition

- 1998 National School Students' Knowledge about Environmental Protection Competition
- 1999 "I Need the Earth, and It Needs Me" - A National School Students' Essay Competition Concerning Environmental Protection
- 2000 "For Our Common Future" - A National School Students' Competition for Designing Environmental Protection Activity Plans
- 2001 "A Million Young People Take Action in Support of Beijing's Bid to Host the Olympic Games" - A National School Students' Competition for Designing Environmental Protection Advertisements

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Major Project: Sculptor Designing Competition by Used Materials

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**Main Projects:
Activities for The World Environment Day**




News Release
International Youth
Environment Forum
Brochures and Posters

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CEEC

Main Project: The GLOBE Program

Since 1995
56 Schools although 36 provinces



GLOBE Annual Meeting
and Workshop
50000 students
participating in the observation
GLOBE Teachers Guide

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CEEC

Main Project: BELL Program

Business Environment Learning Leadership
Experimental Universities
MBA Summer Workshop
Teaching Material: Green Enterprises Management



Publish foreign case study
Develop domestic cases study
Develop Forums

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Main Project: TEEN Project

Created at the 'Chinese, Japanese and Korean
Environmental Ministers' Meeting.



First Tripartite EE Workshop
EE Organization Database
(40)

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**Main Project: On-the-job Training for
Local EPB Directors**



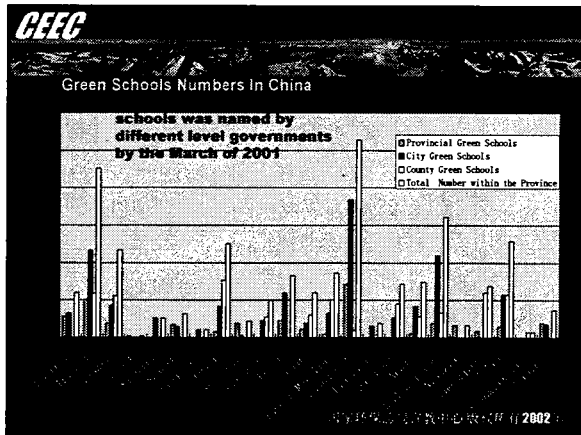
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Main Project — Green School



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Main Project: Sino-Japan Cooperation in Technology

Cooperation with JICA since During 1996-2000. JICA donated hundreds thousand RMB

- Audio-tech Training Workshop
- Training for Principles from Primary and Secondary Schools
- Training for ISO14000
- International Workshop on EE
- Teaching Materials Translation
- Training on Acid Rain and SO2 Control

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Major Project: Mobil China Environmental Education Fund

- Established in April of 1998
- 10,000,000 donation by Mobil China Company

美孚中国环境教育基金启动仪式
Mobil China Environmental Education Fund (MCEEF) Ceremony
1998. 4. 16

More than 60 projects implemented by 2001 through out China

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Major Project: Mobil China Environmental Education Fund

Environmental Star

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CEEC

Major Project: Mobil China Environmental Education Fund

Used Battery Recycling

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Major Project: Mobil China Environmental Education Fund

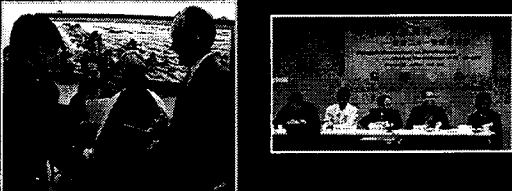
Media Communication, Chinaeol Radio Program, Newspaper and Outdoor Advertisement

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Major Project: Mobil China Environmental Education Fund

Forum on Environment and Development



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Major Project: Mobil China Environmental Education Fund

TV Series Window on American Environment
22 Episode, 15 minutes for each



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Other International Projects

China-U.S. Environmental Governance Training Program (Shenyang, Wuhan, Chifeng) in 2002



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Other International Projects

China-U.S. Children's Painting Competition in 2002



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The China Environment and Sustainable Development Reference and Research Center

- Environmental books and reference materials
- Audio and Video materials
- Environmental English Class
- Environmental Book Store

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Thank You

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www.chinaeol.net

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Environmental Education and Public Environmental Awareness from the Viewpoint of Original Experience in Nature and Environmental Ethics

Fumiaki TANIGUCHI

Secretary-General, The Japanese Society of Environmental Education

Professor, Konan University, Kobe, JAPAN

Introduction

The theme of Environmental Education and Public Environmental Awareness at this Conference is presumed to be derived from the International Conference on Environment and Society: Education and Public Awareness for Sustainability in Thessaloniki in Greece, 1997.

The objective of the Thessaloniki Conference was the sustainability of education and public awareness, the contribution of environmental education, the facilitation of UNSD's plan and the promotion of environmental activities on the international, national, and regional levels.

Realizing sustainability at all levels of government, realizing radical changes in consumption-production behavior, realizing lifestyle vision of education and public awareness should be further developed and strengthened.

The following is described in the Declaration of Thessaloniki Conference:

In order to achieve sustainability. An enormous coordination and integration of efforts is required in a number of crucial sectors and rapid and radical change of behaviors and lifestyles, including changing consumption and production patterns. For this, appropriate education and public awareness should be recognized as one of the pillars of sustainability together with legislation, economy and technology.

(Chapt. 6)

The purpose of this presentation is to explain and philosophically analyze Environmental Education and Public Environmental Awareness from the Viewpoint of Original Experience in Nature and Environmental Ethics apart from legislation, economics, science and technology.

Firstly, I would like to survey the aims, goals and objectives of environmental education in relation to various Education Acts or Declarations during the last 35 years.

Secondly, I would like to introduce an outline of the historical development of environmental education in Japan. Here I will illustrate the peculiarity of Japanese environmental education and also offer to other participating countries suggestions for avoiding serious environmental damage that can accompany rapid economic growth.

Thirdly, I would also like to touch on the original experience in the nature for environmental awareness in childhood, which can provide the roots to expand private environmental awareness into public environmental awareness when one grows up. This original experience fosters an ecological consciousness, an

absolute value, as the foundation for sustainability.

Fourthly, I would like to point out that public environmental awareness should be grounded in and guided by environmental ethics. In general, ethics primarily deals with relationships between the individual human mind and public society.

In conclusion, I will emphasize the importance of a sense of wonder and environmental ethics to help realize public environmental awareness for sustainability. Such public environmental awareness from the bottom up corresponds to the contents of the Declaration of Thessaloniki.

Objectives and goals of environmental education in general

According to the Thessaloniki Declaration, environmental education “may also be referred to as education for environment and sustainability.”(Chapt.11) Therefore, we need to review the aims, goals, objectives and guiding principles of environmental education.

(1) Fundamental aims and goals of environmental education

The character of environmental education involves the process of understanding the relationship between population, pollution, distribution and depletion of resources, preservation of nature, transportation, technology and development (Environmental Education Act, 1970, USA).

According to the Tbilisi Declaration (1977), a basic aim of environmental education is:

to succeed in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological, physical, social, economic, and cultural aspects, and acquire the knowledge, values, attitude, and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems, and in the management of the quality of the environment.

And the goals of environmental education are:

1. to foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas;
2. to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment;
3. to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.

In this way we can understand that environmental education aims to foster the ability in a child to act step by step so as to manage and control his or her environment as far as the eyes can see.

But in my opinion the goals of environmental education are to educate a child to be warm-hearted towards all life on the earth and to be active against environmental pollution and destruction in the social and natural environment. As a result young people receiving environmental education at school or environmental learning in the field will be able to act for sustainability for the future. In other words, the final aim of activities to prevent environmental destruction is to improve the ecological relationship of humans with nature by mutual activities. The activities of people who

act with a warm heart towards all life will be in harmony with the environment.

(2) Objectives of environmental education

The categories of objectives for environmental education are contained in the Tbilisi Recommendations:

Awareness – to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.

Knowledge – to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems.

Attitude – to help social groups and individuals acquire a set of values and feelings of concern for the environmental and the motivation for actively participating in environmental improvement and protection.

Skills – to help social groups and individuals acquire the skills for identifying and solving environmental problems.

Participation – to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

It is notable that Awareness is accorded such an important role above.

This concept is the foundation for gaining knowledge, changing attitudes, acquiring skills and participating in order to act for sustainability.

In the Declaration of Tbilisi the central concepts of the objectives were transformed from the former declarations focusing on nature preservation towards values, conscience, environmental ethics and the way of life.

In this way, the character of environmental education comes to involve the integration of science, society and human life.

Accordingly, we could understand the aims and objectives of environmental education in general.

(3) Guiding principles, character and methods of environmental education

Guiding principles must be concerned with the environment in its totality, a continuous life-long process, being interdisciplinary in its approach, drawing on the specific content of each discipline in making possible a holistic and balanced perspective, examining major environmental issue from local, national, regional and international points of view, focusing on the current and potential environmental situation, promoting the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems, and so on.

Here we examine points such as the consideration of the environment in its totality and its holistic and balanced perspective. These points suggest a kind of holism or organism. We have to know that everything on the earth is connected and, accordingly, we need eyes to see not only the human environment but also all life from a holistic and balanced perspective.

Therefore, environmental education needs to address interdisciplinary fields including the natural sciences, the social sciences and the human sciences. However, its approaches should retain the peculiarity of each field. So, with its interdisciplinary nature, environmental education has important consequences for both subjects and curricula in schools.

Environmental education is not just one subject but is concerned with every subject so that it deals with every concern, and it is implemented through field

experience.

On the other hand, as environmental education has to enter into every subject, its character may be expressed in the cross curriculum, and on the other hand it provides field activity as a method. So, every material can be used.

We need to provide young people with the skills, attitudes and values necessary for them to understand and address environmental issues as active, participating citizens.

Some the methods are provided by government policy, academic societies or NGOs, but I would like to focus on those methods within environmental ethics concerning environmental awareness, knowledge, attitudes, skills and participation arising spontaneously within the individual. We need to deal with environmental awareness expanding from the personal to the public.

Introduction of environmental education in Japan

(1) The History of Environmental Education in Japan

Environmental education in Japan started from pollution education in the 1960s. After experiencing serious cases such as mine pollution caused by the Ashio Copper Mining Industry in Tochigi Prefecture from 1891, Itai-itai (pain) disease caused by cadmium in the Jintsuu River in Toyama Prefecture in 1922, Minamata disease caused by mercury in Minamata, Kumamoto Prefecture in 1956, Second Minamata disease around the Agano River in Niigata Prefecture and Yokkaichi asthma in Mie Prefecture. These problems were all caused by industrial waste resulting from high economic growth.

Such pollution problems made us to realize that environmental destruction is the same issue as life.

However, pollution education was limited in that it was inclined towards a stereotyped education seeking only the cause of pollution and the prosecution of polluters. But it is too narrow to focus only on merely utilitarian approaches to nature preservation, the safety of human life and the creed of egoism. Through our miserable experience we learned the necessity of nature and life preservation.

As a result, Japanese environmental education is shifting from pollution education to nature preservation.

In any case, the beginning of environmental education was implemented on the basis of the natural sciences, only recently has this shifted to the social and human sciences. But even this is too narrow when we consider the totality of the human environment.

(2) Transition of nature preservation to comprehensive environmental education

As we saw above, we came to realize a transition from nature preservation to human environment in accordance with The Belgrade Charter: A Global Framework for Environmental Education and also with the Declaration of the Tbilisi Intergovernmental Conference on Environmental Education. These both include human themes in the contents of environmental education.

The Tbilisi Recommendation asserts that environmental education should contribute to a new ethics, which is founded upon nature, humans, human dignity, regard for future, being open to all people, and the necessity of the mutual quality of life.

What then is the essence of the contents of the human environment? The essence must reflect the way of human living, which is based on variety of values, human conscience, and environmental ethics. In other words, the problem of environment in the natural sciences and social sciences may be resolved by techniques and skills, but we must not forget that the fundamental cause of environmental destruction stems from the polluted mind environment.

Therefore, we have to purify the polluted mind environment so as to heighten public environmental awareness and to urge people to act for the restoration and the creative capacity of the environment.

In Japanese elementary schools 'life environmental education' is taught in the first and second year grades as comprehensive learning including the natural and social environment since 1988.

Additionally the Japanese Ministry of Education has provided instructive materials for junior and senior high schools, which have facilitated every school implementing environmental education.

An educational council of the Ministry decided to promote comprehensive learning of four themes such as education for international understanding, information education, environmental education and health-welfare education.

Comprehensive learning depends upon, as it were, a potential curriculum which teachers should reveal through the class. The Ministry of Education does not rigidly control the contents and methods, but they are needed for the educational process of creative development and should be facilitated by schools, teachers, local organizations (NGO) and children. Therefore, the importance of such education has been guaranteed in public at last.

However, the problems of implementation of environmental education are that the specialty and instructive ability of teachers are required nowadays. Because teachers get accustomed to textbooks, which provide common materials within a common curriculum, so they cannot make original classes without textbooks. This is a problem.

Ironically, before teaching pupils we have to enlighten the environmental awareness of teachers.

Original experience in the nature for environmental awareness

Even if the system of environmental education is offered in the school curriculum and field learning manuals, children should grow up surrounded by nature. Original experience in the field is most essential for environmental education, so that "a sense of wonder" should be fostered in childhood to perceive the wonder of nature and the brilliance of life.

Let's consider the case of 'The Sense of Wonder' written by Rachel Carson. Needless to say, she is very famous as the author of "Silent Spring" which is already a classic book concerning environmental pollution by chemicals. She says that a sense of wonder is the sense of wondering at natural beauty and the awe inspired in anyone who touches nature. A child's world is always so fresh and new and beautiful, so full of wonder and excitement, that the child can feel the whole of nature through the senses and sentiments, even without a teacher. Once a child naturally receives the wisdom of nature in the sense of wonder this faculty remains throughout life.

For instance, Rachel did not teach her nephew Roger the knowledge of living things such as animals or plants at the shore, but he could point out those living things, where they live or what they are, without being taught.

When Roger has visited me in Maine and we have walked in these woods I have made no conscious effort to name plants or animals nor to explain to him, but have just expressed my own pleasure in what we see, calling his attention to this or that but only as I would share discoveries with an older person. Later I have been amazed at the way names stick in his mind, for when I show color slides of my woods plants it is Roger who can identify them. "Oh, that's what Rachel like – that's bunchberry!" or, "That's Jumer (juniper) but you can't eat those green berries – they are for the squirrels." I am sure no amount of drill would have implanted the names so firmly as just going through the woods in the spirit of two friends on an expedition of exciting discovery.

(The Sense of Wonder, p.23)

Also, the most important insight into the essence of life is showed in another passage. Rachel herself had experienced looking through the essence of life when she was walking along the shore.

There was no other visible life –just one small crab near the sea. I have seen hundreds of ghost crabs in other settings, but suddenly I was filled with the odd sensation that for the first time I knew the creature in its own world – that I understand, as never before, the essence of its being. In that moment time was suspended; the world to which I belonged did not exist and I might have been an onlooker from outer space.

(The EDGE of SEA, p.5)

This is a fundamentally original experience in nature in which Rachel looked through 'the essence of its being' in a timeless and spaceless world. This experience gives her and also other people an absolute value for environmental awareness throughout life.

In this way she put a stress on the feeling rather than knowledge. If the child had the original experience in the nature, he could acquire the sense of wonder to perceive the beauty as it is, and to perceive the wonders of newness, unknown things, consideration, admiration or love for all things.

Such sense of wonder fosters the curiosity for learning about the variety of living things and drives him to want to know more. In that case his wisdom becomes a steady knowledge grounded in original experience in nature.

As the starting point for environmental education, we need to cultivate original experience in nature in young people.

Environmental ethics for public environmental awareness

The starting point of environmental education should be original experience in nature to awaken a sense of wonder. But this sense is confined within personal experience. We have to broaden personal environmental awareness to encompass public environmental awareness.

How should we do this? Personal awareness should be expanded to the social, or

public. Here, we do not want to discuss policy or legislation, which is the public domain, but to examine environmental ethics, which instructs us on both the social relationship between individuals and on the personal norms as to how to live in society.

Environmental ethics based on a sense of wonder stimulates the public awareness, which could provide the norms for behaviour when growing up. Environmental ethics provides an inner guide for public activity and could change both the way of life and the human sense of values.

The principle of environmental ethics is founded on three rules, that is, preservations of ecological identity, individual identity and genetic identity. These identities are the elements of the framework for areas of environmental ethics such as intergenerational ethics, rights of all lives, and fair distribution of resources. It is easy to understand the reason why we have to maintain ecological identity, which is related to both individual and genetic identity.

Also the principle of environmental ethics instructs us on how to act in nature and society so as to conserve, preserve and restore environmental destruction. Furthermore, such a principle contributes to the creation of environment. Without original experience in nature, we cannot construct such a sound environmental ethics.

This instructive principle of environmental ethics gives us, on the one hand, in theory, normative rules for a framework for action, and on the other hand, in practice, concrete guidelines on how we live in daily life for the preservation and creation of the environment.

If we established the principle of environmental ethics within ourselves, we come to realize public environmental awareness.

Conclusion

In AGENDA 21, Chapter 36 and the Declaration of Thessaloniki, we can understand the guiding principles of environmental education, which only provide policies and curricula, for example. But in a sense this is only the hardware. We have to consider the software, the human mind environment, for environmental awareness.

We have taken a general view of environmental education both in the world and in Japan to confirm the essence of environmental education looking back on outlines, goals, objectives and so on. From this, we can find the true aim of environmental education, which is the human environment connected with all other living things.

However, in order to enlighten environmental awareness, firstly, humans should have original experience in nature to perceive the beauty, awe, mystery or curiosity inspired by nature with a sense of wonder to look through the essence of being or life. Such sentiments give us judgments of beauty and morals to enlighten environmental awareness in young people.

And secondly, this original experience in nature gives rise to the necessity of environmental ethics, which is concerned with human activity in society and nature.

If we established the instructive principle of environmental ethics, we could change our awareness, knowledge, attitudes, skills and participation, and act positively in order to realize and heighten public environmental awareness in a bottom-up manner for a sustainable future.

Environmental Education by NGOs in Korea

December 4, 2002

Joo, Sun-hee

Director, Environmental Education Centre
Korean Federation for Environmental Movement(KFEM)
Republic of Korea

1. Opening

- (1) My name is Joo, Sun-hee. I'm the Director of a Korean non-governmental organization whose name is Environmental Education Centre (EEC). Originally, EEC was a division of Korean Federation for Environmental Movement (KFEM) who has about 80,000 (eighty thousand) members in Korea. EEC separated from KFEM and became an independent corporation in 2000, in order to concentrate on education works. I am here to report you on environmental education by non-governmental organizations (NGOs) in Korea.

- (2) You would know well the importance of education in preserving environment. It's because individual practice is as much important as government policies or deep theories in preserving environment, and individual practice comes from education. In Korea, environmental education by NGOs and by public schools has sharply increased together since the late 1990s (nineteen nineties) in its quantity and quality.

- (3) Among these, I would present you with environmental education by NGOs in Korea. Firstly, I will present 3 representative organizations among many NGOs who are working for environmental education in Korea. And then, I will present you with educating programs by EEC.

2. Three Representative NGOs working for environmental education in Korea.

(1) KFEM and EEC (www.kfem.or.kr)

- 1) KFEM was established in 1993, and now it has the largest number of members among many civic groups in Korea. In the early days, KFEM taught environment usually in classroom, because this education was for only for small number of activists who would make use of what they learn promptly at the spot. Afterwards, since the number of members has increased to make KFEM a popular civic group in 1990's, KFEM began to strengthen educating ordinary citizens. These enlarged educations included more field trips compared to lecture in class, and programs were diversified.
- 2) In 2000, EEC separated from KFEM and became an independent corporation in order to concentrate on education works. Now general manager, 3 staffs, and lots of volunteers are working for EEC. EEC develops educational methods, applies the methods, and improves the methods by feedback. And we share these education methods with 50 regional divisions of KFEM and many other environmental organizations. The details of the programs are in the following.

(2) Buddhist Academy for Ecological Awakening (BAEA, www.jungto.org/baea/)

- 1) BAEA was established in 1991 in order to awaken ecological interests in citizens. While most NGOs has decreased lecture in class and has increased field trips for education, BAEA has maintained lecture in class. Now their lectures are composed of Ecology School for Citizen, Life Academy for the Advanced, and Small College for Environmental Activists.
- 2) In Korea, BAEA is regarded as the bridgehead of ecological fundamentalism, as BAEA has maintained its principle and has deepened its understanding in ecological fundamentalism.

(3) Korean Young Men's Christian Association (Korean YMCA,
www.ymca Korea.org)

1) Korean YMCA has a long history and a strong organization. Though it is a Christian association, it also has functioned as a social movement group in Korea. Especially, environmental education is one of its major works.

2) Korean YMCA has an importance in environmental education in the senses that it has a good database for environmental education and that it has educated so many people through its regional divisions.

3. Education Programs of EEC.

(1) Programs for Preschool Children

For individual teachers, it is really hard to develop methods for environmental education, while they feel keenly the need of such methods. Therefore, EEC has developed educating methods and distributed it among them.

1) Model Kindergartens for Environmental Education

A score of kindergartens are designated as 'Model Kindergartens for Environmental Education'. These kindergartens educate environment with methods provided by EEC. As for kindergartens, they can be provided with good methods, and as for EEC, it can obtain places for environmental education.

2) A Forum for Preschool Children Environmental Education

EEC opened a forum for preschool children environmental education. It aimed at developing and suggesting better government policies to systematize preschool children environmental education and connect it with environmental education in elementary school.

3) A Club to Study Preschool Children Environmental Education

This club, composed of environmental activists and teachers of kindergartens, has developed methods for environmental education and improved it by monitoring them.

4) News Providing

EEC has issued 'Monthly News for Preschool Children Environmental Education' and delivered it to parents who have children in the model kindergartens mentioned above.

(2) Programs for teachers in kindergartens, elementary schools, and middle schools.

1) 2002 Kindergarten Teachers Workshop for Environment.

EEC opened 3 sessions of workshop composed of 40 kindergarten heads and teachers. It aimed at strengthening ecological way of thinking and providing them with educational materials.

2) Environmental Lectures for Teachers in Elementary and Middle Schools.

This series of lectures, provided by high-level lecturers, aimed at making participant teachers experts in environment. Delivered to 73 participants, this series included not only lectures in class, but also field trips.

(3) Programs for students in elementary, middle, and high school.

1) Environment Class

- (a) Environmental education in public school is not enough to make students pay attention to environment, not to speak of making them practice way of preserving environment in their lives. So, to make up for the insufficiency, EEC has provided this program composed of environmental theorem, practical methods, and field trips.
- (b) Until now (December 2002), EEC has provided 16 sessions of classes participated by 400 students with subjects such as woods, energy, wild animals, recycling, foods safety, the earth, and plants.

2) Environmental education in Ecology Education Centre.

EEC has a hall named 'Ecology Education Centre', with an area of 400 square metres on the 1st floor of KFEM building. This hall is filled with models of nature such as plants, animals and woods that are very useful in learning ecology of nature. And also EEC has lots of materials to be used in practice of handicrafts in this hall. EEC has provided opportunities to experience ecology to everybody in anytime yearly.

3) Frontier Expedition

- (a) Since 1997, EEC (KFEM) has held Frontier Expedition every year. It provided students with opportunities to feel the nature of motherland with their whole body. We believe these expeditions have opened ecological view in the participating students.
- (b) Programs: Han River (97), Some-jin River (98), Dong River (99), Western Seaside (00), Southern Provinces (01), and Je-ju Island (02).

(4) Programs for Citizens

1) Lectures on Trees in Old Palaces

(a) Seoul has 5 old palaces. They make good places for environmental education in the senses that they have a lot of trees, flowers, and cultural heritages, and that it's easy to get there as they are in Seoul city. The lecturers are experts in Korean trees and Korean wood culture. They teach how woods are used in many sects in human life, like building, musical instruments, farming implements, weapons and the others. And also they provide so many legends and old stories related with trees. With their lectures, participants can obtain not only natural scientific knowledge, but also humanitarian culture.

(b) 68 people have taken these lectures that have been delivered every Saturday in each sessions in the spring and the fall of 2002.

2) Advanced Environmental Lectures

(a) From September to November 2002, EEC provided advanced environmental lectures to 30 participants composed of Students in University, Activists, and Citizens who wanted to obtain advanced knowledge on environmental problem. Additionally, it provided methods of democratic citizen movement under the subject of 'Today's fields of environmental movement'. This series of lectures included lectures in class every Wednesday and field trips every Saturday.

(b) Programs

	Date	Subject
1	Sept 18, Wed	Orientation, viewpoint, democratic citizen movement
2	Sept 25, Wed	Movement to nullify Dong River Dam Project
3	Sept 28, Sat	Visiting Dong River
4	Oct 2, Wed	Movement against Se-man-guem reclamation project
5	Oct 5, Sat	Visiting Se-man-guem wetlands and works
6	Oct 16, Wed	Nuclear energy and environmental inequality
7	Oct 19, Sat	Visiting nuclear power plant and talk with residents
8	Oct 23, Wed	Renewable energy
9	Oct 26, Sat	Visiting wind power generating plant
10	Oct 30, Wed	Green Autonomy

11	Nov 1, Fri ~	Environmental hormone and safety of foods
12	Nov 2, Sat.	Ecological community
	(Workshop)	Evaluation and graduation

4. Closing: For the development of environmental education by NGOs in Korea.

(1) For the Korean NGOs' point of view, Korean NGOs have had lots of experience on environmental education. I am sure that NGOs in the other 4 countries have had too like us. We should try to share all of experience on environmental education including educational materials among NGOs. There is good example on wetlands education for school children in Korea. This should be trans bounded to the other 4 countries. I heard there are very good environmental educational programs on wildlife conservation done by Russian NGOs. These good programs should be learned by NGOs in the other countries and trans bounded to another countries. I'd like to establish environmental education network among 5 countries' NGOs to share skills and ideas. It will lead our enhancement of quality on environmental education and mutual understanding among us.

(1) Curitiba, a Brazilian city called the world model of environmental city, has an environmental open university. This university is operated by NGOs with financial support from government. Moreover, the government supports the university by sending officers, students, and teachers in schools as students of the university. We hope that Korea can have a university like this in near future. Korean NGOs have ability to manage such a university, because they have learned theories and practices of environmental problem from their long struggle to preserve environment. We hope that Korean government will pay more attention to NGOs' environmental education and they will support us at the practical level. If the governments come to know that NGOs' environmental education has public value, they will not hesitate to support us, we believe. An ecological city such as Curitiba can be made by mutual support from governments and citizens.

Arousal and Appeal for the Environmental Protection

--Speech on the Forum of Folk Environmental Policy Programming for North-east Asia

Mr. LI Ruinong, Chinese Environment Newspaper

Bo'ao, Hainan, China

2002 Dec. 5-6th

Chinese Environment Newspaper is a professional press media governed by State Environmental Protection Administration, which specializes in publicizing the knowledge of environmental protection to the public society. Since its formal publication commencement in 1984, to propagandize the basic national policies of environmental protection, to promulgate concerned knowledge, to strengthen the public consciousness of EP, to achieve the harmonious development between the economy society and environment have all been regarding as our non-shirking responsibilities. Therefore, keep on taking the environmental education and enhancing the mass consciousness of environment is turning to be an important work for us to deal, which is also the principal contents for our newspaper. Concerning of the content, form and method of propagandizing education of the environmental protection, I probably desire to put forward the following items, which are going to be discussed together.

For the Content

First of all, situation, policy and practice relating to environment are looked on as a key part for our press propaganda.

By means of this, we aim to tell the people how are going with our planet, our homes and the environment around us, what measures we should take to improve the environment, how and who will undertake such an progress. That is why, in our newspaper, we will not only display the global resource environmental condition, weather warming, ozonosphere destroy and rapid decrease of life form

variety, but the international cooperation about environmental protection. We will not only tell the flood disaster in Europe, rain forest destroy in Brazil, sinking ship pollution of sea line in Spain, but wild animal protection in Kenya, cycling economy model in Japan and city environment management in Singapore, etc.

But above all, our focus emphasizes on the general description of environment, relating guidelines & policies and protection deeds in China. We will publish a national environmental situation communiqué and environmental statistic communiqué every year, issuing communiqués about the water quality of such key drainages as Huai He River and Tai Hu Lake every week, daily report of the air quality in the principal cities nationwide, etc. Various environmental problems as sand storm destroy, obsession of drinking water, pilferage hunter of wild animals are also always shown on our newspaper. And state policies of environmental protection, laws and stipulations, meaningful events and great projects and important measures taken by various areas and walks are our key materials in the daily press, for instance, in recent year, we have been reporting the renowned project of Three-Three-Two-One-One, the first Three means three rivers: Huai He, Liang He and Hai He. The second Three stands for three lakes: Tai-Hu, Dian Chi and Chao Hu. Two is on behalf of two controlling areas, which are sulfur dioxide and acid rain. One symbolizes a city that is Beijing. The last One refers to a sea, which is Bo Hai. In addition, we carried out the report of One Control with Two Qualification Achieved, which can be explained as to control the general amount of pollution discharge and make the pollutions from industrial enterprises can be discharged qualifiedly, city environmental quality can be satisfied in line with its ruled functional areas. Apart from the above, our daily reports also cover the protection of Tibet takin, actions taken by EP volunteers and efforts of Environmental NGO.

By delivering tremendous reports on the issues of environmental situation, condition, policies and actions continuously, we hope to upgrade the environmental consciousness of the mass constantly and help them to build a new concept that earth is the only home for human beings to live under the present condition, we should take common efforts to save the broken parts of her to

guarantee the existence, multiply and development of us. Although China is a country with vast areas and rich resources, while largest population and limit average resource and environmental endurance cannot match with that during the industrialization process of western developed countries. We should take the sustainable development strategy and realize the co-existence of human and Nature so that our Xiaokang and modernization can be fulfilled.

For the second, reports in our newspaper will be on the basis of environment science knowledge, environment and life information

Environment science knowledge is the base for us to recognize the environmental problems and have them solved, therefore, it should be the source of our reports. So, not only our report plan and topic selection will be based on the environment science, but we indulge it through the whole report and propaganda. Besides these, we invent special columns and page series to introduce this kind of knowledge systematically. E.g. what is the marsh, ozonosphere, and life-form variety? Why should we reject the overlapped packaging? What does water and energy saving stand for? What is the relation between the green consumption and environment protection, and so on? These reports extend from the basis of environment science to all walks of our life and work concerning of environmental protection. With such kind of propaganda reports, we try to publicize the environment science knowledge, cultivate and enhance the environment science attainment of the people and promote a theory that the environment we are living now is an organic integration and complete system, any environmental or pollution obstacles are caused by our overuse or unreasonable usage of the resources and environment. With continuous efforts, therefore, environmental problems can be solved by adjusting the modes of economy development and our life. Eventually, we can fulfill the sustainable development of the economy society and environment, the harmonious co-existence of the Human and the Nature can also be achieved.

For the form and method of the propaganda education

First, to keep on combining the actions and knowledge in the environmental press release.

Our reports cover both vivid, detailed environmental protection measures, actions and practice, and systematic, comprehensive knowledge of environment science, green consumption and green life.

Second, to keep on rolling development and dynamic management in the environmental press release.

In the 80-90's of last century, we emphasized in the direct and specific introduction of environment science knowledge while undertaking the propaganda education. For example, we operated various science propaganda pages and columns as Intelligent Spring, which specialized in answering such questions as What and Why relating to the environment. With the enhancement of the people's environment consciousness and constant advancement of environmental protection practice for the past over ten years, we add more news about How to Do in the coverage, which shows the settlement of how to take an action and participation.

Third, to keep on combining the news coverage and organizing social activities in the environmental press release.

Apart from the newspaper media to propagandize the environment protection, we take an active part in organizing various environmental promotion social activities which encouraging the public to participate. Such as we called on entrepreneurs to issue Green Announcement, selecting Ten Excellency Small Green Guarder from the national primary and middle schools, hosting Chinese EP Director-General Forum. Also, we are going to various Knowledge Competitions as Green Consumption, Ozonosphere Protection and A Century for Environmental Protection, etc.

The direction of the project in the area of Environmental Education among Asian region

Executive Director, Japan Environmental Education Forum(JEEF)
Shigeyuki Okajima

1. Introduction

The current situation of our planet : serious environmental threats beyond political boundaries

EE is a basic tool for capacity building while raising the public awareness and mobilizing local people toward building sustainable communities

We should talk about developing EE utilizing the distinctive features of Asia

2. Case study of the international cooperation related to NGO EE : JEEF

JEEF's EE projects in the Asian region

2-1 Establishing the regional network in the Northeast Asia : TEEN project

China, Korea and Japan are located within a same environmental community. We've started the project: Tripartite Environmental Education Network (TEEN) in 2000. In the 1st phase of the TEEN project, since we did not exactly know the situation each other, we've created a database of EE organizations and held workshop/symposium gatherings, in order to strengthen our network and to share information.

This September, the 3rd TEEN Workshop& Symposium was held in Seoul. About 30 participants took part in the workshop, including administrative officials, practitioners from NGOs, students, and academic professionals from the three countries. The participants held informative presentations and discussions on the present situations and enforcement of EE – with a particular focus on rivers and local EE – in the three countries. The participants discussed the modality of the TEEN and its significance, and also plans for the future development of TEEN.

2-2 Supporting developing countries : EE project in Indonesia

JEEF has been assisting developing countries utilizing our skill of EE management.

JEEF has been conducting the Indonesia project , partnership with the government as well as the business sector, such as Keidanren Nature Conservation Fund.

2-2-1 First period (1998-2000): Leaders camp

Building a network and exchanging information with NGOs working on Indonesia's EE.

Cooperation with Japanese and Indonesia NGOs

Sponsored by Japanese government and Japanese business sector

Invite young environmental leaders from the islands 80 leaders from 50 organizations gathered

One week camp Indonesian young leaders set up their new organization

2-2-2 Second period (2001 ~) : Mini-hydropower station and environmental education

JEEF has been working to influence development assistance for infrastructure projects to support education and social processes. JEEF set up an NGO network in Indonesia and works with rural communities to develop mini-hydro plants.

Education for Sustainable Future by constructing mini-hydro power station

Design, construction, maintenance by the local people

promote environmental education (in broad meaning) through these works

34 KW mini-hydro power station

Elementary school / Sanitary system / Their own management system

3 the problem which now confront us

3-1 the lack of the comprehensive policy

Though NGO's activities has become very active recently, we cannot say they have enough power to raise the citizens' awareness toward the environmental issues.

The problem stems from the shortage of skilled personnel and the funds among NGOs.

Since EE includes various factors, Government has to implement the comprehensive policy.

EE should be taken up more as important part of the environmental policies in each country.

3-2 international cooperation , ESD

Now EE would be re-constructed to " Education for Sustainable Development".

As you know, "Education for Sustainable Development" becomes well-known conception through the WSSD .

* Para. 117-d of "Plan of Implementation" adopted on Sep.4th, reads: "Recommend to the United Nations General Assembly that it consider adopting a decade of education for sustainable development, starting in 2005".

To ensure the formal adoption of this recommendation by the General Assembly, Government and NGOs of Japan has already started its preparations.

Now we all should consider several concrete plans how to embody the ESD.

For example, I suggest to promote the implementation of the Clean Development Mechanism(CDM) as a new type of ODA. It has great potential to accomplish sustainable society. In return for financing sustainable development through technology transfers and capacity-building in the developing world, industrialized nations will be able to earn "credits".

The Government, NGOs and business sector should work together toward sustainable society.

Environmental Education in Asia

Shigeyuki Okajima
Japan Environmental Education Forum

2013.11

1

1. Establishing the regional network in the Northeast Asia :TEEN
2. Supporting developing countries :Indonesia
3. Tasks

2013.11

2

Japan Environmental Education Forum
Tokyo

- Staff 15 people
 - Budget 3 million dollars / year
1. Environmental Education in Nature
 2. Environmental Education in schools and towns
 3. Supporting developing countries

2013.11

3

Japan China Korea Project TEEN

Tripartite Environmental Education Network
(China, Korea and Japan)

since 2000

supported by 3 Governments

URL

2013.11

4



2013.11

5

Activities

- Facilitating EE network among the 3 countries
- Raise awareness based upon a sense of environmental community
- Discussion through Workshop & Symposium

2013.11

6



- ◆ Enhancing mutual understanding among Environmental NGOs
- ◆ Database project
- ◆ URL <http://www.jeef.or.jp/ASIA>

Ideas for TEEN

- ◆ Expanding the database
- ◆ Developing materials for EE
- ◆ Developing training programs for educator
- ◆ Developing curriculum on EE in schools

Indonesia Project

- ◆ Leaders camp
- ◆ Mini-hydropower station and environmental education

Leaders Camp

- ◆ Co-operation with Japanese and Indonesian NGOs
- ◆ Sponsored by Japanese government and Japanese economical organization
- ◆ Invite young environmental leaders from the islands
- ◆ One week camp

Result

- ◆ 80 leaders from 50 organizations gathered
- ◆ Each person received transportation accommodation and working fees
- ◆ Whole budget was 400,000 dollars
- ◆ Indonesian young leaders set up their new organization

Mini-hydro and Education for Sustainable Future

- Education for Sustainable Future by constructing mini-hydro power station
- Design, construction, maintenance and management by Local people
- To promote environmental education (in broad meaning) by these works
- Total budget is 150,000 dollars

2011.11

13

Result

- Total budget was \$150,000
 - Mini-hydro ...\$75,000
 - Environmental education...\$75,000
- 34kw mini-hydro power station
- Elementary school
- Sanitary system
- Their own management system

2011.11

14

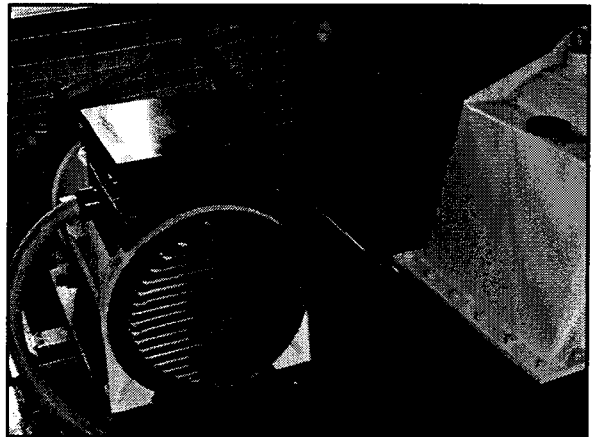
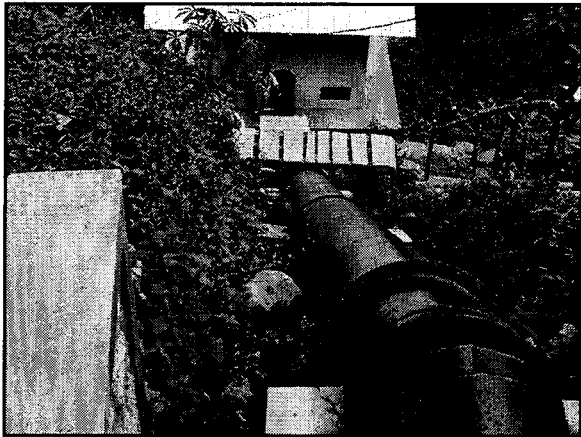
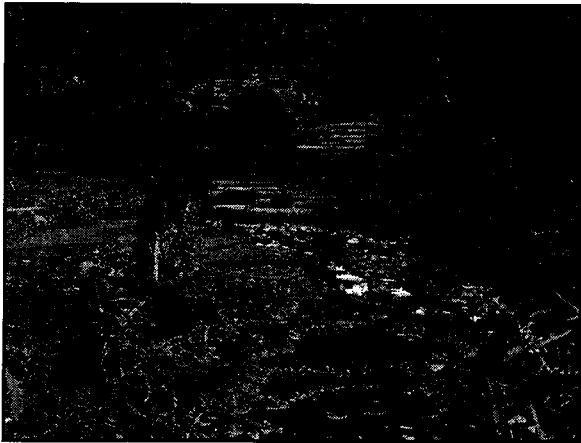
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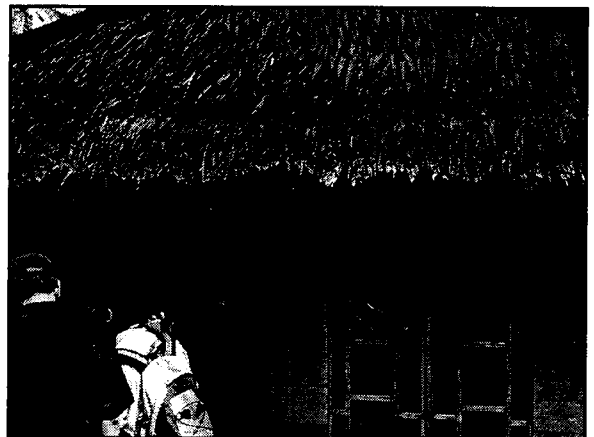
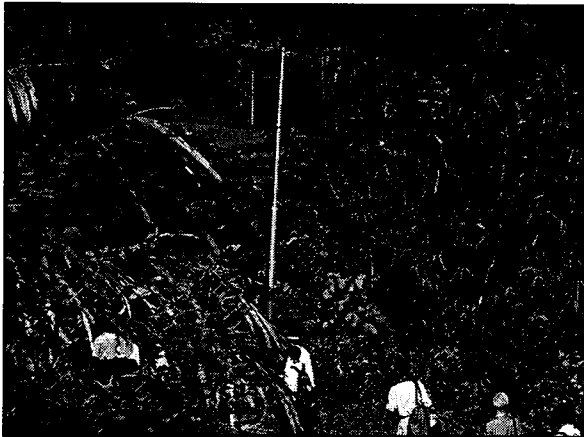
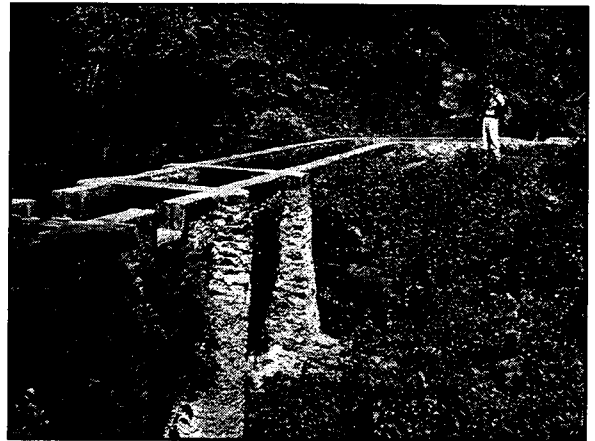
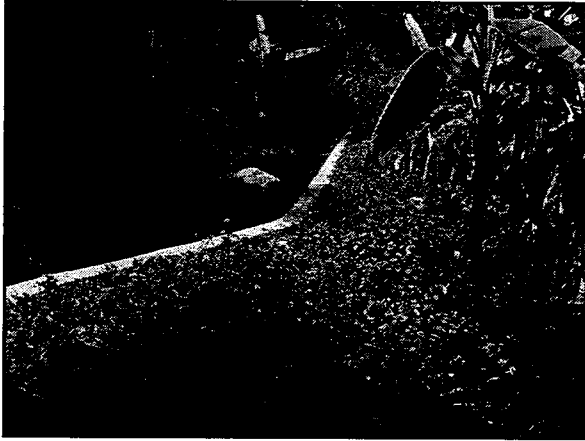
- AdvisingJapan JEEF
- Developing education systemIndonesia RMI
- Constructing Power stationIndonesia IBEKA

2011.11

15







TASKS

Lack of the comprehensive policy

International cooperation

2013.4.4 29

Comprehensive policy

Government
School
Media
NGO
Community
Business Society

Cooperation is the most important issue

2013.4.4 30

International Cooperation

EE to ESD
(Education for Sustainable Development)

WSSD suggested

“Recommended to the United Nations General Assembly that it consider adopting of education for sustainable development, starting in 2005”

2003.11

31

Idea from Japan

- Cooperate for
Decade of ESD
- Set up NGO Network
--- Database
- Use ODA and CDM system

2003.11

32

Environmental Policies of the Incheon City and the NGOs' Roles in Improvement of the Public Awareness on the Environment

Kyu-Heung Lee
Incheon Metropolitan City
Republic of Korea

1. The need to improve public awareness

In Korea, a strong demand for a full-scale environmental management system emerged as a result of many harmful accidents caused by the environmental contamination during the 1970's and 80's. Many people were provoked by the urban environmental pollution resulting from the increase in population, integration of industries, and increase in use of the fossil energy, but also realized that they could not efficiently cope with urban pollution just by regulating the industrial emissions, as they did in the past. Also, one research revealed that the amount of pollution generated from the daily living outweighs the amount generated from the industries, and accordingly, it became necessary to enhance the people's awareness on the environment in order to minimize the amount of their daily wastes.

The following are three big outcomes generated from enhancing the people's awareness on the environment, which also play a significant role in resolving modern environmental issues.

First outcome is the reduced pollutant emissions by individuals. Secondly, many people would be encouraged to participate in the NGO programs, and through that, they will become leaders in guiding others to produce less wastes, and promoting a sustainable development by dealing with anti-environmental measures taken by the local governments. Thirdly, as a long term effect, people will always be aware of environmental issues whenever they're engaged in any kind of actions.

Many people say that the society we're living in today is an era of preventative and comprehensive environmental policies. This means that environmental issues should not only be resolved in terms of environmental perspective, but should be considered in relation to many other factors. For such preventative and comprehensive

environmental policies to be implemented successfully, maintaining a high public environmental awareness is necessary, in line with enforcing the NGO activities and pursuing an effective environmental education.

2. Environmental policies and the current status of the environmental management system in the Incheon Metropolitan City

Compared to the past, drastic improvements have been made in many areas of the environmental management in the Incheon City. Now the focus is on making Incheon a hub of the Northeast Asian region, as the most environmentally advanced and a clean city.

Ever since the past, the state of the environmental pollution in Incheon was very poor compared to other cities due to its unique geographical location. Since the city has been at the forefront at the time of the national drive toward economic growth, it still features housing zones within the industrial plants, with many outdated factories still operating. Also the port deals predominantly with bulk shipments, and most of the goods are transported through the trucks, creating a high risk of air pollution. Incheon is now in urgent need for restructuring through a industrial relocation programs citywide.

However, the reasons for improvements in the environmental status in Incheon even through the worst conditions can be contributed to the following factors.

First reason can be contributed to the improvements in the environmental policies and enhancement of the people's environmental awareness. Most of all, preventative environmental policies have been implemented and by providing an incentive in the environmental areas and by announcing the local government's firm measures on the environmental preservation, the awareness of the industries on the environmental protection has increased and the investments have also drastically expanded. Also, people's awareness and desire for clean environment have been enhanced through the active NGO campaigns and activities.

The second reason can be contributed to the increased investments in basic environmental facilities and pollution prevention areas, which brought about the enhancement of the environmental quality. Also, the local government measure, which

took in the distinctive regional characteristics into consideration, was another big contributing factor.

The third reason can be contributed to the computerization and information technology in the environmental sector, in preparation for the technological era. This led to the establishment of an environment-monitoring centers and the introduction of telemetric measuring systems(TMS). Also the database for emission-intensive industries were created, which enabled the authorities to closely monitor the potential polluters. Increased research, monitoring and logging of possible pollutants through the Internet and exclusive telephone lines called 'environmental telephone numbers' have considerably improved the effectiveness of the policies aimed at environmental preservation.

The most important factor to consider is that all these policies and management systems were executed for the wider participation of public. As the environmental issues became more broad and complex, a concept of the integrated environmental policy has been introduced and efforts have been made in every field and all levels of society. Part of these efforts have been performed by the NGOs, and the "Local Agenda 21" have been progressed at a steady level. Also, more and more people are joining various NGO activities, and their actions are becoming more active.

3. The era of participation

As a potential hub-city in the age of globalization, Incheon occupies the threshold of all the international business activities in the Northeast Asia. At this critical time, the creation of a clean and sustainable city is our challenge for the 21st century.

To create an effective environmental policy, NGOs participation in increasing the overall awareness for the environment is essential. At the same time, the introduction of the concepts embracing "harmony between development and tradition" and "sustainable development" is indispensable in the efforts for making a practical improvement in the environment.

Projects that invite joint participation of the public, the private sectors and local autonomous bodies should be developed and expanded. These policies will enable Incheon to succeed in implementing a successful environmental management system

with the active participation of th NGOs and efforts from the local industries and citizens.

Comments in the NEAC Meeting

Open Symposium: Environmental education and public environmental awareness

On this occasion, I would like to share with you the UNEP's activities on environmental education.

Environmental Education Action Plans (EEAPs) have been formulated for all sub-regions: SPREP for South Pacific, ASEAN for South Asia and SACEP for South Asia with the exception of Northeast Asia. The Ministerial Conference on Environment and Development's Regional action Programme (2000-2005) clearly identifies EEAP as one of the effective tools for implementing the eight agreed regional priority areas of action. There is already substantial amount of EE related work on-going in Northeast Asia as present in this session.

Looking to all these ongoing initiatives, it would be ideal to consolidate and harmonize efforts in Northeast Asia, while also drawing upon similar exercises of the other sub-regions, in formulating a practical and achievable plan with clear target areas for formal education and non-formal education, capacity building, and information, networking and communication.

This is just for your information. Recently, a Letter of Agreement has been drawn up between SEPA of China and our Office to initiate this exercise. ROAP is also implementing the EEATAP project, which looks at documenting and disseminating best practices on environmental education, starting off initially with 6 pilot activities, which includes participation of Northeast Asian countries.

Under EEATAP, ROAP will organize a regional environmental education conference, possibly in late 2003 or early 2004, which will bring the different sub-regional EE action plans and best practices together. I hope the Northeast Asian EE Action Plan will be ready before then.

Session 2: Air quality improvement in urban area

Let me introduce UNEP's activities related to air pollution in the Asia and Pacific region for your information and reference.

The first is APMA (Air Pollution in the Megacities of Asia). This project was initiated in Nov. 2000 by UNEP and WHO in collaboration with KEI (Korea Environment Institute) and SEI (Stockholm Environment Institute). 21 large urban conurbations and megacities in Asia are selected. 8 cities are from this sub-region. Recently, **APMA** and **Clean Air Initiative-Asia** (joint project of WB and ADB) agreed to hold a *Regional Workshop on Better Air Quality in Asia (BAQ 2002)*, Hongkong, 16-18 December 2002. Possible merger of the two initiatives could take place in July 2003.

The second is UNEP GEF PDF-A proposal. Our Office is in the process of finalizing PDF-A project leading to Medium Sized project on "*Energy and Environmental Efficiency Improvement of Urban Transport System in Selected Asian Countries*". 6 cities: Dhaka, Shanghai, Calcutta, Kathmandu, Colombo and Chiang Mai

will be targeted in cooperation with 6 institutes from the region including the Energy Research Institute in Beijing.

I hope the outcomes of these projects would be beneficial to you in enhancing urban air pollution improvement in this sub-region.

Session 3: WSSD summit and environmental cooperation in Northeast Asia

Unfortunately, I was not able to attend WSSD because I am supposed to be in the office as Deputy when the Regional Director is out on mission. However, some materials on the evaluation of WSSD are available, so that I would like to cite from one of them as UNEP's official views on this matter.

The material I am looking at is the manuscript of Dr. Toepfer's speaking points on the outcomes of WSSD in the UNEP/CPR (Committee of Permanent Representatives) Meeting held on 10 September 2002. It says about the overall assessment of the outcomes like this: *"The WSSD, in many respects, was successful. Target-setting and timeframes were central to the negotiations. Many delegates and observers outlined successes in shifting the focus to the social and development agenda, and more particularly poverty eradication, sanitation and health. Action on chemicals and a potential benefit-sharing regime under the Convention on Biological Diversity also meet the UNGA challenge to identify areas where more effort is needed."* As regards the challenges ahead & implementation for UNEP, it says, *"The outcomes of the WSSD have generated concrete challenges to be addressed by UNEP. The implementation plan contains a number of recommendations which need to be integrated in UNEP's programme of work"* So, we work hard on this now.

By the way, I was impressed by DED (Deputy Executive Director of UNEP, Mr. Kakakhel)'s metaphor on the evaluation of WSSD. Last October DED made an official visit to Japan and I accompanied him. When he made a media briefing, he mentioned about the following things: Rio Summit was a kind of newly married couple. They were fresh in mind and made a lot of commitments. On the other hand, Johannesburg Summit is a kind of old couple 10 years after marriage. What is important for them is not to make another new commitments, but to implement the previous commitments. Probably, this metaphor occurs to your mind.