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Pre-Read 1: Celebrate GEEP progress and inform our priorities for 2020-2021

Background for October 14th conversation at 10:00am

Today, we would like to celebrate our progress so far, note where we are now, and begin imagining where we will go in the future

Strategic Goals and Select Activities

Note: these goals are from the GEEP Strategic Plan, and the activities have been informed by GEEP Advisors in past group meetings and conversations.

1. To connect and build bridges among practitioners, researchers, policy makers, institutions, providers, and international networks to elevate effective practice, scale impact, share global resources, and catalyze collaboration
 - Asia Pacific Forum
 - Advisory Group Meetings
 - Case Studies (effective Practice)
 - Country Profiles
2. To demonstrate the value and impact of EE as a tool for achieving the SDGs
 - Case Studies linked to SDGs
 - webinar on the SDGS (Arjen)
 - eBook
3. To support, mentor, and empower a new generation of innovative and inspirational leaders to shape the future
 - EE 30 Under 30
 - GEEP Fellows
 - NAAEE conference scholarships for young people
4. To build a global fund to sustain the field and advance our collective work
 - Preliminary discussions with development experts
5. To promote Innovation through a Global EE Think Tank
 - Call to Action
 - Pledge

DISCUSSION QUESTIONS

We will discuss the following questions in small and large groups on October 14th

1. What do they like about these goals and activities for supporting EE?
2. Do you have questions or concerns about these goals and activities for supporting EE?
3. Within these goals, where are the biggest opportunities, big and small, for GEEP to support EE?
4. Where do you feel the most energy and why?
5. If GEEP were to focus on one or two priorities over the next two years, what might they be?

Pre-read 2: Asia/Pacific Environmental Education Conference

Education as a Driver for the Sustainable Development Goals and a Healthier Planet

Background for October 14th conversation at 12:00 pm

BACKGROUND

Date: Late Spring, 2021

Location: Kuala Lumpur, Malaysia

Purpose: The purpose of the SE Asia/Pacific Environmental Education Conference is to increase and strengthen the use of environmental education in the region as a tool for achieving the Sustainable Development Goals (SDGs)

Why a conference and why GEEP?

- Improve practice throughout the region
- Showcase leaders and success stories
- Share research that demonstrates the value and impact of EE
- Provide Taiwan and partner organizations the opportunity to showcase leadership in EE
- Forge new partnerships
- Showcase the role of GEEP as a convener/ builder

GEEP's role: serve as a convener, facilitator, and champion to strengthen EE in the region.

The **GEEP Advisory Group** will also help identify key people to attend and the criteria (connected to a network, have expertise in some aspect of EE and the SDGs, are running national programs that have been evaluated, etc.)

DISCUSSION QUESTION #1: Are the conference goals below on target? How might we improve them?

Conference Goals:

- Demonstrate the value of environmental education to address key environmental and social issues and achieve the sustainable development goals (SDGs).
- Showcase leadership and effective practice in environmental education
- Create country and/or regional action plans to strengthen EE in the region
- Strengthen country and regional networks and encourage more collaboration
- Promote networking with education leaders and environmental content specialists

DISCUSSION QUESTION #2: Are group size, participant background, and selection process for conference participants on track? What improvements (including alternatives to the proposed selection process) would you suggest?

Participants and Selection Process

Suggested group size: Total 85 people (that are paid to come); max of 120 if some countries want to send more.

Proposed Participant Background:

- Experts in environmental education from key focal countries. Two from each country representing a government entity, university, or non-profit. (Key criteria: has EE credentials, has the ability to create change at the national or regional level, and is willing to do post-forum work) 40 people (a country can invite one or two others, if they pay for the transportation and lodging; need to meet the criteria)
- Members of the GEEP Advisory Group (15 people?)
- Selected content experts focused on the issues we are addressing: marine litter, loss of biodiversity, circular economy (waste reduction, etc.), climate change, and protection of freshwater systems (would be a mix of scientists, conservation professionals, industry leaders) 20
- Leadership Team and Admin Support (Taiwan, US EPA, NAAEE) 10-12
- Other (case-by-case)

All would be full and active participants; some of the content experts might provide specific insights to various sessions

NOTE: We would incorporate keynotes and presentations throughout the conference and hand-pick those presenting (with a balance of race, ethnicity, expertise, gender, geography, and so on.)

Selection Process: We will circulate a Request for Application (RFA) and ask EE, education, and environmental leaders and others to fill out an application to attend. We will hand pick some attendees who bring special expertise and who might not fill out an application.

DISCUSSION QUESTION #3: How might we improve the draft meeting flow below?

Day 1: Value and Effective Practice of Environmental Education

- Keynote: SDGs and a Path to the Future
- Value of EE and links to SDGs: panel, highlights of four countries, and small group discussions of the value of EE and links to SDGs
- Flash Talks on EE addressing key environmental and social threats: successful examples and links to SDGs (possible topics: marine debris, climate, biodiversity, circular economy/e-waste, clean water, etc.)
- Barriers and Solutions to Effective Practice: Team Problem Solving (plus resources to help!)
- Existing Networks and Partnerships (what's working, how to improve): Panel & Discussion
- Reflections on the Day (what does this mean for my country / the region) and Wrap Up

Outputs for the day: 1) Participants can articulate the value and effective practice of EE, including how EE addresses the SDGs 2) Participants summarize existing networks in the region and 3) Participants highlight key barriers (gaps/needs) in their country and possible solutions

Day 2: Strengthening Networks and Collaboration and Action Planning

- Keynote: Impact of Effective Country Planning
- Introduction to Action Planning and the Country EE Toolkit: how to move EE forward in your country, how EE can support the SDGs in your country, how to overcome barriers
- Country Planning: country teams develop a next steps plan (activities from the toolkit) and/or countries work together on a regional network strategy
- Issue Focus: Marine Debris (intro)
- Keynote: Marine debris globally and regionally
- Panel: Integrating an issue focus (marine debris) into effective EE practice
- Small Groups work on integrating issues into country-wide EE programs (Can use marine debris or issues that are of most concern in a country)

Outputs for the day: 1) Draft action plan worksheets highlighting how to strengthen EE in each country 2) participants can list concrete ways to use education to address key country issues (linked to SDGs)

Day 3: Building Stronger Regional Networks and Advancing Leadership in the Region

- Keynote: Regional Networks for Social Impact
- Regional Network Building: how to join forces, work with existing network, and raise money
- Building a Pipeline of Future Leaders (30 Under 30): Panel, Discussion, and Road Map
- Country Planning: update and improve Country Action Plans based on morning sessions
- Share and Imagine: showcase Country Action Plans and discuss regional collaboration
- Wrap-Up and Close: next steps on country and regional plans & roles moving forward

Outputs: Next steps for how to strengthen EE in the region and build stronger networks

Day 4: Field Trip (optional)



Advisory Group Meeting
DRAFT AGENDA – Monday, October 14, 2019

Location: Lexington Convention Center (430 W Vine St, Lexington, KY); Room Thoroughbred 1

Objectives:

1. Celebrate GEEP progress and inform our priorities for 2020-2021
2. Refine strategic priorities for the Asia Pacific Regional Forum
3. Continue building relationships and learning from each other

8:15 BREAKFAST

9:00 Welcome and Introductions

- Opening Remarks
- Indigenous People's Day
- Review of the meeting goals and agenda

10:00 Celebrate GEEP Progress and Inform Our Priorities for 2020-2021

- Successes and Learning
- Briefings and Group Discussions
- Dream Big

10:30 BREAK

10:45 Celebrate GEEP Progress and Inform Our Priorities for 2020-2021 (continued)

12:00 Refine Strategic Priorities for the Asia Pacific Regional Forum

- Introduction: Judy Braus
- Flash Talk: Nutrients (Mahesh Pradhan, United Nations Environment Programme)

12:45 LUNCH

1:45 Refine Strategic Priorities for the Asia Pacific Regional Forum (continued)

- Flash Talk: Climate and Behavior Change (Nicole Ardoin, Stanford University)
- Discuss value adding opportunities for the GEEP
- Review and enhance draft goals and agenda

3:00 BREAK

3:15 Refine Strategic Priorities for the Asia Pacific Regional Forum (continued)

4:30 **Advisor Reports and Action Steps**

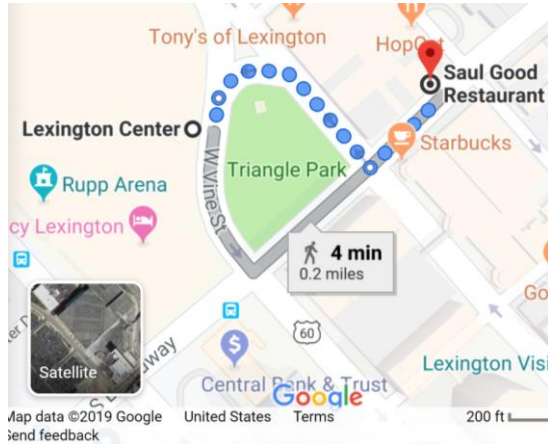
5:15 **Conference Highlights**

5:30 **Closing: Celebrate Progress**

Group picture

5:45 **Adjourn**

6:30 **DINNER** (Saul Good; 123 North Broadway, Lexington, KY)





Global Environmental Education Partnership (GEEP)

Strategic Plan 2018-2021

Introduction

As a global society, we are facing large-scale, and mostly human-caused, environmental and social challenges. The need for environmental education has never been greater, and our opportunity to help leaders more effectively use environmental education as a strategy to improve our environment and overall well-being is unprecedented. By sharing tools and resources, and by building a vibrant learning network, we can elevate the importance and impact of environmental education to help create a healthier planet and society.

The Global Environmental Education Partnership (GEEP) was created in 2015 by the Environmental Protection Administration of Taiwan (EPA Taiwan), the United States Environmental Protection Agency (US EPA), and the North American Association for Environmental Education (NAAEE). These leaders came together with a shared belief in the importance of effective environmental education for addressing environmental issues globally, as well as the need to better share best practices and resources on a large scale.

Vision

We seek to use the power of education to create a sustainable and just future where people and nature thrive, and where environmental and social responsibility drive individual, community, and institutional choices.

Mission

The mission of the GEEP is to create a vibrant and inclusive learning network designed to build capacity in countries around the world to strengthen environmental education leading to a more sustainable future.

Tagline

A Global Champion for Environmental Education

Goals and Strategies

The draft goals and strategies outlined below are based on more than five decades of research on what motivates individuals and communities to learn, take action, and create positive societal change. They

are also based on researchⁱ about how to structure an international network so that it can best advance a field by sharing promising practices, networking, and learning. The GEEP supports high quality environmental education as a cross-cutting strategy to address each of the [17 Sustainable Development Goals \(SDGs\)](#), as well as Goal 4 directly (quality education).

GEEP Goals

1. To connect and build bridges among practitioners, researchers, policy makers, institutions, providers, and international networks to elevate effective practice, scale impact, share global resources, and catalyze collaboration
2. To demonstrate the value and impact of EE as a tool for achieving the SDGs
3. To support, mentor, and empower a new generation of innovative and inspirational leaders to shape the future
4. To build a global fund to sustain the field and advance our collective work
5. To promote Innovation through a Global EE Think Tank

Goals and Selected Strategies

Goal 1: To connect and build bridges among practitioners, researchers, policy makers, institutions, providers, and international networks to elevate effective practice, scale impact, share global resources, and catalyze collaboration

- Provide a platform to share global resources and promote connections through eePRO
- Build capacity for countries to create and implement effective policies that strengthen environmental education; link research and practice
- Convene thought leaders and GEEP advisors and ambassadors to address key issues
- Map networks and make links among network leaders and practitioners; highlight the diversity of EE efforts happening in organizations and countries throughout the world through an interactive online map
- Promote and feature effective practice and promising leaders in the field
- Create a network of global ambassadors who have the skills and tools to promote the value and impact of EE to key audiences
- Complete and post case studies that showcase successful environmental education programming and provide tools and ideas to help educators create effective programming within their own countries.
- Build on the work of NAAEE and eePRO to promote and add to the global EE research library
- Consider hosting forums on various topics and in various regions in partnership with other entities and / or adjacent to existing events as a potential way of bringing in funds for particular strategic projects or actions and coalescing key partners/members/funders around topics (e.g. Asia Pacific Forum in 2021).

Goal 2: To demonstrate the value and impact of EE as a tool for achieving the SDGs

- Link case studies and the eBOOK to the SDGs and demonstrate how education is helping to achieve the SDGs
- Help highlight how EE can help support understanding and action focused on key issues, including circular economy, loss of biodiversity, climate change, water pollution, toxic waste,

and other environmental issues; publish white papers on the role of EE in helping to address key environmental issues

- Link GEEP members to eeWORKS and the EE research library

Goal 3: To support, mentor, and empower a new generation of innovative and inspirational leaders to shape the future

- Grow NAAEE's EE 30 under 30 and connect to other youth leadership programs
- Bring in support from the private sector to support leadership development
- Explore country-level competitions for EE 30 Under 30 (to identify outstanding leaders in each country)
- Create a youth membership component of the GEEP (young environmental envoys); link to UN Young Champions for the Earth, FEE Young Reporters, and other programs); identify key opportunities for building global leadership

Goal 4: To build a global fund to sustain and grow the field and support our collective work

- Conduct research on other global funds and develop a strategy for building a global fund (Global Partnership for Education; Global Fund for Education, etc.); work with expert global fundraisers and others for advice on how to start a global fund
- Link fundraising to specific issues or approaches (from circular economy to leadership)
- Create a plan for sustaining the GEEP beyond 2018 through a diversified funding stream (either through public or private funds, membership, partnerships, or some a combination of strategies)

Goal 5: To promote Innovation through a Global EE Think Tank

- Promote new ideas that advance the field (i.e. Act Now for EE)
 - Consider initiatives such as GEEPx talks to promote the power of education in addressing environmental and social issues
 - Promote and conduct cutting-edge webinars and other types of professional development for GEEP members, working with partners around the world
 - Recognize excellence in global EE (awards)
 - Conduct an analysis of EE laws and policies from around the world and share the results via the GEEP.org and eePRO; work to develop innovative strategies for promoting policies that advance EE
-



Advisory Group Meeting

Participant Bios

Fall 2019, Lexington, Kentucky

(Last name in alphabetical order)



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Nicole Ardoin is an assistant professor with a joint appointment in the Graduate School of Education and the Woods Institute for the Environment at Stanford University. She is also Stanford's lead researcher on the Anecdotes to Evidence initiative in partnership with NAAEE. Professor Ardoin's research focuses on environmental behavior as influenced by environmental learning and motivated by place-based connections. In particular, she is interested in considerations of geographic scale, which is an understudied yet crucial aspect of people-place relationships in a rapidly globalizing, urbanizing world. Professor Ardoin has current studies on the use of education, communications, and other social strategies in informal and community-based settings, including nature-based tourism programs, to engage individuals and communities in deliberate dialogue, environmental decision-making, and informed conservation behavior. Professor Ardoin also researches the effectiveness of a range of environmental education and social science endeavors in achieving measurable and meaningful conservation results. To this end, she conducts evaluations with informal organizations including museums, zoos/aquariums, parks, and residential environmental education programs, with an emphasis on using innovative, non-traditional metrics and adaptive management approaches. She is also interested in philanthropic support of environmental education and emergent trends in the field of environmental education research.



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Judy Braus brings to her role as NAAEE Executive Director a wealth of experience in the environmental education profession, with a focus on conservation education, diversity and inclusion, and using the power of education to help create healthier communities that empower people to help restore and protect the environment. She comes to NAAEE from the National Audubon Society, where she was the Senior Vice President of Education and Centers, overseeing an extensive nationwide network of nature centers and educators. Prior to that, she led the education programs at World Wildlife Fund (WWF), the U.S. Peace Corps, and the National Wildlife Federation (NWF). Judy also has extensive experience with NAAEE, having served in a number of capacities in the past two decades, including past president, conference

chair, head of the elementary and secondary commission, and editor of a number of NAAEE monographs. Additionally, Judy is a proven fundraiser, working with foundations, corporations, government, and individual donors to raise more than \$35 million for education and conservation. She is committed to strong partnerships and has negotiated and implemented lasting relationships with organizations, including Toyota Motor North America, REI, National Geographic, the U.S. Fish and Wildlife Service, Disney's Animal Kingdom, Eastman Kodak, and Aardman Animations, among others.



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Mike Brooks is a warm and insightful facilitator who helps diverse stakeholders build shared visions, make collective decisions, and grow and learn together. Mike has designed and facilitated more than 100 such sessions, ranging from c-suites to youth organizers. He has over 15-years experience working in social impact organizations (Senior Vice President of Innovation and Strategy for [United Way Worldwide](#), Managing Director of [Longpath Labs](#), and co-founder/lead of multiple civic engagement organizations and programs). Mike's experience as a practitioner helps him facilitate with empathy and practicality. Mike cares deeply about people and our precious world. He has a Masters of Divinity from Yale University, where he focused on ethics, and a Masters of Public Administration from The George Washington University, where he focused on human and network dynamics. Mike is from humble beginnings in Iowa (USA) and hopes to make his family proud.



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Lindsay has over 15 years of experience in environmental, education, and nonprofit sectors, including leadership roles at Earth Day Canada and Toronto and Region Conservation. Lindsay has been on the frontlines of building the EcoSchools program and community, from leading an EcoTeam to certification, to supporting schools as a board representative, to serving on the EcoSchools Program Advisory Committee. Prior to her current role, Lindsay was Ontario EcoSchools' Program Director, where she took the program to new heights with a record number of 1,839 schools certified in 2016-17.



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Drew Burnett is a retired Federal civil servant with 32 years of service in the U.S. Peace Corps, Environmental Protection Agency, Forest Service, and Fish and Wildlife Service. Beginning in July 2019 Drew began working part time as a consultant specializing in meeting facilitation services focused on policy development, decision making, team

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Professor Chang Tzu-Chau got his PhD. degree in Science Education from Cornell University, and served as the executive secretary of Environmental Protection Division of Ministry of Education of Taiwan to coordinate national environmental education programs in 2008-2012. He is a professor at Graduate Institute of Environmental Education of National Taiwan Normal University and his research focuses on the infusion of Environmental Education into the national curriculum framework, and the implementation and impact of Taiwan Environmental Education Act. He also serves as the director of the Chinese Society of Environmental Education, and works with the government on developing environmental education teaching materials and promoting Education for Sustainable Development. Professor Chang participated in GEEP meetings in 2015, 2016, and 2018.



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Chih-Hao Chen, Ph.D., works as a Project Engineer at the National Taichung University of Education. He got his Ph.D. in Environmental Science and Engineer from Tunghai University and specialized in wetland conservation and restoration, migratory shorebirds, urban ecology, and environmental engineering. In recent years, his research has focused on ecological compensation, ecological inspection, and public participation mechanism, and the mechanism of reducing and avoiding environmental impacts. He participated in migratory shorebirds research and banding work in East Asia-Australian Flyway for a long time, and translated professional knowledge into popular science and children's stories. He has worked as an interpreter in Kenting National Park and assisted many NGOs and communities in interpreter training. He believes that environmental education is an interdisciplinary subject and is good at integrating elements such as games into practical teaching and guiding students to improve their environmental sensitivity.



HUI WEN CHENG

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Ms. Cheng has over 16 years' experience working for Taiwan EPA and the Taoyuan Environmental Protection Bureau. She got her Master of Public Health (MPH) degree in National Taiwan University in 2004, and began her job in Taiwan EPA in 2008. She is

currently serving as the Chief for environmental education section in Department of Comprehensive Planning (DCP) from April 2019. She had been in position as an administrative assistant, inspector, officer, technical specialist before she got promoted to be a Chief in DCP. The experiences in different positions inspired her to be an open-minded and faithful person in environmental protection. She will continue devoting her time to guide all activities, strategies, policies, innovations, and planning for environmental education.



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Mary Ford is Director of Education Programs at the National Geographic Society. Mary has an undergraduate degree in environmental science and policy from Harvard University and a master's degree in environmental management from the Yale School of Forestry and Environmental Studies. Her career has focused on environmental education and citizen science. She has worked at the Cary Institute of Ecosystem Studies, the World Wildlife Fund, the Council for Environmental Education, and the National Audubon Society. She has taught preschool, middle school, and high school, and has done ecology research from Borneo to Siberia. Mary has served on the board of the North American Association for Environmental Education, the Education Operating Committee of the American Forest Foundation, the Advisory Board of Toyota TogetherGreen, and the board and Education Working Group of the Citizen Science Association.



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James Gibson is CEO of the Sir Peter Blake Trust (SPBT), an organization that delivers environmental education and leadership development opportunities for young New Zealanders, primarily using experiential learning techniques. James is also a 2018 ee360 Community EE Fellow. Prior to joining SPBT, James was General Manager, Partnerships & Communication at Sport NZ, responsible for managing Sport NZ's relationship with the sports sector, as well as their brand, communications, and partner capability work. He also led the development of their women in sport strategy. James has also held senior roles at Air New Zealand, including Head of Sustainability, where he led development and implementation of the airline's award-winning sustainability strategy, and Head of Sponsorship & Community, through which he developed successful partnerships with the Department of Conservation and Antarctica NZ.



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Nina Hamilton supports coordination of the GEEP and NAAEE’s international leadership program. Nina came to NAAEE with a background focused on community-based conservation and social inclusion, from working with mangrove-dependent communities in Madagascar to coordinating a global advisory group to promote women's land rights. After a childhood spent living in Asia and Latin America, Nina is particularly passionate about working across cultures to combine her interests in the environment, sustainable development, and social equity. Nina has a Master's in Environmental Management from Duke University, and through her Master's project worked closely with a community-based wildlife management and environmental education project in Gabon, where she conducted community mapping in 10 rural communities to better understand their priorities and concerns related to their natural resources.



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Joe E. Heimlich, Ph.D. is Director of Research and Co-Director of the Center for Research and Evaluation at COSI, and a Researcher the Center’s Lifelong Learning Group. He is also an Academy Professor Emeritus with The Ohio State University where he was an Extension Specialist in museums and organizational capacity building, served as Leader, Environmental Science for OSUE, and held appointments in the School of Environment and Natural Resources, the Environmental Science Graduate Program, and the College of Education and Human Ecology. Joe’s research focus is lifelong learning about and in the environment, with interests in integration of social role, context, and conditions of the visit. He has written over 100 academic articles, books, and chapters and well over 300 other publications.



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Alex Kudryavtsev (pen name: Alex Russ) is an environmental education researcher, book editor, and online course instructor in the Cornell University Civic Ecology Lab. He has worked in environmental education since 1996 in Russia and then in the U.S. He completed his M.S. (2006) and Ph.D. (2013) degrees in environmental education at Cornell University. His research focused on urban environmental education and sense of place. Alex is the first editor of the "Urban Environmental Education Review" international textbook (Russ and Krasny, 2017) published by Cornell University Press (<http://tinyurl.com/UEERbook>). Alex has authored articles in top environmental education journals, traveled seven continents to observe environmental education programs, and is interested in advancing environmental education through research and educator training to foster environmental sustainability and human well-being. <http://ak383.org>



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Dr. Larson provides consulting services to international, multilateral, and private sector organizations. She has facilitated innovative, cross-sectoral approaches to program development in Africa, Asia, Central and Eastern Europe, Latin America, the Pacific Islands and the Middle East. Dr. Larson is an Advisory Board Member at the School for Conflict Analysis and Resolution of George Mason University and Faculty member at Columbia University. Research and practice focus on strategic leadership, executive learning, conflict resolution strategies, multilateral negotiation, developmental assessment, corporate societal responsibility (CSR), multi-stakeholder partnerships and sustainability. Dr. Larson's qualifications include a Doctor of Philosophy in Conflict Analysis and Resolution.



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Chien-Ju serves as a senior officer in environmental education at the Department of Comprehensive Planning, Taiwan EPA. Although she just joined in Taiwan EPA for less than a year, she has had around four years of the experience on serving as an associate technical specialist of the Environment Protection Bureau in New Taipei City, Taiwan. She got her master degrees in University of California, Santa Barbara and in National Taiwan University.



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Su-Hwa Lin, Ph.D., works as an Associate Professor at the National Taichung University of Education. She has practical experience in the guidance and field implementation of environmental education in Taiwan and also assists schools and communities in promoting their environmental education efforts. Her research focuses on natural resource conservation, environmental education planning and management, sustainable development, carbon-reducing, ecological tourism, and environmental sociology.



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William Lin is an engineer at the Environmental Science Technology Consultants Corporation (ESTC) and engages in the US-Taiwan Eco-Campus partnership program. He has been committed to environmental research in recent years, including ecological monitoring surveys along the Changhua Coast in Taiwan and the compilation of environmental education materials for public health prevention and control in Taiwan. He was fortunate to have an internship program of the Lagoon Ecology Research in 2018, to identify the correlation of infauna diversity with sediment characteristics in the Indian River Lagoon in Florida.



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Prior to joining Environmental Science Technology Consultants Corporation in 2016, Rhea participated in research on Taiwanese temporary wetland ecology and volunteered with environmental education, including infusing environmental concepts into elementary English lessons, assisting with the resource management simulation game Fishbanks, and designing and promoting ecology board games. Now she mainly works on the US-Taiwan Eco-Campus partnership program to bring more diverse forms of environmental education into the formal education system.



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Kim Martinez is the Senior Director for K-12 Education at the National Wildlife Federation. Her responsibilities include overseeing NWF's award-winning education programs, including Eco-Schools USA and Schoolyard Habitat. Before joining NWF, Kim was Administrator of Professional Development for programs in the Center for Teacher Innovation at the Riverside County Office of Education in California. Additionally, she was an instructor in the School of Education at the University of California, Riverside. Prior to becoming a program administrator, Kim was a classroom teacher in Menifee, California. Trained and certified in Project WILD®, she was able to integrate environmental education into her daily curriculum to promote responsible stewardship of our natural resources. Kim graduated from the University of California, Riverside with a BA in Psychology and a California teaching credential. In 2002, she received her Masters of Education Administration from Azusa Pacific University. In addition, Kim holds a Maryland Advanced Professional Certificate for Administrator I and Elementary 1-6.



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Marcia McKenzie is Principal Investigator of the Sustainability and Education Policy Network (SEPN), and co-author of *Critical Education and Sociomaterial Practice*:

Narration, Place, and the Social (Peter Lang, 2016) and *Place in Research: Theory, Methodology, and Methods* (Routledge, 2015), and co-editor of *Land Education: Rethinking Pedagogies of Place from Indigenous, Postcolonial, and Decolonizing Perspectives* (Routledge, 2016) and *Fields of Green: Restorying Culture, Environment, and Education* (Hampton, 2009). Her interdisciplinary research focuses on social theory and education; education policy; critical education; climate change, environment, and sustainability education; place; and the politics of social science research.



THIAGA NADESON
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Thiaga Nadeson had been with the Ministry of Education of Malaysia for 5 years, and investment holding affairs for another 5 years, before joining WWF-Malaysia in 2001.

He has been involved with sustainability work ever since his work infusing environmental education in formal education system through schools and universities, supervising community education for rural and indigenous community within WWF-Malaysia's priority conservation areas, and introducing the sustainable cities program or One Planet City Challenge Programme with WWF-Malaysia. Thiaga also introduced *Sekolah Hijau* (Green Schools) which later was fundamental in the creation of *Sekolah Lestari* (Sustainable Schools) and *SERASI* (Environmental Friendly Schools) in Sabah. Using his corporate affairs knowledge and skills, he is now managing a team that deals with transforming companies' uptake of sustainably produced soft commodities such as Palm Oil, Timber and Rubber. He also leads the sustainable finance programme which deals with banks, investors and regulators such as Stock Exchange of Malaysia (Bursa Malaysia), Securities Commission and other financial institutions. He was a Board Member of the Foundation for Environmental Education, was part of the WWF's sustainable development for conservation Asia-Pacific team for rural and indigenous community work, alternate member for Green Growth Asia's Advisory Committee and Sustainable Solution Network Malaysia Chapter. Eco-Schools, Eco-Institutes and Eco-Campus are among the three programmes introduced under his leadership in Malaysia and he has deep interest to integrate them with the cities' sustainability programmes in Malaysia.



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Ginger Potter is the Senior Environmental Education Specialist in the Office of Public Engagement and Environmental Education (OPEEE) for the U.S. Environmental Protection Agency. Ms. Potter is responsible for environmental education program design, implementation, and management as well as research, evaluation and program assessment and strategic planning in the Office of Environmental Education. She serves as the Project Officer for the National Teacher Training and Professional Development Program (currently ee360) and is the Co-Chair of the Global Environmental Education Partnership (GEEP). Before coming to EPA, Ms. Potter was a research chemist for the U.S. Geological Survey. Ms. Potter has degrees in Chemistry, Business Administration, and Organizational

Development/Behavioral Psychology. She has published several articles on environmental education and speaks frequently at national and international conferences on education and sustainable development education issues.



MAHESH PRADHAN
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With over 25 years of service to UNEP, Mahesh PRADHAN recently returned to UNEP HQs in Nairobi from UNEP's International Environmental Technology Centre (IETC) in Osaka, Japan, where he was based over the past 3 years. Back at UNEP HQs, Mahesh is responsible for UNEP's work on Nutrients within the framework of the GPA, which includes the secretariat for the Global Partnership for Nitrogen Management (GPNM) and implementation of the UNEA resolution on Sustainable Nitrogen Management. Over 2011-16, Mahesh served as Chief of UNEP's Environmental Education and Training Unit (EETU) where he oversaw UNEP's engagement with the higher education community, both in disseminating UNEP's knowledge products and also ensuring the involvement of academia in the development of UNEP's various knowledge products and reports. He was instrumental in the establishment of the Global Universities Partnership on Environment and Sustainability (GUPES), which has grown to involve over 800 Universities worldwide interacting with the UN Environment Programme.



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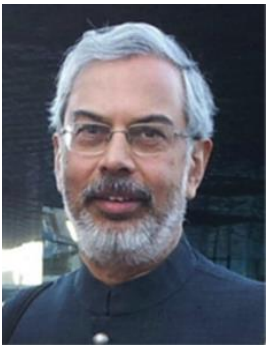
Gayatri Raghwa lived in Abu Dhabi, United Arab Emirates for 27 years and recently moved to her home country, India, to be with her family. She has worked to raise the profile of EE since its inception at Abu Dhabi. She has worked as a volunteer, with an NGO, and with the government to promote EE. At the Environment Agency-Abu Dhabi, where she worked as a senior specialist, she strategized for EE at the government level, developing, designing, and implementing programs for schools, colleges, and other audiences. She also developed MOUs with EE organizations, such as NAAEE, Centre for Environmental Education, AAEE and in other parts of the world. She has developed resource materials, such as books and manuals for varied audiences, regularly conducting training of trainer modules for school and college educators. She also contributes as a member of the Zayed Future Energy Prize, Eye on Earth, and United Nations Commission on Sustainable Development Education. She has developed and run successful programs such as the Enviro-Spellathon, Sustainable Schools Initiative, and the Sustainable Campus Initiative for the Environment Agency-Abu Dhabi. She continues her work on sustainability with Wildecologue, an organization which strives to promote sustainable life styles as Executive Director and also a free-lance consultant developing resource materials for Abu Dhabi organizations and several other organizations in India.



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Alan Reid co-leads the research and evaluation eePRO group of NAAEE, and was the award winner for NAAEE's outstanding contribution to research in 2015. He has edited the field's leading research journal, *Environmental Education Research*, since 2005, recently co-edited the Major Works of Environmental Education (Routledge, 2016), and works with the GEEP on the executive committee, including on case studies and international networking.



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Kartikeya V. Sarabhai is the founder and director of India's Centre for Environment Education (CEE), headquartered in Ahmedabad. He is a member of the United Nations Decade of Education for Sustainable Development Reference Group of UNESCO. He has long been associated with the International Union for Conservation of Nature and Natural Resources (IUCN), and was chair of South and South East Asia IUCN Commission on Education and Communication. He is currently vice-chair of the Indian National Commission of IUCN. He is also a member of the Earth Charter International Council. He was a member of the Indian delegation to the United Nations Conference on Environment and Development (UNCED) in Rio in 1992 and the World Summit on Sustainable Development (WSSD) in Johannesburg in 2002, and Kartikeya co-authored India's report for UNCED. He has been closely associated with communication initiatives of United Nations Environment Programme (UNEP), especially those connected with ozone. He has served on several committees of India's Ministry of Environment and Forest and Ministry of Human Resource and Development.



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Hanna joined WWF Finland in 2006. At the moment, she is Head of Education Programme in the Conservation Department. Since July 2017 Hanna has been developing the global WWF Education Community, and in the beginning of FY18 she was appointed as Global Education Coordinator, committing up to 90% of her time for global coordination. So far, she has brought together 65 WWF offices as a network and facilitated the building of Global WWF Education Strategy. Moreover, she coordinated the work of the Global Education Core Group by establishing a functioning WWF Education Community, building partnerships and developing global collaboration. Hanna has a 20-year work history in the field of environmental education (EE). She holds Master's degrees in Biology and Pedagogy, and prior to her time at WWF she worked as a biology teacher and as an educator in an outdoor

education centre. She also has Graduate Certificate in EE (Griffith University, Australia), has been a co-writer of “Handbook of EE” in Finland, and published articles for her PhD on multicultural EE.



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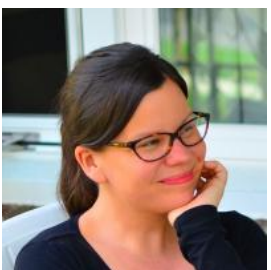
Pramod has over 17 years of experience working with environmental education and Education for Sustainable Development, and prior to FEE was the Programme Director at the Centre for Environment Education in India. At FEE, he is responsible for the overall programme development, administration, supervision, and evaluation of the three formal educational programmes (Eco-Schools, LEAF, and YRE).



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Margie Simon has a B.S. in Earth Science, a M.S in Environmental Engineering and another M.S. in Infrastructure Management and Planning, all from Stanford University, receiving the last degree in 1980. After 15 years of various consulting and research jobs in the environmental field in Mexico and the United States, mostly related to solid, hazardous and municipal waste management, she began her career in Environmental Education and Capacity Building at CICEANA in 1995, where she has been Director since the year 2000. Her responsibilities at CICEANA include ensuring the fulfillment of our mission to promote an environmentally responsible culture, through program management and development in all operative areas including; environmental education, applied projects for sustainable development, multimedia environmental communication; and fundraising for this organization.



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Melissa Hopkins Taggart joined NAAEE to work on the Global Environmental Education Partnership, a partnership between the U.S. EPA, EPA Taiwan, NAAEE, and several countries throughout the world. With more than 15 years of experience working in environmental education, Melissa most recently directed the National Audubon Society’s Toyota TogetherGreen program, a \$25 million partnership between Audubon and Toyota. Prior to joining Audubon in 2007, Melissa worked at Discovery Creek Children’s Museum, where she developed science education curriculum and initiated the organization’s first comprehensive evaluation of its programs, and American Rivers, where she was responsible for managing the organization’s foundation portfolio. Melissa has a B.A. from Franklin and Marshall College and an M.S.

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Kumi Tashiro is a Deputy Director of the Office of Environmental Education at the Ministry of the Environment Japan (MoEJ). Kumi is in charge of Environmental Education, especially collaborating with Ministry of Education, schools/universities, local communities, and NPOs/NGOs. She is also responsible for international collaboration on EE/ESD/SDGs, and currently working on young leader's training, as well as community engagements. She is involved with the Youth Forum under the Tripartite Environment Ministers Meeting (TEMM) among Japan, China and S. Korea, Tripartite Environmental Education Network (TEEN), ASEAN+3 Leadership program with ASEAN Secretariat, higher education on sustainability in Asia-Pacific region (ProSPER.Net; Promotion of Sustainability in Postgraduate Education and Research) and regional centers (RCE; Regional Centres of Expertise on ESD) in the world with United Nations University. Kumi is specialized in participatory community design, child & youth-friendly urban planning, and design education. She has worked on research projects and given lectures at several universities in Japan, the U.S., and Hong Kong S.A.R., before joining MoEJ.



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Anne is the Project Manager for NAAEE's ee360 Project, U.S. EPA's most recent National Environmental Education & Training Program. Before NAAEE, she was the Project Manager for EECapacity, the U.S. EPA's National Environmental Education & Training Program that was housed at Cornell University from 2011-2016. Previously she worked at the National Audubon Society developing and managing the Conservation Leadership Fellows Program of TogetherGreen, Audubon's 5-year \$20 million innovative conservation program in alliance with Toyota. As the first Fellows Program Manager, she led the program's initial design and implementation, including the program's Leadership Institute. Before Audubon she worked over four years at the Department of Environmental and Conservation Programs at the Field Museum of Chicago as the International Programs Manager for education. She organized EE training and natural resource use workshops for forest communities within a newly established 3.4 million acre protected area in Bolivia's super diverse Amazon region.



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Dr. Hurng Jyuhn Wang is currently a Professor in the Department of Public Administration. He serves as the Dean of College of Humanities and Social Sciences at NDHU. Also, he served as the Dean of General Affairs, Director of Graduate Institute of Public Administration, and Director of Graduate Institute of Environmental Policy at NDHU. Dr. Hurng Jyuhn Wang studied environmental economics and policy and earned a Ph.D. from the University of Michigan-Ann Arbor, United States. He has had several visiting professorships at Yale University (USA), Okayama University (Japan), Majeo University (Thailand), Fujian Agriculture and Forestry University (China), and Academia Sinica (Taiwan). He has extensively published on collective action, environmental governance, policy innovation, and sustainable development.



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Professor Ya-Fen WANG is a certified environmental engineer who is devoted to promote the inclusion of environmental education into the curricula of engineering studies to raise the environmental awareness at an early stage in the students' careers. She is also devoted to USR, CSR, and regional revitalization, helping the industries to reduce their carbon emissions and developing a network of schools, communities, and industries. She is the Director of the Sustainable Environmental Education Center and Professor of the Department of Environmental Engineering at Chung Yuan Christian University. She also serves as the Secretary General of the Chinese Institute of Environmental Engineering and works with the government on developing an environmental education network.



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Michelle Wyman has worked on energy and environmental policy with states and local governments for over 15 years. In close consultation with regional and local governments and their constituencies, she developed strategic and tactical solutions to their energy planning, climate mitigation, and adaptation challenges. She previously served as the Director of Intergovernmental Affairs at the U.S. Department of Energy (DOE). Michelle's extensive experience prior to joining the Department of Energy includes founding Applied Solutions - Local Governments Building a Clean Economy, and leading ICLEI USA, both of which are nonprofits engaging directly with cities, counties, and states on clean energy, environmental, and sustainability issues.



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我國環保署及美國環保署共同合作之全球環境教育夥伴計畫(Global Environmental Education Partnership, GEEP)，本(108)年邀請來自14國共約38名政府官員及非政府組織等環境教育專家學者，於10月14日在美國肯塔基州萊辛頓市召開「西元2019年全球環境教育夥伴會議」，會中持續討論如何連結亞太環境教育資源，並確認亞太環境教育論壇會議細節。此外，為擴展亞太地區環境教育實力，我國環保署與臺中市政府合作成立GEEP亞洲中心，GEEP亞洲中心預計於本年12月進行揭牌儀式，臺中市政府此次亦派代表隨同出席GEEP會議，以協助推動全球環境教育永續發展關係，並串聯相互學習的完整網絡，奠定我國亞太環境教育樞紐地位。

此次會議由我國環保署及美國環保署合辦，與會之官方代表及專家學者分別來自肯亞、俄羅斯、芬蘭、墨西哥、波札那、丹麥、澳洲、紐西蘭、印度、日本、馬來西亞、加拿大、美國及我國等14個國家，我國則由環保署綜合計畫處劉宗勇處長率團出席會議，其中包含2位我國環境教育領域的專家共同參與。劉處長於開幕時致詞表示，臺灣位處亞太地區中心，更因經濟發展與教育文化等面向，成為了各國密切交流的重要樞紐。因此，完備亞太地區環境教育論壇，將是臺灣與亞太地區各國建立永續發展關係及擴大環境教育層面的一場重要會議，除可展現臺灣在亞太地區環境保護與教育層面的亮點外，更可藉此機會輸出臺灣經驗，培養更多環境教育的世界公民。

回首過去25年，環保署與美國環保署在外交部與美國在台協會的協助下，已建立了深厚的夥伴關係，本次會議將能在此基礎上更進一步推動我國環境教育和全球的合作關係，並在環境教育合作上落實推動新南向政策，奠定臺灣在全球環境教育永續發展的地位。

點閱數：286

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