



Earth, our common home

5th World Environmental Education Congress

May 10 – 14, 2009 > Palais des congrès de Montréal

Program

UQÀM

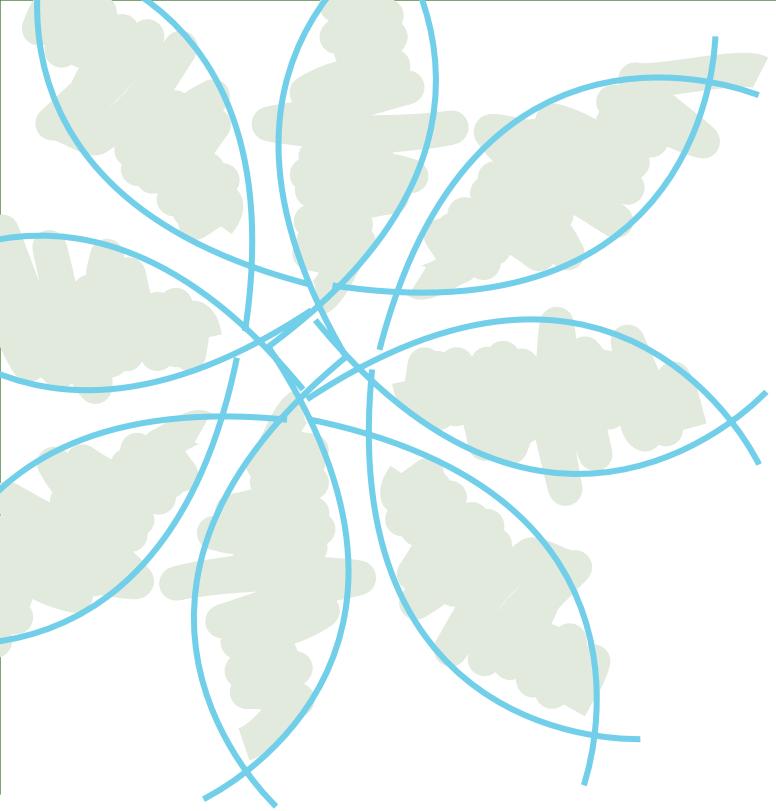
Lakehead
UNIVERSITY

 **AQPERE**
Association québécoise pour la promotion
de l'éducation relative à l'environnement

 **EECOM** Canadian Network for
Environmental Education and Communication
Réseau canadien d'éducation et de communication
relatives à l'environnement

In collaboration with the Secretariat of the World Environmental Education Congresses





A Word

from the Co-Chairs



Living together on Earth, our common home is now the most demanding and fundamental ethical and political issue in our artificialized and multicultural societies, where new identities are being forged through new forms of otherness. Together with a citizenship education, concerned with participatory democracy, justice and social equity, this situation calls for environmental education: breathing, drinking, nourishing, clothing, housing, producing and consuming, dreaming and creating, are inextricable from a certain connection to place, and are woven into the fabric of a shared life, in a network of exchanges with the ecosystems that support us, and of which we are an integral part.

This Congress addresses vital issues: we will share our concerns, but we will also construct hope. We must learn to re-inhabit our “house of life” together, responsibly, according to core values, which should be tirelessly clarified and reaffirmed. From a dominant culture of consumption and individualist accumulation, anchored in prefabricated ideas, we must move towards a culture of belonging, critical engagement, resistance, resilience and solidarity.

The diverse activities of this Congress, woven together through a participatory and multicultural process, will offer a wonderful opportunity for all educators—professors, researchers, students, teachers, facilitators, performers, artists, organization leaders, program directors, consultants, journalists and many others—to explore new avenues for bringing environmental education into our schools, our institutions, our neighbourhoods, our cities, our villages and our regions, in order that we may find ways to better inhabit our Earth, together.

In the wake of preceding World Environmental Education Congresses, this 5th Congress becomes a political act. Education and the environment have a strong political dimension. This Congress aims to contribute to the recognition of the socio-political importance of environmental education and to strengthen this field with the support of the decision makers.

On behalf of all our colleagues and numerous other collaborators that have contributed to conceive and prepare this fabulous event, it is with great enthusiasm that I welcome you to participate in the 5th World Environmental Education Congress. As we share our thoughts and experiences, we will examine how environmental education can help enrich the meaning of our lives, spur social innovation and influence public policies, so we can contribute to overcome the unprecedented challenges of living together on “Earth, our common home.”

Lucie Sauvé

Chair holder, Canada Research Chair in Environmental Education
Member, Institut des sciences de l'environnement
Member, Institut Santé et Société
Member, Réseau Dialog (INRS) sur les questions autochtones
Université du Québec à Montréal



When our common home is threatened, all human and more-than-human activities are stressed. Ideas about identity, solidarity, and socio-ecological relations with all forms of life are disrupted. Critical links between ecology and economy must be examined. But it becoming increasingly apparent that environmental issues are also issues of ecosophy—or philosophy imbued with moral and ethical concern for our common homes. And, if we want new ethics, we must tell new stories. But what stories should we tell?

As this Congress convenes to examine old stories and to construct new ones, I am mindful that we will be building on the work of those who preceded us. Thirty years after the first intergovernmental conference in Tbilisi, I am inspired by a renewed commitment to environmental education and the clear sense of urgency conveyed in the Ahmedabad Declaration. “We no longer need recommendations for incremental change” it states, “We need recommendations that help alter our economic and production systems, and ways of living radically. We need an educational framework that not only follows such radical changes, but can take the lead.” To develop and enact such recommendations, and to enact radically new stories, educators will need to embrace fundamental changes in ways that knowledge is created, transmitted, and applied.

In preparation for the 4th World Environmental Education Congress in 2007, Heila Lotz-Sisitka stressed the importance of dialogues. She characterized them as ways to explore meaning together, to think together, and to feel together. Dialogues can encourage us to seek deeper meanings, and to question the implicit order that structures the way we think and shapes how we do things. In this spirit of promoting dialogue, Lucie and I pose three questions:

- How can environmental education add meaning to our lives?
- How can environmental education contribute to social innovation?
- How can environmental education contribute to political innovation and influence public policies?

We have vital work to do together. I look forward to your companionship, insights, and creativity as we continue work already begun in shifting collective consciousness towards new stories for gracefully inhabiting our common home. It is with much optimism and excitement and that I welcome you Montreal.

Bob Jickling

Associate Professor
Co-Editor, Canadian Journal of Environmental Education
Faculty of Education, Lakehead University



Michelle Courchesne



Line Beauchamp



Pierre Arcand

Working together for Earth

Quebec is thrilled to host the 5th World Environmental Education Congress.

Education plays a frontline role in the development of environmental reflection. From that point of view, this convention provides an excellent opportunity to work out new approaches that will lead to the education of citizens who take pride in their identity; citizens endowed with a sense of solidarity, open to the world and to dialogue, citizens active in building an ecologically responsible world.

There is no doubt at all that your exchanges here in Montréal will open many innovative doors and help the world to become more conscious of how important it is to make "Earth, our common home" a tangible way living each and every day.

A successful congress to you all!

Michelle Courchesne

Ministre de l'Éducation, du Loisir et du Sport

Line Beauchamp

Ministre du Développement durable, de l'Environnement et des Parcs

Pierre Arcand

Ministre des Relations internationnelles et
ministre responsable de la Francophonie

Québec

A Word

from Gérald Tremblay, Mayor of Montréal



Montréal is an ideal city for hosting educators from throughout the world who are committed to improving the environment. I would like to thank you for your work, which, among its goals, includes saving our planet.

Your task is an important one and I believe your proceedings will shed light on issues that affect us as individuals and custodians of “Earth, our common home.” Specifically, I am referring to deliberations that gave rise to a theme such as **Environmental Education and Urban Challenges**, a topic that is of direct concern to that half of our planet’s population residing in cities.

For a metropolis like Montréal, environmental issues have become a true priority. For example, the city has adopted *Montréal’s First Strategic Plan for Sustainable Development*, a natural environment protection policy and a tree policy. We are striving to develop innovative methods. The finest example of this effort is the Saint-Michel environmental complex, which has become an international reference point regarding strategies developed for addressing issues such as recycling and biogas recovery. The environment is at the heart of our concerns because the ultimate issue is the quality of life of our citizens.

Montréal is, accordingly, very proud to be a full partner of the *5th World Environmental Education Congress*. I would like to invite our visitors to discover Montréal’s nature museums (Botanical Garden, Biodôme, Insectarium and Planetarium), which are internationally renowned in this regard. Our city also hosts such important institutions as the Secretariat of the Convention on Biological Diversity, which operates under the auspices of the United Nations Environment Programme, and the many civil research centres and organizations that work in the fields of education and environmental awareness. Because of their presence, the United Nations has recognized Montréal as a *Regional Centre of Expertise on Education for Sustainable Development*.

I would like to thank the organizers and volunteers who have organized this congress and I would like to wish our visitors an excellent stay. I hope they will take the opportunity to discover a thriving, cultural city with a long history that is also very cosmopolitan. We are delighted to welcome you as you pursue your efforts to make the world a better place for future generations.

Gérald Tremblay
Mayor of Montréal



The Université du Québec à Montréal (UQAM) is proud to be at the heart of the organization of the 5th World Environmental Education Congress (5WEEC). This large-scale event is of intrinsic interest to our university in that environmental education stands at the very junction of two fields of research and teaching that are central to our strength: Education Sciences and Environmental Sciences. This Congress is also closely tied to other areas of excellence within our institution, notably the *École des sciences de la gestion*, with its focus on sustainable development, and the *Institut Santé et Société*.

In bringing together thousands of educators, researchers, program managers, professionals and experts from all fields and walks of life, this socioscientific congress exemplifies UQAM’s steadfast commitment to fostering synergy among universities and other stakeholders engaged in environmental education. Concentrating our actions on clearly-defined targets and projects can only serve

from Rector Claude Corbo, UQAM

to further increase our momentum both here and on the international stage. The environment is a planetary concern, and a collective approach to environmental education is therefore the only responsible option. Our university is honoured to be part of this joint effort to build and disseminate socially-relevant and socially-beneficial knowledge.

In closing, I wish you all a stimulating and enriching Congress. May your discussions be fruitful and lay the groundwork for fertile prospects for the future.

Claude Corbo
Rector
UQAM

A Word

from our Official Spokespeople



As official spokesperson for the 5th World Environmental Education Congress, I am delighted to wish you a warm welcome to Quebec, and more specifically to Montréal, this coming May. For Quebecers, spring is the season of rebirth, a reawakening after four to six months under the snow. It is also the season of renewed hope, a time when humankind communes with nature to savour this new promise. Birds have come home to nest after a long winter in the south, their songs fill the air as they lay claim to space and to life. People radiate warmth, newly liberated from the need to seek shelter from the cold. It is the perfect time of the year to venture out and explore the environment. Join us one and all in enjoying it!

Claude Villeneuve

**Director, Chair in Eco-Counseling,
Department of Basic Sciences,
Université du Québec à Chicoutimi**



On behalf of the organizing committee of the 5th World Environmental Education Congress, and on behalf of all Canadians, I would like to welcome you to this opportunity for all of us to participate in a gathering of like-minded educators who will continue to play leadership roles in helping world citizens to recognize that we all live in a more-than-human world. And, Montréal in the month of May is the place for this to happen! Come share your ideas, come listen to those of others, and come help create a stronger collective energy for all of us to face the new challenges which present themselves in a time of economic uncertainty.

Ann Jarnet

**Retired Manager of environmental education
and youth programs at Environment Canada (1993-2003),
now Professor of History, Political Science and Humanities,
CEGEP de Sept-Îles (Quebec)**

A Word

from our Honorary Guests



The First World Environmental Education Congress (1st WEEC) was held in Espinho, Portugal. The second was in Rio de Janeiro, Brazil, in 2004. The third in Torino in 2005, the fourth in Durban, South Africa, in 2007

and from May 10 to 14, 2009, we will be gathered in the beautiful city of Montréal, Canada, to further reinforce our commitment to environmental education and increased action for the care of "Earth, our common home".

The international community places education at the heart of the quest to solve climate change challenges and the environmental problems threatening the present and the future (WSSD 2002, ICEE 2007). This will involve long-term investment by people and institutions. Thus, education in all forms and levels is not only an end in itself; it is also one of the most powerful instruments/modalities for bringing about the long-term systemic changes required to achieve sustainable development.

The WEEC's vision of *inter alia* – establishing the continuous exchange of best practices among all nations of the world in environmental education as well as tackling themes of great interest such as participatory democracy, good citizenship, and the equitable and sustainable management of natural resources – is in line with UNEP's mission of providing leadership and encouraging partnership in caring for the environment. This is achieved by inspiring, informing and enabling nations and peoples to improve their quality of life without compromising that of future generations. This has informed UNEP's active partnership with WEEC since its inception.

I look forward to meeting you all as we work together not just to promote an agenda of caring for "Earth, our common home", but also, in the words of UNEP Executive Director Achim Steiner, to raise "a new generation that is pro-environment, pro-poor, and thus, pro-sustainable development."

Akpezi Ogbuigwe

**Head, Environmental Education and Training Division
Environmental Policy Implementation
United Nations Environment Programme
Nairobi, Kenya**



The Convention on Biological Diversity is the founding international instrument for the protection of genetic, species and ecosystem diversity. As a means of achieving its goals, it urges its members to promote environmental education and raise awareness about our fundamental dependence on the biological world for our food, our shelter, our health and our culture. The 5th World Environmental Education Congress in Montréal is a wonderful opportunity to do just that: reinforce the importance of environmental learning as an essential way – indeed, perhaps the essential way in the long term – of preserving biodiversity and fostering sustainable development. The Congress could not be timelier. The Parties to the Convention have resolved to significantly reduce rates of biodiversity loss by 2010, so now more than ever we need to be giving citizens the tools for life-long learning about how to interact sustainably with nature. Environmental education must be a process for both the old and the young – those who are shaping the world of today, and those who will shape the world of tomorrow. The Secretariat of the Convention on Biological Diversity is glad to be a partner of the World Environmental Education Congress and looks forward to the ideas and awareness it is sure to generate.

Ahmed Djohglaf

**Honorary President
Executive Secretary
Secretariat of the Convention on Biological Diversity
United Nations Environment Program**

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Congress Team

Coordination Team

Lucie Sauvé
Bob Jickling
Éliane Houle
Nicolas Bastien
Geneviève Leclerc

Organizing Committees

General Organizing Committee

Thérèse Baribeau
Nicolas Bastien
Laurence Brière
Grant Gardner
Éliane Houle
Geneviève Leclerc
Robert Litzler
Francine Panneton
Lucie Sauvé
Jacques Tremblay

Eco-responsibility Committee

Nicolas Bastien
France Levert
Lissa Morotti
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Élizabeth Viens

NGO Forum Committee

Mamadou Bhoye Bah
Assiatou Diallo
Éliane Houle
Robert Litzler
Éric Richard

Communications Committee

Jennifer-Jeanny Desrochers
Laurence Brière
Geneviève Leclerc
Éliane Houle
Nicolas Bastien
Dominique Line Blondeau
Isabelle Beaudin

Animation Committee

Éliane Houle
Isabelle Dupras

Lucie Sauvé, Université du Québec à Montréal

Bob Jickling, Lakehead University, Canada

Robert Litzler, Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE)

Grant Gardner, Canadian Network for Environmental Education and Communication (EECOM)

The 5th World Environmental Education Congress brings educators from myriad spheres of activity together in one large-scale socio-scientific event. It is an exceptional opportunity to meet, interact, discuss, build collaboration, and network in an effort to foster the development of an informed, critical-thinking, enlightened and competent citizenry that is capable of engaging in social innovation and influencing policy for a better Earth, our common home.

Through the various activities of the Congress, we will celebrate the courage, creativity, and successes of all those who have grasped the critical importance of taking the environment into consideration in their educational undertakings, be they formal or informal. But in light of the colossal proportions of this task, the Congress also invites us to examine the limitations, pitfalls and stakes involved in the deployment of environmental education in order that we may find solutions and avenues for improvement.

This Congress emphasizes intercultural and multisectoral means of moving us collectively closer to the theoretical and practical enrichment of the field of environmental education and to its full institutionalized recognition as a fundamental component of modern-day education.

The Executive Committee of the Congress wishes to warmly thank all of the members of the various other committees who have so generously contributed their time and talent to the construction and presentation of this event. It has been an enriching and fruitful collaborative process.

Welcome to Montréal in this month of May 2009.

We extend our warmest greetings to you here, in the heart of the city, where mountain and river meet.

Enjoy the Congress!

Logistics

Congress logistics have been entrusted to the firm JPdL under the direction of Geneviève Leclerc
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 1555 Peel St., Suite 500
 Montréal, Quebec, H3A 3L8
 Canada

Thematic Niche Moderators

Edgar González-Gaudiano, Universidad de León, Mexique

*Relationships between ecology and economy:
 the issue of sustainability*

Isabel Orellana, Canada Research Chair in Environmental Education/UQAM,
Lama-Montréal Working Group
 Gerardo Aiquel, L'Entraide Missionnaire,
Non à Pascua Lama-Montréal Working Group
Questions of fairness in socio-ecological issues

Mario Salomone, Università di Bergamo, Italy
Environmental health

Jacques Tremblay, Environment and Sustainable Development – City of Montréal

Urban challenges

Maryève Charland-Lallier, Sierra Youth Coalition
Ecologizing colleges and universities

Carole Marcoux, Montréal School Board – CSDM
School and community

Arjen E. J. Wals, Wageningen University, Netherlands
Learning in society

Yves Paris, Montréal Biodôme,
Heritage interpretation

Natalie Swayze, Canadian Network for Environmental Education and Communication – EECOM

Indigenous knowledge and practices

Blair Niblett, Lakehead University, Canada
Ethics, environmental thought, and worldviews

Annalee Adair, ArtsSmarts, Canada
 Alison Neilson, University of the Azores, Portugal
Art: imagination, creativity, and meaning

Tom Berryman, Canada Research Chair in Environmental Education/UQAM
 Richard Kool, Royal Road University, Canada
Ecological identity

Socioscientific Committee

Chair: Bob Jickling

Bjarne Bruun Jensen, Joaquim Pinto, Pablo Ángel Meira Cartea, Regula Kyburz-Graber, Stephen Stirling, Alan Reid, Arjen Evert Wals, Michela Mayer, Yolanda Ziaka, Jean-Étienne Bidou, Yves Girault, Christine Partoune, Ian Robottom, Jo-Anne Ferreira, Edgar González-Gaudiano, Luz María Nieto Caraveo, Ricardo Berriz Valle, Gilberto Cabrera Trimiño, Maritza Torres Carrasco, Marcos Reigota, Marilia Andrade Torrales, Milagros Chavez, Alejandro Álvarez Iragorry, Antonio Elizalde, Lucio Cuenca Berger, Aura Teresa Barba López, René Moreno, Silvia Patricia Acosta Castillo, Gabriel René Moreno, Javier Rodríguez Pardo, Guillermo Priotto, Heila Lotz-Sisitka, Dr. Rita Bissoonauth, Tsepo Mokuku, Mandla Mhlipa, Araba Kadidiatou Yonli, Pascal Houenou, Mamadou Bhoye Bah, Marcel Sow, Farida Khammar, Samuel N. Ayonghe, Peter Corcoran, Ginger Potter, Joe Heimlich, Paul Hart, Isabel Orellana, Marcia McKenzie, David Zandvliet, Connie Russell, Barbara Bader, Marc Boutet, Alan Warner, Diane Pruneau, Tom Berryman, Patrick Charland, Akpezi Ogbuigwe, Michèle Berthelot, Charles Hopkins, Ulisses Miranda Azeiteiro, Danielle Grynspan, Mario Salomone, Silvia Zaccaria.

For details on the composition of the various committees and on the institutions and organizations their members represent, visit the 5th World Environmental Education Congress Website at

www.5weec.uqam.ca

5th World Environmental Education Congress

Schedule – May 10 to 14 may, 2009

Sunday, May 10		Monday, May 11		Tuesday, May 12		Wednesday, May 13		Thursday, May 14	
8:00									
8:30									
9:00									
10:00									
10:30									
11:00									
12:00	Registration								
13:30									
15:00									
15:30									
16:30									
17:00									
17:30									
18:00									
18:30									
19:00									
19:30									
20:00									
20:30									

Association Meetings and Networking

Educational tours - Parallel Activities - Excursions

Exhibition Hall

Thematic niches
Symposium
NGO Forum - CinEE

Break

Thematic niches
Symposium
Political Forum
NGO Forum - CinEE

Break

Lunch
Association Meetings
and Networking

Thematic niches
Symposium
Political Forum
NGO Forum - CinEE

Break

Thematic niches
NGO Forum
(Plenary wrap-up)

Poster Session "5 to 7"

Symposium

Congress wrap-up

Closing Event
Reception

Festival of
Environmental
Storytelling

Festival of
Storytelling

Lunch
Keynote Presentation

Thematic niches
Symposium
CinEE

Break

Thematic niches
Symposium
Political Forum
NGO Forum - CinEE

Poster Session

Opening session
of NGO Forum

Congress wrap-up

Eco-Show

Festival of
Storytelling

Keynote Presentation

Thematic niches
Symposium
CinEE

Break

Thematic niches
Symposium
Political Forum
NGO Forum - CinEE

Poster Session "5 to 7"

Symposium

Congress wrap-up

Association Meetings
and Networking

Parallel activities, Educational tours, Excursions, Networking

Receptions

Exhibition

Plenary activities

Thematic activities, Symposia, Forum, CinEE

Poster presentation sessions

May 15th:
The Club 2/3
Walk

Congress Program

General Overview

The vision for this World Environmental Education Congress is “**Earth, our common home**”. This is the “*Oikos*”, or shared household, in which all life exists and in which all human and more-than-human activity rests. This “household” is the basis for all relationships and foundation for ideas about identity, solidarity, and socio-ecological relations with all forms of life. It is also the context that gives rise to ecology, ecosophy, and economy and relationships amongst them. This Congress will examine contributions that environmental education can make towards the development of relationships amongst these spheres of understanding at a critical period in Earth’s history, when we need to profoundly and urgently realign human endeavour within the capacities, limits, and systems of our home.

We see the Congress as an opportunity to engage in a collective research and learning process. In this spirit, we pose three questions for participants to consider throughout the Congress. How can environmental education...

- **Add meaning to our lives?** How can it contribute to the construction of our personal and social identities? How can it improve our relationship with the world?
- **Contribute to social innovation?** How can it promote resolution of the socio-ecological and eco-developmental problems within our societies? How can it guide our actions as citizens?
- **Influence public policies?** How can it prepare citizens to participate in public affairs and exercise a political role? What policy changes are needed to support and develop environmental education?

In addition to an opening session and closing session/Congress wrap-up, the program features five types of activities:

Keynote Presentation

Renowned speakers will address the theme of “Earth, our common home” and propose answers to the three cross-cutting questions that underpin all of the Congress activities.

Thematic Niches

The 12 niches, all dedicated to a specific theme, constitute a dynamic series of lectures, panel discussions, oral presentations, roundtable talks, workshops and poster presentations. Each niche will serve not only as a forum for discussion and interaction, but also as an opportunity to construct responses to the three cross-cutting questions of the Congress.

1. Relationships between ecology and economy: the issue of sustainability

This strand explores ways that environmental education can contribute to understanding and transforming relationships among these two ways of approaching our surrounding world, our common home, our *Oikos*. Ecologically sustainable living in our common home calls for drawing out, transforming, producing, exchanging, trading, consuming and disposing of the matter which constitute the Earth itself, our home. How do we deal with complex issues arising from the above activities such as: climate change, diminishing biodiversity, exploitation, maldevelopment, peak oil, pollutions, resource depletion and concentration, resourcism, risks of alienation from fellow humans and the Earth, etc.? From an educational perspective, how do we approach critical analysis and implementation of various solutions that are advanced such as alterglobalization, bioregionalism, community supported agriculture, ecodevelopment, ecological economics, ecotourism, fair trade, green economics, green and ethical funds, industrial ecology, life cycle assessment, organic and other types of certification, social economy, sustainable development, etc.? What about environmental research, education and training in work organizations?

2. Questions of fairness in socio-ecological issues

In the social life of our common home, various societies and groups hold different views about environmental relations and issues and environmental problems affect some social groups more than others. This strand looks at education and concepts such as justice, fairness, and equity as they are related to issues of gender, race, class, poverty, violence, war, and the more-than human world. These issues call for the critical involvement of educators to promote an awareness of various problems of socio-ecological equity and to enable social transformations (political, economical, cultural, etc.). What could be the contribution of environmental education to such socio-ecological issues? How can dialogues, including those between the North and the South, be stimulated through environmental education action projects?

3. Environmental health

La santé de la Terre et celle de ses habitants sont solidaires. Les The health of our common home is inextricably linked to that of its inhabitants. This strand considers how human health and environmental health are closely related. The issue is not only to prevent, treat and eradicate diseases and dysfunctions but also to provide conditions for well-being and equilibrium. From such a perspective, issues of agri-food, biotechnologies, food security/sovereignty, water or air quality and various contaminations call for, amongst others, ecosystemic approaches. It also calls for creativity to invent and to put into practice alternative projects: urban agriculture, “slow food” initiatives, water treatment technologies,

etc. How can the fields of health education and environmental education be related to create the field of environmental health education?

4. Urban challenges

Since the early years of the 21st century, more than half of the Earth's human population has come to live in cities. Life in the city provides opportunities but raises specific urban challenges, such as urbanization and the lifestyles it entails, problems of resource management and service delivery (water, energy, waste), city planning, transportation, and security, etc. This strand examines educational and socio-ecological issues of living in cities such as: new forms of identity and spatial relations, the environmental impact of large urban centers, modernist cultures and consumption, cultural diversity. How can education contribute to community building, to create convivial places nurturing peace and solidarity? What do we implicitly learn from the built environment, from the materials and the forms of urban architecture, from the city lay-out and the cityscape? What about the educational dimensions of initiatives such as "Growing up in cities", "Healthy cities", and others. What types of programs, structures and educational services can local authorities establish? How can we learn to live in the city so it does not negate the Earth as our vital common home?

Thematic niche sponsored by Ville de Montréal.

5. Ecologizing colleges and universities

Higher education institutions are places where more and more specialized teaching, learning, and research activities transform our worldviews, our relationships to the world and our common home, our Oïkos. However, colleges and universities, and the activities that take place in these institutions, are also shaped by the transformations in the surrounding world. Where are we at with ecologizing colleges and universities? This strand considers strategic and pedagogical issues and includes topics such as: organizational learning, policy change, curriculum transformation, teacher education, greening of grounds and infrastructure. Many technicians, professionals, and leaders receive education from institutions of higher education. Their expertise is sought and we expect them to somehow be models for socio-ecological practices. How is the environment integrated in the programs and the pedagogies of these institutions? What about the landscaping and the management of these places? How can teacher education institutions bring environmental education concerns to the core of their mandate?

Thematic niche sponsored by the CSN.

6. School and community

The 10 to 12 years of schooling represent an important mediation between the family life of home and the broader social and ecological life in our shared household, Earth. Why and how are the relationships with the Earth taken care of during the years of kindergarten, primary and secondary education (K-12)? This strand includes critical challenges at junctures of educational and socio-ecological issues such as: strengthening relationships between schools, communities, and society, educational policies and reforms, reflective practice, professional development of teachers and other educators involved in the school community, ecologizing curricula, ecopedagogy, and the quality and relevance of learning processes. It also considers the greening of schools, their

grounds and other infrastructures. Finally, how can youth authentically and critically participate and engage in understanding, caring for and transforming the world they belong to through community service or through social and ecological action projects?

7. Learning in society

Learning to live in our common home, at the scale of local communities or at the scale of larger socio-ecological units like bioregions, calls for educational initiatives and learning in a diversity of contexts and organizations in addition to school. Socio-ecological issues invite citizens to generate and share knowledge and know-how associated with specific environments and challenges. Environmental education thus occurs in numerous non-formal and in-formal contexts. This strand explores issues and challenges related to environmental education and learning in society within community organizations and other places of social action. How can the links between environmental education and social action projects be improved? In collective processes, how can action and reflection be linked in communities of practice and learning communities through organizational learning, social learning, etc.? This strand includes themes such as lifelong learning and adult education, and considers relationships between environmental education, community education, popular education, and socio-cultural initiatives. The role of media in the processes of learning in society is also addressed.

8. Heritage interpretation

The history of life on Earth inscribes each human being and each society within a highly complex and diversified heritage. This heritage is also part of our environment, our Oïkos, our shared home. How does environmental education address this legacy? A growing number of environmental education initiatives take place in natural history museums (zoos, aquariums and botanical gardens), parks, ecomuseums and others, where a broad expertise in natural, constructed, historical, artistic and other heritages is being developed. What is the social mission of these institutions? How do they make the environmental connection? How can the management of these institutions and their ecological messages be harmonized? How can their education initiatives foster local action on environmental issues? How can they promote North-South relations and encourage solidarity? Can museums, parks and other interpretative institutions contribute to a multidisciplinary or interdisciplinary approach to environmental realities and issues that incorporates the sciences, art, history, and more? How can interpretive educational initiatives be assessed? In what ways can the knowledge of our heritage and conservation projects influence public policies for our shared home?

9. Indigenous knowledge and practices

The Earth gives birth to and sustains great biological and cultural diversity. The diversity of linkages between nature and culture translates into countless practices for inhabiting the Earth including: agriculture, fishing, gathering, hunting, cooking, practical design, transportation, languages, customs, kinships, worldviews, etc. This strand is sensitive to the complexities of eco-cultural issues from an educational perspective. It explores topics such as relationships among: peoples, spirituality, and landscapes; ways of knowing and being in the world and worldviews; literacy and orality; education, storytelling and how learning and understanding are informed by and linked to cultural heritage; as well as the

politics of knowledge and cultural marginalization.

How can environmental education address these issues?

10. Ethics, environmental thought, and worldviews

Daily living on Earth engages us in a diversity of relationships that call for ethical choices that are more or less conscious and deliberated. Our way of being on Earth is always informed by some environmental thought, some environmental philosophy; the worldviews that we have learned, and those that we reconstruct, lie at the heart of our educational endeavours in more or less explicit ways. This strand looks at the links between environmental education and ethics, environmental thought and worldviews. It focuses on the educational and pedagogical implications of emerging environmental philosophies (ecosophies) and ecological worldviews informed by contemporary positions such as in deep ecology, the Earth Charter, ecofeminism, the Gaia theory, religion, social ecology, social justice, and spirituality. It considers ethical responses informed by ethics of care and proximity, transpersonal ethics, and ethics as praxis. It also considers participatory ecopedagogies informed by systemic thinking and by experiential learning.

11. Art: imagination, creativity, and meaning

For humans, living on Earth gives birth to cultural productions charged with meaning and aesthetics beyond purely utilitarian considerations: aboriginal art, traditional arts, fine arts, folk art, arts and crafts, modern art, contemporary art, and so on. Art as an activity is a form of relationship with the world and a way of expressing these relationships with the world, often using the Earth's substance. Environmental education can invite us to attend more closely to the aesthetic and symbolic dimensions of relationships with our surrounding world which find expression in various artistic productions such as: cinema, dance, graphic arts, installation arts, literature, music, theatre, etc. This strand invites participants to consider artistic learning and expression in environmental education, to consider how to stimulate the development of environmental sensitivity and the expression of peoples' creative potential through artistic endeavours. It recognizes that artists are communicators with potential to imaginatively frame and reframe perceptions and experiences in new ways, to transgress boundaries, and to foster new understandings, and generate new meanings. It also considers art as a participatory activity within communities, art as a popular education, and art as a form of activism.

12. Ecological identity

Everywhere on Earth the formation of personal and cultural identity involves ecological dimensions that are more or less repressed, voiced, or valued. Identities are constructed and evolve, like life itself, in a network of relationships with the world in which we live. The experience of nature, of beings, and of things is a foundation of our ecological identity, the perception of oneself and of one's society in the world. This strand examines relationships between experiential learning, encounters with nature, and formative experiences including those of children, adolescents, and adults. In environmental education, what kind of experiences can be fostered to address the identity issue and to work on personal and collective ecological identity? Issues of identity in environmental education are often linked to self study, environmental autobiographies and environmental history. How can they be put into

practice? What are the links between identity and environmental action? In the current context of diverse forms of migrations and changes, how can ecological identity contribute to ecologically and socially responsible action, sustainable livelihoods, and bioregionalism?

Symposia

Five symposia will provide participants with the opportunity to delve deeper into specific themes and issues that reflect cross-cutting concerns or current affairs in environmental education.

Scientific and Environmental Education

Close links have been forged between scientific and environmental education. Some authors have simply combined these two fields into a classical approach, while others advocate renewed epistemological scientific positions and practices for environmental education. This conjunction of scientific and environmental education is a key issue at a time when the sciences – contributing to economic growth - have injected life into an industrial logic and emerging transborder risks. How then should scientific education position itself epistemologically, ethically and practically to nourish a reflexive and sociocritical identity in the face of environmental issues? How can we initiate an education of "knowledge dialogues" that generate principles, educational practices and policies of solidarity and social justice? These questions and others will be addressed at the Symposium, through presentations of the most recent research in the field.

Environmental Education in the Circumpolar World: Making Connections

Canada is a circumpolar nation and participant in International Polar Year research and celebrations. This symposium provides an opportunity for environmental educators from circumpolar nations to meet and discuss their work (all strands), and to bring circumpolar perspectives into the Congress. But this is also an important opportunity to initiate and foster North-South dialogues around one or more of the three Congress questions.

In the wake of International Polar Year, what does environmental education look like in the circumpolar North? Who is involved? What are the challenges and solutions of delivering environmental education in the boreal nations? Congress attendees from northern countries are invited to share best practices, lessons learned, and plan the development of a pan-Northern environmental education network. Reports on research or consequences resulting from International Polar Year activity is particularly encouraged.

Innovative Learning About Wildlife Biodiversity: The Canadian Wildlife Federation Learning Institute

This symposium is sponsored by the Canadian Wildlife Federation.

This symposium will reflect on the current state of wildlife education as determined from a major on-line survey being undertaken by the Canadian Wildlife Federation Learning Institute (CWFLI). The discussion will be further informed by an innovative series of conversation sessions between panelists and 5WEEC delegates that will be held at the Sponsor Presentations venue on Monday and Tuesday of the Congress (times will be posted on site). All congress delegates are invited to visit those presentations to engage in lively conversations that will help advance research on innovative learning about wildlife biodiversity, and then to participate in the Symposium where we will bring it all together!

At the symposium, the panel will address four specific areas:

- Introduction to the survey and review of preliminary results
- Overview of the status, issues, existing networks and research in the field of Distance Learning applied to wildlife conservation. Impacts of this type of learning and potential models such as a Global Learning Space will be addressed.
- Current research on the level of adoption of emerging technologies by wildlife/environmental/biodiversity educators, and reflections on how results will inform decision makers such as the Council of Ministers of Education of Canada
- The CWFLI's vision on innovative lifelong learning to transform people's relationship with wildlife.

Methodology and Pedagogy: Exploring Current Directions in Environmental Education Research

The purpose of the research symposium is to engage participants in discussions on key issues facing environmental education researchers as they confront an expanding diversity of methodological perspectives, as well as increasing demands to connect their inquiries to pedagogy. The research symposium will focus on questions of social and ecological justice, intergenerational knowledge and ethics, and methodological diversity, and intends to enrich discussions across the congress themes. We have arranged four unique research vignette presentations that connect issues of pedagogy and methodology as a way to inspire subsequent discussions in small groups.

The research vignettes include the following presentations:

- 1) Deborah Barndt will share examples from two transnational research projects that integrate feminist, anti-racist popular education, and community arts into education about environmental issues; 2) Greg Lowan will highlight his research on Aboriginal and environmental education in relation to place, decolonization, and collaborative ethnography; 3) Valerie Triggs, working in the area of technology and environmental education, will discuss narrative and arts-based approaches to inquiry and teaching and learning through web-based experiences such as "Earth Shapes;" and 4) Aaron Morehouse will discuss theoretical underpinnings for pedagogy that connect ethics, place, and environment, using the example of a local place-environment-related program based on Catalina Island, USA.

In facilitated groups, we will discuss the following questions:

- a) What do these presentations call forth from my own work?
- b) Where do I think environmental education research is going?
- c) Summarize for plenary session: What are the issues that were most important to this group?

The Whys of Evaluation:

Part I: Education Program Evaluation

Part II: Policy and Impact Evaluation

For many in evaluation, the frame of utilization focus drives many of the decisions regarding what is asked, how it is asked, and why it is asked. This symposium in two parts is designed to create dialogue around the whys of evaluation. The parts will be complementary and related, but are also being planned to function as independent pieces, thus allowing the attendee to participate in one or both sessions.

The symposiums will use a panel of provocateurs to present varied positions on why *should we evaluate?* Historically, environmental education has been evaluated primarily to provide accountability data (see *Journal of Program Planning & Evaluation*, special edition on EE evaluation). Yet environmental education is often embedded in schools, or in zoos, nature centers, parks, the media, museums, and other institutions all of which have missions that include but are not driven by the purpose of environmental education. Therefore, the question of "why evaluate" becomes increasingly requisite as environmental educationists look at competing resources which demand higher accountability and relationship to larger mission.

Each symposium will begin with a framing of the session followed by three very short position statements designed to present a range of perceptions on the issue. The panelists will then discuss with each other and the audience the varied positions and what the group collectively answers the question: "why evaluate?"

Political Forum F

Conducted in panel format, this forum will focus on one of the three cross-cutting questions of the Congress, namely: **How can environmental education influence public policies?** More specifically, how can it prepare citizens to participate in public affairs and exercise a political role? How, in turn, can public policies foster the development of environmental education?

Five panels will bring together figures from various spheres of responsibility to debate this question through brief presentations and discussions with participants:

- The national government as levers of environmental education
- Universities, more specifically departments of education science
- City's leadership in environmental education
This symposium is sponsored by Ville de Montréal.
- Youth organization action in mobilizing and environmentally educating
This symposium is sponsored by the CSN.
- The major international organizations to support environmental education
This symposium is sponsored by the IEPF.

NGO Forum F

The Congress will also provide NGOs active in the field of environmental education with a forum for presenting their projects, achievements, services, educational materials, and other accomplishments. The ONG Closing Plenary will take the form of large, shared discussion composed of round tables. Participating NGOs will provide answers to the three cross-cutting questions, relating to the overall objectives of the Congress.

Ce forum des ONG est présenté en partenariat avec Recyc-Québec.

The Congress program will be further enriched by parallel activities offering further opportunity for interaction, discussion and learning.

A trilingual congress

The Congress operates in three official languages: French, English and Spanish.

Simultaneous translation will be provided in all three official languages during the opening session, plenary presentations, Political Forum panels, symposia and Congress wrap-up and closing session.

Simultaneous English translation will be available for the thematic niche plenary sessions and NGO Forum plenary sessions.

The thematic niche workshops will be conducted in the official language of choice of each animation team.

The language of communication of each of the presentations is indicated in the Congress program.

Sessions Schedule

Legend of pictogrammes and session numbers

K	NT	S	FP	F	 CinEE Film	OP	P	R	O	W	CP
Plenary Session	Thematic Niches	Symposium	Political Forum	NGO Forum	Cinema Section	Opening Plenary	Poster	Round Table	Oral Presentation	Workshop	Closing Plenary
E	F	S	IS	IS-E	IS-F	Session Numbers Exemple: S01.01 S = Type of presentation (S-Oral Presentation; R-Round Table; W-Workshop; P-Poster) 01 = Thematic Niche (see pp 10-12) .01 = Session Number					
English (Presentation in English)	French (Presentation in French)	Spanish (Presentation in Spanish)	Simultaneous translation in three languages	Simultaneous translation in English only	Simultaneous translation in French only						

SUNDAY, MAY 10

8:00-15:00

Please consult the schedule for visits, educational visits and tours in the Parallel Activities section of this program

15:00 WELCOMING OF CONGRESS PARTICIPANTS

15:30 OPENING SESSION AND KEYNOTE PRESENTATION
ROOM 517CD

WORDS OF WELCOME

16:30 KEYNOTE PRESENTATION

K E IS ROOM 517BCD

Stephen Lewis

The Health Impact of Global Climate Change

In 1988, Stephen Lewis chaired the first international conference on Climate Change, which drafted



(Crédits :
Nick Wiebe)

the first comprehensive policy on global warming. Two decades have passed since the political leaders, ambassadors, scientists and environmental activists joined Stephen in declaring what remains one of the best, though starker, pronouncements about global warming: "Humanity is conducting an unintended, uncontrolled, globally pervasive experiment whose ultimate consequences could be second only to a global nuclear war." From his unique historical and global perspective, Stephen Lewis will talk about those consequences, focusing on

the interconnection of health, social justice and poverty in the context of global climate change.

This Keynote Presentation is sponsored by the Laval University

17:30 L'ARCHE: A CIRCUS AND DANCE FABULOUS SHOW ON BIODIVERSITY

18:00 WELCOME RECEPTION
ROOM 210

MONDAY, MAY 11

8:30 KEYNOTE PRESENTATION



K F IS ROOM 517BCD

Riccardo Petrella

Life, the Great Challenge

The world is not a commodity

We have long been told that science and technology are powerful tools for human development and well-being throughout the world. Yet, the use our so-called "knowledge societies" has seems to have done little more than devastate our planet's ecosystems. Inequalities have widened; the commodification of life has become rampant; the energy, food, water, and climate crises have all led to what has become the "global crisis". The world today is violent, with more than 2.8 billion people living in abject poverty, another 1.7 billion living in shanty towns, more than 2.6 billion without proper sanitation... We have to learn to reconstruct our society into one that is capable of valuing life, the life of all of the planet's inhabitants. Valuing life is possible when we recognize that the right to life belongs to all of Earth's inhabitants; that we are all part of legal and political entity that is humanity; that life's essential and unsubstitutable assets must be viewed as globally-shared goods over which societies are collectively responsible; that the sovereignty of peoples and safe existence of human communities are riches to be shared; that political and financial considerations are inseparable; that knowledge is not a commodity. To come to realize, in other words, that our fate lies in the hands of us all. The Earth is not an asset to be hoarded for the good of the strong. Today's economy has distorted the true nature of the *oikos nomos* (eco-nomy), or "rules of the household". It is high time to get working on building our "Earth home".

9:30 KEYNOTE PRESENTATION



K S IS ROOM 517BCD

Adriana Puiggros

Towards a socially-constructed knowledge for a more human world

Over the past few decades, growing consciousness about the gravity of the world's environmental problems and the public mobilization that has ensued have given rise to increased recognition of the importance of taking popular knowledge and experience into account in the educational process. Yet, apart from greater economic interests, the biggest obstacles to the full recognition of these types of knowledge as both legitimate and useful are found within the educational systems themselves. School curricula have become inflexible structures resistant to change and, more particularly, to the enhancement and transfer of popular knowledge.

In many Latin American countries today, the majority of the population is either not in school, drops out or is failed by the system, thereby limiting the impacts of the curricular reforms that have managed to be put in place. All too often, the problem has been approached from a Malthusian perspective, and few are the countries that develop public policies intended to promote the inclusion of social groups that have been marginalized within the dominant economy. This marginalization has emerged partly from the depreciation and exclusion of traditional knowledge, past technological know-how, practical and context-dependent solutions, cultural processes for local natural

resource use, knowledge shared by workers, and collective learning. Moreover, the teaching of a general culture has been seen as superfluous. In this curriculum "reduction-compression" process, what is left is the teaching of the basic knowledge individuals need to adequately meet the demands of the market. At the same time, the society of efficiency and performance has rejected the kind of knowledge that, born of popular and democratic culture, calls into question the very foundations of such a society. Turning a blind eye to the past and concerned only with the present, this society is equally unmindful of its own future. Yet this future is coming quickly and the crisis is now catching up with the neoliberal education model. It is crucial to recognize and to value the alternative democratic experiences and policies that are developing in various Latin American countries and helping bring about a model of education that is open to technological, social and cultural changes. Such a model of education takes popular knowledge into account and uses it to build a more human world committed to preserving the integrity of the global ecosystem.

10:30 BREAK

ROOM 210

11:00 THEMATIC NICHES

OPENING OF NICHE PLENARY SESSIONS

NT OP 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY

S IS-E ROOM 511B

Chair and Speaker: Edgar González Gaudiano, Institute of Social Research, Mexique, *De las teorías de desarrollo a la sustentabilidad ambiental del desarrollo*

NT OP 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES

F IS-E ROOM 510C

Chair: François Décaray Gilardeau, Université du Québec à Montréal, Canada
Speakers: Girardo Aiquel, L'Entraide Missionnaire, Canada ; Isabel Orellana, Université du Québec à Montréal, Canada

NT OP 03 > ENVIRONMENTAL HEALTH

F E IS-E ROOM 513A

Chair: Mario Salomone, Università di Bergamo, Italia
Speakers: Lise Parent, Téluq de l'UQAM, Canada ; Pascal Houenou, UFR des Sciences et gestion de l'environnement, Université d'Abobo-Adjamé, Côte-d'Ivoire ; Ulisses Miranda Azeiteiro, Universidade Aberta, Portugal

NT OP 04 > URBAN CHALLENGES

F IS-E ROOM 511C

Chair: Chantale Gagnon, Ville de Montréal, Canada
Speaker: David Brown, École d'urbanisme, Université McGill, Canada, *Développer la ville «tous ensemble»*

NT OP 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES

F E IS-E ROOM 510

Chair: Maryève Charland-Lallier, Coalition jeunesse Sierra, Canada
Speaker: Aoua B. Ly-Tall, Institut des Études Africaines de l'Université Mohamed V – Souissi, Maroc ; Debra Rowe, World Federation of Colleges and Polytechnics, États-Unis, *Environmental and sustainability education: Catalyzing social innovations*; María Novo, Cátedra UNESCO de Educación Ambiental y Desarrollo Sostenible, Universidad Nacional de Educación a Distancia, España.

NT OP 06 > SCHOOL AND COMMUNITY

F E IS-E ROOM 512C

Présidentes : Carole Marcoux, Commission scolaire de Montréal, Canada ; Monique Trudel, EDUCOM environnement, Canada

Speakers: Christine Mosoley, University of Texas at San Antonio, États-Unis, *Environmental Education in Pre-Service Teacher Education* Gordon Harrison, GreenLearning Canada - The Pembina Institute, Canada, *Redfish School of Change* ; Yoko Mochizuki, UNU-IAS, Japon, *Reorienting Education towards a Sustainable Future: Exemples from RCEs* ; Mahamadoul Hady Gueye, Comité des Educatrices et éducateurs pour l'ERE/EDD, Sénégal, *L'Education au développement durable dans un contexte où les politiques de développement imposées par les bailleurs de fonds réduisent les moyens* ; Diane De Courcy, Commission scolaire de Montréal, Canada, *L'école ouverte sur sa communauté*

NT OP 07 > LEARNING IN SOCIETY

E IS-F ROOM 511D

Chair: Arjen Wals, Wageningen University, Netherlands

Speakers: Keith Tidball, Cornell University, États-Unis, *Resilience and environmental education in cities & Towards an Ecology of Environmental Education: EE in Social Ecological System* ÀFeedbacks ; Eunju Lee, Cornell University, États-Unis, *EE programs using Traditional Village Groves in Korea: Implications for sustainable communities* ; Alex Kudryavtsev, Cornell University, États-Unis, *Urban environmental education: An avenue towards community-based conservation* ; Ballard Heidi, School of Education, University of California, Davis, États-Unis, *Promoting resilience through environmental learning and participatory research: Comparing cases of environmental research partnerships across the U.S.*

NT OP 08 > HERITAGE INTERPRETATION

F E IS-E ROOM 513E

Chair: Yves Paris, Biodôme de Montréal, Québec, Canada

Speakers: Rachel Léger, Biodôme de Montréal, Association des zoos et aquariums du Canada, Canada ; Suzana M. Padua, IPÊ - Instituto de Pesquisas Ecológicas, Brésil

NT OP 09 > INDIGENOUS KNOWLEDGE AND PRACTICES

E IS-F ROOM 514B

Chair: Natalie Swayze, EECOM, Canada
Speaker: Dan Roroniakewen Longboat, Trent University, Canada

NT OP 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS

E IS-F ROOM 516A

Chair: Blair Niblett, Lakehead University, Canada
Speakers: Sean Blenkinsop, Simon Fraser University, Canada ; Chris Beeman, Queen's University, Canada, *Experiencing another state of being: How environmental thought can be shaped by world view*

NT OP 11 > ART: IMAGINATION, CREATIVITY, AND MEANING

E IS-F ROOM 515C

Chairs: Annalee Adair, Alison Neilson, University of the Azores, Portugal
Speaker: David Buckland, Cape Farewell, United Kingdom, *Pioneering the Cultural Response to Climate Change*

NT OP 12 > ECOLOGICAL IDENTITY

E IS-F ROOM 516E

Chairs: Tom Berryman, Chaire de recherche ERE-UQAM; Richard Kool, Royal Roads University, Canada
Speaker: Mich Thomashow, Unity College, United States of America, *Ecological identity in the 21st century*

12:00 LUNCH BREAK

12:30 KEYNOTE PRESENTATION

K E IS ROOM 517CD

Peter Cole and Pat O'Riley

Coyote and Raven (P)re-visit Sustainability, Technology and Run-away Capitalism - Now in Paperback

This conversation between two tricksters brings together ancestral pre-post- and-con-temporary realms of Indigeneity transinterposing with co-opt/ed/ing ratio-provisional temporospatializations of pre-post-and-extra-agricultural, pastoral, and industrial interventions of/within against despite the land-water-air-animus sometimes referred to as 'the earth'. We are our ancestors are our descendants are their actions, visions and strategies and none can be described as solely noun-based nor primarily as contemporaneous with the illusive and presumed present. We are the words we think use wield. As we parse, as we knead, as we infect the earth with our philosophies, beliefs, dreams, memories and technologies, so are we conjugated declensioned noun-verb chimeras. The words drown (us) as we try to make them make sense. But sense is the primary verb that crushes, renders, displaces life. We are the words—they are not separate from us. How might the language and languaging of environmental education encourage a conversation and enactment of spirit, nurturance and reciprocity with all of being-becoming without reproducing the attitudes and actions that went before?

This Keynote Presentation is sponsored by the Canadian Federation of fauna

13:30 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY

O S S01.01 | ROOM 513D

Ecoturismo y desarrollo rural

Diagnóstico de un proyecto ecoturístico en las cascadas de agua blanca, en Mascuspana Tabasco

Julio Cesar Romellon Cerino, INSTITUTO TECNOLÓGICO SUPERIOR DE MACUSPANA, Mexico; Mario Jose Romellon Cerino, Instituto Tecnológico de Villahermosa, Mexico

Conservación ambiental y conflictos de uso de lagunas litorales venezolanas. Casos: Los Olivitos (Estado Zulia), Tacarigua (Estado Miranda) y Gasparito (Estado Nueva Esparta). Venezuela
Carlos Arturo Suárez Ruiz, Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas, Venezuela

Shade grown coffee, educational campaign for environmental and social awareness

Lisbeth Baqueiro, ODESU, Mexico

Tiempo y sostenibilidad: lo educativo es político

Maria Novo, Cátedra UNESCO de Educación Ambiental y Desarrollo Sostenible. Univ. Nacional de Educ. a Distancia, Spain

Ecosistemas y biocombustibles, mito o realidad? Un equilibrio para la economía de Venezuela

Tony José Gutiérrez, C.Universidad Central de Venezuela, Venezuela; Miriam Carmona Rodríguez, Universidad Central de Venezuela, Venezuela

W E W01.01 | ROOM 511B

Connecting the green strands

Paul Bohnert, Southern Alberta Community of Environmental Educators, Canada; Michelle McEwan, Southern Alberta Youth for Environmental Education, Canada; Sherri Umeris, Southern Alberta Community of Environmental Educators, Canada

13:30 NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES

O S S02.01 | ROOM 510C

Éducation relative à l'environnement – Movements sociaux de résistance et communautés

La comunidad de aprendizaje en educación ambiental: problemas y proposiciones en una situación de conflicto socio-ambiental en Perú
Carlos Silva, Canada

Educación ambiental y perspectiva de género

Lucía Iglesias da Cunha, Universidad de Santiago de Compostela, Spain

La defensa de Cerro de San Pedro: una experiencia colectiva

Ricardo Enrique Rivera Sierra, Kolektivo Azul (Colectivo informativo), Canada

La consulta popular

Ulises Garcia Perez, Tropico Seco, Canada; Vicente Zapata, Alcorta, Tropico Seco, Peru

La educación ambiental estrategia de lucha del movimiento ambiental comunitario en Puerto Rico

Ana Olga Gonzalez-Medina, Colegio Universitario de San Juan, United States of America

13:30 NT 03 > ENVIRONMENTAL HEALTH

O S S03.01 | ROOM 513A

Salud y medio ambiente

Lineamientos para el plan educativo ambiental en la cuenca del Lago de Valencia: un consenso en el marco de la emergencia ambiental

Esmeya Díaz, Universidad de Carabobo, Venezuela; Roxy Pérez, Universidad Pedagógica Experimental Libertador, Venezuela; Miguel Armas, Universidad de Carabobo, Venezuela

Principales actividades humanas que producen la contaminación del río curiepe ubicado entre las parroquias curiepe e higuerote del municipio brion del Estado Miranda (Venezuela)

Ana Carrero de Blanco, UNIVERSIDAD PEDAGOGICA EXPERIMENTAL LIBERTADOR - INSTITUTO PEDAGOGICO DE CARACAS, Venezuela; Carlos Blanco Carrero, UNIVERSIDAD CENTRAL DE VENEZUELA, Venezuela; Margarita García Tovar, Instituto Pedagógico de Caracas, Venezuela

Implementación de las propuestas de acción ambiental comunitaria por estudiantes de medicina en el poblado peri-urbano:

Quinta Francia - Lima, Perú

Ana Carolina Paukar Retuerto, Universidad Peruana Cayetano Heredia, Peru; Manuel Gutierrez Sierra, Universidad Peruana Cayetano Heredia, Peru; Mariela Angela Maguina, Universidad Peruana Cayetano Heredia, Peru; Marcela Francisca Vidal Bonilla, UNIVERSIDAD PERUANA CAYETANO HEREDIA, Peru

Prevención e intervención en situaciones de riesgo ambiental e impactos socio-sanitarios de los recuperadores informales (cartoneros), Buenos Aires, Argentina

Beatriz Goldstein, Universidad de Buenos Aires-Facultad de Filosofia y Letras, Argentina

La Educación en la salud ambiental, con énfasis en el agua, como alternativa para el mejoramiento de la calidad de vida de las poblaciones desfavorecidas de la región amazónica de Ascensión de Guarayos - Bolivia

Paola Mercedes Parra Rojas, Universidad Gabriel Rene Moreno, Bolivia

W F W03.01 | ROOM 511F

De mon assiette à notre planète : un jeu d'équilibres

Marie-Andrée Devynck, UQAM, Canada

13:30 NT 04 > URBAN CHALLENGES

O E S04.01 | ROOM 513F

Nature en ville

Water cycles in cities and the rehabilitation of rivers and streams

Pedro Teiga, Faculdade de Engenharia da Universidade do Porto, Portugal; Fernando Veloso-Gomes, FEUP, Portugal; Rodrigo Maia, FEUP, Portugal

Environmental quality and perception: A case study of the Passauna River Basin

Luiz Vasconcelos da Silva Filho, Parana Federal University, Brazil; Maria Cristina Borba Braga, Parana Federal University, Brazil

Montréal et son fleuve Saint-Laurent.

Comment utiliser l'éducation relative à l'environnement pour combattre des décennies de perceptions négatives afin de protéger et réhabiliter un milieu riche et diversifié ?
Patrick Asch, Héritage Laurentien, Canada

Environmentally sustainable families Asia Khan, KZN Agriculture and Environmental Affairs, South Africa; Selwyn Jacobs, Dpt. of environmental Affairs Kwazulu Natal, South Africa	Perceptions of future educators about the environment Carie Green, University of Wyoming, United States of America	① E S06.03 ROOM 514A Ouverture de l'école sur sa communauté, sur le monde (2) Exploring success in place-based environmental education Matthias Starzner, Royal Roads University
Playground, sanctuary or drug den: Differing perceptions of an urban wildland system Dorothy Kelker, Royal Roads University, Canada	W E W05.01 ROOM 511A ERE au collégial : de l'intention à l'action au cœur de nos stratégies pédagogiques Huguette Thibeault, Cégep de Saint-Hyacinthe, Canada; Dominic Bernard, Cégep de Saint-Hyacinthe, Canada	School and community partnership for environmental sustainability Joyce Mwandihi, Kisumu Boys High School, Kenya; Charles Goro, Wild Life Clubs of Kenya, Kenya; Edwards Kochung, Maseno University, Kenya
From fear, anxiety and disgust to humane relationships: Changing human perceptions and treatment of urban Wildlife Nichole Bonner, Faculty of Environmental Studies, York University, Canada	13:30 ④ 06 > SCHOOL AND COMMUNITY	TERRA an integrated approach to teaching ecology to high school students Bruce Murphy Timiskaming District Secondary SchoolCanada
W E W04.01 ROOM 511C The development of young citizens' sustainability related skills Diane Pruneau, Université de Moncton, Canada; Pierre-Yves Barbier, Université de Moncton, Canada; Anouk Utschneider, Université de Moncton, Canada; Viktor Freiman, Université de Moncton, Canada; Monique Langis, Université de Moncton, Canada; Jimmy Therrien, Université de Moncton, Canada	① E S06.01 ROOM 510A Politiques et curriculums scolaires en ERE (2) Teaching for the planet: What's justice got to do with it? Elizabeth Wood, McGill University, Canada	The nature, nature initiative Alexander Schneider, kfar Shmaryhu - Hof Hasharon School, Israel; Lea Patron, Ministry of education, Israel
13:30 ④ 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES	Generation green Jessica Young, Queen's University, Canada	① E S06.04 ROOM 516B Ouverture de l'école sur sa communauté, sur le monde (3) Teaching reverence for nature Marie Stradeski, Parks Canada, Canada
① E S05.02 ROOM 510D Integrating sustainability into curricula Ecology-centred teacher education: What is it? Where is it? Veronica Gaylie, University of British Columbia Okanagan, Canada	Developing environmental policies for schools: Opportunities and challenges Michele Stears, University of KwaZulu-Natal, South Africa	Green school Antonella Bell, Devonian Botanic Garden, Canada
Teaching ecology at the economic university Rauf Guliyev, Azerbaijan State Economic University, Azerbaijan	Environment as a social justice issue in teacher education Don Dippo, York University, Canada; Ethel Johnstone, Faculty of Education, York University, Canada; Chuck Hopkins, Faculty of Education, York University, Canada	Reaching culturally diverse school audiences: Research and application Merebeth Switzer, Ducks Unlimited Canada, Canada
The perceived impact of a university outdoor education program upon students' environmental attitudes Heather Boland, University of Ottawa, Canada; Paul Heintzman, Leisure Studies, University of Ottawa, Canada	Towards a harmonized environmental education curriculum for Africa: Prospects and challenges Bibobra Orubebe, NIGER DELTA ENVIRONMENTAL RESORT, Nigeria	Partnering community-school for delivering community forest: Taiwan's experience Min-Hwang Liang, Graduate Institute of Env. Policy, China
Online environmental education: Teaching environmental responsibility Anne Chapple, Oakland University, Rochester, Michigan, United States of America	① E S06.02 ROOM 511D Ouverture de l'école sur sa communauté, sur le monde (1) Learning to live at home on the planet Earth: Relational approach, an educational strategy towards a new educational paradigm Edmundo Moraes, Universidade Federal de Santa Catarina, Brazil	School and community level EN Education Kamal Kamal Hossain, Institute for Environment and Development Studies, Bangladesh
① E S05.03 ROOM 513C Integrating sustainability into curricula (2) Environmental literacy in teacher education in Israel: How do students perceive the concept 'environment'? Daphne Goldman, Beit Berl Academic College, Israel; Sara Peer, Oranim Academic College of Education, Israel; Bela Yavetz, Kibbutzim College of Education, Technology and the Arts, Israel	Environmental Club Alliance: Model of environmental education for the secondary school of Venezuela Héctor Bastidas, Venezuela	① E S06.05 ROOM 516D ERE avec les murs, les structures et les terrains de l'école (1) Global warming with a global perspective - Integrating climate change topics into meteorology and statistics curricula Eric Walters, Marymount School of New York, United States of America; Itir Arkan, Marymount School of New York, United States of America
Outdoor classrooms in elementary science teacher education: Teaching and learning in a vegetable garden Irene Plonczak, Hofstra University, N.Y., United States of America	Education and research on a holistically managed ranch Candace Stewart, University of North Texas, United States of America; Ruthanne Thompson, University of North Texas, United States of America	Study of knowledge, teaching attitude, current teaching and further training demand of elementary school teachers on global warming issues Shih-Tsen Liu, National Taichung University, Taiwan; Su-Jen Chuang, National Taichung University, Taiwan
Incorporation of environmental content in the programs Victor Karamushka, University of Educational Management, Ukraine	Wild voices for kids: Bringing the land to the people and the people to the land Eli Baker, Columbia Basin Environmental Education Network (CBEEN), Canada	Social networking and environmental education Kathy Worobec, GreenLearning Canada - The Pembina Institute, Canada; Gordon Harrison, GreenLearning Canada - The Pembina Institute, Canada; MacKinnon Stephen, Upper Canada District School Board, Canada

O E s06.06 | ROOM 510B

Théories et pratiques d'ERE à l'école (1)
Students from technical schools become ambassadors for insulation
 Leen Van Gijsel, GREEN (Global Rivers Environmental Education Network) Belgium, Belgium;
 Jo Van Cauwenberge, GREEN Belgium, Belgium

Are climate change and temperature increase the same? An adolescents' view

Laura Barraza, IFAW, Mexico; Natalia Ruiz-Apilanez, Espacio para la cultura ambiental A. C., Mexico; Isabel Ruiz-Mallen, Universidad Nacional Autónoma de México, Mexico; Barbara Boden-horn, University of Cambridge, United Kingdom

Simulation game junior conference on climatic changes

Francesco Paglino, CTS - Tourism Centre for Student and Juvenile, Italy; Paola Rizzi, University of Sassari, Italy; Stefania Calicchia, APAT - National Agency for the Protection of Environment, Italy; Silvia Bonaventura, APAT - National Agency for the Protection of Environment, Italy; Silvia Rapicetta, University of Perugia, Italy; Flaminia Tranchida, CTS - Tourist Centre for Students and Juveniles, Italy

Cypriot children's understanding on climate change: An action-oriented project

Maria Spyridonos, Cyprus

Environmental education - A sustainable solution to climate change

Avril Wilkinson, Wildlife and Environment Society of South Africa, South Africa; Ian Jameson, Eskom, South Africa

W F W06.01 516C

L'intégration de la conservation du patrimoine naturel et le développement durable en éducation

Pablo Desfossés, Commission scolaire des Chênes, Canada

13:30 ↗ 07 > LEARNING IN SOCIETY**O E s07.01 | ROOM 514C**

Schools linking science, technology and society to benefit the environment

Curriculum change in Mathematics - A gateway to understanding environment
 Raphael Banda, Curriculum Development Centre, Zambia

Socio-environmental projects to promote environmental literacy in a multicultural society in Israel

Iris Alkaher, Virginia Polytechnic Institute and State University, United States of America

Place of technology in environmental education

Karin Davidson-Taylor, Royal Botanical Gardens, Canada; Barbara McKean, Royal Botanical Gardens, Canada

Educational value of webisodes in environmental education

Debbie Griff, Canadian Wildlife Federation, Canada

O E s07.02 | ROOM 515A

Indicators and M&E Strategies for EE and ESD Reporting progress: Opportunities, challenges and ways forward in the use of ESD indicators
 Alan Reid, University of Bath, United Kingdom

Monitoring and evaluation of Education for Sustainable Development (ESD) implementation in Kenya

Ayub Ndaruga, National Environment Management Authority, Kenya

'MEERA' - A web-based resource for supporting environmental education evaluations

Michaela Zint, University of Michigan, United States of America

The global perspective of education for sustainable development: Which key competencies do persons need for thinking and acting globally in the world society?

Marco Rieckmann, Institute for Environmental and Sustainability Communication, Leuphana University Lüneburg, Germany

The National Environmental Literacy Assessment

William McBeth, University of Wisconsin-Platteville, United States of America; Trudi Volk, CISDE, United States of America; Harold Hungerford, CISDE, United States of America; Ron Meyers, Ron Meyers and Associates, United States of America; Tom Marcinkowski, Florida Institute of Technology, United States of America

13:30 ↗ 08 > HERITAGE INTERPRETATION**O E s08.01 | ROOM 513E****Musées**

The effectiveness of interpretation on wild versus captive wildlife tours in BC

Sarah Poirier, University of Victoria, Canada

Conversations for conservation

Laurel McIvor, Nova Scotia Museum of Natural History, Canada; Meghan Schreiner, Nova Scotia Museum of Natural History, Canada

Educational fieldtrips: Learning from whales in a captive classroom

Traci Warkentin, York University, Canada

Museos de ciencias como espacios de formación para docentes en la construcción de propuestas educativas para el desarrollo sostenible

Mario Héli González Morales, Universidad Distrital Francisco José de Caldas, Colombia; Maritza Mora Moreno, Universidad Distrital Francisco José de Caldas, Colombia; Claudia Patricia Castro Rodríguez, Universidad Distrital Francisco José de Caldas, Colombia

13:30 ↗ 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**O F s09.01 | ROOM 514B**

Eco-alimentation : éléments d'une vision autochtone

Thierry Pardo, UQAM, Canada

De l'apprentissage de la technologie appropriée pour la protection des écosystèmes environnementaux: une école de survie pour la fille paysanne au cœur de l'empire Kasaien du Diamant

Sandrine Mwakwe, Association des Femmes Actives pour le Développement Intégré (AFADI, en sigle), Democratic Republic of the Congo

Strategies d'adaptation endogènes et savoirs modernes

Alice Kone, Canada

Les activités éducatives au jardin des Premières-Nations du Jardin botanique de Montréal

Sylvie Paré, Jardin des Premières-Nations du Jardin botanique de Montréal, Canada

W E w09.01 | ROOM 511E**Dancing the earth!**

Levania Hentschel, Biocenosis AC, Canada

13:30 ↗ 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**O E s10.01 | ROOM 515B****ESD: Frameworks & Critiques**

Awareness vs intentionality: Exploring sustainability education in a British Hindu community

Martin Haigh, Oxford Brookes University, United Kingdom; Sheila Chauhan, Bhaktivedanta Manor Environment Committee, United Kingdom; Sita Rama Das, Bhaktivedanta Manor Environment Committee, Aldenham, Watford, Herts., United Kingdom; Natalia Rita, Bhaktivedanta Manor Environment Committee, Aldenham, Watford, Herts., United Kingdom

Pluralistic meaning-making? An analysis of students' meaning-making processes in education for sustainable development

Karin Rudberg, Sweden; Johan Öhman, Department of Education, Örebro University, Sweden

The little earth charter

Rosie Emery, Little Animation Inc., Canada; JC Little, Little Animation Inc., Canada

The politics of needs and sustainability education

Lesley Le Grange, Stellenbosch University, South Africa

The ethos of education for sustainable development – Clarifying the ethical tendency in educational practice

Leif Östman, Dept. of Curriculum Studies, Uppsala University, Sweden; David O. Kronlid, Uppsala University, Sweden

O E s10.02 | ROOM 516A**Spirituality & Place**

Nature(s) and ethics in environmental education and (human) geography: Reflections on interdisciplinary exchange
 Bryan Grimwood, Carleton University, Canada

Slow ecopedagogy

Phillip Payne, Monash University, Australia

Animism as research method: Talking across human-nature-spirit boundaries

MJ Barrett, University of Saskatchewan, Canada

Re-nude reciprocity: IK, the geopsyche and teaching keys to responsible membership in biotic communities

Alanna F. Bondar, Algoma University, Canada

Putting humanity in its place - Transformative learning for bioregional wisdom

Alun Morgan, London South Bank University, United Kingdom

13:30 N° 11 > ART: IMAGINATION, CREATIVITY, AND MEANING

O S S11.01 | ROOM 515C

**La cultura y el arte como herramienta de concienciación en la Educación Ambiental
Color, music and biodiversity in a Mexican fiesta: The carnival parade as an environmental education tool in Cozumel Island**

Itzel Arista-Cárdenas, Universidad Nacional Autónoma de México, Mexico; Héctor Perdomo Velázquez, Centro de Investigaciones en Ecosistemas, Universidad Nacional Autónoma de México, Mexico

El arte para abordar la sostenibilidad desde la complejidad

Genina Calafell, Spain; Marta Fonolleda, Universidad Autónoma de Barcelona, Spain; Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Maia Querol, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain

Canciones como medio para aumentar la cultura ambiental

Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales Universidad de Guadalajara, Mexico

El arte como principio articulador de la educación ambiental: fundamentos / concepción / implantación de un proyecto multi / interdisciplinario en la cooperativa São José de Rio Preto - SP - Brasil

Edilson Moreira de Oliveira Edilson, UNIVERSIDADE ESTADUAL PAULISTA-UNESP, Brazil; Simone Azevedo Buchala, UNIP/UNIVERSIDADE PAULISTA, Brazil; Chitero Bueno Aline, PROGRAMA DE PÓS GRADUAÇÃO EM EDUCAÇÃO ESCOLAR DA UNESP DE ARARAQUARA/SP, Brazil

La dimensión estética en la educación ambiental
Ricardo Dominguez, Universidad Autónoma de la Ciudad de México, Mexico

13:30 N° 12 > ECOLOGICAL IDENTITY

O F S12.01 | ROOM 516E

Regards croisés sur l'identité écologique : autobiographie environnementale, reliance, culture, engagement et nouveaux médias

Attachement et détachement : du régime du proche à l'engagement écologique

Dominique Bachelart, IUT tours, France

La pratique de l'autobiographie environnementale : une ouverture à l'écologie de l'identité
Tom Berryman, Canada

Les nouveaux médias : enjeux identitaires et supports d'engagement

Françoise Bernard, Université de Provence, France; Didier Courbet, Université de la Méditerranée, France; Robert-Vincent Joule, Université d'Aix-Marseille1, France

Réflexions et perspectives de l'éducation à l'environnement dans une école multiculturelle en Amazonie

Claudia Silva, Universidade de Aveiro - 501461108 (VAT), Portugal; Carlos Meireles-Coelho, Universidade de Aveiro, Portugal

Mieux vivre en zone d'éducation prioritaire : des exemples concrets d'une autre éducation, celle qui relie l'enfant à la nature
Philippe Nicolas, France

13:30 SYMPOSIUM

S F E S ROOM 513B

The symposium ends at 17:00.

Scientific and Environmental Education

Chairs: Barbara Bader, Université Laval, Canada et Yves Girault, Muséum d'Histoire naturelle de Paris, France

Panelists: Barbara Bader, Université Laval, Canada et Yves Girault, Muséum d'Histoire naturelle de Paris, France Renouvellement des postures épistémologiques et des pratiques en sciences et en éducation relative à l'environnement dans un contexte de risques; Ian Robottom, Deakin University, Australie, *Environmental education: Essentially socially constructed?*

Laurence Simonneaux, École Nationale de Formation Agronomique, France; *Développer à la fois la réflexivité axiologique et le raisonnement critique épistémique sur les Questions Socialement Vives Relatives à l'Environnement;*

Justin Dillon, King's College London, Angleterre; *Perspectives on environmental education-related research in science education;*

Milagros Chavez, Universidad de Los Andes, Venezuela; *Éthique de l'environnement comme dimension transversale de l'éducation en sciences et en technologie;*

Sylvie Barma, Université Laval, Canada; Renouvellement des postures épistémologiques en éducation aux sciences et à l'environnement: lecture socioculturelle du renouvellement de pratiques d'enseignants du secondaire au Québec; Barbara Bader et Richard Vincent, Université Laval, Canada; *De l'intérêt de la sociologie de l'acteur-réseau pour actualiser la conception des sciences lorsque les questions environnementales se posent.*

13:30 CinEE Film

E F ROOM 523

Views on genetic engineering (Part 1)

Le monde selon Monsanto

Facilitator: Jean-Philippe Vermette,

Université du Québec à Montréal

Presenter: Marie-Monique Robin, producer

Screening of the film

The presentation of this film is sponsored by the National film office of Canada, Greenpeace Canada and Cinblose (UQAM).

15:00 BREAK

ROOM 210

15:30 N° 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY

R E R.A.01 | ROOM 517B-1

Can we teach business why it should care?

Peter Hardi, CEU Business School, Hungary

R E R.A.02 | ROOM 517B-2

Analog forestry: A community tool for biodiversity restoration

Jenny DeMarco, Falls Brook Centre, Canada

R E R.A.03 | ROOM 517B-3

The rainforest alliance education program: Free resources to connect children to conservation

Maria Ghiso, Rainforest Alliance, United States of America; Julianne Schrader, Rainforest Alliance, United States of America

W E W01.02 | ROOM 511B

Sustainable livelihoods, sustainable consumption and production

Zinaida Fadeeva, UNU-IAS, Japan; Jos Rikers, RCE Rhine-Meuse, Netherlands; Roger Petry, Luther College at the University of Regiona & Co-Coordinator of RCE Saskatchewan, Canada; Kerstin Sonesson, Malmö University, Sweden; Ali Bukar Ahmad, RCE Kano, Nigeria

15:30 N° 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES

O F S02.02 | ROOM 510C

Éducation relative à l'environnement - Enjeux culturels, de genre et pauvreté

L'intégration du concept genre dans l'ERE en Afrique subsaharienne : le secret pour les pays en voie de développement pour rattraper leur retard dans l'éducation environnementale

Jean Bosco Runyota, Université Libre de Kigali, Rwanda; Egidia Rukundo, Université Senghor, Egypt

Environnement : une affaire de femmes

Thi Thu Thuy Ly, Vietnam; Thi Ngoc Yen Nguyen, Union des Femmes Vietnamiennes de Ho-Chi-Minh-ville, Vietnam

Éducation relative à l'environnement et agriculture durable en Afrique : le cas de l'association pour la recherche et la formation en agroécologie à Natiaaboani, Burkina Faso

Sougalou Soulama, Université de Moncton, Canada

L'éducation environnementale par les jeunes dans un contexte de pauvreté, cas du Cameroun

Dieudonné Christian Komzé Djampou, Jeunesse Pour l'Environnement, Cameroun

Éducation relative à l'environnement et construction d'une dynamique de paix

Nayla Naoufal, Chaire de recherche du Canada en éducation relative à l'environnement, Canada

R E R.A.05

Public interest environmental law and university pedagogy

William Amos, Ecojustice and University of Ottawa, Canada

15:30 N° 03 > ENVIRONMENTAL HEALTH

O F S03.02 | ROOM 513A

Earth, environment and health

La promotion de la santé, un modèle pour l'éducation relative à l'environnement ?

Etienne Cléda, Empreintes asbl - CRIE de Namur, Belgium

Comment apprendre la terre par les interactions santé environnement

Marina Gruslin, HECharlemagne, Belgium

La qualité de la vie comme produit de relations et de conscience

Mario Salomone, Università di Bergamo, Italy; Vittoria Carnevale, Italy

Institutionalization of ecohealth approach to human health in Western and Central Africa
 Pascal Valentin Houenou, UFR des Sciences et gestion de l'environnement, Université d'Abobo-Adjamé, Côte d'Ivoire; Benjamin Fayomi, Université d'Abomey-Calavi, Benin; Samuel Yonkeu, 2IE, Burkina Faso; Yveline Marie Thérèse Houenou, Université de Cocody, Côte d'Ivoire; Emmanuel Ngnikam, Ecole Nationale Supérieure Polytechnique, Cameroun

Réseaux et territoire Earth, environment and health

Sunday Dolph Christopher, Dan - Osa International, Senegal

R F R.A.06 | ROOM 517B-6

Les impacts des pesticides sur la santé et l'environnement au Cameroun

Stanislas Bineli, Alternatives Durables pour le Développement (ADD), Cameroun

W F WO3.02 | ROOM 511F

Éducation relative à la santé environnementale des enfants

Nathalie Robitaille, Canada

15:30 NT 04 > URBAN CHALLENGES

O S SO4.02 | ROOM 513F

Imaginer sa ville

Los retos urbanos: la educación ambiental en la ciudad

Dolores Limón Domínguez, Universidad de Sevilla, Departamento de teoría e historia de la educación y pedagogía social, Spain; Carmen Solís Espallargas, Departamento de Teoría e Historia de la Educación y Pedagogía social, Universidad de Sevilla, Spain

Las representaciones sociales del cambio climático a través de dibujos: diseño y validación de un instrumento de análisis

Pablo Ángel Meira, Universidad de Santiago de Compostela, Spain; Arto Mónica, Universidad de Santiago de Compostela, Spain

Los imagos mentales de los jóvenes en la ciudad de Barranquilla una propuesta para la construcción de una ciudad sostenible

Rafael Oyaga, Corporación Universitaria de la Costa, CUC, Colombia

Educadores y sostenibilidad en ciudades históricas. Una investigación en Girona (Cataluña, España)

Rosa M. Medir-Huerta, Universidad de Girona, Spain; Mercè Junyent, Universitat Autònoma de Barcelona, Spain; Anna Maria Gelí, Universitat de Girona, Spain; Lídia Ochoa, Universidad de Girona, Spain; Raquel Heras, Universitat de Girona, Spain

R S R.A.09 | ROOM 517B-9

Nuevos ciudadanos ambientales

Clemencia Camacho, Politécnico Grancolombiano, Colombia

W F WO4.02 | ROOM 511C

ERE urbain, vecteur de citoyenneté active

Myriam Fritz-Legendre, CEMEA, France; Lawrence Guillaume, CEMEA, France; Jean Philippe Durrenberger, CEMEA, France; Stefano Vitale, cemea, Italy; Elisabeth Lebris, CEMEA, France

15:30 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES

O E S05.04 | ROOM 510B

**Integrating sustainability into curricula
Ecological approaches of environmental education in tertiary level education; challenges and opportunities for sustainability**
 Satishkumar Belliethathan, Horn of Africa - Regional Environment Network, Ethiopia

Curriculum development of corporate environmental management at tertiary level

Ivan Petroff, Massey University, New Zealand

Engaging with sustainability in higher education in Australia

Jade Herriman, Institute for Sustainable Futures, UTS, Australia; Naomi Carrard, Institute for Sustainable Futures, U, Australia; Juliet Willetts, Institute for Sustainable Futures, U, Australia

O E S05.05 | ROOM 510D

Enriching environmental education towards sustainability literacy: Lessons from Malaysian universities initiatives for sustainable development

Zainal Abidin Sanusi, Regional Centre of Expertise, Universiti Sains Malaysia, Malaysia; Salfarina Abd Gapor, Universiti Sains Malaysia, Malaysia; Nurulsalmi Abd Latip, Universiti Sains Malaysia, Malaysia; Omar Osman, Universiti Sains Malaysia, Malaysia; Anees Jani Ali, Universiti Sains Malaysia, Malaysia; Ratna Rashida Abd Razak Universiti Sains Malaysia, Malaysia

Supporting change oriented learning for environment and sustainability education in universities

Akpezi Ogbuigwe, United Nations Environment Programme, Nigeria; Heila Lotz, RCE RCE Makana & Rural Eastern Cape, South Africa; Ayobami Salami, Institute of Ecology & Environmental Studies, Nigeria; Michael Ward, Wildlife and Environment Society, South Africa; Thomas Hertzman, Ramboll Natura, Sweden; Gitile Naituli, Strathmore University, Kenya

Textbooks in the teaching of botany in primary school education in Portugal: Promoting critical reflection on environmental issues?

Fernando Guimarães, Universidade do Minho, Portugal

The lantern of interdisciplinarity and the Greek environmental graduate programmes

Vicky Karahontzitis, Canada

R S R.A.10 | ROOM 517B-10

Education for living with Brazilian semi-arid

Edilene Pinto, Fundação Joaquim Nabuco, Brazil

R E R.A.11 | ROOM 517B-11

How do Canadian university administrators conceptualize sustainability in higher education?

Tarah Wright, Dalhousie University, Canada

R F R.A.12 | ROOM 517B-12

Devenir un enviro-collège écocitoyen: les enjeux, défis et premiers résultats

Isabeau Four, Collège de Rosemont, Canada

R S R.A.13 | ROOM 517B-13

Academia Nacional de Educación Ambiental A.C.

Maria Teresa Bravo Mercado, Instituto de Investigaciones sobre la Universidad y la Educación de la UNAM, Mexico

R S R.A.14 | ROOM 517B-14

La instrumentación de la ley de educación ambiental para el desarrollo sustentable del Estado de Campeche, Mexico

Luis Lorenzo Herrera Gomez, Mexico; José Hernández Chavez, SECRETARÍA DE ECOLOGÍA, Mexico

W E WO5.02 | ROOM 511A

Living a place-based eco-education worldview: A live-action research performance

Sean Blenkinsop, Simon Fraser University, Canada; Andrew Rushmere, SFU, Canada; Michael Caulkins, Simon Fraser University, Canada

15:30 NT 06 > SCHOOL AND COMMUNITY

O E S06.07 | ROOM 513D

Théories et pratiques d'ERE à l'école (2)

How to study climate change at school with an inquiry based pedagogical approach?

David Wilgenbus, La main à la pâte, Académie des sciences- Ecole normale supérieure, France

Greening school grounds through establishing tree nurseries in Cyprus

Maria Spyridonos, Cyprus

Ecoliteracy and a schoolyard garden: Unearthing possibilities

Barbara Cuerden, University of Ottawa, Canada

Greening schoolyards by multipurpose native species through rural environmental education program - A case from South India

Kavitha Anjanappa, ATREE, India; Gladwin Joseph, ATREE, India; Nagaraja Chikkarangappa, Bangalore University, India

O E S06.08 | ROOM 514A

Théories et pratiques d'ERE à l'école (3)

Discerning the socialization content of environmental education

Per Sund, Mälardalen University, Sweden

Global communities for sustainability

Prithi Nambiar, Centre for Environment Education Australia, Australia

Act locally to achieve global results - Description of an environmental education project with 7th and 8th grade students

Vanda Delgado, Escola Básica D. Manuel I - Tavira, Portugal; Esmeralda Gonçalves, Escola Básica D. Manuel I - Tavira, Portugal

A model of best practice - A different world: An educational tool kit for building global justice

Elvira Truglia, Social Justice Committee, Canada

Role of civil society for socio-ecology education

Ali Zafer, Herald, Pakistan

O E S06.09 | ROOM 516B**Théories et pratiques d'ERE à l'école (4)**

National Institute for educational policy research
Masakazu Goto, National Institute for educational policy research, Japan

Civic engagement and sustainable schools

Michael Stone, Center for Ecoliteracy, United States of America

**Environmental education in Portugal:
From environmental problems to questions of citizenship**

Luisa Schmidt, ICS/UL - Social Sciences Institute of University of Lisbon, Portugal; Joao Guerra, Social Sciences Institut of University of Lisbon, Portugal; Joaquim Gil Nave, ISCTE - Lisbon University Institute, Portugal

Enhancing educational relevance and responsiveness to local contexts and the needs of communities; A case of issues-based approaches in the context of eco-schools in Kenya

Gregory J.E. Odeke, Friends of the Youth International, Kenya

O E S06.10 | ROOM 516D**Théories et pratiques d'ERE à l'école (5)****Combating nature deficit disorder**

Sarah Davis, Florida Gulf Coast University, United States of America

The effectiveness of experiential education in connecting economically disadvantaged youth to nature

Lauren Hanneman, San Jose State University, United States of America; Will Russell, San Jose State University, United States of America

Environmental education project in protected areas: The case of the surroundings communities of the Floresta Estadual Metropolitana (Metropolitan State Forest), country of Piraquara, state of Parana, Brazil

Tatiana Reis, Universidade Federal do Paraná, Brazil; Carlos Souza, Universidade Federal do Paraná - DTPEN, Brazil

Students' knowledge and attitudes towards the environment in the Greek primary school: The implementation of an environmental education programme through project-based method

Dimitrios Matzanos, University of the Aegean, Greece; Konstantinos Basetas, University of Crete, Greece; Vasiliki Simina, University of the Aegean, Greece; Panagiotis Stamatis, University of the Aegean, Greece; Vasileios Papavasileiou, University of the Aegean, Greece; Ioannis Papadomarkakis University of the Aegean Greece

Lifelong learning system: Learner centered school field school (interdisciplinary research- Philippines)

Marion Corado, FAO-IPM RAP, Philippines

O S S06.29 | ROOM 514C**Formation en ERE****La praxis de la educación ambiental como proceso de decisión pedagógica: un estudio biográfico con profesoras de educación infantil en Galicia (España) y en Río Grande del Sur (Brasil)**

Marilia Andrade Torales, Centro Universitário Feevale, Brazil

La experiencia de implantación de un nuevo modelo de Agenda 21 Escolar para Andalucía. El caso de Punta Umbría (Huelva)

Carmen Solís Espallargas, Departamento de Teoría e Historia de la Educación y Pedagogía social, Universidad de Sevilla, Spain

Estrategia de educación ambiental para la identificación y solución de problemas que limitan la sustentabilidad del territorio. Experiencia con docentes de educación básica de Jalisco, México

Hermila Brito Palacios, Universidad de Guadalajara, Mexico

Estrategias para el proceso del aprendizaje con fundamento ecopedagógico en la educación primaria

Liliana Marisol Vazquez Aguilar, Univa, Mexico

Sensibilidad ambiental y la construcción de un modelo de convivencia escolar

Matilde E. Castillo de Mayora, UPEL Instituto Pedagógico de Caracas, Venezuela; Ninoska Ribas de Rojas, UPEL Instituto Pedagógico de Caracas, Venezuela; Margarita García Tovar, Instituto Pedagógico de Caracas, Venezuela

O S S06.31 | ROOM 510A**Théories et pratiques de l'ERE à l'école et ouverture sur la communauté****El uso sustentable del agua. Una propuesta desde la educación ambiental**

Raúl Calixto Flores, Universidad Pedagógica Nacional, Mexico

A comparison of children's and teenagers' socioecological perception

Martí Boada Juncà, Institute of Environmental Science and Technology - Autonomous University of Barcelona, Spain

En el camino de una escuela sostenible

Hilda Weissmann, Ayuntamiento de Barcelona, Spain; Teresa Franquesa, Ayuntamiento de Barcelona, Spain

Ninos y las preescolares como protectores del ambiente, posibilidad u oportunidad?

Flor Marina Hernández Valenzuela, CEDINPRO, Colombia; Mónica Iliana Pérez Manrique, CEDINPRO, Colombia; Sandra Patricia Rojas Rojas, Universidad Pedagógica y Tecnológica de Colombia, Colombia; Sandra Patricia Beltrán Roa, CEDINPRO, Colombia

O F S06.39 | ROOM 513C**Impact environnemental de l'ERE dans un milieu donné****L'école des lacs : un bilan**

Yves Hébert, École secondaire Grande-Rivière (CSPO), Canada

Contre le syndrome de déficience nature chez les enfants par l'ERE

Roger La Roche, Conférence régionale des élus de Laval, Canada

La biodiversité à/de l'école : enjeux éducatifs, scientifiques et socio-économiques

Patrick Matagne, UNIVERSITE DE POITIERS, France

Ecole et communauté en Mauritanie

Mohamed Lemine Keboud Ahmed Dede, Planet'ERE, Mauritania

Education environnementale des élèves et des communautés rurales à travers de petits projets scolaires. Expérience du projet d'action environnementale de l'initiative du bassin du Nil au Burundi

Salvator Ruzima, INITIATIVE DU BASSIN DU NIL, Burundi

Where political boundaries divide environmental education unites

Evgenia Flogaitis, University of Athens, Greece; Maria Daskolia, University of Athens, Greece; Georgia Liarakou, University of the Aegean, Greece

R S R.A.20 | ROOM 517B-20**Acerando a la comunidad a través de la escuela al mundo real de los residuos sólidos**

Ximena Carmona-López, SIMARS, Mexico; Julieta López-Olalde, Consultora Independiente, Mexico; Ixchel Cornelio-Torres, SIMARS, Mexico; Sofía López-Olalde, SIMARS, Mexico

R E R.A.21 | ROOM 517B-21**Approche mauritanienne en matière d'éducation environnementale**

Mohamed Lemine Keboud Ahmed Deda, Planet'ERE, Mauritania

R E R.A.22 | ROOM 517B-22**Developing teachers for a better world**

Sally Inman, London South Bank University, United Kingdom; Maggie Rogers, London South Bank University, United Kingdom

R E R.A.23 | ROOM 517B-23**Environmental education for sustainability in Macedonian high schools: An analysis of new curriculum content**

Mile Srbinovski, SEEU - Tetovo, The former Yugoslav Republic of Macedonia; Murtezan Ismaili, SEEU, The former Yugoslav Republic of Macedonia; Alajdin Abazi, SEEU - Tetovo, The former Yugoslav Republic of Macedonia

R E R.A.25 | ROOM 517B-25**Educating school leaders for integrating education for the environment and sustainable development in schools: Exploring the opinions of the cyprriot primary school principals**

Aravella Zachariou, Cyprus Pedagogical Institute, Cyprus; Chrysanthi Kadji-Beltran, Frederick University Cyprus, Cyprus

W F W06.02 | ROOM 516C**La classe verte : un terreau fertile d'apprentissages**

Kathleen Usher, Evergreen, Canada

15:30 NT 07 > LEARNING IN SOCIETY

O E S07.04 | ROOM 515A

Innovation in Nature Conservation Education & Natural Resource Management Education
Practices and models of environmental education in relation to the management of resources and services ecosystems provide to human societies in Mexico

Alicia Castillo, Universidad Nacional Autonoma de Mexico, Mexico; Lucía Almeida, Facultad de Ciencias Universidad Nacional Autónoma de México, Mexico; Lazos Elena, Instituto de Investigaciones Sociales, Universidad Nacional Autónoma de México, Mexico; Moreno Cassasola Patricia, Instituto de Ecología A.C., Mexico; Moguel Patricia, Etnoecología A.C. Tosepan Titataniske, Mexico; Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales Universidad de Guadalajara, Mexico; Edgar González Gaudiano Institute of Social Research Mexico García Campos Helio Sendas A.C. Mexico

Hawaii Institute of Marine Biology: Window to the Northwestern Hawaiian islands through place-based learning and marine sciences

Carlie Wiener, Hawaii Institute of Marine Biology - University of Hawaii, United States of America

Main options for teaching and learning of sustainable use of biodiversity locally and globally

Mauri Åhlberg, University of Helsinki, Department of Applied Sciences of Education, University of Helsinki, Finland; Arja Kaasinen, Department of Applied Sciences of Education, University of Helsinki, Finland

The history of environmental education within the context of CCPA, a centre of environmental conservation in the Azores

Maria Ventura, Universidade dos Açores, Portugal

R E R.A.15 | ROOM 517B-15

Estrategias educativas para estimular la participación comunitaria en la gestión del recurso hídrico, Mercedes sur, Heredia - Costa Rica

Ana Cristina Benavides, Universidad Nacional, Costa Rica; Juana María Coto Campos, Escuela de Química. Universidad Nacional, Costa Rica

R E R.A.16 | ROOM 517B-16

Print media education - Initiatives
 Heather Oxman, Canada

R E R.A.17 | ROOM 517B-17

Education for citizenship

Yusef Waghid, Stellenbosch University, South Africa

R E R.A.18 | ROOM 517B-18

Educating counseling and healing with nature

Larry Gray, Yukon College, Canada; Michael Cohen, Project NatureConnect, United States of America

W E W07.02 | ROOM 511D

ESD - Global citizenship and socio-cultural differences

Jeppe Læssøe, School of Education, University of Aarhus, Denmark; Karsten Schnack, School of Education, University of Aarhus, Denmark; Bjarne Bruun Jensen, School of Education, University of Aarhus, Denmark

15:30 NT 08 > HERITAGE INTERPRETATION

O S S08.02 | ROOM 513E

Espaces urbains

El Montseny a l'escola, un proyecto educativo en una reserva de biosfera de la UNESCO

Raquel Heras, Universitat de Girona, Spain; Narcís Vicens, Diputació de Girona, Spain; Xavier López, Centre Cultural Europeu de la Natura, Spain; Cinta Pérez, Diputació de Barcelona, Spain; Sarai Batet, UNESCOCAT, Spain; Israel Molinero, Apren serveis ambientals, Spain; Marc Marí Diputació de Girona Spain

La educación ambiental en una área protegida urbana en Chiapas. El caso del Zapotal y el Zootat

Froilan Esquinca, Instituto de Historia Natural, Mexico; Norma Lozada, Instituto de Historia Natural de Chiapas, Mexico; Yara Fernandez, Instituto de Historia Natural de Chiapas, Mexico

La participación como estrategia educativa en los planes de gestión del territorio. Espacios naturales protegidos (1 y 2) y espacios perirurbanos (3)

Margarida Feliu, Societat Catalana Educació Ambiental, Spain; Lluís Pagespetit Blancfornet, Societat Catalana Educació Ambiental, Spain

R E R.A.08 | ROOM 517B-8

Environmental education in protected areas

Silvia Fant, CINSA - National Interuniversity Consortium for Environmental Sciences, Italy; Marco Benedetti, CINSA National Interuniversity Consortium for Environmental Sciences - Regione Veneto, Italy

15:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES

O S S09.02 | ROOM 514B

Los Pueblos Indígenas del Beni

Nancy Córdova UAB, Bolivia

Los procesos de construcción y práctica del concepto de desarrollo en la Comunidad quechua de Aramasí, los Andes de Bolivia

Joaquim Ramos Pinto, NEREA Investiga, Portugal; Germán Vargas Callejas, Universidad de Santiago de Compostela, Spain

Etnobotanica, modernidad, y pedagogía crítica de lugar

Alberto Arenas, Universite d'Arizona, United States of America

Los niños de la comunidad indígena Uitoto y su conceptualización sobre los animales

Carlos Julio Galvis Riaño, Universidad Pedagógica Nacional, Colombia

15:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS

O E S10.03 | ROOM 515B

In the Field: Ethics as Praxis

Evolution of environmental ideology: Ukrainian context

Victor Karamushka, University of Educational Management, Ukraine

Cuban environmental education and comprehension of nature

Tania Halber Suarez, University of Victoria, Canada

Biocultural homogenization of the mind and the urban landscape at the end of the world

Ricardo Rozzi, University of North Texas (US), United States of America; Alexandria K. Poole, University of North Texas, United States of America; Francisca Massardo, Omora Ethnobotanical Park, Chile; Kelli P. Moses, University of North Texas, United States of America; Ximena Arango, Omora Ethnobotanical Park, Chile; Christopher B. Anderson Institute of Ecology and Biodiversity and Omora Park - University of Magallanes Chile

Washcloth expirement

Tina Jacoby, German Sport University, Germany

Environmental field education at the southern end of the Americas

Monica Lindemann, University of North Texas, United States of America

Creation stories, sacred cosmology, and environmental education: From Anishnaabe to Islam

Kasim Tirmizey, Faculty of Environmental Studies, York University, Canada

R F R.A.33 | ROOM 517B-33

Bible et environnement

Norman Lévesque, Gardiens de la Création, Canada

R E R.A.34 | ROOM 517B-34

Community participation and education as a correlate of waste disposal in Nigeria

Saheed Akinmayowa Lawal, University of Ibadan, Nigeria

W E S10.04 | ROOM 511E

ESD: Frameworks and critiques

ESD for all?: The paradox of global prescriptions for local development / participation

Marcia McKenzie, University of Saskatchewan, Canada; Jean Kayira, University of Saskatchewan, Canada; Arjen Wals, Wageningen University, Netherlands

15:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING

R F S11.02 | ROOM 515C

Environment des sens

Nature et espace en tant que dimensions de l'éducation esthétique et de l'éducation à l'environnement

Katia Kasper, Universidade Federal do Paraná, Brazil; Andréia Aparecida Marin, Universidade Federal do Paraná, Brazil

Terre des sens, terre des arts en éducation relative à l'environnement

Eva Auzou, UQAM, Canada

La solution locale a un problème mondiale : le sachet plastique

Kassoum Tou, GLOBAL VILLAGE BURKINA, Burkina Faso; Luck Kaboré, LYCEE JEAN PAUL II, Burkina Faso

R F R.A.31 | ROOM 517B-31

L'art et l'ERE

Mélodie Coutou, Koutou, Canada

R F R.A.32 | ROOM 517B-32

Création et résilience

Manon Barbeau, Wapikoni mobile, Canada

- WE W11.05 | ROOM 516A**
Art, body and movement as a motivational strategy for teenagers' participation - New meanings for environmental education programs
 Patricia Carla Almeida de Souza, Universidade Federal do Rio de Janeiro, Brazil; Carlos Frederico Loureiro, Universidade Federal do Rio de Janeiro, Brazil
- 15:30 NT 12 > ECOLOGICAL IDENTITY**
- OS S12.02 | ROOM 516E**
La identidad ecológica y la educación: niños, adolescentes, estudiantes, maestros y comunidades locales
Hacia la constitución de un polo de identificación ambiental en la identidad docente de profesores de educación básica en la Ciudad de México, 2009-2011
 Silvia Fuentes, Universidad Pedagógica Nacional, Mexico
- Educación ambiental: dialogo sobre la identidad ecológica en la educación infantil*
 Maria Eugênia De La Roca, Universidade de Aveiro, Portugal; Paula Coelho Santos, Universidade de Aveiro, Portugal; Marcia Andreia Triches, Universidade do Porto, Portugal; Carlos Meireles-Coelho, Universidade de Aveiro, Portugal
- Educación ambiental intercultural: experiencias del Proyecto Niños del Bosque*
 Eloisa Trellez Solis, ASOCIACIÓN CULTURAL PIRÁMIDE, Peru
- Identidad de lugar y conducta proambiental*
 María Gabriela Luna Lara, Universidad de Guanajuato, Mexico
- R E R.A.30 | ROOM 517B-30**
Symbolism of place and cultural identity in Cameroun
 Sone Enongene Mirabeau, University of Swaziland, Swaziland
- 15:30 OPENING SESSION OF NGO FORUM**
- F IS-E IS-F ROOM 517A**
The session ends at 17:30.
- 15:30 H CinEE Film**
- F ROOM 523**
Views on genetic engineering (Part 2)
Le monde selon Monsanto
 Panel discussion
 Facilitator: Jean-Philippe Vermette, Université du Québec à Montréal
 Panelists: Marie-Monique Robin, producer, Éric Darier, Greenpeace, Louise Vandelac, UQAM, Canada
The presentation of this film is sponsored by the National film office of Canada, Greenpeace Canada and Cinbiose (UQAM).
- 16:20 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**
- R E R.B.01 | ROOM 517B-1**
Global responsibilities of company directors - The sustainable bottom line through environmental education
 André Van Zyl, St Paul's School, Australia
- R E R.B.02 | ROOM 517B-2**
The influence of tourism on the creation of social representations to the conservation of species in the African islands
 Brígida Rocha Brito, Centro de Estudos Africanos, Portugal
- 16:20 NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**
- R E R.B.03 | ROOM 517B-3**
Taking up the third leg of the sustainability stool: Economics and the story of stuff
 Don Dippo, York University, Canada; Steve Alsop, Faculty of Education, York University, Canada
- 16:20 NT 03 > ENVIRONMENTAL HEALTH**
- R E R.B.04 | ROOM 517B-6**
Breast cancer as we see it
 Christine Kupka, Breast Cancer Action Montreal, Canada; Carol Sector, Breast Cancer Action Montreal, Canada; Janine O'Leary Cobb, Breast Cancer Action Montreal, Canada
- 16:20 NT 04 > URBAN CHALLENGES**
- R E R.B.09 | ROOM 517B-9**
Climate of cities urban heat island and urban induced precipitation, effect on humanity
 Olakunle Francis Omidiara, Centre For Pollution and Environmental Research, Nigeria
- 16:20 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**
- R E R.B.11 | ROOM 517B-11**
System wide change in teacher education: Lessons from an Australian case
 Jo-Anne Ferreira, Griffith University, Australia; Julie Davis, Queensland University of Technology, Australia; Elizabeth Ryan, University of the Sunshine Coast, Australia
- R E R.B.12 | ROOM 517B-12**
Mainstreaming education for sustainable development: From pilot project toward an integral part of the curriculum
 Matthias Barth, Institute for Environmental & Sustainability Communication, Germany
- R E R.B.13 | ROOM 517B-13**
Ecologizing a pre-service teacher education program: A vision for EE programming in the faculty of education, University of Windsor
 Darren Stanley, Faculty of Education, University of Windsor, Canada; Paresh Pandya, University of Windsor, Canada; Geri Salintri, Faculty of Education, University of Windsor, Canada; Terry Sefton, Faculty of Education, University of Windsor, Canada; George Zhou, Faculty of Education, University of Windsor, Canada; Wayne Tousignant Faculty of Education, University of Windsor Canada
- 16:20 NT 06 > SCHOOL AND COMMUNITY**
- R.B.20 | ROOM 517B-20**
Municipal parks - living classrooms and an integral part of school life
 Patricia M. Larkin, Nature Works Learning, Canada; Kathy Priddle, Nature Works Learning, Canada; Heather Douglas, Nature Works Learning, Canada
- R E R.B.21 | ROOM 517B-21**
What have we learned from the Chumbe Challenge Environment Award Pilot Project?
 Kendra Collier, Independent, United Kingdom
- R F R.B.22 | ROOM 517B-22**
Enseignement scientifique et éducation relative à l'environnement : quels fondements et quelles pratiques éducatives ?
 Abdelkrim Hasni, Université de Sherbrooke, Canada
- R F R.B.23 | ROOM 517B-23**
L'école, mon environnement
 Vicky Violette, Conseil régional de l'environnement de Lanaudière (CREL), Canada
- R S R.B.25 | ROOM 517B-25**
Cartilla de educación ambiental y bioética: el agua como fuente de vida
 Diana Carolina Pérez Moreno, Universidad El Bosque, Colombia
- 16:20 NT 07 > LEARNING IN SOCIETY**
- R F R.B.15 | ROOM 517B-15**
Le dynamisme environnemental en région
 Pascale Malenfant, Collectivités écologiques du Bas-Saint-Laurent, Canada
- R F R.B.18 | ROOM 517B-18**
Environnement médiatique
 Jacques Brodeur, Edupax, Canada; Angelo Tremblay, Université Laval, Faculté de médecine, Canada; Jocelyne Lévesque, Université Laval, Sciences consommation, Canada
- 16:20 NT 08 > HERITAGE INTERPRETATION**
- R E R.B.08 | ROOM 517B-8**
Development of Taiwan Forestry Bureau's nature center system
 Ju Chou, Graduate Institute of Environmental Education, National Taiwan Normal University, Taiwan
- 16:20 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**
- R E R.B.348 | ROOM 517B-34**
A dialogical conception of epistemological paradigms of Bateson
 Pietro Pizzuto, Università di Palermo, Italy; Aurelio Angelini, University of Palermo, Italy
- R S R.B.358 | ROOM 517B-35**
Considerations on the institutionalization process of environmental education in Brazil
 Celso Sanchez, PUC, Brazil; Hedy Vasconcellos, Puc-Rio, Brazil

- 16:20 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**
- R E R.B.31 | ROOM 517B-31**
Drama and ESD: A model for practice
Marie Jeanne McNaughton, University of Strathclyde, United Kingdom
- R F R.B.32 | ROOM 517B-32**
L'eau qui voyage
Marcel Dubuc, Canada
- 17:00-19:00 POSTER SESSION P**
- NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**
- 17:10 P E P001 | ROOM 210**
Establishment and development of farmer fields schools on organic farming in the Republic of Armenia
Armen Vanyan, NGO, Armenia
- P E P023 | ROOM 210**
Approaches of promoting and conserving Irangi forest as an important bird area in Eastern D R Congo
Byamana Robert Kizungu, Organisation of Biodiversity Information and Conservation in Congo Kinshasa (OBICOK: NGO) and Democratic Republic of the Congo
- 17:20 P E P024 | ROOM 210**
The water and the energy
Anna Maria Ghiberti, FONDAZIONE ECM, Italy; Giuliana De Giorgi, FONDAZIONE ECM, Italy
- 17:30 P E P003 | ROOM 210**
The climate change coalition
Heta Heiskanen, Mikkeli Yhteiskoulun lukio, upper secondary school, Finland; Kirsi Idänpirtti, Mikkeli Yhteiskoulun lukio, upper secondary school, Finland; Salla-Riina Hokkanen, Mikkeli Yhteiskoulun lukio,upper secondary school, Finland
- P F P025 | ROOM 210**
Matériel didactique sur le thème relations homme-nature
Marina Gruslin, HECharlemagne, Belgium; Christian Souchon, Groupe E.D.EN, France
- 17:50 P S P005 | ROOM 210**
Conservación, educación ambiental y actividades sostenibles en la Orinoquia y Amazonía Colombiana, una experiencia
Diana Morales-Betancourt, Fundación Omacha, Colombia; Fernando Trujillo, Fundación Omacha, Colombia
- 18:00 P S P006 | ROOM 210**
Las soluciones entre la ecología y economía
Maria Magdalena Vazquez Gonzalez, Universidad de Quintana Roo, Mexico
- 18:10 P E P029 | ROOM 210**
Factors influencing waste management in Jinja Municipal Council (JMC)
Iwasamija Emmanuel, Kasambya urban change agency, Uganda
- 18:20 P E P008 | ROOM 210**
Legendary lake under death bed-case study on Lake Victoria – the Sick Giant
Daniel Ochola, Victoria Wetlands Associates Inc., Kenya; Michael Obeto, Victoria Wetlands Associates Inc., Kenya
- P E P030 | ROOM 210**
Creative models for marine education
Carla Gomes, Oceanoscópio - Agency of Marine Education, Portugal; Ricardo Serrão Santos, IMAR-DOP/UAÇ, Portugal
- 18:30 P E P009 | ROOM 210**
EQF Villages: Experiments in sustainability
Emmanuel Fernando, University of the Philippines (U.P.), Diliman, Quezon City, Philippines
- 18:50 P S P011 | ROOM 210**
Educación ambiental para el desarrollo sustentable
Maria Magdalena Vazquez Gonzalez, Universidad de Quintana Roo, Mexico
- P F P033 | ROOM 210**
La restauración d'un site ostrícole et l'engagement communautaire dans la baie de Caraquet
Maryse Cousineau, Canada; Omer Chouinard, Université de Moncton, Canada; Marc Ouellette, Pêches et Océans Canada, Canada
- NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**
- 17:10 P E P045 | ROOM 210**
Education and its role with co-management to empower sustainable practices in coral reef conservation
Carlos G. A. Ormond, Simon Fraser University, Canada; David Zandvliet, Simon Fraser University, Canada
- 17:20 P E P046 | ROOM 210**
Visual political ecology and the global tobacco epidemic: Using digital media to increase public awareness of the costs of tobacco farming
Marty Otanez, Anthropology, University of Colorado at Denver, United States of America; Sam Roberts, Digital Media Creator, United States of America
- 17:30 P F P047 | ROOM 210**
Rôle des associations de femmes en tant que vecteur du développement durable à Siéna et Koumbili: contributions à partir d'expériences dans deux villages au Burkina Faso
Corinne Guindon, Université de Moncton, Canada
- 17:40 P S P048 | ROOM 210**
La participación de la mujer en el movimiento ambiental comunitario en Puerto Rico, 1990-2005
Ana Olga Gonzalez-Medina, Colegio Universitario de San Juan, United States of America
- 17:50 P S P049 | ROOM 210**
El agua en el siglo XXI
Montserrat Besnard, Unescocat-Centre UNESCO de Catalunya, Spain; Angeles Rojo, Unescocat-Centro UNESCO de Catalunya, Spain
- NT 03 > ENVIRONMENTAL HEALTH**
- 18:10 P F P051 | ROOM 210**
Célébrer la diversité des initiatives en matière d'éducation relative à l'éco-alimentation
Lucie Sauvé, Chaire de recherche du Canada en éducation relative à l'environnement, Canada; Eva Auzou, UQAM, Canada; Anne-Marie Legault, Chaire du Canada en éducation relative à l'environnement, Canada; Nayla Naoufal, Chaire de recherche du Canada en éducation relative à l'environnement, Canada; Caroline Jodoin, UQAM, Canada; Sophie Tessier, Chaire de recherche du Canada en éducation relative à l'environnement, Canada; Thierry Pardo, UQAM, Canada; Valérie Lacourse, Chaire de recherche du Canada en éducation relative à l'environnement, Canada
- 18:20 P F P052 | ROOM 210**
Utilisation de la bentonite algérienne au traitement d'une eau contaminée par le radiocésium
Abderrahmane Ararem, Centre de recherche nucléaire de Birine, Algeria; Omar Bouras, Université Saad Dahlab de Blida, Algeria; Fahd Arbaoui, Centre de recherche nucléaire de Birine (COMENA), Algeria
- 18:40 P E P054 | ROOM 210**
Components of environment science
Krishna Patel, shri sarvajanik pharmacy college, India
- NT 04 > URBAN CHALLENGES**
- 17:20 P E P068 | ROOM 210**
The impact of rural to urban migration on our environment
Aden Kamam, Unity Youth Organisation, Kenya
- 17:30 P S P069 | ROOM 210**
La construcción de territorios de futuro: desarrollo territorial, ordenamiento del territorio y ambiente en los aspectos teóricos, metodológicos y prácticos
Ofelia Agoglia, Universidad Nacional de Cuyo, Argentina; Ana Amelia Alvarez, Universidad Nacional de Cuyo, Argentina
- 17:40 P S P070 | ROOM 210**
El riesgo ambiental como una amenaza de gran impacto social en el siglo XXI, políticas y esquemas de respuesta en Venezuela
Scarleth Mujica, Universidad Simón Bolívar, Venezuela
- 18:10 P E P073 | ROOM 210**
Long Term Ecological Research (LTER) and the human component of ecosystem studies
Alexandria K. Poole, University of North Texas, United States of America; Diego Sotomayor, (Biology Department, Universidad de La Serena and Institute of Ecology and Biodiversity, Chile
- 18:20 P F P074 | ROOM 210**
L'éducation à l'environnement dans l'impasse dans les écosystèmes urbains : cas de la ville de Cotonou au Bénin
Agbachi Georges Alé, Université Catholique de Louvain, Belgium; Elise Chantale Ahovey, Université Catholique de Louvain-la-Neuve, Belgium

- 18:30 P S P075 | ROOM 210**
Represenaciones sociales de los alumnos de 14-15 años en relación a los problemas de movilidad
 Marta Fonolleda, Universidad Autònoma de Barcelona, Spain; Rosa Maria Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain
- 18:40 P E P076 | ROOM 210**
Dumpster divers and waste pickers. Public understanding of environmental terminologies in mass media
 Bruno De Oliveira Jayme, University of Victoria, Canada; Giuliano Reis, University of Ottawa, Canada; Jutta Gutberlet, University of Victoria-Community-Based Research Laboratory, Canada
- NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**
- 17:10 P S P089 | ROOM 210**
Ambientalización curricular: manual de auto-diagnóstico y análisis de su aplicación en la escuela universitaria de ingeniería de Vitoria-Gasteiz
 Zuriñe Gómez de Balugera, Escuela Universitaria de Ingeniería de Vitoria-Gasteiz, Spain; José Antonio Ramos, ESCUELA UNIVERSITARIA DE INGENIERÍA DE VITORIA-GASTEIZ, Spain; Xabier Sancho, ESCUELA UNIVERSITARIA DE INGENIERÍA DE VITORIA-GASTEIZ, Spain; Juan Jose Arrugaeta, ESCUELA UNIVERSITARIA DE INGENIERÍA DE VITORIA-GASTEIZ, Spain
- 17:20 P S P090 | ROOM 210**
Avances en el procedimiento para elaborar un estudio de impacto ambiental
 Zuriñe Gómez de Balugera, Escuela Universitaria de Ingeniería de Vitoria-Gasteiz, Spain; María Dolores Encinas, ESCUELA UNIVERSITARIA DE INGENIERÍA DE VITORIA-GASTEIZ, UNIVERSIDAD DEL PAÍS VASCO, Spain; Roberto Peche, ESCUELA UNIVERSITARIA DE INGENIERÍA DE VITORIA-GASTEIZ, UNIVERSIDAD DEL PAÍS VASCO, Spain
- P E P112 | ROOM 210**
The progress of EE/ESD in higher education in China - based on the questionnair to students in sample universities in China
 Qing Tian, Environmental Education Center, Beijing Normal University, Beijing 100875, P.R.China; Ke Yang, Center for Environmental Education and Communication, Ministry of Environmental Protection in China, China; Zhiyan Jiao, Center for Environmental Education and Communication, Ministry of Environmental Protection in China, China; Yuting Jin, Center for Environmental Education and Communication, Ministry of Environmental Protection in China, China; Xuhong Song, Center for Environmental Education and Communication, Ministry of Environmental Protection in China, China
- 17:30 P E P113 | ROOM 210**
Waste minimisation through environmental education: A case study of Unisa - Pretoria
 Esther Joubert, UNISA, South Africa
- 17:40 P E P092 | ROOM 210**
A comparison of environmental literacy between students at the onset and end of their studies in teacher education colleges in Israel
 Daphne Goldman, Beit Berl Academic College, Israel; Bela Yavetz, Kibbutzim College of Education, Technology and the Arts, Israel; Sara Peer, Oranim Academic College of Education, Israel
- 17:50 P E P093 | ROOM 210**
Environmental students expressions of their working life
 Magnus Johansson, Urban Studies Malmö University, Sweden
- 18:00 P E P116 | ROOM 210**
Role of universities in environmental education - A case from South India
 Nagaraja Chikkarangappa Bangalore University India; Kavitha Anjanappa, ATREE, India
- 18:10 P E P095 | ROOM 210**
Environmental problems and sustainable development at university: An overview
 Miren Onaindia, UNESCO Chair on Sustainable Development and Environmental Education, UPV/EHU, Spain; Zuriñe Gómez de Balugera, Escuela Universitaria de Ingeniería de Vitoria-Gasteiz, Spain; Arantza Ibañez, UNESCO Chair, UPV/EHU, Spain
- P S P117 | ROOM 210**
The working strategies in groups as a learning process in courses of organic chemistry at university level
 Ignacio López y Celis, Universidad Autónoma Metropolitana-Iztapalapa, Mexico; Juan Gabriel Rivera-Gartinez, Universidad Autónoma Metropolitana-Iztapalapa, Mexico; Francisco Javier Olvera Ramírez, Universidad Autónoma Metropolitana-Iztapalapa, Mexico; Hermenegildo Losada-Custardoy, Universidad Autónoma Metropolitana-Iztapalapa, Mexico; Jose Cortes-Zorrilla, Universidad Autónoma Metropolitana-Iztapalapa, Mexico
- 18:30 P E P097 | ROOM 210**
Ecological literacy as the keystone for environmentally sensitive and sustainable education
 Eric Bauer, Loyalist College, Canada; Julie Davis, Queensland University of Technology, Australia; Jo-Anne Ferreira, Griffith University, Australia; Michael Howes, Griffith University, Australia
- P S P119 | ROOM 210**
Los espacios académicos y el ejercicio del aprendizaje colectivo de responsabilidad ambiental
 Gabriela Chávez Hidalgo, Instituto Politécnico Nacional, Mexico
- 18:40 P S P098 | ROOM 210**
Además de lo que suponemos, al lado de lo que deseamos, educación ambiental en escuelas públicas de Penápolis/SP-Brasil
 Juliana Pereira Neves, Brazil
- P E P120 | ROOM 210**
Changements climatiques, expertise, démocratie, environnement: analyse et pratique de la critique en contexte scolaire
 Virginie Albert, ENS de Cachan (Paris), France; Marie-Josée Gombert, LEGTA de Laroque, France
- 18:50 P E P099 | ROOM 210**
Sustainable societies in Africa: Modules on education for sustainable development
 William Godfrey, Environic Foundation International, United States of America; Akpezi Ogbuigwe, United Nations Environment Programme, Nigeria
- 17:10 P F P155 | ROOM 210**
Education pour l'environnement appliquée - Cas d'étude
 Ernesto Raizer Neto, Brazil
- P S P177 | ROOM 210**
La educación ambiental en las escuelas: las subvenciones para el establecimiento de un modelo de constructivismo social didáctico
 Felipa P. R. de Assis Silveira, UNIFIG, Brazil
- P E P199 | ROOM 210**
A long-term project of environmental education to improve an ecological sustainable living behaviour
 Monia Renzi, University of Siena, Italy; Barbara Pasti, Secondary School, Italy; Silvano Focardi, University of Siena, Italy
- P F P221 | ROOM 210**
La formation des enseignants, environnement et de l'éducation: les voies qui s'entrelacent par la recherche
 Tânia Maria Moraes Alves, Secretaria Estadual de Educação/RJ, Brazil; Shirley Silva, Secretaria Estadual de Educação /RJ, Brazil; Karla Batista Guarani Soares, Secretaria Estadual de Educação/RJ, Brazil
- 17:20 P S P156 | ROOM 210**
Mata a ciliar y cuidadanía
 Claudia Rocha Moretti Lorena, Escola Ambiental de Mogi das Cruzes, Brazil; Rosa Aparecida de Sousa Correa, Escola Ambiental de Mogi das Cruzes, Brazil; Vera Lucia Oliveira, Escola Ambiental de Mogi das Cruzes, Brazil
- P S P178 | ROOM 210**
Enseñanza y el aprendizaje de la historia de la ciencia: el compartir de significado entre el profesor y los estudiantes.
 Felipa P. R. de Assis Silveira, UNIFIG, Brazil
- P E P200 | ROOM 210**
Keeping our earth green
 Nancy Castaldo, United States of America
- P E P222 | ROOM 210**
How to solve environmental problems: Propositions from children of the 6th grade
 Rosalina Gabriel, University of the Azores, Portugal; Ana Margarida Arroz, University of Azores, Portugal; Sónia Ávila, University of the Azores, Portugal
- 17:30 P E P157 | ROOM 210**
SunChild eco-clubs/ independant environmental education for Armenian children
 Barbara Siebert, SunChild NGO/ SunChild Environmental Festival, Armenia; Ruben Khachatrian, SunChild NGO/ SunChild Environmental Festival, Armenia

P E P179 | ROOM 210

Elephants, children and education: Drawing the relationships between species
Sue Hamel, Lakehead University, Canada

17:40 P S P136 | ROOM 210

Conservacion de Tiburones a traves de educación ambiental

Maria Alejandra Faria Romero, Centro Investigacion Tiburones - UNEFA, Venezuela; Rafael Tavares, Centro de Investigacion para Tiburones, Venezuela; Isabel Magan, Centro de Investigacion para Tiburones, Venezuela

P E P180 | ROOM 210

Environmental attitudes between adolescents and their parents; a pair wise comparison

Jaana Leppänen, Department of Biological and Environmental Sciences, Finland; Markku Kuitunen, University of Jyväskylä Department of Biological and Environmental Sciences, Finland; Anu Haahla, City of Helsinki, Finland

17:50 P E P137 | ROOM 210

www.arpa-kids.it ARPA Sicilia's environmental education for young people

Daniela Segreto, ARPA Sicilia (Sicilian Environmental Protection Agency), Italy; Sergio Marino, ARPA Sicilia, Italy; Giovanna Segreto, ARPA Sicilia, Italy

P E P159 | ROOM 210

First ISC: Boosting the environmental education in Portugal

Angela Mendonça, Lamacaes' School Cluster Portugal; Marta Mendonça, Faculty of Sciences, University of Lisbon, Portugal; Ana Cunha, Biology Department, University of Minho, Portugal; Margarida Alves, Nascente do Ave's School Cluster, Portugal; Ana Marques, Lamacaes' School Cluster, Portugal

P S P181 | ROOM 210

Diálogo entre docencia, investigación e innovación para el diseño y regulación de talleres educativos

Marta Fonolleda, Universidad Autònoma de Barcelona, Spain; Genina Calafell, Spain; Maia Querol, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain

P E P225 | ROOM 210

Sustainable spaces urban places

Amy Demarest, St Michaels College and Our Curriculum Matters, United States of America; Jennifer Cirillo, Shelburne Farms, United States of America; Matthew Dubel, Shelburne Farms, United States of America

18:00 P S P138 | ROOM 210

12 años de avances en conocimientos y actitudes ambientales en escolares de 6 año de primaria del municipio de Puebla, Mexico

Antonio Fernandez-Crispin, Escuela de Biología BUAP, Mexico; Karina Luna Tenorio, xxx, Mexico; Francisco Javier Guevara Martinez, Fac. de Psicología UPAEP, Mexico

P E P226 | ROOM 210

Étude des représentations sociales de la pollution de l'eau, ses sources et ses effets sur la santé, chez les élèves de maternelle et de première année dans une perspective d'éducation relative à l'environnement

Louis Trudel, Université d'Ottawa, Canada; Catherine Garnier, Université du Québec à Montréal, Canada

18:10 P S P139 | ROOM 210

El ecosistema escuela

Cristián Belmar, JUEGAME, Chile

P E P161 | ROOM 210

The Finnish ENSI R&D program (2000 - 2008): ICT supported Education for Sustainable Development (ESD) in the schools

Arja Kaasinen, Department of Applied Sciences of Education, University of Helsinki, Finland; Mauri Åhlberg, University of Helsinki, Department of Applied Sciences of Education, University of Helsinki, Finland; Lea Houtsonen, Finnish National Board of Education, Finland

P E P183 | ROOM 210

Reconnecting children and nature? A sociological study of environmental education in Ireland

Sarah O'Malley, NUI Galway, Ireland

P E P205 | ROOM 210

What can be learnt and generalized from a narrative study of Mahnala environmental school?

Taina Kaivola, University of Helsinki, Finland; Mauri Åhlberg, University of Helsinki, Department of Applied Sciences of Education, University of Helsinki, Finland

P S P227 | ROOM 210

La evaluaciòn de redes que promueven la educaciòn para el desarrollo sostenible. El caso de la red Europea support

Mariona Espinet Blanch, Universitat Autònoma de Barcelona, Spain; Esther Sabio Collado, UNIVERSIDAD AUTÓNOMA DE BARCELONA (UAB), Spain

18:20 P E P162 | ROOM 210

Using the outdoors for sustainability education

Janet Millington, Outdoor Classrooms, Australia; Carolyn Nuttall, Outdoor Classrooms, Australia

P E P206 | ROOM 210

Using wood for energy: High school program

Martha Monroe, University of Florida, United States of America; Jessica Tomasello, University of Florida, United States of America

18:30 P F P141 | ROOM 210

Une gestion écologique à la cafétéria de l'école secondaire Cap-Jeunesse

Benoit Fauteux, École secondaire Polyvalente Saint-Jérôme, Canada

P S P163 | ROOM 210

La selva de la Isla Cozumel a través de sus niños: identidad ecológica, percepciones, conocimientos y actitudes

Laura Barraza, IFAW, Mexico; Alfredo Cuarón, Servicios Ambientales, Conservación Biológica y Educación, Mexico

P S P207 | ROOM 210

Abordar el cambio climático como un proceso participativo

Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Genina Calafell, Spain; Maia Querol Palau, Dep. Didàctica de les ciències experimentals (UAB), Spain

18:40 P F P142 | ROOM 210

École en action, un geste pour l'environnement

Araba Kadidatou Yonli, Fondation Nature & Vie, Burkina Faso; D. Jean Michel Kuela, Fondation Nature & Vie, Burkina Faso

P E P164 | ROOM 210

An educational manual to improve environmental education activities in natural parks: The Veneto Region Project from natural parks to school

Silvia Fant, CINSA - National Interuniversity Consortium for Environmental Sciences, Italy; Marco Benedetti, CINSA National Interuniversity Consortium for Environmental Sciences - Regione Veneto, Italy

P E P186 | ROOM 210

An ecological abecedarium: Roots and routes to school and community sense of place education

Polly Knowlton Cockett, University of Calgary, Canada

18:50 P S P143 | ROOM 210

Simposio ambiental estudiantil

Yair Enrique Salcedo Ortiz, I. E. LIVIO R. FISCHIONE, Colombia; Xiomara Cristina Royero Manjarrez, I. E. LIVIO R. FISCHIONE, Colombia

P E P187 | ROOM 210

Bird course high school mentoring the community

Bruce Murphy, Timiskaming District Secondary School, Canada

P E P209 | ROOM 210

Purple heart of biomonitoring and environmental education project: Analysis of an experience with students of a public school in Cubatão - SP

Nilva Campina, Brazil; Luiz Pereira, College of Medicine at the University of São Paulo, Brazil; Martha Marandino, University of São Paulo, Brazil; Paulo Saldiva, University of São Paulo, Brazil

P E P231 | ROOM 210

Environmental education in secondary schools: Challenges and opportunities - The case of Addis Ababa

Hailu Semegne, Horn of Africa - Regional Environment Centre, Ethiopia; Satishkumar Belliehathan, Horn of Africa - Regional Environment Network, Ethiopia

N 07 > LEARNING IN SOCIETY**17:10 P E P287 | ROOM 210**

Student's cooperation in a scientific research about contamination in Ria de Aveiro Portugal

Maria Virginia Martins, Depart. Geoc. - Univ. de Aveiro, Portugal; Eduardo Ferreira da Silva, Departamento de Geociências, Universidade de Aveiro, Portugal; Fernando Rocha, GeoBioTec & Departamento de Geociências, Universidade de Aveiro, Portugal

- P E P309 | ROOM 210**
Connecting people and place in Europe - EUROPARC Federation initiatives
 Carol Ritchie, EUROPARC Federation, Germany
- 17:20 P E P266 | ROOM 210**
Environmental education approach for strategic environmental assessment
 Monica Camuffoca' foscarini university-ideas centre, Italy; Gabriele Zanetto, ca' foscarini univ- ideas centre, Italy; Andrea Cecchin, ca' foscarini univ-ideas centre, Italy
- P E P288 | ROOM 210**
The world, their oyster - Environmental education: linking the European to the local community
 Karolina Slowinska, European Environment Agency, Denmark; Ann Dom, European Environment Agency, Denmark
- 17:30 P F P245 | ROOM 210**
Animation des assemblées générales de sensibilisation et d'information des producteurs des plantes à racines et tubercules sur la protection de l'environnement
 Aurélien Alain Godefroy Ayi Lakoussan, Groupe-ment des Exploitants Agricoles du Bénin, Benin
- P E P311 | ROOM 210**
The U.S. National Environmental Education Act - A Model for Success
 Ginger Potter, U.S. Environmental Protection Agency, United States of America; Ruth McCully, U.S. Environmental Protection Agency, United States of America
- 17:40 P S P268 | ROOM 210**
CEIDA, un ejemplo de instrumento para dinamizar la capacitación y la gestión socio-ambiental
 CARLOS VALESCEIDA, Spain
- P E P312 | ROOM 210**
Environmental management education in theory and practice: Change for environmental communication
 Raimonds Ernsteins, Dept. of Environmental Management, University of Latvia, Latvia
- 17:50 P F P247 | ROOM 210**
Education interculturelle en vue d'une amélioration durable de la qualité de vie : l'expérience de la pédagogie du texte au Burkina Faso
 Jean-Noël Poda, IRSS / CNRS, TBurkina Faso; Célestine Traore / Pale, INSS / CNRST, Burkina Faso; Ollié. Franck Kam, APENF, Burkina Faso
- P E P269 | ROOM 210**
UNECE ESD indicators (Package Leaflet)
 Susanne Müller, University of Bath, United Kingdom
- P E P291 | ROOM 210**
Community projects an experience at the UPEL-IPC
 Geisha Rebolledo, Universidad Pedagógica Experimental Libertador .UPEL-IPC, Venezuela
- P E P313 | ROOM 210**
Youth educating youth: Promoting environmental awareness and leadership among young people in rural Brazil
 Laura Prazeres, Ghost River Rediscovery Society, Canada
- 18:00 P F P248 | ROOM 210**
Policiers de l'eau
 Ahmed Chtaibi, Lycee KELAA SRAGHNA, Morocco; Elmokhtar Khchichin, Lycee Kelaa des Sraghna, Morocco
- P E P292 | ROOM 210**
The EU network SUPPORT – partnership and participation as keys to quality in ESD
 Christine Affolter, ENSI, Switzerland; Faye Benedict, Norwegian University of Life Sciences, Norway; Astrid Sandås, Norewgian Directorate of Education and Training, Norway
- P E P314 | ROOM 210**
Resources for rethinking - Criteria and dissemination
 Stan Kozak, Learning for a Sustainable Future, Canada; Pamela Schwartzberg, Learning for A sustainable Future, Canada
- 18:10 P E P249 | ROOM 210**
Providing adaptable workforce and devolving skills for transition
 Saluneh Shekhar, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India; Ashutosh Shah, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India; Pramod Tandure, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India; Rajesh Moholkar, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India
- 18:20 P E P250 | ROOM 210**
Assessment and evaluation practices in environmentally focused programs: Moving and feeling beyond the cognitive domain
 Chris Dube, Lakehead University, Canada
- P E P272 | ROOM 210**
Education for sustainable development and eradication poverty
 Manana Devidze, Sokhumi University, Georgia
- P E P294 | ROOM 210**
Study of perception concept and actual actions of people in Taiwan on global warming issues
 Shih-Tsen Liu, National Taichung University, Taiwan; Tzu-Ting Chao, National Taichung University, Taiwan
- 18:30 P E P273 | ROOM 210**
Ecological vacations: A marine environmental education project in Fernando de Noronha - PE, Brazil
 Luciana Leite de Araújo, Universidade Federal da Bahia, Brazil; José Martins da Silva Júnior, Centro Golfinho Rotador, Brazil; Flávio José de Lima Silva, Centro Golfinho Rotador, Brazil; Cynthia Gerling, Centro Golfinho Rotador, Brazil; Waldeck Lima Júnior, Centro Golfinho Rotador, Brazil; Eunice Venturi Centro Golfinho Rotador Brazil
- P E P317 | ROOM 210**
Catch them young and orient students towards environment stewardship: Green Olympiad and TERRAQUIZ
 Livleen Kahlon, TERI, India; Ranjana Saikia, TERI, India
- 18:40 P E P252 | ROOM 210**
Participation processes as learning processes: The environmental education strategies in Spain
 Diego García Ventura, Departamento de Ecología, Universidad Autónoma de Madrid, Spain; Rocío Martín Herreros, Department of Social Psychology and Methods, Universidad Autónoma de Madrid, Spain; María José Diaz Gonzalez, UNIVERSIDAD AUTONOMA DE MADRID, Spain; Javier Benayas del Álamo, Departamento de Ecología, Universidad Autónoma de Madrid, Spain; Diego García Ventura, Departamento de Ecología, Universidad Autónoma de Madrid, Spain
- 18:50 P F P297 | ROOM 210**
Exploring the meaning of nature embedded in a regulatory regime: The role of controversial issues in environmental education
 Carlos José Saldanha Machado, Fiocruz, Brazil; Márcia de Oliveira Teixeira, Fiocruz, Brazil; Ana Tereza Filipecki, Fiocruz, Brazil; Helena Espellet Klein, Fiocruz, Brazil
- NT 08 > HERITAGE INTERPRETATION**
- 17:10 P S P375 | ROOM 210**
Evaluación de las actividades de aprendizaje en la interpretación del patrimonio: el caso del campo de aprendizaje del Delta del Ebro
 Marc Fabregat Arimón, Universitat Autònoma de Barcelona, Spain; Rosa María Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain
- 17:20 P E P376 | ROOM 210**
Biodiversity endangered species on the island of Rhodes (Greece)
 Debbie Hatzidiakos, University of the Aegean, Greece; Dimitrios Matzanos, University of the Aegean, Greece; Potitsa Xanthacou, University of the Aegean, Greece; Manos Konsolas, University of the Aegean, Greece; Anna Mironaki, University of the Aegean, Greece; Ioannis Papadomarkakis University of the Aegean Greece
- 17:30 P S P377 | ROOM 210**
Giras ecohistóricas como herramienta didáctica para la enseñanza de la educación ambiental e interpretación del patrimonio histórico en Guanare, Estado Portuguesa, Venezuela
 Antonio Veiga, UNELLEZ (Universidad Nacional Experimental de los Llanos "Ezequiel Zamora", Venezuela
- 17:40 P S P378 | ROOM 210**
El agua en la Cuenca del Valle de México de 1520 a 1540
 Lilian Guigue Perez, Universidad Autonoma de la Ciudad de Mexico, Mexico; Cecilia Márquez Rodríguez, Universidad Autonoma de la Ciudad de Mexico, Mexico; Carlos Lopez Saldaña, Universidad Autonoma de la Ciudad de Mexico, Mexico; Claudia Avila Narvaez, Universidad Autonoma de la Ciudad de Mexico, Mexico; Jorge Lavalle Gomez, Universidad Autonoma de la Ciudad de Mexico, Mexico
- 18:00 P E P380 | ROOM 210**
Step-wells: Convergence of ecology and human creativity
 Kiran Desa, iCentre for Environment Education, India

- 18:10 P E P381 | ROOM 210**
Satellite remote sensing image analysis of Medellin's urban growth (Colombia's Andes) using geographic information systems with an environmental education perspective
 Carlos Andres Rios Uribe, Universidad de Antioquia (Colombia) & Oregon State University (U.S.A.), Colombia
- 18:20 P S P382 | ROOM 210**
La interpretación del patrimonio dentro y fuera del aula, en la educación básica venezolana
 Zaida García Valecillo, Universidad Pedagógica Experiential Libertador/Instituto del Patrimonio Cultural, Venezuela
- 18:40 P F P384 | ROOM 210**
Creating a community storyscape. We are what we tell.
 Emilie Caron, Lakehead University, Canada; Lesley Curthoys, Lakehead University, Canada; Brent Cuthbertson, Lakehead University, Canada
- 18:50 P F P385 | ROOM 210**
L'histoire environnementale comme objet d'éducation communautaire : pour retrouver le sens de nos communautés !
 Johanne Bélieau, Université du Québec à Montréal, Canada
- NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**
- 17:10 P E P331 | ROOM 210**
The Institute for Research in Education and Sustainable Development (IRESD) and the Swedish Graduate School in Education and Sustainable Development (GRESD)
 Leif Östman, Dept. of Curriculum Studies, Uppsala University, Sweden
- 17:20 P E P332 | ROOM 210**
What can we take home from life at the boiling point: The students perspective
 Jose Cabral, Escola Secundária Domingos Rebelo, Portugal; Ricardo Martins, Escola Secundária Domingos Rebelo, Portugal; João Paulo Raposo, Escola Secundária Domingos Rebelo, Portugal; Cátia Gaspar, Escola Secundária Domingos Rebelos, Portugal; Renato Ferreira, Escola Secundária Domingos Rebelos, Portugal; Lucas Medeiros Escola Secundária Domingos Rebelos Portugal Tiago Sousa Escola Secundária Domingos Rebelos Portugal Paula Aguiar IMAR, CCPA, and CIBIO-Açores, University of the Azores Portugal Hugo Cabral Escola Secundária Domingos Rebelos Portugal João Câmara Escola Secundária Domingos Rebelos Portugal Roberto Resendes Departamento de Biología, Universidade dos Açores Portugal
- NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**
- 17:50 P E P335 | ROOM 210**
Awakening my green conscience
 Franke James, Canada
- 18:00 P F P336 | ROOM 210**
Mots de terre, une pensée pour la terre
 Guylaine Larone, collège Mont Notre-Dame, Canada; Stéphane Lemire, Canada
- 18:10 P E P337 | ROOM 210**
Le Laos, un pays qui doit prendre un tournant
 Julie Gommès, France
- 18:20 P S P338 | ROOM 210**
Retratos poéticos de São Bernardo do Campo
 Roseli A. Acraíne Oliveira Rose, PREFEITURA DE SÃO BERNARDO DO CAMPO, Brazil
- 18:40 P S P340 | ROOM 210**
Pintando desde las 2 orillas (proyecto de cooperación Marruecos - Andalucía España)
 Fátima Andrade Macho, Consejería de Medio Ambiente de la Junta de Andalucía (España), Spain
- 18:50 P E P341 | ROOM 210**
Earth-inspired art and writing
 Nancy Castaldo, United States of America
- NT 12 > ECOLOGICAL IDENTITY**
- 17:10 P F P353 | ROOM 210**
Outils didactiques en éducation à l'environnement et développement durable basés sur l'éducation aux droits fondamentaux : exemples tirés de la situation scolaire vécue par les enfants du Grand Nord québécois et de l'Afrique sahélienne
 Pauline Côté, Université du Québec à Rimouski, Canada; Abdou Harouna, Jeunesse, Environnement, Démocratie, Développement (JEDD), Niger; Sonia FOURNIER, Université du Québec à Rimouski (UQAR), Canada
- 17:30 P S P355 | ROOM 210**
Evaluación del sendero de interpretación del decanato de agronomía de la ucla, tarabana, estado lara
 Leonel Sorondo, Universidad Centroccidental; Lisandro Alvarado, Venezuela; Carelia Hidalgo, Universidad Centroccidental Lisandro Alvarado, Venezuela
- 18:10 P E P359 | ROOM 210**
Significance of human ontogenesis
 Junyee Wang, York University, Canada
- 18:20 P S P360 | ROOM 210**
Knowledge and commitment: Challenging childrens' environmental perspectives
 Ana Margarida Arroz, University of Azores, Portugal; Rosalina Gabriel, University of the Azores, Portugal; Alison Neilson, University of the Azores, Portugal
- 18:30 P F P361 | ROOM 210**
L'environnement de haute montagne, un milieu sensible aux changements du climat et peu connu
 Paolo Bagnod, Amministration Régionale Val D'Aoste, Italy; Manuela Zublena, Administration régionale, Italy
- 18:40 P E P362 | ROOM 210**
Wilderness leaders' relationship to nature
 Alexa Haberer, Lakehead University, Canada
- 20:00 FESTIVAL OF ENVIRONMENTAL STORYTELLING**
 CAFÉS (See Parallel Activities)

TUESDAY, MAY 12

- 8:30** **NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**
- O F S01.04 | ROOM 513D**
Éducation relative à l'environnement et gestion des écosystèmes
Programme et outils d'éducation relative à l'environnement au service de la conservation
 Iatimad Zair, faculté des sciences Rabat, Morocco; Mohamed Aziz El Agbani, GREPOM, Morocco; Oumnia Himm, GREPOM, Morocco
- Culture du coton au Burkina Faso : incidences sur les ressources naturelles et stratégies éducatives pour préserver l'environnement**
 Alida Nadège Thiombiano, Université de Moncton/N-B, Canada
- R E R.C.01 | ROOM 517B-1**
Transitar a la vida adulta en la sociedad del riesgo: la perspectiva de la educación ecosocial
 Miguel Melendro Estefanía, Universidad Nacional de Educación a Distancia, Spain
- R E R.C.02 | ROOM 517B-2**
From education for sustainable development to ecopedagogy: Sustaining capitalism or sustaining life?
 Richard Kahn, University of North Dakota, United States of America
- 8:30** **NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**
- O F S02.03 | ROOM 510C**
Éducation relative à l'environnement - Mouvements sociaux de résistance et communautés
Comment nos sociétés promeuvent-elles l'éducation des citoyens à une culture démocratique et pacifique de l'eau ?
 Emmanuel Petrella-Tirone, Institut Européen de Recherche sur la Politique de l'Eau (IERPE), Belgique
- Cinéma Politica-UQAM : ciné-club engagé sur des thématiques environnementales, sociales et politiques en milieu universitaire**
 Inès Lopes, Canada; Marie-Ève Grignon, UQAM, Canada
- L'éducation environnementale : limites et défis de l'éducation du public québécois dans le cas Pascua-Lama. Point de vue d'une ONG**
 Gerardo Aiquel, L'Entraide missionnaire, Canada
- Eduquer et mobiliser les habitants d'un territoire, exemple d'actions territoriales**
 Nicolas DEBRAY, Union Nationale des Centres Permanents d'Initiatives pour l'Environnement, France; Elodie Texier, Union Nationale des Centres Permanents d'Initiatives pour l'Environnement, France
- R E R.C.04 | ROOM 517B-4**
Talking trash: Disrupting problematic dualisms through education
 Pascal Murphy, York University, Toronto, Canada, Canada

- 8:30** **NT 03 > ENVIRONMENTAL HEALTH**
- O F S03.03 | ROOM 513A**
Environnement et santé : menaces et réponses
Interrelations entre les changements climatiques et les productions animales en Afrique
 Mohamed Moctar Mouiche Mouloum, EISMV de Dakar, Senegal
- L'éducation relative à l'éco-alimentation : fondement et pratiques en contexte d'éducation populaire et communautaire**
 Lucie Sauvé, Chaire de recherche du Canada en éducation relative à l'environnement, Canada; Nayla Naoufal, Chaire de recherche du Canada en éducation relative à l'environnement, Canada
- Les risques sanitaires écologiques et humains dans les régions agricoles en Afrique : place et rôle de l'éducation à l'environnement et à la santé dans la préservation de la santé environnementale au Bénin**
 Agbachi Georges Alé, Université Catholique de Louvain, Belgique
- Approche écosystémique à la santé humaine et éducation environnementale : cas de la pollution par les pesticides dans la région de Buyo, Côte d'Ivoire**
 Pascal Valentin Houenou, UFR des Sciences et gestion de l'environnement, Université d'Abobo-Adjamé, Côte d'Ivoire; Karim Sory Traoré, Université d'Abobo-Adjamé, Côte d'Ivoire
- L'implication jeunesse au service de la ressource eau**
 Véronique Nolet, Comité de valorisation de la rivière Beauport, Canada; Benoit Amélie, Comité de valorisation de la rivière Beauport, Canada
- R E R.C.06 | ROOM 517B-6**
A break through in IPM tools and technologies for environmental commitments in sustainable agriculture
 Muhammad Ashfaq Rana, University of Agriculture, Faisalabad, Pakistan; Sohail Ahmed, University of Agriculture, Faisalabad, Pakistan
- W F W03.04 | ROOM 511F**
Ateliers Bulles : un projet alternatif qui unit santé personnelle, environnementale et éducation
 Isabelle Padula, Ateliers Bulles, Canada
- 8:30** **NT 04 > URBAN CHALLENGES**
- O F S04.03 | ROOM 513F**
Apprivoiser la ville
L'école opérateur de projet territorial au développement durable
 Valeria Cartes Leal, Université Catholique de Louvain, Belgique
- Les plans de déplacements domicile-école**
 Olivier Martel, Grand Lyon, France
- Vers une culture du développement durable en collège**
 Béatrice Auxent, Conseil d'architecture, d'urbanisme et de l'environnement du Nord, France; Frédérique Sonnet, Direction de l'enseignement Département du Nord, France
- L'Autre Montréal: lire les enjeux sur les murs de la ville**
 Bernard Vallée, Collectif d'animation urbaine L'Autre Montréal, Canada
- R S R.C.09 | ROOM 517B-9**
Estudio y desarrollo de intercambiadores de calor tierra-aire para acondicionamiento de aire en zonas ecuatoriales
 Camilo Andrés Arias Henao, Universidad Distrital F.J.C., Colombia; Andrés Guillermo Guasca González, Universidad Distrital F.J.C., Colombia; Julian Jiménez, Universidad Distrital F.J.C., Colombia; Nelly Janneth Ruiz Pacheco, UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS, Colombia; Jairo Salinas, Universidad Distrital F.J.C., Colombia
- W S W04.03 | ROOM 511C**
Enseñanza de contenidos ambientales a partir de personajes en dibujos animados
 Gustavo Horacio Vera, Asociación Guardianes del Ambiente, Argentina
- 8:30** **NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**
- O E S05.06 | ROOM 510B**
Integrating sustainability into curricula
University students' perspectives on learning and researching sustainability in a service-learning course
 Breanna Fitzpatrick, University of Calgary, Canada; Jane Arnett, University of Calgary, Canada; Ashley Spinella, University of Calgary, Canada
- How much do we know about the sustainability values of students, before during and after tertiary education?**
 Kerry Shephard, University of Otago New Zealand, New Zealand; Lynley Deaker, University of Otago, New Zealand; Samuel Mann, Otago Polytechnic, New Zealand; Nell Smith, University of Otago, New Zealand
- Researching and teaching sustainability in the university through a service-learning course**
 Tania Smith, University of Calgary, Faculty of Communication and Culture, Canada; Chaseten Remillard, University of Calgary, Canada; Jo Wright, University of Calgary, Canada
- Analysis and evaluation of environmental education**
 Hafiz Iqbal, IER, University of the Punjab, Pakistan; Sira Taj, IER, Pakistan
- Is there something special in teaching environmental policy?**
 Tanja Helle, University of Tampere, Finland
- O F S05.07 | ROOM 510D**
Integrating sustainability into curricula
Formation des médias au civisme écologique : relais de l'éducation environnementale dans le district d'Abidjan en Côte d'Ivoire (Afrique de l'Ouest)
 Bamory Kamagate, Université d'Abidjan (Côte d'Ivoire), Côte d'Ivoire
- Analyse des forces agissant sur l'émergence d'une culture environnementale en milieu universitaire**
 Jean-Philippe Vermette, UQAM, Canada

Regards critiques sur les enjeux de la formation à l'éducation relative à l'environnement : l'expérience du Centre d'Étude et de Recherche en Environnement (CERE) de l'Université de Conakry en Guinée
Mamadou Bhoye Bah, UQAM, Canada

L'insertion de l'éducation relative à l'environnement dans la formation des enseignants au secondaire : constats et défis

Géraldine Guijarro, Université de Sherbrooke, Canada; Marc Boutet, Université de Sherbrooke, Canada; Ghislain Samson, Université du Québec à Trois-Rivières, Canada

Intégration de la prise en compte des considérations environnementales dans le cursus de formation de l'Institut International d'Ingénierie de l'Eau et de l'Environnement, Burkina Faso : dynamique, forces, faiblesses et perspectives

Samuel Yonkeu, 2IE, Burkina Faso; Eric Seydou Traoré, Institut International d'Ingénierie de l'Eau et de l'Environnement (2IE), Burkina Faso; Paul Ginies, Institut International d'Ingénierie de l'Eau et de l'Environnement (2IE), Burkina Faso; Kouassi Kouamé, Institut International d'Ingénierie de l'Eau et de l'Environnement (2IE), Burkina Faso; Amadou Hama Maiga, Institut International d'Ingénierie de l'Eau et de l'Environnement (2IE), Burkina Faso

O S S05.08 | ROOM 513C

Integrating sustainability into curricula

Curso ambiente y desarrollo sustentable: una experiencia de integración de las Universidades Latino Americanas confiadas a la Compañía de Jesús

María Elena Febres-Cordero Briceño, Universidad Católica Andrés Bello, Venezuela

Una mirada crítica sobre la educación ambiental en el Instituto Pedagógico de Caracas

Margarita García Tovar, Instituto Pedagógico de Caracas, Venezuela

Ecologización en la formación de maestros a través del pensamiento crítico. Una investigación-acción en la Universitat de Girona (Catalunya, España)

Raquel Heras, Universitat de Girona, Spain; Mercè Junyent, Universitat Autònoma de Barcelona, Spain; Rosa M. Medir-Huerta, Universidad de Girona, Spain; Lídia Ochoa, Universidad de Girona, Spain; Anna Maria Gelí, Universitat de Girona, Spain

Inclusión de los contenidos ambientales en la enseñanza universitaria: los procesos de adecuación curricular y desarrollo profesional del profesorado

William Manuel Mora Penagos, Universidad Distrital "Francisco José de Caldas", Colombia

R E R.C.10 | ROOM 517B-10

Mission impossible or never ending story? Working on whole system change towards sustainability at the University of Plymouth, United Kingdom

Stephen Sterling, Centre for Sustainable Futures, University of Plymouth, United Kingdom; David Selby, Centre for Sustainable Futures, University of Plymouth, United Kingdom

R E R.C.11 | ROOM 517B-11

The transformation of Dalhousie University: A three-pronged approach to moving towards sustainability

Rochelle Owen, Dalhousie University, Canada; Deborah Buzard, Dalhousie University, Canada; Tarah Wright, Dalhousie University, Canada

R F R.C.12 | ROOM 517B-12

Éducation physique sportive et analyse du cycle de vie : deux outils convergents pour l'éducation au développement durable

Nathalie Durand, Observatoire Sport et Développement Durable, France

R E R.C.13 | ROOM 517B-13

What happens in practicum matters too: Factors influencing pre-professional environmental education in classrooms

Hilary Whitehouse, School of Education, James Cook University, Australia; Ruth Hickey, School of Education, James Cook University, Australia

R S R.C.14 | ROOM 517B-14

La integración de la variable ambiental en el currículo universitario: avances y propuestas para la construcción de nuevos modelos educativo-ambientales en las instituciones de enseñanza superior

Marilia Andrade Torales, Centro Universitário Feevale, Brazil; Jairo Lizandro Schmitt, Centro Universitário Feevale, Brazil

W S W05.03 | ROOM 511A

Capacitación de docentes en educación ambiental para la sustentabilidad de la reserva de fauna Silvestre Este de Camaguán, Estado Guárico, Venezuela

Jesús Aranguren, UPEL - Instituto Pedagógico de Caracas, Venezuela; José Alí Moncada, Universidad Pedagógica Experimental Libertador, Venezuela; Ana Rivero, Ministerio del Poder Popular para el Ambiente, Venezuela; Nila Pellegrini, Universidad Simón Bolívar, Venezuela; Sara Gálvez, Ministerio del Poder Popular para el Ambiente, Venezuela; Carlos Lugo, Universidad Pedagógica Experimental Libertador, Venezuela

8:30 06 > SCHOOL AND COMMUNITY

O E S06.11 | ROOM 510A

Théories et pratiques d'ERE à l'école (6)

Knowledge, perceptions and attitudes towards marine species of high school students from Mexico

Itzel Arista-Cárdenas, Universidad Nacional Autónoma de México, Mexico; Mónica Alba, Dirección de Educación Ambiental, H. Ayuntamiento de Benito Juarez, Mexico; Christofer González, Dirección de Ecología, Municipio de Quintana Roo, Mexico; Joaquín De la Torre Ponce, International Fund for Animal Welfare (IFAW), Mexico; Laura Barraza, IFAW, Mexico

Partnerships to engage students in environmental education

Rick Wishart, Ducks Unlimited Canada, Canada; Bob Adamson, Pembina Trails School Division, Canada

Save our streams - Project as environmental education tool

Victor Cotrata, REC Moldova, Republic of Moldova

Building our future resource managers

Dan Schneider, Grand River Conservation Authority, Canada; Greg Meredith, Grandriver Conservation Authority, Canada; Peter Pautler, Grand River Conservation Authority, Canada; Mary Anne Cain, Grand River Conservation Authority, Canada; Patty Grand River Conservation Authority, Canada; Duane Brown, Grand River Conservation Authority, Canada; Ralph Beaumont, Grand River Conservation Authority, Canada; Valerie Fieldwebster, Grand River Conservation Authority, Canada

O E S06.15 | ROOM 516B

Théories et pratiques d'ERE à l'école (9)
Learning environments

David Zandvliet, Simon Fraser University, Canada; Carlos G. A. Ormond, Simon Fraser University, Canada

Another conversation at the Green Street cine-café

Janice Astbury, J.W. McConnell Family Foundation, Canada; Pauline Theoret, Canadian Teachers' Federation, Canada

Confluence of traditions

Astrid Steele, OISE/UT, Canada

Environmental knowledge, self-concept and self-esteem of Greek primary school dyslexic and non-dyslexic students: A comparative study

Maria Kaila, University of Aegean, Greece; Nikos Andreadakis, University of Crete, Greece; Yiota Xanthakou, University of Aegean, Greece

A whole school approach to environmental education in a Singaporean primary school: EnviRRO

James Han, St Anthony's Primary School, Singapore; Jamilah Yacob, St Anthony's Primary School, Singapore

O S S06.33 | ROOM 515C

Pouvoir d'action de l'école ouverte sur sa communauté

Enseñanza de las energías alternativas mediante la construcción y análisis de prototipos en el aula

Germán López Martínez, Universidad Distrital, Colombia; Nelson Arias, Universidad Distrital, Colombia

El desaprender el retorno a la comunidad

Juan Pablo Sanzetenea, UNO - UAGRM, Bolivia

La educación ambiental integral como base de un cambio sustentable en comunidades irregulares

Kenia Valderrama, Universidad Nacional Autónoma de México, Mexico

O F S06.37 | ROOM 516A

Programmes d'ERE touchant de nombreuses écoles d'un secteur donné

Le plan vert de la CSDM

Claire Pelletier, Commission scolaire de Montréal, Canada

Programme de formation à l'éco-citoyenneté AVEC

Sonia Lefebvre, Association Québécoise pour la Promotion de l'Éducation Relative à l'Environnement (AQPERE), Canada

Un trésor dans mon jardin, un programme éducatif ancré dans l'action
Martine David, Jeunes pousses, Canada

La place de l'ERE dans les agendas 21 scolaire en Aquitaine
Dominique Prost, IUFM d'Aquitaine, France

O F S06.40 | ROOM 514A
Formations en ERE
Scientific education and socio-environmental center: Towards a transdisciplinary approach to environmental education
Danielle Gryszpan, Oswaldo Cruz Foundation, Brazil; Ana Cristina Moraes da Costa, State Secretary of Education Rio de Janeiro, Brazil

Le jardin à l'école : un lieu de vie partagé
Philippe Mahuzies, Office central de la coopération à l'école, France

Notre avenir est entre nos mains. Création d'une exposition itinérante qui embrasse l'ensemble des champs éducatifs du développement durable
Jean-Michel Lex, Institut Robert Schuman, Belgium; Gabrielle Kirschvink, Institut Robert Schuman, Belgium

La démarche de structuration d'un îlot interdisciplinaire de rationalité lié à une question environnementale locale : une approche didactique génératrice de nouveaux rapports aux savoirs scientifiques chez les élèves du secondaire
Barbara Bader, CRIES - Université Laval, Canada; Geneviève Therriault, CRIES, Canada

Le thème du réchauffement climatique comme support de situation pédagogique pour aborder la complexité des questions d'éducation relative à l'environnement
Yvan Carlot, IUFM de Lyon, France

R F R.C.20 | ROOM 517B-20
Le pouvoir des jeunes en apprentissage dans leur communauté pour la résolution de problèmes environnementaux
Pablo Desfossés, Commission scolaire des Chênes, Canada

R E R.C.21 | ROOM 517B-21
Agriculture in the classroom
Monica Pastor, Univ. of AZ Cooperative Extension, Maricopa County, United States of America

R E R.C.22 | ROOM 517B-22
Researching the environmental messages of school and university learning environments
Bonnie Shapiro, University of Calgary, Canada

R E R.C.23 | ROOM 517B-23
Curriculum materials as catalysts for professional development of teachers in EE: Case studies in a partnership process
Chris Reddy, Stellenbosch University, South Africa

R F R.C.25 | ROOM 517B-25
Leadership et créativité appliqués à l'éducation relative à l'environnement
Pamela Severini, Forêt d'Arden, Canada; Sylvie Gélinas, Forêt d'Arden, Canada; Lucia Flores, Forêt d'Arden, Canada; Alain Massé, Forêt d'Arden, Canada

W E W06.03 | ROOM 516C
Teaching the greatest challenge of them all: Climate change
Tim Grant, Green Teacher, Canada

8:30 NT 07 > LEARNING IN SOCIETY

O E S07.05 | ROOM 514C
Creating sustainability-oriented partnerships and communities of practice
Demonstration of a sustainable lifestyle at the community level: A case study of ecovillage at Ithaca
Prudence-Elise Breton, University of Northern British Columbia, Canada

Youth-adult partnerships creating positive environmental change
Tania Schusler, Antioch University New England, United States of America

Promoting environmental education in remote communities: The role of regional forums
Ian Robottom, Deakin University, Australia

Social learning and capability development in response to environmental, health, poverty and climate change risks in Southern Africa
Tichaona Pesanayi, SADC REEP, South Africa

Partnership in environmental education: Tongyeong
Eun-Kyung Park, RCE Tongyeong, Republic of Korea; Won-Jung Byun, RCE Tongyeong, Republic of Korea

O E S07.06 | ROOM 515A
Socio-psychological dimensions of environmental learning and change
Education and social diffusion: Spreading the word for individual and social change
Estelle Gaillard, Griffith University, Australia

Learning as a vehicle for cautiously shaping our world views
Vince Anderson, University of Saskatchewan, Canada

Exploring socialisation processes in environmental education
Marie Ohman, Department of Health Sciences, Sweden; Johan Öhman, Department of Education, Örebro University, Sweden

Religion as Ally for environmental education: Transformative learning for an ecological habitus
Randolph Haluza-DeLay, The King's University College, Canada

R F R.C.15 | ROOM 517B-15
Nature et sociétés rurales au Burkina Faso : quelle stratégie d'intervention pédagogique et environnementale
Ibrahima Drabo, DGIFPE du Ministère des Enseignements Secondaire, Supérieur et de la Recherche Scientifique., Burkina Faso

R F R.C.17 | ROOM 517B-17
Petite enfance et résolution de problème communautaire
Christyne Gauvin, RCPEM, Canada; Claude Poudrier, Commission scolaire Chemin du Roy, Canada

R E R.C.19 | ROOM 517B-19
Environmental education as facilitator of the use of socio-ecological scientific information: A case study in Mexico
Alicia Castillo, Universidad Nacional Autonoma de Mexico, Mexico; Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales Universidad de Guadalajara, Mexico

W E W07.03 | ROOM 511D
Jeu de choix comportementaux en EDD
Marina Gruslin, HECharlemagne, Belgium; Simon Reusens, stagiaire CERISE, Belgium

W E W07.04 | ROOM 515B
Sustainable speed-up: C2C
Douwe Jan Joustra, SenterNovem / LvDO, Netherlands

8:30 NT 08 > HERITAGE INTERPRETATION

R F R.C.07 | ROOM 517B-7
Multimédia et balado-diffusion comme outils d'interprétation du territoire
Jean-Michel Villanove, Les amis de la montagne, Canada

W E W08.01 | ROOM 511B
Learning opportunity for communication, education and public awareness (CEPA): Facilitating the process towards positive change
Marta Andelman, IUCN-CEC, Argentina; Javier Benayas del Álamo, Departamento de Ecología. Universidad Autónoma de Madrid, Spain; David Ainsworth, Secretariat of the Convention on Biological Diversity, Canada; Frits Hessellink, HECT Consultancy, CBD CEPA Toolkit, Netherlands

8:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES

O E S09.03 | ROOM 514B
Applying Indigenous Food Systems and Traditional Medicines
Local ecological knowledge as indigenous knowings: A sociological study of traditional medicine and herbal pharmacology in Africa
Emmanuel Kutorogl, Centre for School and Community Science and Technology Studies, University of Education, Winneba, Ghana; Stephen Dennis, SACOST - UEW, Ghana

Community-based environmental education approaches for promoting indigenous knowledge of medicinal plants: Lessons from India
Shailesh Shukla, Natural Resources Institute, University of Manitoba, Canada; Andrew John Sinclair, Natural Resources Institute, University of Manitoba, Canada

Youth agency in nature and knowledge making
Tanya Chung Tiam Fook, York University - Faculty of Environmental Studies, Canada

Environmental sustainability: What can we learn from the Yoruba indigenous/cultural environmental practices and teachings?
Patricia Glazebrook, Dept. of International Development Studies, University of Dalhousie, Canada; Anthony Kola-Olusanya, Queen's University, Canada

The necessity of bio-cultural education and ecological restoration
Dan Rononhakewen Longboat, Trent University, Canada

R E R.C.27 | ROOM 517B-27

Local traditional knowledge, sustainable agriculture and food security, in tropical small farming systems: Survival algorithms on domestic food farms in Jamaica
Clinton Beckford, Faculty of Education, University of Windsor, Canada

8:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**R E R.C.33 | ROOM 517B-33**

Pragmatism and ecological learning
Trond Gansmo Jakobsen, Lillehammer University College, Norway

R E R.C.34 | ROOM 517B-34

Taller: sesión de filosofía para niños aplicada a la educación al consumo ético
Adolfo Agundez Rodriguez, Universidad de Sherbrooke, Canada; France Jutras, Université de Sherbrooke, Canada; Juan Carlos Lago Bornstein, Universidad de Alcalá de Henares, Spain

R S R.C.35 | ROOM 517B-35

Valores de docentes universitarios y la elección de la educación medioambiental: lecciones para una práctica pedagógica
Luciana Mello Ribeiro, UDC, Brazil

W E W10.01 | ROOM 516D

Intersections in international environmental education: What are the emerging questions that can help guide practitioners?

A. Michael Marzolla, University of California Cooperative Extension, United States of America; Peta White, University of Regina, Faculty of Education, Canada

8:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**R E R.C.31 | ROOM 517B-31**

Daily dose of nature: Increasing ecological literacy through digital and physical environmental interaction
Nicholas Stanger, Royal Roads University, Canada
Becs Cumming, Child and Nature Alliance, Canada

8:30 NT 12 > ECOLOGICAL IDENTITY**O S S12.03 | ROOM 513E**

Identidad ecológica: fuentes y flujo de historias socio-ecológicas

Las representaciones sociales de la cuenca hidrográfica del río Lis a través de la prensa local entre 1854 y 1926: contribuciones para la construcción de su historia socio-ambiental.
Mário Acácio B. M. C. Oliveira, Escola Superior de Educação e Ciências Sociais - Instituto Politécnico de Leiria, Portugal

La percepción de los servicios ecosistémicos hídricos en el suroeste de la Ciudad de México como base para la educación ambiental no formal
LUCIA ALMEIDA, UNAM, Mexico; Alya Ramos, Facultad de Ciencias, UNAM, Mexico; Julieta Jujnovsky, Facultad de Ciencias, UNAM, Mexico

La influencia de las culturas tradicionales en la preservación del ambiente en África insular
Nuno Miguel Gomes de Meneses Alarcão, Centro de Estudos Africanos, Portugal; Bastien Loloum, Centro Estudos Africanos, France; Joana Marques, Centro Estudos Africanos, Portugal

O E S12.04 | ROOM 516E

Ecological identity: Teachers and teaching-1 Emerging ecological identity: The impact of ecoaction
Karen Sullenger, University of New Brunswick, Canada; Debby Peck, UNB, Canada

Craft in outdoor, experiential, and environmental education: Practice in developing personal and cultural ecological identity

W. Scott McCormack, York University, Canada; Colin O'Connor, Colin O'Connor Photography, Canada

Environmental education and the practices of everyday life

Alan Reid, University of Bath, United Kingdom

Ways of knowing: A naïve naturalists action research journey

Michael Brody, Montana State University, United States of America; Katie Saylor, Cedar River Watershed Education Center North Bend, Washington, United States of America

Ecological identity: Psychology and spirituality**Ecosociology, ecosophia and ecology of education - Prerequisites for the development of a citizenship in a technological society**

Anca Dusca, University of Craiova, Faculty of Law and Administrative Sciences, Romania; Diana Danisor, France; Simina Badea, University of Craiova, Faculty of Law and Administrative Sciences, Romania

R F R.C.29 | ROOM 517B-29**L'école africaine et ses enjeux**

Privat Ndoukou Ipoh, Fondation Charles EBINA, Congo

R F R.C.30 | ROOM 517B-30

Quand les voix se taisent, la nature se déchaine
Jeune Lemarre, Action pour la Sauvegarde et la Protection de l'Environnement, Haiti

8:30 SYMPOSIUM**S E IS ROOM 513B**

The symposium ends at 12:00.

L'évaluation en éducation relative à l'environnement

The Whys of Evaluation: Part I: Education Program Evaluation. Part II: Policy and Impact Evaluation
For many in evaluation, the frame of utilization focus drives many of the decisions regarding what is asked, how it is asked, and why it is asked. This symposium in two parts is designed to create dialogue around the whys of evaluation. The parts will be complementary and related, but are also being planned to function as independent pieces, thus allowing the attendee to participate in one or both sessions. The symposiums will use a panel of provocateurs to present varied positions on why should we evaluate? Historically, environmental education has been evaluated primarily to provide accountability data (see Journal of Program Planning & Evaluation, special edition on EE evaluation). Yet environmental education is often embedded in schools, or in zoos, nature centers, parks, the media, museums, and other institutions all of which have missions that include but are not driven by the purpose of environmental education. Therefore, the question of "why evaluate" becomes increasingly requisite as environmental educationists look at competing resources which demand higher accountability and relationship to larger mission. Each symposium will begin with

a framing of the session followed by three very short position statements designed to present a range of perceptions on the issue. The panelists will then discuss with each other and the audience the varied positions and what the group collectively answers the question: why evaluate?

8:30 POLITICAL FORUM**F IS ROOM 517CD**

The national government as levers of environmental education

Chair: Patrick Charland, Université du Québec à Montréal, Canada.

Panelists: Salvador Morelos Ochoa, Coordinador General del Centro de Educación y Capacitación para el Desarrollo Sustentable, Secretaría de Medio Ambiente y Recursos Naturales, Mexico; Eun-Kyung Park, Environment and Culture Institute, Republic of Korea; Paolo Soprano, Ministry for the Environment, Land and Sea, Directorate General for Development and Environmental Research, Italia; Maritza Torres, Coordinadora, Programa de Educación Ambiental, Ministerio de Educación de Colombia; (À confirmer - voir le site Web du Congrès)

8:30 NGO FORUM**F ROOM 517A****H CinEE Film****F ROOM 523****Views on biodiversity**

Facilitator: Jean-Philippe Vermette

À fleur de peau

Sarah Charland-Faucher, producer

Aboriginal Perspectives

Facilitator: Marie-Ève Grignon

Wapikoni mobile

Manon Barbeau, producer

This film is presented, produced and distributed by the National film office of Canada.

9:20 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**R E R.D.01 | ROOM 517B-1**

Rebuilding hope: Resurgence after disaster
Madhavi Joshi, Centre for Environment Education, India; Nilkanth Chhaya, CEPT University, India

R E R.D.02 | ROOM 517B-2

Sustainably prospects in Iran with environmental education

V. Chris Lakhani, University of Windsor, Canada; Abdolhossein Parizanganeh, Zanjan University, Iran (Islamic Republic of); Mahmoud Yazdani, Zanjan University, Iran (Islamic Republic of)

R E R.D.03 | ROOM 517B-3

Challenges of effective climate change adaptation and mitigation in Nigeria: The role of education

Ayobami Salami, Institute of Ecology & Environmental Studies, Nigeria; Olaniran Matthew, Institute of Ecology & Environmental Studies, Obafemi Awolowo University, Ile-Ife, Nigeria

9:20 NT 03 > ENVIRONMENTAL HEALTH**R E R.D.06 | ROOM 517B-6**

Environmental health: Women's unique burdens and opportunities

Sharon Irish Bevins, Florida Gulf Coast University,

United States of America; Peg Gray-Vickrey, Florida Gulf Coast University, United States of America	R E R.D.24 ROOM 517B-24 <i>Education-developpement-durable.fr : site de ressources en accès libre pour le monde enseignant</i> Anne Marleix, Strass Productions / Terra-Project, France; Vincent Leveque, STRASS Productions, France	R E R.D.32 ROOM 517B-32 <i>A somatic imagination</i> Susan Aaron, OISE university of Toronto, Canada
9:20 NT 04 > URBAN CHALLENGES		9:20 NT 12 > ECOLOGICAL IDENTITY
R E R.D.09 ROOM 517B-9 <i>Environmental education and communication in urban planning</i> Todd Massé, Skunk Works, Canada		R E R.D.29 ROOM 517B-29 E <i>Being an outdoor educator in car culture: An auto ethnography</i> Blair Niblett, Lakehead University Faculty of Education, Canada
9:20 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES		
R S R.D.10 ROOM 517B-10 <i>Approaches and challenges of environmental higher education in Latin America</i> Miguel Angel Chacon Veliz, Institute of Advanced Studies-United Nations University, Japan	R E R.D.15 ROOM 517B-15 <i>Sustainable place-making, participation, inclusion and learning</i> Alun Morgan, London South Bank University, United Kingdom	R E R.D.30 ROOM 517B-30 E <i>International perspectives about the sea and sea life: Cetaceans and whale watching</i> Alison Neilson, University of the Azores, Portugal; Rosalina Gabriel, University of the Azores, Portugal; Wayne Ledwell, Whale Release and Strandings, Canada; Ana Margarida Arroz, University of the Azores, Portugal; Margaret Ronald, South Dakota State University, United States of America; Jose Serrano, Centre for arts and science of the sea, Portugal; Carlos Machado, Centre for arts and science of the sea, Portugal
R F R.D.11 ROOM 517B-11 <i>De l'éducation à l'environnement (EE), à l'éducation, à l'environnement pour un développement durable (EEDD) et à l'éducation en vue du développement durable (EDD) dans l'enseignement agricole français : du ponctuel à l'analytique et au systémique</i> Christian Peltier, Ministère agriculture - Dir. Gén. Enseignement Recherche, France; Sofie Aublin, Ministère de l'Agriculture et de la Pêche - Direction Générale Enseignement Recherche, France	R E R.D.16 ROOM 517B-16 <i>Fermenting the Free Folk School: Tending a culture of place-based learning</i> Andrew Rushmere, SFU, Canada	
	R E R.D.17 ROOM 517B-17 <i>ESD International training program - Lessons learnt from Southern Africa</i> Shepherd Urenje, SADC International Training Programme, United Kingdom	
R E R.D.12 ROOM 517B-12 <i>Meetings in environmental education research: Routes (2001- 2008) and tendencies in research related to school and community context</i> Luiz Marcelo Carvalho, State University of São Paulo, Brazil; Haydée Torres Oliveira, UFSCar, Brazil; Dalva Maria Bianchini Bonotto, UNESP - RIBEIRÃO PRETO, Brazil; Clarice Sumi Kawasaki, USP - RIBEIRÃO PRETO, Brazil; Luiz Carlos Santana, State University of São Paulo, Brazil; Antonio Vitor Rosa, USP - Ribeirão Preto, Brazil; Heloisa Cinquetti, UFSCar, Brazil	R E R.D.18 ROOM 517B-18 <i>Capacity building and learning-based change for sustainability with faith organisations</i> Dimity Podger, Macquarie University, Australia	10:00 BREAK ROOM 210
	9:20 NT 08 > HERITAGE INTERPRETATION	
	R E R.D.07 ROOM 517B-7 <i>Stewardship and sustainability in interpretation</i> Will Husby, EcoLeaders Interpretation and Environmental Education, Canada; Ann Finlayson, Sustainable Development Commission, United Kingdom	10:30 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY
R E R.D.13 ROOM 517B-13 <i>Palmetum UC: valoración económica</i> Evelyn Martínez, INFACES - UC, Venezuela; Freddy Hernández Monroy, INFACES - UC, Venezuela	9:20 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES	O E S01.05 ROOM 513C <i>Economy and climate change</i> <i>Environmental degradation in the Western Himalayas: Need for stakeholder participation</i> Ruchi Badola, Wildlife Institute of India, India; Ainul Hussain, Wildlife Institute of India, India
R E R.D.14 ROOM 517B-14 <i>Greening Beit Berl - bringing sustainability onto the campus of a college of education in Israel</i> Daphne Goldman, Beit Berl Academic College, Israel	R E R.D.26 ROOM 517B-26 <i>Social memory and the transmission of oral history - A possibility for environmental education</i> Patricia Carla Almeida de Souza, Universidade Federal do Rio de Janeiro, Brazil; Carlos Frederico Loureiro, Universidade Federal do Rio de Janeiro, Brazil	Common destinations, shared journeys? <i>The potential for educators to make common purpose through bringing together the agendas of ESD and Education For All (EFA)</i> Rosalind Wade, London South Bank University, United Kingdom
9:20 NT 06 > SCHOOL AND COMMUNITY	9:20 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS	The environment-poverty inter-linkages Douglas Kazibwe, Makerere University Kampala, Uganda
R E R.D.20 ROOM 517B-20 <i>Towards a harmonized environmental education curriculum for Africa: Prospects and challenges</i> Bibobra Orubebe, NIGER DELTA ENVIRONMENTAL RESORT, Nigeria	R E R.D.34 ROOM 517B-34 <i>Ethics environmental thought and world views</i> Robert Cook, University of Plymouth, United Kingdom; Roger Cutting, University of Plymouth, United Kingdom; Tony Shallcross, Manchester Metropolitan University, United Kingdom	A learning setting to face climate change Simon Burandt, Leuphana University Lueneburg, Institute for Environmental and Sustainability Communication, Germany
R E R.D.23 ROOM 517B-23 <i>The making of ESD: Social innovation in and German schools</i> Susanne Müller, University of Bath, United Kingdom	R E R.D.33 ROOM 517B-33 <i>Ergopolis / villages as a model for sustainable development</i> Jaisim Krishana Rao, Jaisim Fountainhead, India	Awareness on the climate change phenomenon among rural communities of central Kenya: Improving adaptation and sustainability through education John Muriuki, Kenyatta University, Kenya
	9:20 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING	Beyond sustainability Vicki Kelly, United Kingdom
	R E R.D.31 ROOM 517B-31 <i>The art of connected living</i> Elizabeth Johnston, Concordia University, Canada	O E S01.06 ROOM 513D <i>Business and the environment</i> <i>Avoiding exploited communities - Business place-building builds sustainable communities</i> Richard Jurin, University of Northern Colorado, United States of America; Laura Connelly, University of Northern Colorado, United States of America; Diane Gaede, University of Northern Colorado, United States of America; David Thomas, University of Northern Colorado, United States of America; Rhonda Corman, University of Northern Colorado, United States of America

**The role of environmental education
in reconciling economy and economy**

Loukas Moustakas, University of the Aegean, Greece; Yannis Tsakiris, University of the Aegean, Greece; Persa Fokialiki, University of the Aegean, Greece; Maria Kaila, University of Aegean, Greece

**Factors influencing waste management
in Jinja Municipal Council (JMC)**

Emmanuel Iwasamija, Kasamba Urban Change Agency, Uganda

**With the sea, for the sea: Educational project
for sustainable seafood consumption**

Diego Manna, WWF Italy - Miramare Marine Protected Area, Italy; Francesco Zuppa, WWF Italy - Miramare Marine Protected Area, Italy

**Integration of treated wastewater reuse in
sustainable water resource planning**

Tahir Husain, Memorial University of Newfoundland, Canada

R E R.E.01 | ROOM 517B-1

Chantier québécois en efficacité énergétique
Colette Tardif, AQLPA, Canada; André Bélisle, AQLPA, Canada

R E R.E.02 | ROOM 517B-2

**Creating bridges between environmental
and technological education**

Leo Elshof, Acadia University, Canada

W S W01.03 | ROOM 511B

**Tratado de educación ambiental para sociedades sustentables y responsabilidad global
(preparación para la II Jornada Internacional de Educación Ambiental)**

Moema Viezzer, Instituto de Comunicação Solidária, Brazil; Haydée Torres de Oliveira, Universidade Federal de São Carlos, Brazil; Michele Sato, Universidade Federal de Mato Grosso, Brazil; Marcos Sorrentino, Universidade de São Paulo, Brazil; Rachel Trajber, Ministry of Education, Brazil

**10:30 NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-
ECOLOGICAL ISSUES**

O S S02.04 | ROOM 510C

**Éducation relative à l'environnement -
Mouvements sociaux de résistance
et communautés**

Un proceso de sensibilización de una comunitad afectada por empresas transnacionales mineras

Santiago Luis Faura Cortés, Parroquia de Alto del Carmen, Chile

**Gestión comunitaria de conflictos ambientales;
caminos para la protección ambiental**

Lucio Cuenca Berger, Observatorio Latinoamericano de Conflictos Ambientales, Chile;

**De l'urgence d'un contrôle démocratique
sur les industries extractives canadiennes**

William Sacher, Canada; Alain Deneault, Collectif Ressources d'Afrique, Canada; Delphine Abadie, Collectif Ressources d'Afrique, Canada

**Degradación ambiental, pobreza y desigualdad
en Chile: desafíos educativos complejos**

Marcel Claude, Universidad Academia Humanismo Cristiano, Chile

W E W02.01 | ROOM 511F

Rights and responsibilities = Resolution

Dan Hoynacki, Oregon State University Extension Service, United States of America; Ryan Kinnett, Salem-Keizer School District, United States of America

10:30 NT 03 > ENVIRONMENTAL HEALTH

W F W03.05 | ROOM 511E

Assainissement

Yoro Sow, ONG-AMSC, France

R E R.E.06 | ROOM 517B-6

**US-Mexico border La santé environnementale
education: The border 2012 Trunk Project and
implications for replication and durability**

Kileen Brooks Mitchell, University of New Mexico, United States of America

10:30 NT 04 > URBAN CHALLENGES

O F S04.04 | ROOM 513F

Urbanité et biodiversité

**Les jardins collectifs urbains :
espace éducatif à sauver politique**

Anne-Marie Legault, Chaire du Canada en éducation relative à l'environnement, Canada

**Les politiques publiques d'éducation à
l'environnement et au développement durable
au défi des thématiques d'écologie urbaine**

Olivier Sigaut, sciencespo bordeaux/ministère de l'agriculture, France; Camille Florent, Biapi, France

**A study of lichen coverage of different
species in selected sites of San José City,
Costa Rica.**

Andrés Sáenz, University of Costa Rica, Costa Rica; Fernando Flores, University of Costa Rica, Costa Rica; José Francisco Di Stefano, University of Costa Rica, Costa Rica; Laura Madrigal, University of Costa Rica, Costa Rica

**SOS Rainette en Montérégie - protéger
la nature en ville**

Geneviève Audet, Centre d'information sur l'environnement de Longueuil, Canada; Tommy Montpetit, Centre d'information sur l'environnement de Longueuil, Canada

R F R.E.08 | ROOM 517B-8

**Échanges entre les acteurs de la société
civile sur leur rôle dans la protection
de l'environnement**

Guérin Nahimana, O I Planèt'ERE, Burundi

R F R.E.09 | ROOM 517B-9

Si j'roule pas, j'coupe le moteur

Ronald Boisrond, Comité paritaire environnement SCFP301/ville de Montréal, Canada

W E W04.04 | ROOM 511C

**Green neighbourhoods and participatory
democracy: Processes to more fully engage
communities in sustainability planning, design,
policy and projects**

Jayne Engle-Warnick, Montreal Urban Ecology Centre, Canada; Janice Astbury, J.W. McConnell Family Foundation, Canada; Annie Rochette, Montreal Urban Ecology Centre, Canada

10:30

**NT 05 > ECOLOGIZING COLLEGES AND
UNIVERSITIES**

O S S05.09 | ROOM 510B

Integrating sustainability into curricula

**Possibilidades para pensar la formación inicial
de profesores en educación ambiental**

Juliana Pereira Neves, Universidad Pedagógico Nacional, Brazil; Diana Fabiola Moreno Sierra, Universidade Estadual Paulista Júlio Mesquita Filho, campus Bauru/SP-Brasil, Brazil; Andria Líria Biscalquini Talamoni, Universidade Estadual Paulista Júlio Mesquita Filho, campus Bauru/SP - Brasil, Brazil; Leonardo Fabio Martínez Pérez, Universidad Pedagógico Nacional, Colombia

**Análisis del contraste en un contexto culti-
tural y de formación de maestros en educación
ambiental**

M. Mercè Guilera Pagan, Universidad Autónoma de Barcelona, Spain; Mariona Espinet Blanch, Universitat Autònoma de Barcelona, Spain; Rosa María Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain

**Enverdecer la universidad o proponer una
educación ambiental superior?**

Maria Luisa Eschenhagen, Instituto de Estudios Sociales Contemporáneos, Universidad Central, Colombia

**Percepción de sostenibilidad de los campi uni-
versitarios: el caso concreto de la Universidad
de Miño, Portugal**

Mário Jorge C. Coelho Freitas, Universidade do Minho, Portugal; Luís Dourado, Universidade do Minho, Portugal

R E R.E.10 | ROOM 517B-10

**Políticas públicas para la introducción
de la sostenibilidad en la enseñanza superior
en Europa. Compromisos institucionales
y propuestas curriculares**

Pilar Aznar, Universidad de Valencia, Spain; María Angeles Ull, Universidad de Valencia, Spain

R S R.E.11 | ROOM 517B-11

**Propuesta de transversalización de
la educación ambiental en la Universidad
Amazonica de Pando**

José García López, Universidad Amazonica de Pando, Bolivia

R E R.E.12 | ROOM 517B-12

**Virtual, collaborative and multinational
universities for sustainability?**

Kerry Shephard, University of Otago New Zealand, New Zealand; Peter Mellalieu, UNITEC, New Zealand

R F R.E.13 | ROOM 517B-13

**Éco-Conseil moteur de transformation des
pratiques de développement durable à l'UQAC**

Claude Villeneuve, Université du Québec à Chicoutimi, Canada

10:30

NT 06 > SCHOOL AND COMMUNITY

O E S06.13 | ROOM 514B

Théories et pratiques d'ERE à l'école (7)

**Using geographic inquiry & critical challenges
to infuse environmental understanding**

Mark Lowry, Toronto District School Board, Canada

What's in your water?

Tracy Webb, Horton High School, Canada; Nicole Biederbeck, Safe Drinking Water Foundation, Canada

Projecto Rios a tool for a more ecological society (Northern Portugal)

Pedro Teiga, Faculdade de Engenharia da Universidade do Porto, Portugal; Rodrigo Maia, FEUP, Portugal; Márcia Moreno, , Portugal; Fernando Veloso-Gomes, FEUP, Portugal

A transboundary environmental education and awareness programme: The Nile basin awareness strategy

Maushe Kidundo, Nile Basin Initiative, Sudan

① E S06.16 | ROOM 510A**Théories et pratiques d'ERE à l'école (10)****Internet-mediated sustainability education**

Ellen Field, York University -Faculty of Environmental Studies, Canada

Questions for empowering ESD dialogue

Marilyn Mehlmann, Global Action Plan (GAP) International, Sweden; Olena Pometun, NGO "Teachers for Democracy and Partnership", Ukraine

Ecological and environmental conceptions of students

Maria Isabel Font Brevis, Katholieke Universiteit Leuven, Chile; Jan Van Damme, Katholieke Universiteit Leuven, Belgium; Marion Crauwels, Katholieke Universiteit Leuven, Belgium

Researches on environmental education (EE) and outdoor education carried out in Brazil: Tendencies and perspectives

Luiz Marcelo Carvalho, State University of São Paulo, Brazil; Alison Bitar, São Paulo State University -Brazil, Brazil

Developing mathematical literacy through environmental education curriculum materials

Busi Gude Ndawonde, University of Zululand, South Africa; Cleopatra Luthuli, University of Zululand, South Africa; Unice Dlamini, University of Zululand, South Africa

ENSI environment and school initiatives international network as a well recognised partner in school development

Christine Affolter, ENSI, Switzerland; Michela Mayer, ENSI, Italy; Reiner Mathar, AFL Hessen, Germany

① E S06.17 | ROOM 513A**Théories et pratiques d'ERE à l'école (11)****Monitoring and evaluation of Education for Sustainable Development (ESD) implementation in teaching and learning institutions in Kenya**

Zipporah Musyoki, National Environment Management Authority, Kenya

Model schools for environmental conservation in Korea: Analyzing EE model school programs through the lens of sustainability

D.H. Choi, Korean National University of Education, Republic of Korea; Chankook Kim, xxxx, Republic of Korea; E.J. Choi, Korean National University of Education, Republic of Korea

The implementation of sustainable development management into the education process in conditions of Slovak Republic

Kamila Sasikova, University of Matthiae Belii of Banska Bystrica, Faculty of science, Depart. of environ. management, Slovakia; Milada Svecova, Charles University in Prague, Faculty of science, Slovakia; Ilona Horychova, Charles University of Prague, Faculty of Science, Czech Republic

The development of indicators and their evaluation instrument for green schools in Taiwan

Shun-Mei Wang, Graduate Institute of Env. Ed., China

① E S06.18 | ROOM 514A**Théories et pratiques d'ERE à l'école (12)****Developing action competence - How can it happen?**

Ellen Almers, Jönköping University, Sweden

Greening high school curriculum through environmental education and community service

Oksana Bartosh, , Canada; Margaret Tudor, Pacific Education Institute, United States of America; Jolie Mayer-Smith, University of British Columbia, Canada

The study of environmental education factors and indicators for lifelong learning in Thailand

Chookhampaeng Chowalit, Faculty of Education, Mahasarakham University, Thailand; Sirichai Rintarhat, Mahasarakham University, Thailand, Thailand; Thamsenanupap Penkhae, Faculty of Environment and Resource Studies, Mahasarakham University, Thailand; Khiewyoo Jiraporn, Faculty of Public Health, Khon Kaen University, Thailand

Perception of environmental issues: School students of the metropolis schools of Addis Ababa

Hailu Semegne, Horn of Africa - Regional Environment Centre, Ethiopia; Satishkumar Belliethathan, Horn of Africa - Regional Environment Network, Ethiopia

① E S06.19 | ROOM 515B**ERE avec les murs, les structures et les terrains de l'école (2)****Building a culture of sustainable consumption amongst students: The contribution of schools**

Matthias Barth, Institute for Environmental & Sustainability Communication, Germany; Claudia Nemnninch, Institute for Environmental and Sustainability Communication, Germany; Daniel Fischer, Institute for Environmental and Sustainability Communication, Germany

Scaling up: Effectively greening Canada's school grounds

Cam Collyer, Evergreen, Canada

This ain't your average green club - a case study in educating for sustainable development

Rosa Caldarelli, St. Paul Catholic Secondary School, Canada; Jillian Frank, EcoSource, Canada

A non-formal approach to urban agriculture in schools - the whole enchilada

Margie Ortiz, Centro de Información y Comunicación Ambiental del Norte América, A.C., Mexico

The garden is a place where I don't feel discriminated against teaching & learning cultural diversity through food gardening

Amy Cutter-Mackenzie, Monash University, Australia

① E S06.20 | ROOM 516B**Pouvoir d'action de l'école ouverte sur sa communauté (2)****Implication of community embedded praxis (TM) on environmental change**

Sharon MacKenzie, i2i Intergenerational Society, and Green Street Canada, Canada

Out of school youths can save environment

Hastings Maloya, Mulanje Mountain Conservation Trust, Malawi

River Continuum Theory in Tampinjoki-Hanhijoki-Emolanjoki in Mikkeli, Finland

Kirsi Idänpirtti, Mikkelin Yhteiskoulun lukio, upper secondary school, Finland; Noora Nuuhtinen, Mikkelin Yhteiskoulun lukio, upper secondary school, Finland; Tiina Pippuri, Mikkelin Yhteiskoulun lukio, upper secondary school, Finland

Environmental education as a tool to combat desertification in Chad

Hakim Djibril, Burkina Faso

R E R.E.20 | ROOM 517B-20**Engaging in our communities**

Pauline Theoret, Canadian Teachers' Federation, Canada; Eric Laroche, Centrale des Syndicats du Québec, Canada

R S R.E.21 | ROOM 517B-21**Construyamos un futuro sostenible. Retos y oportunidades de y en la escuela para la consolidación de propuestas**

Yenifer Mateus Ariza, Universidad Pedagógica y Tecnológica de Colombia, Colombia; Sandra Patricia Rojas Rojas, Universidad Pedagógica y Tecnológica de Colombia, Colombia

R S R.E.22 | ROOM 517B-22**Diseño conjunto de estrategias en educación ambiental**

Gabriela Alonso-Yanez, CEAMISH/Simon Fraser University, Canada; Armando Paulino Preciado-Babb, Simon Fraser University, Canada; Erna Karla Pulido-Quintana, La Trobe University, Australia

R E R.E.23 | ROOM 517B-23**The 10 days challenge**

Jacques Brodeur, Edupax, Canada

R E R.E.25 | ROOM 517B-25**From fantasy to farm - what happened when one girl decided it was time to make a difference**

Jamie Mulligan-Smith, , United States of America

W E W06.04 | ROOM 516C**Learning for sustainability and ecological footprinting in schools**

Betsy King, WWF Scotland, United Kingdom

W E W06.09 | ROOM 511A**Reorienting education towards a sustainable future: Examples from RCEs**

Yoko Mochizuki, UNU-IAS, Japan; Lyle Benko, RCE Saskatchewan, Canada; Elijah Oundo, RCE Nairobi, Kenya; Caroline Obure, RCE Greater Nairobi, Kenya

10:30 NT 07 > LEARNING IN SOCIETY**O E S07.07 | ROOM 514C****School-based EE and ESD between the local and the global****Intersecting environmental education & media production: A case study in a Brazilian public school**

Giuliano Reis, University of Ottawa, Canada; Ranilce Guimaraes-Iosif, University of Alberta, Canada; Leonardo Meireles, Correio Braziliense, Brazil; Nicholas Ng-A-Fook, University of Ottawa, Canada

US forest service environmental education programs - Reaching urban communities

Safiya Samman, United States Forest Service, United States of America; Lindsay Campbell, US Forest Service, United States of America

Differences between undertaking environmental education programmes in NGO's and public schools - Croatian example

Jelena Jovanovic, Blue World Institute of Marine Research and Conservation, Croatia

Teachers' experience of changing teaching teachers meet the bridge between the local and the global classroom learning towards sustainability

Birgitta Nordén, International Institute for Industrial Environmental Economics (IIIEE), Lund University, Sweden

Environmental education as a school subject: A case study in a vocational school in Macaé (RJ, Brazil)

Maria Lima, Universidade Federal do Rio de Janeiro, Brazil; Carlos Bernardo Loureiro, Universidade Federal do Rio de Janeiro, Brazil

Student network: An investigation of online collaborative learning for sustainable future

Salubri Charoenwet, School of Educational Studies, University Sains Malaysia, Malaysia; Sharifah Norhidah, School of Educational Studies, University Sains Malaysia, Malaysia

O F S07.08 | ROOM 515A**L'ERE en Afrique****Education environnementale et gestion intégrée des ressources en eau: cas de la région de Waza Logone, Cameroun**

Bathermy Tsafack Tagny, WESDE (Water Energy and Sanitation for Development), Cameroon

L'Education Environnementale en Mauritanie; l'expérience dans une aire protégée: le Parc National du Diawling

Mallé Diagana, UICN/Parc National du Diawling/Université de Nouakchott, Mauritanie;

Initiative d'un fleuve à l'autre

Sylvie Trudel, Union Saint-Laurent, Grands Lacs, Canada

R F R.E.17 | ROOM 517B-17**Eduquer-agir-innover-mutualiser**

Françoise Bernard, Université de Provence, France; Alain Legardez, IUFM -Aix-Marseille 1, France; Francine Boillot Grenon, Université de Nice Sophia Antipolis, France; Annick Delhay, Conseil de Région PACA, France

W E W07.05 | ROOM 511D**Partnership for education for sustainable future**

Brijpal Patel, Centre for Environment Education, Canada; Kartikeya Sarabhai, Centre for Environment Education, India; Karen Hollweg, North American Association for Environment Education, United States of America; Charles Hopkins, UNESCO - Chair for Reorienting Teacher Education, York University, Canada

10:30 NT 08 > HERITAGE INTERPRETATION**O E S08.03 | ROOM 513E****Espaces urbains****Beyond the school**

Ondrej Matejka, Antikomplex o.s., Czech Republic; Petr Miksicek, Antikomplex o.s., Czech Republic

Understanding a city through cultural trails

Madhavi Joshi, Centre for Environment Education, India

Developing environmental education standards in Mauritius: Enhancing quality education

Rita Bissoonauth, Mauritius Institute of Education, Ethiopia

The state of urban EE in San Francisco

Damien Raffa, The Presidio Trust, United States of America

Environmental education projects in RomaNatura parks

Stefano Ancilli, Ente Regionale RomaNatura, Italy; Antonella Lo Re, Ente Regionale RomaNatura, Italy

R E R.E.07 | ROOM 517B-7**Interpretation Canada**

Sue Ellen Fast, Interpretation Canada, Canada

10:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**R E R.E.28 | ROOM 517B-28****Combating climate change through education of indigenous knowledge and information technology**

Kenneth Kakuru, Greenwatch, Uganda

10:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**O E S10.06 | ROOM 516A****Ethics & Philosophies****The moral dimension of sustainable development in the confrontation of inequality**

Nezam Tzaberi, Greece

Educating for complexity

Laura Piersol, Simon Fraser University, Canada

All thinking worthy of the name now must be ecological (Lewis Mumford, 1964)

Stephen Sterling, Centre for Sustainable Futures, University of Plymouth, United Kingdom

An ethics of home-making

Joshua Russell, York University, Faculty of Environmental Studies, Canada

Chronicles of ancient sunlight - A warning for education & deep ecology

Roger Cutting, University of Plymouth, United Kingdom

W E R.E.35 | ROOM 517B-35**The environment education behind the television**

Rosana Louro Ferreira Silva Rosana, Universidade Federal do ABC, Brazil; Myriam Krasilchik Myriam, Universidade de São Paulo, Brazil

W E W10.02 | ROOM 516D**Environmental education, ethics and action**

Heila Lotz, RCE RCE Makana & Rural Eastern Cape, South Africa; Akpezi Ogbuiwe, United Nations Environment Programme, Nigeria; Bob Jickling, Lakehead University, Canada

W E W10.05 | ROOM 510D**Worldviews, religion and leverage points for environmental educators**

Richard Kool, Royal Roads University, Canada; Heather Eaton, St. Pauls University, Canada

10:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**O E S11.04 | ROOM 515C****Creative thinking and practices****Thinking the highest thought: Theatrical expression and indigenous education**

Julia Lane, Trent University, Canada

Can creative thinking be developed through environmental education? Greek secondary education teachers' views and reflections on this issue

Maria Daskolia, University of Athens, Greece; Athanasios Dimos, Environmental Education Lab, Department of Philosophy, Pedagogy and Psychology, University of Athens, Greece

Community arts and environmental education research in Seychelles

Michele Martin, National Institute of Education, Seychelles; Lyndy Bastienne, Nature Seychelles, Seychelles; Brenda Andimignon, Ministry of Education, Seychelles

Activist practice: Sustainability and contemporary art

Rosalind Wade, London South Bank University, United Kingdom

Artistic approaches to environmental education

Hilary Inwood, Ontario Institute for Studies in Education, University of Toronto, Canada

R E R.E.31 | ROOM 517B-31**Are you afraid of the dark? Exploring the night environment through movement**

Zita Nyarady, York University, Canada

10:30 NT 12 > ECOLOGICAL IDENTITY**O E S12.05 | ROOM 516E****Ecological identity: Teachers and teaching-2****Exploring preservice teachers mental models of the environment**

Christine Moseley, University of Texas at San Antonio, United States of America; Blanche Desjean-Perrotta, University of Texas at San Antonio, United States of America

The impact of place on teacher's professional and ecological identity

Susan Barker, University of Alberta, Canada; Michael Mappin, University of Calgary, Canada; Elizabeth Halpenny, University of Alberta, Canada

**Teachers' stories of environmental education:
Blurred boundaries of professionalism, identity
and curriculum**

Seyoung Hwang, University of Sussex, United Kingdom

**Relationship of ecological identity and
volunteer motivation and interest among inter-
preters at a northern California reserve**

Emily Evans, School of Education, University of California - Davis, United States of America

R E R.E.29 | ROOM 517B-29

**The state of conservation education in Mexico:
Characterizing current practices and assessing
perceived role, capacities and needs**

Jose Marcos-Iga, Environmental Education Exchange, United States of America

10:30 POLITICAL FORUM

FP IS ROOM 517CD

**Universities, more specifically departments
of education science**

Chair: Patrick Charland, Université du Québec à Montréal, Canada

Panelists: Marc Turgeon, Doyen, Faculté des sciences de l'éducation, Université du Québec à Montréal, Canada; Tom Berryman, Chercheur associé, Chaire de recherche du Canada en éducation relative à l'environnement, Canada; Ian Robottom, Deputy Dean/Associate Dean – International, School of education, Deakin University, Australia; Constance Russel, Associate Professor and Chair, Graduate Studies and Research in Education, Faculty of Education, Lakehead University, Canada; Mario Salomone, Instituto per l'Ambiente e l'Educazione Scholé Futuro Onlus, Università degli Studi di Bergamo, Italia

10:30 NGO FORUM

F ROOM 517A

10:30 CinEE Film

F ROOM 523

Issues in environmental health

Facilitator: Marie-Ève Grignon

Homo Toxicus

Carole Poliquin, producer

**11:20 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY
AND ECONOMY: THE ISSUE OF SUSTAINABILITY**

R E R.F.01 | ROOM 517B-1

**A united nations decade of education
for sustainable development (2005-2014):
What difference will it makes?**

Ingrid Mulà, University of Gloucestershire, United Kingdom; Daniella Tilbury, University of Gloucestershire, United Kingdom

**11:20 NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-
ECOLOGICAL ISSUES**

R F R.F.04 | ROOM 517B-4

**Droits devant : Investissements étrangers et
droits humains**

Caroline Brodeur, Droits et Démocratie, Canada

R F R.F.05 | ROOM 517B-5

**Le rapport être humain - nature :
d'une tradition dominante dévastatrice
à une diversité inspirante**

Richard Renshaw, Congrégation Ste-Croix, Canada

11:20 NT 04 > URBAN CHALLENGES

R E R.F.08 | ROOM 517B-8

**How do different forms of relationships
between NGOs and government assist with
the provision of basic services in urban slum
settings in the South Asian context?**

Kelly Teamey, University of Bath - Department of Education, United Kingdom

R S R.F.09 | ROOM 517B-9

**Poderes públicos, colectivos sociales y
medio urbano: los diálogos necesarios en
la educación ambiental**

Miguel Pardellas, Sociedad Galega de Educación Ambiental, Spain; Pablo Montero Souto, Universidade de Santiago de Compostela, Spain

**11:20 05 > ECOLOGIZING COLLEGES AND
UNIVERSITIES**

R E R.F.11 | ROOM 517B-11

**Greening science curriculum in in-service
teachers' education**

Orietta Zanato Orlandini, University of Padua, Faculty of Education, Italy

R F R.F.14 | ROOM 517B-14

**Éducation et développement durable
ou education relative à l'environnement :
une étude exploratoire**

Pedro Jacobi, Universidade de São Paulo, Brazil; Emmanuel Raufflet, HEC Montréal, Canada

11:20 NT 06 > SCHOOL AND COMMUNITY

R E R.F.21 | ROOM 517B-21

**Environmental attitude of secondary
school teachers with respect to their age
and qualifications**

Mohammad Shobeiri, payam-e-noor university, Iran (Islamic Republic of)

R E R.F.24 | ROOM 517B-24

The how-to for authentic youth engagement

Kelsi Prince, Green Street Youth Engagement Program, Canada; Caitlin Williscroft, Green-Street Youth Engagement Program, Canada

R F R.F.25 | ROOM 517B-25

**Project ÉCHOS : pour la construction de
solidarités entre l'école et la communauté**

Ana Cristina Palos, Université de Açores, Portugal; Eva Vidal, Sindicato Democrático dos Professores, Portugal

R E R.F.23 | ROOM 517B-23

Addressing Taxonomic Bias in Education

Stephanie Noell, University of North Texas, United States of America; Alexandria K. Poole, University of North Texas, United States of America; Monica Lindemann, University of North Texas, United States of America; Tamara Contador, University of North Texas, Chile; Kelli P. Moses, University of North Texas & Omora Sub-Antarctic Research Alliance, United States of America; J. Cristóbal Pizarro, Omora Ethnobotanical Park - Universidad de Magallanes - Instituto de Ecología y Biodiversidad., Chile

11:20 NT 07 > LEARNING IN SOCIETY

R E R.F.15 | ROOM 517B-15

**Community mapping and environmental,
place-based education**

Hannah Lewis, York University, Canada

R E R.F.17 | ROOM 517B-17

**Environmental Monitoring and Interpretation
Center (CMIA) of Vila do Conde: Promoting
education for environmental awareness Luisa
de Fatima Salgado**

Pereira Rodrigues, CMIA - Centro de Monitorização e Interpretação Ambiental de Vila do Conde, Portugal

R E R.F.18 | ROOM 517B-18

**Learning as valuing: Toward a process
philosophy of education for sustainable
development**

Robert Regnier, University of Saskatchewan, Canada

R E R.F.19 | ROOM 517B-19

**Strengthening capacity of governments
and policy-makers: Needs, challenges,
and opportunities**

David Koschel, United Nations Institute for Training and Research, United States of America

**11:20 NT 09 > INDIGENOUS KNOWLEDGE
AND PRACTICES**

R F R.F.27 | ROOM 517B-27

**Contribution des savoirs et savoir faire
traditionnels pour bâtir les villes et villages
conviviaux en Afrique : contexte du Burkina
Faso**

Theophile Mbakop, institut du génie de l'environnement et du développement durable, Burkina Faso; Simeon Kenfack, Chargé de recherche au Centre Régional pour l'Eau Potable et L'Assainissement (CREPA), Burkina Faso

R E R.F.28 | ROOM 517B-28

**Building a birch bark canoe - Understanding
a different way of knowing**

Sandra Mayberry, Simcoe County District School Board, Canada

**11:20 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT,
AND WORLDVIEWS**

R S R.F.34 | ROOM 517B-34

**Fundamentos para la responsabilidad social
empresarial : la comprensión del imperativo
ético de Hans Jonas**

Ponchirolli Osmar, FAE- Centro Universitario Franciscano do Paraná, Brazil

R S R.F.35 | ROOM 517B-35

**Representaciones sociales del cambio
climático en Jóvenes Caraqueños**

Zuly Millán, Universidad Pedagógica Experimental Libertador, Venezuela; Carmen Ponte, Universidad Pedagógica Experimental Libertador, Venezuela

**11:20 NT 11 > ART: IMAGINATION, CREATIVITY,
AND MEANING**

R E R.F.31 | ROOM 517B-31

The rainbow shell-spiral

Thomas Economacos, Greece

11:20 NT 12 > ECOLOGICAL IDENTITY

R S R.F.29 | ROOM 517B-29

**El significante ambiente y su proliferación
de sentidos**

Reinalda Soriano Peña, UNAM, Mexico

R F R.F30 517B-30

Redonner du sens et de l'intensité dans les apprentissages scolaires : la démarche de recherche en ZEP invente une nouvelle autorité
Philippe Nicolas, France

12:00 LUNCH BREAK**13:30 ▶ 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY****O E S01.07 | ROOM 513D**

*Higher education and sustainability
Managing the business of schools sustainable*
Tony Shallcross, Manchester Metropolitan University, United Kingdom

*Understanding change in education :
A Global Learning Environment (GLE)
as a conceptual phenomenon and an educational model*
Tamara Savelyeva, United States of America

Scientific spirit and spiritual science in environmental education: A universal model for sustainable development at the university level
Muralivallabhan Thazhathuruthil, SVR NSS College, Vazhoor, India

Creative problem solving through dilemma - Posing pictures to investigate the knowledge and attitudes of high school and university students of Rhodes in relation to water pollution control system
Nezam Tzaberí, Greece

Teaching sustainable development

Candice Stevens, Organisation for Economic Co-operation and Development (OECD), France

R E R.G.01 | ROOM 517B-1

Environmental valuing of Azorean SCIs for practicing tourism of nature: Role of environmental education on the conservation of natural heritage

Rose Queiroz, Universidade dos Açores, Portugal; José Guerreiro, Centro de Oceanografia da Faculdade de Ciências da Universidade de Lisboa, Portugal

R F R.G.03 | ROOM 517B-3

Quel partenariat pour la globalisation du protocole de Kyoto?
Follikoé Folly-Sodoga, Horizon Développement, Togo; Koffi Gaston Yeouye, UATM/GASA Formation (BENIN) et Horizon Developpement (TOGO), Togo

13:30 ▶ 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**O S S02.05 | ROOM 510C**

Éducation relative à l'environnement - Mouvements sociaux de résistance et communautés

El plan de manejo del sitio sagrado natural Wirikuta: una construcción social participativa
Pedro Medellín Milán, Universidad Autónoma de San Luis Potosí, Mexico; José Antonio Ávalos-Lozano, UASLP, Mexico

Propuesta de formación de ecolideres comunitarios en el departamento amazonico de pando - Bolivia
Carmen Parraga Ibañez, Universidad Amazónica de Pando, Bolivia

Gran minería y derechos indígenas en el norte de Chile

Nancy Adriana Yáñez Fuenzalida, Observatorio de Derechos de los Pueblos Indígenas, Chile

Signification de la recherche critique en éducation relative à l'environnement face aux impacts socio-environnementaux et sur les droits humains de l'expansion de l'industrie minière
Marie-Eve Marleau, Université du Québec à Montréal, Canada; Rolando Labrana, Université de Moncton, Canada; Isabel Orellana, Université du Québec à Montréal, Canada

R F R.G.04 | ROOM 517B-4

Gestion territoriale durable du massif du Fouta-Djalon (Guinée) : stratégies des acteurs, relations des pouvoirs et éducation communautaire

Alpha Issaga Pallé Diallo, Université du Québec à Montréal (UQÀM), Canada; Yves Baudouin, Université du Québec à Montréal (UQÀM), Canada; Michel Raymond, Université du Québec à Montréal (UQÀM), Canada

R F R.G.05 | ROOM 517B-5

La Caravane solidaire : une tournée de sensibilisation et d'engagement du public sur la problématique de l'exploitation des ressources naturelles

Marie-Dominik Langlois, Comité pour les droits humains en Amérique latine, Canada

W E W02.02 | ROOM 511F

The new conquistadors!

Ernest Schibli, Social Justice Committee, Canada; Leah Gardner, Social Justice Committee, Canada

13:30 ▶ 03 > ENVIRONMENTAL HEALTH**O E S03.05 | ROOM 513A**

Training as key tool

The beast of beauty: Toxic chemicals in cosmetics

Christine Kupka, Breast Cancer Action Montreal, Canada; Carol Senter, Breast Cancer Action Montreal, Canada; Madeleine Bird, Breast Cancer Action Montreal, Canada

New professionalism: Implications for Iranian extension educators toward environmental soundness

Mohammad Sadegh Allahyari, Islamic Azad University, Rasht Branch, Iran (Islamic Republic of); Mohammad Chizari, Tarbiat Modares University, Tehran, Iran (Islamic Republic of)

Analysis of the training needs of agricultural extension experts associated with on-farm Sustainable Water Resources Management (SWRM)

Ahmad Reza Ommani, Islamic Azad University Shoushtar Branch, Iran (Islamic Republic of); Mohammad Chizari, Tarbiat Modares University, Tehran, Iran (Islamic Republic of)

Climate change in Ghana and Nigeria

Patricia Glazebrook, Dept. of International Development Studies, University of Dalhousie, Canada Anthony Kola-Olusanya, Queen's University, Canada

13:30 ▶ 04 > URBAN CHALLENGES**O E S04.05 | ROOM 513F**

Urban forms of identity and spatial relations
Moshira El-Rafey, Helwan University- Faculty of Fine Arts, Deprt. of Architecture, Egypt

Architecture et design urbain

Architecture as educational power and enacting structure of sustainable behaviors
Ida Mandolini, Italy

The case for Benny farm: Struggling with nature, technology and resilience in subsidized housing (re)development

Daniel Goldberg, McGill University / The J.W. McConnell Family Foundation, Canada

Design and planning education

Philip Black, United Kingdom; Manoj Roy, Queens University of Belfast, Bangladesh

Empowering photography in studying young people's urban attachments

Anna-Kaisa Kuusisto-Arpönen, University of Tampere, Finland

How does environmental consciousness of residents affect their demands of residential environment? Major metropolises in Taiwan as example

Heng Zhang, Department of Architecture, National Cheng Kung University, Taiwan

R E R.G.08 | ROOM 517B-8

Walk

Janice Astbury, J.W. McConnell Family Foundation, Canada; Aidan Doyle, Newcastle University, United Kingdom

R E R.G.09 | ROOM 517B-9

Emotions, memories and the everyday in environmental education

Sirpa Tani, Department of Applied Sciences of Education, University of Helsinki, Finland

W E W04.05 | ROOM 511C

Addressing urban challenges through RCEs - Part 1

Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales Universidad de Guadalajara, Mexico; Eduardo Santana, University of Guadalajara, Mexico; Elijah Odundo, RCE Nairobi, Kenya; Yoko Mochizuki, UNU-IAS, Japan Rosalind Wade, London South Bank University, United Kingdom; Jos Eussen, RCE Rhine-Meuse, Netherlands

13:30 ▶ 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**O S S05.12 | ROOM 510B**

Managers, professionals and technicians training and support

Experiencia en la formación ambiental universitaria

Clemencia Camacho, Politécnico Grancolombia, Colombia

La sostenibilidad en la universidad: esfera teórica y práctica educativa

Pedro Vega Marcote, Universidad da Coruña, Spain; Ricardo Garcia Mira, Universidad da Coruña, Spain

Procesos de apropiación para una cultura de la sostenibilidad desarrollados desde la universidad, mediante estrategias de auto-identificación, inclusión, gestión y formación
Adriana Carolina Cortés Cardona, Universidad Politécnica de Catalunya, Spain

Percepción, uso e importancia del ambiente en el personal profesional, administrativo y estudiantes de la Universidad Católica Andrés Bello
Neveska Rodríguez, Universidad Católica "Andrés Bello", Venezuela; Michel Nader, Universidad Católica "Andrés Bello", Venezuela; Leticia Marius, Universidad Católica "Andrés Bello", Venezuela

O S S05.13 | ROOM 513C
Managers, professionals and technicians training and support
Confrontación entre las representaciones sociales de la teoría educativa empleada por docentes de educación ambiental y la observada en su praxis educativa
Beatriz Carrera, UPEL . IPC, Venezuela

La formación de los educadores ambientales: perfil profesional y competencias
María José Bautista-Cerro Ruiz, Universidad Nacional de Educación a Distancia. Facultad de Educación, Spain

Educación ambiental para la acción ciudadana: concepciones del profesorado en formación sobre la problemática de la energía
Fátima Rodríguez, Universidad de Sevilla, Spain; J. Eduardo García Díaz, Universidad de Sevilla, Spain

Educación ambiental en la escuela: contribuciones para la formación de profesores
Juliana Pereira Neves, Brazil; Luciana Falcon Cassini, Universidad Estatal de Sao Paulo, Brazil; Lucas André Teixeira, Universidad del Estado de São Paulo - UNESP, Brazil; Sonia Silveira Ruiz, Universidad Estatal de Sao Paulo, Brazil; Diana Fabiola Moreno Sierra, Universidade Estadual Paulista Júlio Mesquita Filho. campus Bauru/SP-Brasil, Brazil; Marília Freitas de Campos Tozoni-Reis, Universidad Estatal de Sao Paulo, Brazil; Nadja Janke, Universidad Estatal de Sao Paulo, Brazil; Regina Helena Munhoz, Universidad Estatal de Sao Paulo, Brazil; Andrea Cardador Felipe, Universidad Estatal de Sao Paulo, Brazil; Helena Maria Silva Santos, Universidad Estatal de Sao Paulo, Brazil; Helerson de Almeida Balderamas, Universidad Estatal de Sao Paulo, Brazil; Janaína Michelini, Universidad Estatal de Sao Paulo, Brazil

La transversalidad del componente ambiental en la formación de profesionales integrales. Cómo pasar de la intencionalidad a una práctica real? Un tema en discusión
Carelia Hidalgo, Universidad Centroccidental Lisandro Alvarado, Venezuela

R E R.G.10 | ROOM 517B-10
Environmental education research in Brazil: Thesis and dissertations
Luiz Marcelo Carvalho, State University of São Paulo, Brazil; Hilário Fracalanza, State University of Campinas, Brazil; Ivan Amaral, State University of Campinas, Brazil; Jorge Megid Neto, State University of Campinas, Brazil; Mariley Gouveia, State University of Campinas, Brazil; Elisabeth Barolli, State University of Campinas, Brazil; Clarice Sumi Kawasaki, University of São Paulo, Brazil; Denise Freitas, Federal

University of São Carlos, Brazil; Hylio Fernandes, Federal University of São Carlos, Brazil; Luiz Carlos Santana, State University of São Paulo, Brazil; Maurício dos S. Matos, Universidade Estadual Paulista Júlio de Mesquita Filho, Brazil; Vânia G. Zuin, Federal University of São Carlos, Brazil

R F R.G.11 | ROOM 517B-11
Une façon d'intégrer les préoccupations environnementales des élèves dans un cours
Alice Marcotte, Collège Ahuntsic, Canada

R S R.G.12 | ROOM 517B-12
La educación ambiental desde la sociedad civil en México
Miguel Ángel Arias Ortega, Universidad Pedagógica Nacional. Unidad 095, Mexico

R E R.G.13 | ROOM 517B-13
Relevance of bioregional studies to university students on the move
Lesley Curthoys, Lakehead University, Canada

R S R.G.14 | ROOM 517B-14
La introducción de problemáticas de ambiente y desarrollo en los currículos de la enseñanza superior: un estudio de caso del Instituto Superior de Educación/Universidad de Cabo Verde
Mário Jorge C. Coelho Freitas, Universidade do Minho, Portugal; Adil Borges, Ministério da Educação, Cape Verde; Ana Almada, Instituto Superior de Educação/Universidade de Cabo Verde, Cape Verde

W E W05.04 | ROOM 511A
What are the 'core competencies' necessary to support a global transition to sustainability for higher education?
Harold Glasser, RCE Grand Rapids, United States of America; Kiran Chhokar, CEE, India

13:30 ▶ 06 > SCHOOL AND COMMUNITY

O E S06.21 | ROOM 510A
Politiques et curriculums scolaires en ERE (3)
Exploring place and learning science - Connecting students and the community of science
Debby Peck, UNB, Canada; Karen Sullenger, University of New Brunswick, Canada

Stimulating environmental awareness and attitudes in students - Do schools make a difference?
Peter Van Petegem, University of Antwerp, Belgium; Sven Demaeyer, University of Antwerp, Belgium; Liesje Coertjens, University of Antwerp, Belgium; Jelle Boeve-de Pauw, University of Antwerp, Belgium

Youth perspectives of effective elements of experiential environmental education programming
Alan Warner, Acadia University, Canada; Andrea Flowers, Dalhousie University, Canada

Eiffel flats primary school, facing the challenges of combating climate change
Grace Maguri, Eiffel Flats Primary school, Zimbabwe

O E S06.22 | ROOM 511B
Formation initiale et continue des enseignantes et des enseignants (1)
Theories which inform teachers of outdoor environmental education programs

Alice Johnston, University of Saskatchewan, Canada; Janet McVittie, University of Saskatchewan, Department of Curriculum Studies, Canada

Environmental learning and experience
David Zandvliet, Simon Fraser University, Canada; Carlos G. A. Ormond, Simon Fraser University, Canada

Environmental teachers in Korea: How their working definitions of EE are related to practice in school settings?
Eunju Lee, Cornell University, United States of America; Chankook Kim, Republic of Korea

How to include environmental issues in all subjects at the Teacher Education, Malmö University
Kerstin Sonesson, Malmö University, Sweden

Education for sustainable development and pre-service teacher education
Lars Monsen, Lillehammer University College, Norway

O E S06.23 | ROOM 514A
Formation initiale et continue des enseignantes et des enseignants (2)
The Bog Project: Cross-curricular teacher education in community
Elizabeth Wood, McGill University, Canada

Research circles as a way of creating meetings between researchers, teachers and the local community
Magnus Johansson, Urban Studies Malmö University, Sweden; Åsa Hellström, The Environment Department of the City of Malmö, Sweden

Student teachers perspectives about their experiences in a biodiversity project in Jamaican primary teacher education
Marceline Collins-Figueroa, Institute of Education, Jamaica

Growing teachers in communities: Integrating ESD and EFA in the teacher training in sub-Saharan Africa initiative
Tony Shallcross, Manchester Metropolitan University, United Kingdom

O E S06.25 | ROOM 516B
Formation initiale et continue des enseignantes et des enseignants (4)
Environmental educators training: The dialogical reflection on environmental education models
Mercè Junyent, Universitat Autònoma de Barcelona, Spain; Carles Xifra, Fundació Catalana de l'Esplai, Spain

Evaluation of a SANBI teacher development Program
Malusi Lawrence Vatsha, SANBI, South Africa

Personal and professional development through participation in students-teachers conferences - the experience of Caretakers of the Environment International (CEI)
Fatima Matos Almeida, ASPEA - Associação Portuguesa de Educacão Ambiental, Portugal; Dina Tamoutseli, University of Thessaloniki, Greece

Children as researchers: Exploring the possibilities and challenges in environmental education

Amy Cutter-Mackenzie, Monash University, Australia

A partnership project for capacity building of life sciences educators

Roleen Ellman, South African Biodiversity Institute, South Africa

O F S06.36 | ROOM 515B

Théories et pratiques de l'ERE à l'école

Utiliser l'apparentement pour mesurer l'impact d'un projet d'éducation relative à l'environnement sur la maturité psycho-affective des élèves

Christian Reynaud, IUFM / Université Montpellier 2, France; Serge Franc, IUFM / Université Montpellier 2, France; Marie-Thérèse Nicolas, IUFM / Université Montpellier 2, France

Résultats d'un programme en éducation à l'environnement, aux droits humains et à la consommation responsable auprès de pré-adolescents

Inès Lopes, Canada

Pour une meilleure gestion des matières résiduelles dans les écoles secondaires de la CSDM

Bertille Marton, Commission scolaire de Montréal, Canada

L'école, mon environnement

Vicky Violette, Conseil régional de l'environnement de Lanaudière (CREL), Canada

ERE: un outil pour une ville en santé et en paix

Ebende Kiambi, Democratic Republic of the Congo; Blandine Kamion, École Primaire 2 INKISI, Democratic Republic of the Congo

R F R.G.20 | ROOM 517B-20

Education à l'environnement formelle et informelle en Algérie

Latifa Remki, Ministère de l'éducation nationale, Algeria; Farida Khammar, université sciences et technologie alger, Algeria; Thérèse Gernigon, Amitié sans frontières, Algeria

R S R.G.21 | ROOM 517B-21

Dimensión ambiental y la enseñanza del inglés en la escuela secundaria

Oswaldo Escobar Uribe, Universidad Pedagógica Nacional, Mexico; Nancy Virginia Benítez Esquivel, Universidad Pedagógica Nacional, Mexico; Rafael Tonatiuh Ramírez Beltrán, Universidad Pedagógica Nacional, Mexico; Blanca Santamaría Ramírez, Universidad Pedagógica Nacional, Mexico

R E R.G.22 | ROOM 517B-22

Cultivating civic engagement and environmental stewardship: The healthy neighborhoods/healthy kids project

Matthew Dubel, Shelburne Farms, United States of America; Tiffany Tillman, Shelburne Farms, United States of America; Jen Cirillo, Shelburne Farms, United States of America

R S R.G.24 | ROOM 517B-24

Miradas eco-ciudadanas de la Niñez Río Piedrense

Ana Elisa Pérez Quintero, GAIA, United States of America; Gabriela Mora Llorens, GAIA, United States of America; Kristal Ibarra Rodríguez, GAIA, United States of America

R E R.G.25 | ROOM 517B-25

A new lens to view the world: Science education that makes a difference

Molina Walters, Arizona State University, United States of America; Karen Schedler, Arizona Foundation for Resources in Education, United States of America; Kerry Schwartz, University of Arizona, United States of America

R F R.I.24 | ROOM 517B-24

Acquisition des langues à l'école visant le développement de valeurs humaines et écologiques chez les enfants à travers la mise en oeuvre d'une approche pédagogique "éco-judico-artistique"

Jenny Alejandra Sanchez Salgado, Université de Sherbrooke, Canada

W E W06.05 | ROOM 516C

The importance of linking experiences in the school garden with all areas of the school curriculum and how to do it

Janet Millington, Outdoor Classrooms, Australia; Carolyn Nuttall, Outdoor Classrooms, Australia

13:30 NT 07 > LEARNING IN SOCIETY

O F S07.09 | ROOM 514C

De la langue à l'environnement

L'éducation relative à l'environnement en contexte d'alphabétisation des adultes : quelles possibilités ?

Carine Villemagne, Université de Sherbrooke, Canada

Le théâtre forum écocitoyen dans les entreprises engagées : premières préconisations

Francine Boillot Grenon, Université de Nice Sophia Antipolis, France; Céline Lacroix, Université de Nice Sophia Antipolis, France; Franck Debos, Université de Nice Sophia Antipolis, France; Natacha Cyrilnik, Université du Sud Toulon - Var, France

Croiser l'alphabétisation des adultes avec l'éducation relative à l'environnement : le point de vue de groupes d'alphabétisation populaire

Carine Villemagne, Université de Sherbrooke, Canada; Jean-François Allaire, Université de Sherbrooke, Canada

Difícil mission pour une émission

Henri Assogba, ELICO - Université de Lyon, France

O F S07.10 | ROOM 515A

L'ERE des champs

Stratégies pédagogiques en éducation environnementale et dynamique des représentations sociales : axes d'appropriation du développement durable en milieu rural ivoirien

Kabran Aristide Djane, Université de Cocody/ Abidjan, Côte d'Ivoire; Pauline Côté, Université du Québec à Rimouski, Canada

Capacités communautaires dans les associations et municipalités du littoral Acadien

Omer Chouinard, Université de Moncton, Canada

Éduquer aux agricultures alternatives; technique ou éthique ?

André Blouet, France

Le potentiel éducatif des projets d'action sociale en agriculture : le cas de la coopérative La Mauve

Véronique Bouchard, Canada

R E R.G.16 | ROOM 517B-16

Pour un retour aux principes et philosophie de Survie

Anne-Marie Créténeau, France

R F R.G.17 | ROOM 517B-17

Notre forêt comme une image

Didja-Djaili Garga, GREEN SAFE, Cameroon

R E R.G.19 | ROOM 517B-19

Transformative environmental education for adults: A critical approach

Elizabeth Lange, University of Alberta, Canada

W S W07.06 | ROOM 511D

Juegos para la construcción colectiva de diagnósticos ambientales locales

Margarita Hurtado, Academia Nacional de Educación Ambiental, A.C., Mexico; Mercedes Pesqueira, Consejo Intersectorial de Educación ambiental, Mexico

13:30 NT 08 > HERITAGE INTERPRETATION

O F S08.04 | ROOM 513E

Espaces naturels

La passe migratoire du lieu historique national du Canada du Canal-de-Saint-Ours, un exemple d'engagement communautaire

Bernard Hallé, Parcs Canada, Canada; Sylvain Paradis, Parcs Canada, Canada

La démarche scientifique par les cinq sens

Marjorie Maury, Explos-Nature, Canada; Mélanie Paquet, Explos-Nature, Canada

Comunicación y educación ambiental en espacios naturales protegidos: la experiencia de la elaboración participativa de la ENCEA

Lara Carneiro, Ministerio del Medio Ambiente, Brazil; Maura Machado Silva, MMA Brasil, Brazil; Ana Luiza Figueiredo, Ministerio del Medio Ambiente, Brazil

Une approche territoriale pour une meilleure exploitation d'un milieu naturel en éducation l'environnementale

Malika Ihrachen, Université Hassan II, Faculté des Sciences Ben M'Sik, Morocco

R F R.G.07 | ROOM 517B-7

Organismes vivants

Sonya Charest, Insectarium de Montréal, Canada; Patrick Paré, Société zoologique de Granby - Zoo de Granby, Canada

13:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES

R E R.G.26 | ROOM 517B-26

Landscape and sustainability: A challenge to students' worldview through a curriculum framework for walking the school yard and local community and canoeing Ontario's wilderness

Sandra Mayberry, Simcoe County District School Board, Canada

R F R.G.27 | ROOM 517B-27

Savoir et pratiques autochtones

Marie Tamofio Nkom, Association Jeunesse Verte du Cameroun, Cameroon; Jérôme Binong Bi Yamb, Association Jeunesse Verte du Cameroun, Cameroon; Ngalié Maha, Association Jeunesse verte du cameroun, Cameroon

R F R.G.28 | ROOM 517B-28

Inventaire des plantes utiles et types d'usages dans deux communautés villageoises au Burkina Faso

Sougal Soulama, Université de Moncton, Canada; Ernest Yelemon, Université de Ouagadougou, CÉPAPE, Burkina Faso; Adjima Thiombiano, Université de Ouagadougou, CÉPAPE, Burkina Faso; Carole Tranchant, Université de Moncton, Canada

W F W09.03 | ROOM 511E

Je m'enracine pour retourner vers mes racines
France Poulin, École alternative La Fourmilière, Canada; Hélène Sylvain, école alternative La Fourmilière, Canada

13:30 ▶ 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**O E S10.07 | ROOM 516A**

Approaches to Ethics, Environmental Thought, and Worldviews

A new deal for the problems of difficult settlement or solution in the world
André Francisco Pilon, University of São Paulo, Brazil

Environmental education for worldview change

Paul Morgan, West Chester University of PA, United States of America

The marketplace as ecosystem of adaptation: Understanding unsustainable patterns of behaviour

Mirella Stroink, Lakehead University, Canada

Environmental desirability responding: Identification and rectification within an environmental education context

Alan Ewert, Indiana University, United States of America; Graeme Galloway, LaTrobe University-Bendigo, Australia

Environment, our common future: Exploring students' perceptions in an environmental education framework

Antonella Bachiorri, University of Parma - Department of Environmental Sciences, Italy; Alessandra Puglisi, University of Parma - Department of Environmental Sciences, Italy; Guido Giombi, University of Parma - Department of Environmental Sciences, Italy

The environmental worldview of children - Does it matter how it is measured?

Jelle Boeve-de Pauw, University of Antwerp, Belgium; Peter Van Petegem, University of Antwerp, Belgium

O S S10.12 | ROOM 514B

Acercamientos a los éticas, pensamiento ambiental, & visiones mundiales - Sesión A
Reflexiones sobre la ética ambiental del eco-feminismo

Milagros Chávez, Universidad de los Andes, Venezuela

Reflexiones sobre los fundamentos teóricos de la educación ambiental. Contribuciones desde las ciencias sociales

Ofelia Agoglia, Universidad Nacional de Cuyo, Argentina

E Estudio de un proceso de investigación-acción con los educadores de los campos de aprendizaje de la generalitat de Catalunya

Rosa Maria Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain; Roser Badia Cabré, Spain; Marc Fabregat Arimón, Universitat Autònoma de Barcelona, Spain; Rosa Garcia Segura, Universitat Autònoma de Barcelona, Spain

Ética socioambiental desde una perspectiva de género

Dolores Limón Domínguez, Universidad de Sevilla. Departamento de teoría e historia de la educación y pedagogía social, Spain; Francisco Javier Garrocho Burgos, GRUPO DE INVESTIGACIÓN DE PERSONAS ADULTAS Y DESARROLLO, UNIVERSIDAD DE SEVILLA Y CEGYD, Spain

Visión social sobre lo ambiental en los discursos periodísticos

Sonia Rosales Romero, Secretaría de Educación Pública, Mexico

R E R.G.32 | ROOM 517B-32

Playing the literacy game: Thwarting the development of environmental education's intrinsic value

Douglas Karrow, Brock University, Canada

R E R.G.34 | ROOM 517B-34

An assessment of the effects of climate change patterns on landslide disasters in Cameroon: Considerations for educating vulnerable communities

Samuel Ayonghe, University of Buea, Cameroon; Akpezi Ogbuiwge, United Nations Environment Programme, Nigeria

R E R.G.35 | ROOM 517B-35

Environmental sensitivity among Oakville Ontario residents: The significant life experiences, values and feelings behind pro-environmental behaviours

Emma Murphy Admans, Royal Roads University, Canada

13:30 ▶ 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**O E S11.05 | ROOM 515C**

Place-based art and environmental practices
Bioregional storytelling in environmental education

Burr Williams, Sibley Nature Center, United States of America

Reframing rubbish: Part II: Conceptualizing waste through arts-informed inquiry and place-based environmental education

Helen Thang, York University, Canada

EarthShapes: Potential for place-based teacher learning between the actual and the virtual

Valerie Triggs, The University of British Columbia, Canada

Artists as interpreters of national park experiences

Pat Dunn, Parks Canada Agency, Canada

A meeting of minds: The University Art Gallery and science education

Laurie Dalton, Acadia University, Canada; Donna Livingston, Acadia University, Canada; Leo Elshof, Acadia University, Canada

R E R.G.31 | ROOM 517B-31

Kung fu as a form of ecological literacy
Leslie Luxemburger, Environmental Outreach Team, Canada

W E W11.01 | ROOM 516D

Drama, story and learning in ESD
Marie Jeanne Marie Jeanne McNaughton, University of Strathclyde, United Kingdom

13:30 ▶ 12 > ECOLOGICAL IDENTITY**O E S12.07 | ROOM 516E**

Ecological identity: Sense of place
Sense of place in an urban prairie

Polly Knowlton Cockett, University of Calgary, Canada

Identity transformation in education for sustainable development: A question of location

Iann Lundegard, Stockholm University, Dept of education, Sweden

Discovering and making ecological places and identities

Jonathan Parker, University of North Texas, United States of America

Narrating ecological identities: The challenges of place-based teaching and learning

Julia Ostertag, University of British Columbia, Canada

The practice of mindfulness in environmental education

Fiona Hough, University of British Columbia, Canada

R E R.G.30 | ROOM 517B-30

Exploring urban children's sense of place through insideness

Miyoun Lim, Georgia State University, United States of America

13:30 SYMPOSIUM**E IS S ROOM 513B**

The symposium ends at 17:00.

Methodology and Pedagogy: Exploring Current Directions in Environmental Education Research

The purpose of the research symposium is to engage participants in discussions of key issues facing environmental education researchers as they confront an expanding diversity of methodological perspectives, as well as increasing demands to connect their inquiries to pedagogy. The research symposium will focus on questions of social and ecological justice, intergenerational knowledge and ethics, and methodological diversity, and intends to enrich discussions across the congress themes. We have arranged four unique research vignette presentations that connect issues of pedagogy and methodology as a way to inspire subsequent discussions in small groups.

Chairs: Leesa Fawcett, Associate Professor, Coordinator Graduate Diploma in Environmental Sustainability Education, Faculty of Environmental Studies, York University.

Panelists: Paul Hart, University of Regina, Canada; Marcia McKenzie, University of Saskatchewan, Canada; Connie Russel, Lakehead University, Canada; Bob Stevenson, University at Buffalo, USA; Deborah Barndt, Faculty of Environmental Studies, York University, Toronto, Canada; Greg Lowan, University of Calgary, Canada; Aaron Morehouse, Catalina Island Conservancy, California, USA; Valerie Triggs, Center for Cross-Faculty Inquiry in Education, University of British Columbia, Canada

13:30 POLITICAL FORUM**FP IS ROOM 517CD*****City's leadership in environmental education***

Chairs: Normand Brunet, Professeur associé à l'Institut des sciences de l'environnement de l'UQAM, Canada; Jacques Tremblay, Ville de Montréal, Québec, Canada.
 Panelists: Bruno Charles, Vice-Président de la Communauté urbaine de Lyon, responsable du Plan d'éducation au développement durable, France; Alan DeSousa, Maire de l'arrondissement de Saint-Laurent et responsable de l'environnement et du développement durable au comité exécutif de la Ville de Montréal, Québec, Canada; Diego Garcia-Ventura, Chercheur en écologie urbaine, Département d'écologie, Université autonome de Madrid, España; Margarita Saravia, Secrétaire au développement économique et au tourisme, responsable de la mise en œuvre d'un Agenda 21, Cuernavaca, México; Marisol Mena Rubio, Jefa del Dpto. de Educación para el Desarrollo Sostenible D.G. de Sostenibilidad y Agenda 21, Madrid, España
This forum is sponsored by the City of Montréal

13:30 NGO FORUM**F ROOM 517A****13:30 CinEE Film****F ROOM 523****Homage to Quebec (Part 1)****Hommage à la relève**

Facilitator: Marie-Ève Grignon

École et communautéClaude Poudrier, enseignant
Fernand Dansereau, producteur**Le documentaire environnemental au Festival de Portneuf**

Léo Denis Carpentier, Président du Festival, Lauréat 2009

These films are presented, produced and distributed by the National film office of Canada.

14:20 ♦ 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**R E R.H.01 | ROOM 517B-1*****Perception vs. reality; stakeholder perception of watershed ecosystem integrity***

Sarah Lewis, University of Arkansas, United States of America; Jennie Popp, University of Arkansas, United States of America; Marty Matlock, University of Arkansas, United States of America

R F R.H.02 | ROOM 517B-2***Proposition d'un programme de formation des instructeurs de plongée qui intègre l'éducation relative à l'environnement***

Kateri Monticone, UQAM, Canada

R E R.H.03 | ROOM 517B-3***Learning to share the harvest: The ethos of community-supported agriculture***

Ian MacKenzie, Dawson College, Canada

14:20 ♦ 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**R S R.H.04 | ROOM 517B-4*****Teoría y práctica de la educación ecosocial: una realidad compleja y solidaria***

Miguel Melendo Estefanía, Universidad Nacional de Educación a Distancia, Spain

R S R.H.05 | ROOM 517B-5***Desarrollo socio-ecológico a partir de las telecomunicaciones y la energía***

Roberto Guzmán, INSTITUTO COSTARRICENSE DE ELECTRICIDAD, Costa Rica

14:20 ♦ 04 > URBAN CHALLENGES**R S R.H.09 | ROOM 517B-9*****Framing plagues: Media making public meanings?***

Ana Margarida Arroz, University of Azores, Portugal; Paulo Borges, University of Azores, Portugal; Ana Cristina Palos, Université de Açores, Portugal; Isabel Estrela Rego, Universidade dos Açores / CIBIO, Portugal; Ana Costa, University of Azores, Portugal

R E R.H.08 | ROOM 517B-8***Examining the role of volunteer stewardship education and action in addressing the challenge of urban runoffs effect on water quality***

Emily Evans, School of Education, University of California - Davis, United States of America; Heidi Ballard, School of Education, University of California, Davis, United States of America

14:20 ♦ 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**R E R.H.10 | ROOM 517B-10*****Environmental leadership program for York University***

Leslie Luxemburger, Environmental Outreach Team, Canada; Andrea Lukac, Environmental Outreach Team, Canada; Michelle Chow, Environmental Outreach Team, Canada

R E R.H.11 | ROOM 517B-11***Socio-environmental development models in College students***

Antonio Fernandez-Crispín, Escuela de Biología BUAP, Mexico; Jose David Lara-Gonzalez, Doctorate student in Environmental Sciences of the Instituto de Ciencias., Mexico

R S R.H.12 | ROOM 517B-12***Hábitats escolares: el papel de la educación ambiental en la formación integral de los jóvenes universitarios***

Shafia Sucar, Universidad de Guanajuato, Mexico

R E R.H.13 | ROOM 517B-13***Chinese teacher educators' conception of environmental education***

Xia Ji, University of Regina, Canada

R S R.H.14 | ROOM 517B-14***Inclusión de la dimensión ambiental en la formación de docentes en la facultad de ciencias y educación de la Universidad Distrital Francisco José de Caldas: estado actual y perspectivas***

Carmen Zamudio Rodriguez, Universidad Distrital Francisco José de Caldas, Colombia

14:20 ♦ 06 > SCHOOL AND COMMUNITY**R E R.H.21 | ROOM 517B-21*****Kansas green schools: Improving the environment through partnerships and education***

Shari Wilson, Kansas Association for Conservation and Environmental Education, United States of America

R E R.H.22 | ROOM 517B-22***Ecoliteracy and environmental immersion education***

Julia Lane, Trent University, Canada

R E R.H.23 | ROOM 517B-23***Reclaiming the commons: A science and the city field zine of student activism in their local environment***

Sheliza Ibrahim, York University, Canada; Melissa Blimkie, York University, Canada; Steve Alsop, Faculty of Education, York University, Canada

R E R.H.24 | ROOM 517B-24***S'investir... en citoyens du monde***

Jacqueline Romano-Toramanian, Établissements verts Brundtlande (EVB), Canada

14:20 ♦ 07 > LEARNING IN SOCIETY**R E R.H.15 | ROOM 517B-15*****Strategis for using religious faiths as potent channels of environmental education in Nigeria***

Adekunle Olatumile, ADEKUNLE AJASIN UNIVERSITY, Nigeria

R E R.H.16 | ROOM 517B-16***Community action on climate change: Encouraging sustainable energy use and practical carbon reduction***

Michael Peters, Research Group on Lifestyles, Values and the Environment, United Kingdom

R F R.H.18 | ROOM 517B-18***La consultation publique : pierre d'achoppement ou pierre angulaire***

Cédric Bourgeois, Transfert Environnement, Canada

R E R.H.19 | ROOM 517B-19***Citizen science yes or no? And why?***

Johanne Ranger, Parks Canada Agency, Canada

14:20 ♦ 08 > HERITAGE INTERPRETATION**R F R.H.07 | ROOM 517B-7*****Évaluation de l'atteinte des objectifs en ERE auprès des jeunes participant au camp de jour du Biodôme***

Yves Paris, Biodôme de Montréal, Canada

14:20 ♦ 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**R E R.H.27 | ROOM 517B-27*****Environmental learning in indigenous contexts: The importance of place***

Natalie Swayne, City of Winnipeg, Canada

14:20 ♦ 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**R E R.H.32 | ROOM 517B-32*****Environmental lesson with Michel Foucault***

Eric Darier, Greenpeace, Canada

<p>R E R.H.33 ROOM 517B-33 <i>Sustainable development between ethics and happiness</i> Maria-Chiria Teloni, Italy</p> <p>R S R.H.34 ROOM 517B-34 <i>Educación ambiental y sustentabilidad: El uso del enfoque de derechos en el caso Venezuela</i> Alejandro Alvarez-Iragorry, Ecojuegos, Venezuela</p> <p>14:20 NT 12 > ECOLOGICAL IDENTITY</p> <p>R F R.H.30 ROOM 517B-30 <i>Les aventures des Noutchis</i> Anne Camiré, école gentilly, Canada</p> <p>R F R.H.29 ROOM 517B-29 <i>L'ERE et les processus de changements complexes de prise de conscience et d'action environnementales</i> Marie-Eve Marleau, Université du Québec à Montréal, Canada</p> <p>15:00 BREAK ROOM 210</p> <p>15:30 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY</p> <p>O E S01.08 ROOM 513D <i>Environmental education and conservation activities</i> <i>The role of environmental education in protecting sea turtles in the fishing village of Praia do Forte, Brazil</i> Fernanda Pegas, Texas A&M University, United States of America</p> <p><i>The role of environmental education in reducing environmental destruction on Lake Victoria and its environs</i> Charles Goro, Wild Life Clubs of Kenya, Kenya; Edwards Kochung, Maseeno University, Kenya; Paul Obuya, Sinaga Girls High School, Kenya; Joyce Mwandihi, Kisumu Boys High School, Kenya</p> <p><i>Study on measures for rational use of Lich river water for agricultural production and improving environmental sanitation in villages along to Lich river</i> Hoan Tran Kim, Vietnam Environment and Sustainable Development Institute-VESDI, Vietnam; Tran Yem, VietNam Environment and Sustainable Development Institute, Vietnam</p> <p><i>Linking communities, youth, and environmental stewardship: Hands-on solutions for effective environmental and economical sustainability initiatives</i> Helen Smith, Nova Scotia Environment, Canada</p> <p>S Aprovechamiento de tierras de baldío para la generación de biocombustibles Luis Miguel Camarero, Escuela de Ingeniería de Vitoria, Spain; Micael Presa, Escuela de Ingeniería de Vitoria, Spain; Jose Miguel Merino, Escuela de Ingeniería de Vitoria, Spain; Jon Ortiz, Escuela de Ingeniería de Vitoria, Spain; Zuriñe Gómez de Balugera, Escuela Universitaria de Ingeniería de Vitoria-Gasteiz, Spain;</p> <p>Esther Rodríguez, Escuela de Ingeniería de Vitoria, Spain; Jose María Lomas, Escuela de Ingeniería de Vitoria, Spain; Cipriano Urbano, Escuela de Ingeniería de Vitoria, Spain</p>	<p>O E S01.09 ROOM 515C <i>Educación, combate a la pobreza y alimentación</i> <i>Contribution d'une entreprise d'économie sociale agricole à l'alimentation de proximité et à la sécurité alimentaire : le cas de la Récolte de Chez-Nous (RCN) dans le Sud-est du Nouveau-Brunswick</i> Didier Michaud, Université de Moncton, Canada; Omer Chouinard, Université de Moncton, Canada; Gilles Martin, Université de Moncton, Canada</p> <p><i>La contribution de l'éducation relative à l'environnement à l'émergence d'un économie fraternelle et solidaire post-capitaliste</i> Mohammed Taleb, Institut de Formation Transdisciplinaire en Education relative à l'Environnement-If'tere, France</p> <p><i>L'apport de la société civile burundaise dans la protection de l'environnement et la lutte contre la pauvreté</i> Guérin Nahimana, O I Planèt'ERE, Burundi</p> <p><i>Les hôpitaux, partenaires de l'éducation relative à l'environnement</i> Diakalia Koné, Université de Moncton / Hôpital de Moncton, Canada; Carole Tranchant, Université de Moncton, Canada; Mylène Roy, Travaux publics et Services gouvernementaux Canada, Canada; Rolly McIntosh, The Moncton Hospital, Canada; Yves Gagnon, Université de Moncton, Canada</p> <p>R E R.I.01 ROOM 517B-1 <i>Reason to dream</i> Jennifer Valberg, The Otesha Project, Canada; Mike Kozlowski, The Otesha Project, Canada</p> <p>R E R.I.02 ROOM 517B-2 <i>Discourses on development: Modernization, dependency, capitalist world system, and the issue of sustainability</i> Md. Mahmudur Bhuiyan, University of Manitoba, Canada</p> <p>W E W01.04 ROOM 511B <i>Challenges and successes in climate change education</i> Diane Pruneau, Université de Moncton, Canada; Joanne Langis, Université de Moncton, Canada; Charline Vautour, Université de Moncton, Canada; Penelopia Iancu, Université de Moncton, Canada</p> <p>15:30 NT 02 > LES QUESTIONS D'ÉQUITÉ SOCIO-ÉCOLOGIQUE</p> <p>O E S02.06 ROOM 510C <i>Education relative à l'environnement - Movements sociaux de résistance et communautés</i> <i>Bombing the environment: Confronting ecological indifference</i> Paul Carr, Youngstown State University, United States of America</p> <p><i>Why environmental education can be enhanced with sustainable development when established in conflicting environments</i> Suzana Padua, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil; Maria das Graças Souza, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil</p>	<p><i>Freirian ecopedagogy: Freirian pedagogy reinvented</i> Greg Misiaszek, University of California, Los Angeles (UCLA), United States of America</p> <p><i>Resolving environmental justice/equity issues through empathy but what is empathy really?</i> Richard Jurin, University of Northern Colorado, United States of America; Michael Kimball, University of Northern Colorado, United States of America</p> <p><i>Re-thinking place-based learning for Canada's urban indigenous youth</i> Tracy L. Friedel, University of Alberta, Canada</p> <p><i>Negotiating for socio-ecological Justice - Traditional knowledge and practices in education for sustainable development</i> Brijpal Patel, Centre for Environment Education, Canada</p> <p>15:30 NT 03 > ENVIRONMENTAL HEALTH</p> <p>O F S03.08 ROOM 513A <i>L'éducation contre pollution et dégradation</i> <i>Dégradation de l'environnement et impacts sanitaires : situation dans le bassin de la Volta en Afrique de l'Ouest</i> Jean-Noël Poda, IRSS / CNRST, Burkina Faso; Célestine Traore / Pale, INSS / CNRST, Burkina Faso</p> <p><i>Quand des composés domestiques toxiques nous empoisonnent la vie : le cas des perturbateurs endocriniens</i> Lise Parent, Téluq de l'UQAM, Canada</p> <p><i>Éducation relative à la santé environnementale des enfants</i> Nathalie Robitaille, Canada</p> <p>W E W03.06 ROOM 511E <i>Children's health and the Environment: Educating for a just and healthy future - A on the use of film as a tool to mobilize with schools / communities for social and environmental change</i> Dorothy Goldin Rosenberg, OISE/UT, Women's Healthy Environments Network, Canada</p> <p>15:30 NT 04 > URBAN CHALLENGES</p> <p>R F R.I.09 ROOM 517B-9 <i>Vivre ensemble dans la cité qui change : nouveaux parcours de vivabilité urbaine entre réciprocité et différence</i> Letizia Montalbano, Università di Palermo-Facoltà di Architettura, Italy</p> <p>W E W04.06 ROOM 511C <i>Urban challenges through RCEs - Part 2</i> Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales Universidad de Guadalajara, Mexico; Eduardo Santana, University of Guadalajara, Mexico; Yoko Mochizuki, UNU-IAS, Japan; Elijah Odundo, RCE Nairobi, Kenya; Rosalind Wade, London South Bank University, United Kingdom; Jos Eussen, RCE Rhine-Meuse, Netherlands</p>
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15:30 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES

O S 05.14 | ROOM 510B

Managers, professionals and technicians training and support

Los artículos científicos como herramienta didáctica: en una clase de la unidad curricular calidad ambiental

Lamberts Belisario, Universidad Bolivariana de Venezuela, Venezuela

La educación ambiental en la enseñanza de la arquitectura: El caso del Instituto Politécnico Nacional en México

Raymundo Mayorga, ESIA-Tec Instituto Politécnico Nacional, Mexico; Jose Manuel Caballero, Confederación Nacional Campesina, Mexico; Joel Carmona, FES Zaragoza UNAM, Mexico

Resistencia y ruptura a lo prescriptivo: 17 años de formar docentes en educación ambiental a contracorriente

Rafael Tonatiuh Ramírez Beltrán, Universidad Pedagógica Nacional, Mexico; Nancy Virginia Benítez Esquivel, Universidad Pedagógica Nacional, Mexico; Armando Meixueiro Hernández, Universidad Pedagógica Nacional, Mexico; Miguel Ángel Arias Ortega, Universidad Pedagógica Nacional. Unidad 095, Mexico; Oswaldo Escobar Uribe, Universidad Pedagógica Nacional, Mexico

La formación de competencias genéricas socio-ambientales en la UASLP

Rosalba Thomas-Muñoz, UASLP, Mexico; Luz María Nieto Caraveo, Universidad Autónoma de San Luis Potosí, Mexico

O F 05.15 | ROOM 510D

Partnerships, networks, and on-site participation

Campus durables : les universités comme laboratoire d'apprentissage

Maryève Charland-Lallier, Coalition jeunesse Sierra, Canada

La participation étudiante aux campus durables

Catherine Goyer, HEC Montréal, Canada

En vert et pour tous - Ensemble, pour un campus durable : La situation environnementale du collège Ahuntsic, Cégep vert du Québec

Pascal Labonté, Collège Ahuntsic, Canada

Agir ensemble pour mieux vivre ensemble

Marcel Lafleur, Cégep Limoilou, Canada; François Godbout, Cégep Limoilou, Canada

Cégep vert du Québec

Laurence St-Denis, ENvironnement JEUnesse, Canada

O E 05.16 | ROOM 513C

Integrating sustainability into curricula

Trends in environmental law education in Asia and the Pacific

Amado Tolentino, International Council of Environmental Law, Philippines

Florida Gulf Coast University and the Center for sustainability education: Ecologizing the university humanities curriculum

Maria Roca, Florida Gulf Coast University, United States of America

Rethinking university education in Kenya:

The case for ESD in higher education

Gatile Naituli, Strathmore University, Kenia"

Ecologizing the study of movement, environment and community in the faculty of education at Monash University, Australia

Phillip Payne, Monash University, Australia

Engineering education and sustainability - The social, cultural and environmental contexts

Arthur Sacks, Colorado School of Mines, United States of America

R S 05.10 | ROOM 517B-10

Actitud hacia el medio ambiente en instituciones de educación superior. Estudio de caso

Blanca Estela Gutiérrez Barba, CIEMAD-IPN, Mexico

R E 05.11 | ROOM 517B-11

Environmental ethics and design education

Eric Nay, Ontario College of Art & Design, Canada

R E 05.12 | ROOM 517B-12

Florida Gulf Coast University

Sarah Davis, Florida Gulf Coast University, United States of America; Laurie Coventry-Payne, Florida Gulf Coast University, United States of America; Jessica Enloe, Florida Gulf Coast University, United States of America

R E 05.13 | ROOM 517B-13

Insights from teaching action research to Jamaican postgraduate students in an environmental education course

Marceline Collins-Figueroa, Institute of Education, Jamaica

R E 05.14 | ROOM 517B-14

Teaching to environmental educators: Problems and perspectives

Stefano Ancilli, Ente Regionale RomaNatura, Italy

W E W05.05 | ROOM 511A

Supporting institutional changes for environment and sustainability in universities

Heila Lotz, RCE RCE Makana & Rural Eastern Cape, South Africa; Kiran Chhokar, CEE, India; E.G. Vyskhin, RCE Samara, Russian Federation; Nadezda V. Kulikova, Samara State University of Architecture and Civil Engineering; RCE Samara, Russian Federation; Yoko Mochizuki, UNU-IAS, Japan; Ali Bukar Ahmad, RCE Kano, Nigeria

15:30 NT 06 > SCHOOL AND COMMUNITY

O E 06.26 | ROOM 510A

Formation initiale et continue des enseignantes et des enseignants (5)

Learning in the outdoor classroom: Professional development for teachers in environmental education

Hilary Inwood, Ontario Institute for Studies in Education, University of Toronto, Canada; Pam Miller, Toronto District School Board, Canada;

Embedding education for sustainable development in the art and design curriculum:

A digital media project with student teachers

Pip McCormack, London South Bank University, United Kingdom

Environmental knowledge, attitudes and practices of high school teachers in Zambia: Case study of selected schools in Lusaka City

Oakinah Mutinta Mweembe, Curriculum

Development Centre, Zambia

Science teachers' experiences of climate change education

Joan Chambers, Lakehead University, Canada

Dealing with world hunger: A multimedia application for teachers

Georgia Liarakou, University of the Aegean, Greece; Evangelos Valasiadis, University of the Aegean, Greece; Costas Gavrilakis, University of the Aegean, Greece

O E S06.27 | ROOM 516E

Pouvoir d'action de l'école ouverte sur sa communauté (1)

Students as citizen scientists: Developing democratic values and skills while learning Science

Sylvia Parker, Science & Math Teaching Center, University of Wyoming, United States of America; Mark Lyford, University of Wyoming, United States of America

Intergenerational transference of education for sustainability: An evaluation kit

Efrat Eilam, Technion - Israel Institute of Technology, Israel; Tamar Trop, Technion - Israel Institute of Technology, Israel

HabitatNet: Connecting community, education, & ecosystems through biodiversity field research projects

Daniel Bisaccio, Brown University, United States of America

O S S06.28 | ROOM 514A

Curriculums scolaires et formation en ERE

Ambientalización curricular en la enseñanza obligatoria

Mercè Junyent, Universitat Autònoma de Barcelona, Spain; Fanny Padilla, Grup de Recerca en Educació Científica i Ambiental, Spain; Raquel Heras, Universitat de Girona, Spain; Lídia Ochoa, Universidad de Girona, Spain

La Agenda 21 escolar en el corazón del País Vasco

José Manuel Gutiérrez Bastida, Ingurugela, Spain; Edurne Huesa, Ingurugela, Spain

Desarrollar competencias para la sustentabilidad desde la escuela

Sandra Luz Toledo, Universidad de Guadalajara, Mexico; Jose Chavez, Universidad de Guadalajara, Mexico; Raymundo Villavicencio, Universidad de Guadalajara, Mexico; Jesus Godinez, Universidad de Guadalajara, Mexico; Ana Santiago, Universidad de Guadalajara, Mexico

Red de escuelas sustentables región del Biobío, Chile

Hanne Sorensen, CONAMA Región del Biobío, Chile; Carlos Prosser, Consultor Ambiental, Chile

Dolores y alegrías en el Rio Sao Francisco - Brasil: Educación ambiental en la interfaz entre escuela y comunidad

Haydée Torres de Oliveira, Universidade Federal de São Carlos, Brazil; Tatiana Terasin Lima, Universidade Federal de Mato Grosso, Brazil

R E R.I.20 ROOM 517B-20 <i>Fleuves du monde</i> Jacqueline Romano-Toramanian, Établissements verts Brundtland (EVB), Canada	R E R.I.21 ROOM 517B-21 <i>Bringing meaning to environment through intergenerational connecting</i> Sharon MacKenzie, i2i Intergenerational Society, and Green Street Canada, Canada	R E R.I.22 ROOM 517B-22 <i>Les jeunes, l'énergie et l'environnement !</i> Johanne Isabel, Canada	R E R.I.23 ROOM 517B-23 <i>Pathways to whole school sustainability</i> Liz Jackson, WWF-UK, United Kingdom
W E W06.06 ROOM 516C <i>Urban initiatives: Intersection of environment, culture, and arts in education</i> Aukram Burton, Jefferson County Public Schools/ University of Louisville, United States of America; David Wicks, Jefferson County Public Schools/ University of Louisville, United States of America; Nefertiti Burton, University of Louisville, United States of America	15:30 NT 07 > LEARNING IN SOCIETY O F s07.11 ROOM 514C <i>L'ERE des villes</i> <i>Water basin management and informal environmental education: Participatory and integrative knowledge actions to reinforce sustainable development policies</i> Carlos José Saldanha Machado, Fiocruz, Brazil; Ana Tereza Filipecki, Fiocruz, Brazil; Helena Espellet Klein, Fiocruz, Brazil	15:30 NT 07 > LEARNING IN SOCIETY O F s07.11 ROOM 514C <i>L'ERE des villes</i> <i>Water basin management and informal environmental education: Participatory and integrative knowledge actions to reinforce sustainable development policies</i> Carlos José Saldanha Machado, Fiocruz, Brazil; Ana Tereza Filipecki, Fiocruz, Brazil; Helena Espellet Klein, Fiocruz, Brazil	15:30 NT 07 > LEARNING IN SOCIETY O F s07.11 ROOM 514C <i>L'ERE des villes</i> <i>Water basin management and informal environmental education: Participatory and integrative knowledge actions to reinforce sustainable development policies</i> Carlos José Saldanha Machado, Fiocruz, Brazil; Ana Tereza Filipecki, Fiocruz, Brazil; Helena Espellet Klein, Fiocruz, Brazil
Le Grand Parc Miribel Jonage : un laboratoire du vivre ensemble Didier Martinet, SEGAPAL, France; Damien Lamothe, SEGAPAL, France; Damien Prost-Romand, SEGAPAL, France	Pour une francisation et une intégration vertes Lise M. Cloutier, Collège de Rosemont, Canada; Sophie Lafrance, College de Rosemont, Canada	Une communauté en action pour le Mont Royal Eric Richard, Les Amis de la montagne, Canada	O S S07.12 ROOM 515A <i>Integrating EE in formal education</i> <i>La planificación participativa de programas de educación ambiental. El caso de estudio de una comunidad indígena Mexicana</i> Isabel Ruiz Mallén, Instituto de Ciencia y Tecnología Ambiental - Universidad Autónoma de Barcelona, Spain; Victoria Reyes-García, ICREA, ICTA-UAB, Spain; Laura Barraza, IFAW, Mexico; Barbara Bodenhorn, University of Cambridge, United Kingdom
Los proyectos comunitarios en el programa de formación de grado gestión ambiental de la Universidad Bolivariana de Venezuela Mayanín González, Universidad Bolivariana de Venezuela, Venezuela; Lambertys Belisario, Universidad Bolivariana de Venezuela, Venezuela			R E R.I.24 ROOM 517B-24 <i>La experiencia del diplomado virtual - Diseño de proyectos de educación ambiental y para la sustentabilidad- ofrecido por la UASLP</i> Luz María Nieto Caraveo, Universidad Autónoma de San Luis Potosí, Mexico; Mariana Buendía-Oliva, Universidad Autónoma de San Luis Potosí, Mexico
			R E R.I.16 ROOM 517B-16 <i>La plateforme EEDD PACA, un nouveau mode de gouvernance</i> Gaëlle Le Bloa, Plateforme régionale de concertation pour l'EEDD en Provence-Alpes-Côte d'Azur, France; Guy Parrat, France
			W E W07.07 ROOM 511D <i>From information to action: Educating for behaviour change</i> Sarah Weaver, Living by Water Project, Canada; Clive Callaway, Living by Water Project, Canada
			W E W07.08 ROOM 511F <i>It's all fun and games until somebody ... learns!</i> Aliza Weller, Alberta Council for Environmental Education, Canada; Ian Signer, Education Consultant, United States of America; Jose Marcos-Iga, Environmental Education Exchange, United States of America
			15:30 NT 08 > HERITAGE INTERPRETATION O F s08.05 ROOM 513E <i>Musées</i> <i>Gardening in a botanical garden and fire ecology work in a university outreach program: Two institutions that make a difference according to the participating youth</i> Irene Rahm, Université de Montréal, Canada
			15:30 NT 08 > HERITAGE INTERPRETATION O F s08.05 ROOM 513E <i>Musées</i> <i>Gardening in a botanical garden and fire ecology work in a university outreach program: Two institutions that make a difference according to the participating youth</i> Irene Rahm, Université de Montréal, Canada
			L'ERE au Jardin botanique de Montréal, deux exemples concrets Gilles Vincent, Jardin botanique de Montréal, Canada; Andrée Hallé, Jardin botanique de Montréal, Canada; Violène Simard, Jardin botanique de Montréal, Canada
			Rôle du complexe muséologique Musée du Haut Atlas Occidental dans la conscientisation des autochtones montagnards vis-à-vis de leur patrimoine naturel local Dalal Afa, Université Mohammed V- Faculté des Sciences, Morocco
			L'évolution d'un musée scientifique vers la durabilité Elisabetta Falchetti, Museo Civico di Zoologia, Italy
			Éduquer à la biodiversité aux muséums nature de Montréal Anne Charpentier, Insectarium de Montréal, Canada
			R E R.I.07 ROOM 517B-07 <i>De la simple sensibilisation à l'action dans son milieu : jusqu'où le musée peut-il avoir un impact sur un ado ?</i> Michel Groulx, Centre des sciences de Montréal, Canada
			R E R.I.07 ROOM 517B-07 <i>De la simple sensibilisation à l'action dans son milieu : jusqu'où le musée peut-il avoir un impact sur un ado ?</i> Michel Groulx, Centre des sciences de Montréal, Canada
			15:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS O F s10.08 ROOM 516A <i>Perspectives Morales</i> <i>La pédagogie de l'espoir</i> Thérèse Baribeau, La Biosphère, Canada
			15:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS O F s10.08 ROOM 516A <i>Perspectives Morales</i> <i>La pédagogie de l'espoir</i> Thérèse Baribeau, La Biosphère, Canada
			De la Genèse à Saint François d'Assise Norman Lévesque, Gardiens de la Création, Canada
			Entre morale et éthique, comment apprendre ensemble à choisir ensemble ? Yannick Bruxelle, France; Michel Hortolan, Réseau Ecole et Nature, France
			Du danger des idéologies génératrices en éducation relative à l'environnement Sylvie Kergreis, France
			Pour un retour aux principes et philosophie de Survie Anne-Marie Crétien, France
			La contribution de l'éducation relative à l'environnement à l'émergence d'une écosophia arabo-musulmane Mohammed Taleb, Institut de Formation Transdisciplinaire en Education relative à l'Environnement-If'tere, France
			Analyse des conceptions d'enseignants algériens (cycles primaire et secondaire) sur l'éducation à l'environnement Farida Khammar, université sciences et technologie alger, Algeria
			R E R.I.32 ROOM 517B-32 <i>Experiencing education for worldview change</i> Paul Morgan, West Chester University of PA, United States of America

R E R.I.33 | ROOM 517B-33

Landscape architecture, public art, and environmental education as agents of and partners in change: Changing an environment and changing social attitudes towards environment, land ethics, sustainability and sense-of-place
 Sid Andrews, The City of Calgary Parks, Canada; Heather Saunders, City of Calgary Recreation, Canada; Nicola Roe, City of Calgary Parks, Canada

R E R.I.35 | ROOM 517B-35

The missing link in education for sustainable development

Christine Durbak, World Information Transfer, United States of America; Claudia Strauss, World Information Transfer, United States of America

15:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**W S W11.02 | ROOM 516D**

El agua siempre está en equilibrio? Un taller para abordar el consumo sostenible de agua desde la expresión corporal

Marta Fonolleda, Universitat Autònoma de Barcelona, Spain; Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Genina Calafell, Spain; Maia Querol, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain

15:30 NT 12 > ECOLOGICAL IDENTITY**O E S12.06 | ROOM 513F**

Ecological identity: Intercultural and intergenerational issues

Characterising nature values and attitudes of migrant and non migrant school children in The Netherlands

Marlon Van der Waal, Wageningen University, Netherlands; Kris Van Koppen, Wageningen University, Netherlands

Wingspread: Intergenerational perspectives on birds, ecological identity and home place
 Andrew Kett, University of Toronto/OISE, Canada

Children, families and nature

Bob Peart, The Kesho Trust, Canada

Seeking to understand children's ecological identities: Lessons from researching an intergenerational garden project

Julia Osterstag, University of British Columbia, Canada; Jolie Mayer-Smith, University of British Columbia, Canada; Oksana Bartosh, Canada; Tathali Urueña-Ortiz, University of British Columbia, Canada; Linda Peterat, University of British Columbia, Canada

Place-based education: Intergenerational learning experiences for bioregion advocacy
 Jana Miller, York University, Canada

R F R.I.30 | ROOM 517B-30

Pour une identité écologique : écoliteracy et homoliteracy

Elisabetta Falchetti, Museo Civico di Zoologia, Italy

W E W12.03 | ROOM 516B

Earth eldership - An idea in the remaking
 Clive Callaway, Living by Water Project, Canada; Sarah Weaver, Living by Water Project, Canada

15:30 POLITICAL FORUM**FP IS ROOM 517CD**

Youth organizations action in mobilizing and environmentally educating

Chair: Jérôme Normand, Environnement Jeunesse, Québec, Canada.

Panelists: Youri Cormier, Directeur national, Coalition Jeunesse Sierra / Sierra Youth Coalition, Canada; Marianne Strauss, Coordonnatrice de programme, Secrétariat international de l'eau, Canada; (To confirm - see Congress Website)

This forum is sponsored by CSN.

15:30 NGO FORUM**F ROOM 517A****15:30 CinEE Film****ROOM 523**

Homage to Quebec (Part 2)

Hommage aux pionniers

Facilitator: Jean-Philippe Vermette

Hommage à Frédéric Back

Extraits commentés de sa filmographie, dont *L'homme qui plantait des arbres*

Suzelle Back

Hommage à Pierre Dansereau

Extraits commentés de *Quelques raisons d'espérer*

Normand Brunet, UQAM

These films are presented, produced and distributed by the National film office of Canada

16:20 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**R S R.J.01 | ROOM 517B-1**

El desarrollo en la región rural de la amazonía boliviana: prácticas y resultados en relación a las políticas públicas

Jorge Azad, Université du Québec à Montréal, Canada

R E R.J.03 | ROOM 517B-3

Can we educate our way to sustainability?

Philosophy, well-being, policy, economy

Elise Houghton, Environmental Education Ontario (EEON), Canada

16:20 NT 04 > URBAN CHALLENGES**R E R.J.09 | ROOM 517B-9**

Re-engaging process: A look at participation in the urban environment

Alexandria K. Poole, University of North Texas, United States of America; Jonathan Parker, University of North Texas, United States of America

16:20 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**R F R.J.13 | ROOM 517B-13**

Analyse des programmes de la discipline écologie dans le système éducatif marocain et intégration de l'éducation relative à l'environnement dans les formations universitaires supérieures - Cas de la faculté des sciences - Rabat

Dalal Afa, Université Mohammed V- Faculté des Sciences, Morocco; Mohamed Aziz El Agbani, Institut Scientifique - Rabat, Morocco

R E R.J.10 | ROOM 517B-10

Faculty at Florida Gulf Coast University: Ecologizing the annual goal planning process
 Sharon Irish Bevins, Florida Gulf Coast University, United States of America

R S R.J.12 | ROOM 517B-12

Environment education in a Guatemalan rural community

Aura Lucía Jimenez Paredes, Colegio Ecológico de Guatemala, Guatemala

R E R.J.15 | ROOM 517B-15

The World Federation of Colleges and Polytechnics and education for a sustainable future
 Debra Rowe, World Federation of Colleges and Polytechnics, United States of America

16:20 NT 06 > SCHOOL AND COMMUNITY**R F R.J.21 | ROOM 517B-21**

Un projet d'ERE qui dure depuis 25 ans dans une école professionnelle et technique : pas banale

Jean-Michel Lex, Institut Robert Schuman, Belgium; Gabrielle Kirschvink, Institut Robert Schuman, Belgium

16:20 NT 07 > LEARNING IN SOCIETY**R F R.J.16 | ROOM 517B-16**

Le rôle des médias dans l'éducation et l'information pour un développement durable
 Jacqueline Denis Lempereur, Comité national français de la Décennie des Nations Unies de l'Education pour un Développement durable, France

16:20 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**R E R.J.34 | ROOM 517B-34**

Young people and earth charter ethics: A generational conversation

Peter Blaze Corcoran, Florida Gulf Coast University, United States of America; Philip Osano, McGill University, Canada; Joseph Weakland, Florida Gulf Coast University, United States of America

R E R.J.35 | ROOM 517B-35

The influence of underlying metaphors in education for sustainability

Liza Ireland, Changing Climates Educational Society, Canada

16:20 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**R E R.J.31 | ROOM 517B-31**

Dancing the world

Aidan Doyle, Newcastle University, United Kingdom; Alison Neilson, University of the Azores, Portugal

17:00 SYMPOSIUM**S IS ROOM 513B**

The symposium ends at 19:00.

Environmental Education in the Circumpolar World: Making Connections

Canada is a circumpolar nation and participant in International Polar Year research and celebrations. This symposium provides an opportunity for environmental educators from circumpolar nations to meet and discuss their work (all strands), and to bring circumpolar perspectives into the Congress. But this is also an important

- opportunity to initiate and foster North-South dialogues around one or more of the three Congress questions.**
- In the wake of International Polar Year, what does environmental education look like in the circumpolar North? Who is involved? What are the challenges and solutions of delivering environmental education in the boreal nations? Congress attendees from northern countries are invited to share best practices, lessons learned, and plan the development of a pan-Northern environmental education network. Reports on research or consequences resulting from International Polar Year activity is particularly encouraged.
- Chair: Remy Rodden, Conservation Education Coordinator, Environment Yukon, Canada.
Panelists: Elise Maltin, Education Specialist, Northern Canada, Parks Canada Agency/Agence Parcs Canada, Canada; Sharina Dodsworth, Environmental Education Specialist, Department of Environment, Government of Nunavut, Canada
- 17:00-19:00 POSTER SESSION**
- NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**
- 17:10 P S P012 | ROOM 210**
Educación ambiental para comunidades pesqueras
Ramón Antonio Lozada Saavedra, Fundación para la Pesca Sostenida y Responsable de Túnidos (FUNDATUN), Venezuela
- P E P034 | ROOM 210**
Dry eco-toilets: challenges and perspectives for future generations in Nepal
Hari Sharan Khanal, Nepal Toilet Association, Nepal
- 17:20 P F P013 | ROOM 210**
De la nécessité d'une aggravation de la responsabilité des dirigeants d'entreprises pour atteinte à l'environnement dans les pays en développement - Le cas de l'Algérie
Dalila Zennaki, Université d'Oran Algérie, Algeria
- P E P035 | ROOM 210**
Solid waste disposal and water supply in Lyantonde town council
Sarah Nanfuka, Green World Uganda (GWU), Uganda; Maxi Mbidde Senyondo, Green World Uganda (GWU), Uganda; Denis Ssentaba, Sow International Uganda, Uganda; Annet Nankiga, Kayou Christian Community Center, Uganda
- 17:30 P E P014 | ROOM 210**
Environmentally sustainable workforce development through ReUse education
Tania Schusler, Antioch University New England, United States of America; Diane Cohen, Finger Lakes ReUse, Inc., United States of America
- 17:40 P E P015 | ROOM 210**
Exploring farmers and consumers' connection for sustainable meat production and consumption in Taiwan
Meng Yuan Jen, , Taiwan; Shun-Mei Wang, Graduate Institute of Env. Ed., China
- P E P037 | ROOM 210**
The landscape-infrastructure: A multicriteria analytic approach for a territorial model of sustainable development
Daniela Perrotti, Politecnico di Milano - ENSA Paris- La Villette, France
- 17:50 P S P016 | ROOM 210**
El chocolate es dulce para todo el mundo ?
Genina Calafell, Spain; Maia Querol, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain
- P E P038 | ROOM 210**
CEEs ecofriendly recycling unit (CEE-ERU) for plastic waste management
Shyamala Mani, Centre for Environment Education, India; Indu Kumari, Centre for Environment Education, India
- 18:00 P F P017 | ROOM 210**
L'impact de la manœuvre humaine sur les ressources naturelles; exemples concrets
Mohamed El Alami, Morocco
- 18:10 P E P018 | ROOM 210**
Education for sustainable adaptation to climate change in tourism branch
Simon Burandt, Leuphana University Lueneburg, Institute for Environmental and Sustainability Communication, Germany
- 18:20 P E P019 | ROOM 210**
Addressing the issue of spacial variations in environmental education with a geographical information system
Abdolhossein Parizanganeh, Zanjan University, Iran (Islamic Republic of); Sajid R. Ahmad, Punjab University, Pakistan; V. Chris Lakhan, University of Windsor, Canada
- 18:30 P F P020 | ROOM 210**
ERE et tourisme
Lise Wiriot, Canada
- 18:50 P F P022 | ROOM 210**
La nécessité d'une éducation à l'environnement pour l'acceptation de la norme. L'exemple des vicissitudes du droit de l'environnement français
Bruno Ravaz, Université du Sud Toulon Var, Faculté de droit, France
- NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**
- 18:00 P S P039 | ROOM 210**
La integración de la educación ambiental en la formación de maestros en el Beni, Bolivia
Jesús Yépez Chinchilla, Université du Québec à Montréal, Canada
- 18:10 P F P040 | ROOM 210**
ECOMINGA : enjeux de la formation d'éco-leaders
Lucie Sauvé, Université du Québec à Montréal, Canada; Isabel Orellana, Université du Québec à Montréal, Canada; Aura Teresa Barba, Universidad Autonoma « Gabriel René Moreno », Bolivia
- 18:20 P E P041 | ROOM 210**
Current trends in the Venezuelan environmental policies
José Lozada, Universidad de Los Andes, Venezuela
- 18:30 P E P042 | ROOM 210**
Promoting extensive public awareness to strengthen attitudes and actions for sustainable development
Shekhar Salunke, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India; Rajesh Moholkar, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India; Ashitosh Shah, SHRI DIGAMBAR JAIN GURUKUL COLLEGE OF SCIENCE, CENTRE FOR ENVIRONMENT, India
- 18:40 P E P043 | ROOM 210**
Horizontal research through a Freirian reinvention: Researching adult, non-formal ecopedagogy programs in Latin America
Greg Misiaszek, University of California, Los Angeles (UCLA), United States of America
- 18:50 P E P044 | ROOM 210**
Voices and meanings: Towards an inclusive environmental education curriculum
Eleanor Johannes, Unisa (University of South Africa), South Africa
- NT 03 > ENVIRONMENTAL HEALTH**
- 17:20 P E P057 | ROOM 210**
Capacity building for effective wastewater management and environmental protection in Lagos, Nigeria
Sewunu Adebodun-Toplonu, Lagos State Environmental Protection Agency, Nigeria
- 17:30 P S P058 | ROOM 210**
Relación entre la educación para la salud y la educación ambiental a partir de un estudio sobre la salud mental (estado emocional) en estudiantes de la universidad distrital Francisco José de Caldas (Bogotá-Colombia)
Hilda Henao de Arias, Universidad, Colombia; Nelly Janneth Ruiz Pacheco, UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS, Colombia; Camilo Andrés Arias Henao, Universidad Distrital F.J.C., Colombia
- 17:40 P E P059 | ROOM 210**
ComunicAR Project: Air quality, health and communication towards primary school children
Marta Câmara Oliveira, University of Aveiro, Portugal; Maria Conceição Lopes, Aveiro University, Portugal
- 17:50 P E P060 | ROOM 210**
Distance learning for Food Consumption and Environment module
Ulisses Azeiteiro, Universidade Aberta, Portugal; Pascal Houenou, UFR des Sciences et gestion de l'environnement, Université d'Abobo-Adjamé, Côte d'Ivoire; Paula Bacelar-Nicolau, UAb, Portugal; Ana Pinto de Moura, UAb, Portugal
- 18:00 P E P061 | ROOM 210**
*Distribution and effects of Perfluorooctane Sulfonic Acid (PFOS) in common carp (*Cyprinus carpio*)*
Mariana Roldão Cruz, Centro de Monitorização e Interpretação Ambiental de Vila do Conde, Portugal
- 18:10 P E P062 | ROOM 210**
Current situation on creation of health-promoting school
Chieh-Hsing Liu, Department of Health Promotion and Health Education, China

- 18:50 P F P066 | ROOM 210**
Déforestation, pratiques agricoles et mercure en Amazonie brésilienne : l'approche écosystémique et participative des projets CARUSO et PLUPH
 Annie Béliveau, Université du Québec à Montréal, Canada
- NT 04 > URBAN CHALLENGES**
- 17:20 P S P079 | ROOM 210**
Aplicación del enfoque multidisciplinario en la comprensión de la problemática de la contaminación del aire en la Ciudad de México
 Maria Perevochtchikova, CEDUA-COLMEX, Mexico; Gabriel Eduardo Sandoval Romero, CCADET-UNAM, Mexico
- 17:30 P S P080 | ROOM 210**
Caracterización de la vegetación acuática de la zona pantanosa de macultepec, centro para optimizar el tratamiento de las aguas residuales por humedales artificiales
 Elizabeth Ramon Garcia, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Antonina del Carmen Tun Perez, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Carmen Yesenia Reyes Rosique, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Mario Jose Romellon Cerino, Instituto Tecnológico de Villahermosa, Mexico; Julio Cesar Romellon Cerino, INSTITUTO TECNOLOGICO SUPERIOR DE MACUSPANA, Mexico; Alicia Sosa Medina, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico
- 17:40 P S P081 | ROOM 210**
Can different interests favour the propagation of a pest? Managing the risk of termite infestation in the Azores
 Ana Cristina Palos, Université de Açores, Portugal; Paulo Borges, University of Azores, Portugal; Ana Margarida Arroz, University of Azores, Portugal; Isabel Estrela Rego, Universidade dos Açores / CIBIO, Portugal; Ana Costa, University of Azores, Portugal
- 17:50 P S P082 | ROOM 210**
La educación en el debate energético para un futuro más sostenible
 Antoni Grau, Technical Univ. of Catalonia, Spain; Yolanda Bolea, Technical Univ of Catalonia, Spain
- 18:10 P S P084 | ROOM 210**
Diagnosis and improvement of the production and disposal of garbage in the central market of Izamal, Yucatán
 Gabriela Fritz-Watson, UADY, Mexico; Xochitl Arana Gamboa, UADY, Mexico; Herbert Mena Argaez, UADY, Mexico; Alejandra Paredes Flores, UADY, Mexico; Luis Manrique Reynoso, UADY, Mexico; Marlon Oy Canul, UADY, Mexico; Luis Campos Cruz, UADY, Mexico; Jorge Heredia Tome, UADY, Mexico; Juan Manuel Cruz López, UADY, Mexico
- NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**
- 17:10 P E P122 | ROOM 210**
Advances of the research in quality evaluation programs in environmental education of the Granada University research group
 Jose Gutierrez-Perez, Facultad de Ciencias de la Educación, Universidad de Granada, Spain; Maria Teresa Pozo, University of Granada, Spain; Rodriguez Clemente, University of Granada, Spain; F. Javier Perales, University of Granada, Spain
- 17:20 P S P101 | ROOM 210**
La ontorregulación universitaria y la educación ambiental
 Evelin H. Cadenas, UNIVERSIDAD DE LOS ANDES, MÉRIDA, VENEZUELA, Venezuela
- 17:20 P S P123 | ROOM 210**
De la acción aislada a la acción estratégica
 Colombia Pérez, Universidad Cooperativa de Colombia, Colombia
- 17:30 P S P102 | ROOM 210**
La educación ambiental en el currículo universitario
 Aura Torres, UNIVERSIDAD DE LOS ANDES, MÉRIDA, VENEZUELA, Venezuela; Evelin H. Cadenas, UNIVERSIDAD DE LOS ANDES, MÉRIDA, VENEZUELA, Venezuela
- 17:30 P E P124 | ROOM 210**
The miniature forests of Cape Horn: Biodiversity perceptions and priorities in higher education
 Kelli P. Moses, University of North Texas & Omora Sub-Antarctic Research Alliance, United States of America; Stephanie Noell, University of North Texas, United States of America; Christopher Anderson, Institute of Ecology and Biodiversity, Chile; Monica Lindemann, University of North Texas, United States of America; Tamara Contador, University of North Texas, Chile; Ricardo Rozzi, University of North Texas (US), United States of America; Yanet Medina, University of Magallanes, Chile; James Kennedy, University of North Texas, United States of America; Alexandria K. Poole, University of North Texas, United States of America; Francisca Massardo, Omora Ethnobotanical Park, Chile
- 17:40 P E P103 | ROOM 210**
Increasing awareness in students
 P.K. Tandon, University of Lucknow, India; Vartika Rai, University of Lucknow, India
- 17:50 P E P104 | ROOM 210**
University and society in front on the climate change. The Catalan case
 Antoni Grau, Technical Univ. of Catalonia, Spain; Gisela Cebrian, Edusost Network, Spain; Yolanda Bolea, Technical Univ of Catalonia, Spain
- 18:00 P E P105 | ROOM 210**
Endeavouring to preserve water resources: New pedagogical methodology for sustainable engineering
 Antoni Grau, Technical Univ. of Catalonia, Spain; Yolanda Bolea, Technical Univ. of Catalonia, Spain
- P S P127 | ROOM 210**
Proceso de superación profesional en educación ambiental en institutos superiores pedagógicos cubanos
 Julianne Duarte Pérez, Universidad Pedagógica "Enrique José Varona", Cuba
- 18:10 P E P106 | ROOM 210**
Environmental education at the universities of Georgia
 Manana Devidze, Sokhumi University, Georgia
- P E P128 | ROOM 210**
Place-based teaching and learning in the undergraduate classroom
 Deb Schrader, Brock University, Canada
- 18:20 P S P085 | ROOM 210**
La formación ambiental en la facultad de ciencias biológicas de la Universidad autónoma del Estado de Morelos - Mexico - Retos hacia la sustentabilidad
 Enrique Sánchez Salinas, Universidad autónoma del Estado de Morelos, Mexico
- P E P107 | ROOM 210**
An academic sustainability initiative -
 Dalhousie University College of Sustainability Jared Kolb, Dalhousie University, Canada
- P S P129 | ROOM 210**
La experiencia del Consorcio Mexicano de Programas Ambientales Universitarios para el Desarrollo Sostenible (Complexus)
 Shafia Sucar, Universidad de Guanajuato, Mexico
- 18:30 P S P086 | ROOM 210**
El impacto de la educación ambiental en las instituciones de educación superior: el caso de la Universidad autónoma del Estado de Morelos, Mexico
 M.A. Laura Ortiz-Hernandez, UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MORELOS, Mexico; Enrique Sánchez Salinas, UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MORELOS, Mexico
- P S P108 | ROOM 210**
Nuevos proveedores de educación superior
 Aura Teresa Barba López, Universidad Autónoma Gabriel Rene Moreno, Bolivia
- 18:40 P F P087 | ROOM 210**
Mobius - un jeu environnemental
 Guylaine Larone, collège Mont Notre-Dame, Canada
- P E P109 | ROOM 210**
The reflection of individual development based on public required course of environmental protection and sustainable development from Guangzhou University, China
 Xiangyang Chang, School of Environmental Science and Engineering, Guangzhou University, China
- 18:50 P S P110 | ROOM 210**
La educación ambiental una vía para alcanzar el desarrollo sustentable
 Aura Castro, Universidad Pedagógica Experimental Libertador (UPEL), Venezuela; Alejandra Diaz, Universidad Pedagógica Experimental Libertador (UPEL), Venezuela
- P E P132 | ROOM 210**
A model for student initiated action education in the university context
 Henry Symons, Education for Sustainable Living Program at The University of California at Santa Cruz, United States of America; Eva Stevens, Education for Sustainable Living Program at The University of California at Santa Cruz, United States of America
- NT 06 > SCHOOL AND COMMUNITY**
- 17:10 P E P144 | ROOM 210**
Promoting environmental education through school-based ecological monitoring: Pitfalls and possibilities
 Xavier Fazio, Brock University, Canada; Douglas Karrow, Brock University, Canada

- P E P166 | ROOM 210**
The application of environmental issues and environmental education in the strategic management plans of selected South African secondary education institutions
 Llewellyn Taylor, Taylor Environmental, South Africa
- P S P188 | ROOM 210**
Diagnosis de las actividades de educación ambiental del PDE del ayuntamiento de Sant Cugat del Vallès: hacia una educación para la sostenibilidad
 Pere Grau Roca, Departamento de Didáctica de la Matemática y las Ciencias Experimentales-UAB, Spain; Mariona Espinet Blanch, Universitat Autònoma de Barcelona, Spain
- P F P210 | ROOM 210**
L'école en Afrique Subsaharienne (maternelle, primaire, et secondaire) comme cadre de l'éducation à l'écodéveloppement des jeunes : cas du Cameroun.
 Brigitte Ngono, ONG Volontariat Pour l'Environnement (VPE), Cameroun; Dieudonné Xavier Ateba, Collectif Pour l'Education Environnementale au Cameroun (CEECAM), Cameroon
- P E P232 | ROOM 210**
Music as an effective tool for EE and to inspire environmental stewardship
 Sharon Abreu, Irthlingz Arts-Based Environmental Education 501(c)(3), United States of America; Michael Hurwicz, Irthlingz Arts-Based Environmental Education 501(c)(3), United States of America
- 17:20 P E P145 | ROOM 210**
Education for sustainable development based induction program for novice teachers
 Chrysanthi Kadji-Beltran, Frederick University Cyprus, Cyprus; Costas Cadis, Frederick University Cyprus, Cyprus; Nicoletta Christodoulou, Frederick University Cyprus, Cyprus; Aravella Zachariou, Cyprus Pedagogical Institute, Cyprus
- P E P189 | ROOM 210**
Pampulha Limpa - Modifications of a worldwide environmental initiative to suit cultural and socio-economic differences in Brazil
 Leonardo Rodrigo Viana, Universidade Federal de Minas Gerais, Brazil; Rogerio Parentoni, Universidade Federal de Minas Gerais, Brazil
- P E P211 | ROOM 210**
Is community of practice a way to improve teachers' pedagogical content knowledge for ESD?
 Helen Hasslöf, School of Teacher Education, Sweden
- 17:30 P E P190 | ROOM 210**
Considerations about environmental education in the training process of teachers of rural schools
 Rosimeri Melo e Souza, Universidade Federal de Sergipe, Brazil
- P E P234 | ROOM 210**
Review of pedagogical practices of environmental education programs carried on by five Brazilian public schools
 Tatiana Reis, Universidade Federal do Paraná, Brazil; Carlos Souza, UNIVERSIDADE FEDERAL DO PARANÁ, Brazil
- 17:40 P E P191 | ROOM 210**
Je déjoue la pub, je me transporte autrement
 Pascal Lachance, Fondation québécoise en environnement, Canada
- P E P213 | ROOM 210**
Participative methodology and biomonitoring: Health promotion in the District of Vicente de Carvalho, Guarujá, São Paulo, Brazil
 Luiz Alberto Amador Pereira, Universidade de São Paulo, Brazil; Maria Cecília Focesi Pelicioni Pelicioni, Universidade de São Paulo, Brazil
- P F P235 | ROOM 210**
La classe verte : un terreau fertile d'apprentissages
 Kathleen Usher, Evergreen, Canada
- 17:50 P E P148 | ROOM 210**
Impact of informal environmental education on school children in Tiruchirappalli, India
 Daisy Caroline Arockiasamy, HEBER AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES, BISHOP HEBER COLLEGE, India; Relton Albert, BISHOP HEBER COLLEGE, India
- P E P170 | ROOM 210**
The resource sharing view to the relationships among green universities and communities
 Shin-Jia Ho, Graduate Institute of Environmental Education National Taiwan Normal University, Taiwan; Tzu-Chau Chang, Graduate Institute of Environmental Education National Taiwan Normal University Professor, Taiwan
- P F P192 | ROOM 210**
Le Portail jeunesse sur la surveillance de l'eau : quand théorie devient pratique
 Nathalie Piedboeuf, Comité de valorisation de la rivière Beauport, Canada; Katja Rodriguez, Musée canadien de la nature, Canada; Catherine Dumouchel, Parcs Canada, Canada; Luba Mycio-Mommers, Fédération canadienne de la faune, Canada; Thérèse Baribeau, La Biosphère, Canada
- P E P214 | ROOM 210**
Planetarisorse.org. The environmental communication portal of Istituto Oikos
 Paola Mariani, Istituto Oikos, Italy; Ilaria Farina, Istituto Oikos Onlus, Italy; Barbara Chiarenzi, Istituto Oikos, Italy
- P F P236 | ROOM 210**
Communauté d'apprentissage et éducation relative à l'environnement : réflexions issues d'une étude multicas de pratiques développées au Québec, au Chile et à Cuba
 Isabel Orellana, Université du Québec à Montréal, Canada; Rolando Labrana, Université de Moncton, Canada
- 18:00 P E P149 | ROOM 210**
Pathways to ecosystem literacy
 Kim Notin, Cary Institute of Ecosystem Studies, United States of America; Alan Berkowitz, Cary Institute of Ecosystem Studies, United States of America; Cornelia Harris, Cary Institute of Ecosystem Studies, United States of America
- P E P171 | ROOM 210**
School environmental projects-towards sustainable community
 Marija Grinberga, Dzerbene secondary school, Association of environmental Educators, Latvia; Ligita Riduze, Dzerbene secondary school, Latvia
- P E P193 | ROOM 210**
Examining the made-item in an information and ecological era
 Zabe MacEachren, Queen's University, Canada
- P E P215 | ROOM 210**
Assessing the environmental literacy of
 Sira Taj, IER, Pakistan; Hafiz Iqbal, IER, University of the Punjab, Pakistan
- P E P237 | ROOM 210**
Natural resources education in Alberta's boreal communities: The challenges, strategy and future
 Courtney Hughes, Inside Education, Canada
- 18:10 P E P172 | ROOM 210**
Principals' role in implementing action community environmental projects: Cypriot teachers' perspectives
 Aravella Zachariou, Cyprus Pedagogical Institute, Cyprus; Loizos Symeou, European University, Cyprus; Chrysanthi Kadji-Beltran, Frederick University Cyprus, Cyprus
- P E P238 | ROOM 210**
Surfing by foot: Internet to highlight, share, organize, environmental education experience
 Riccardo Gini, Consorzio Parco Nord Milano, Italy; Massimo Urso, Consorzio Parco Nord Milano, Italy
- 18:20 P E P151 | ROOM 210**
Practice of environmental management in the school of Guangzhou in China
 Chen Nan, Environmental Education Center, Guangzhou University, China; Xiangyang Chang, School of Environmental Science and Engineering, Guangzhou University, China; Lin Lin, Environmental Education Center, Guangzhou University, China; Daming Wu, Faculty of Language and Culture, Guangdong University of Foreign Studies, China
- P S P173 | ROOM 210**
Argumentar para aprender a consumir: estudio de las argumentaciones que realiza alumnado de educación secundaria en relación al comercio justo
 Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain
- P E P217 | ROOM 210**
The Project Arvore Amiga
 Juliana Mwitu, MICOA, Mozambique
- 18:30 P F P218 | ROOM 210**
How to meet millennium development goals in school?
 Emanuela Toffano Martini, University of Padua - Faculty of Education, Italy; Davide Babetto, Fondazione Fontana - Padova, Italy
- 18:40 P S P153 | ROOM 210**
El parque del barrio como contexto educativo
 Laia Capdevila Solà, Spain; Rosa María Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain
- P E P175 | ROOM 210**
Putting training on agenda
 Ajanta Sikdar, Centre for Environment Education, India; Kartikeya Sarabhai, Centre for Environment Education, India; Shivani Jain, Centre for Environment Education, India

P E P197 | ROOM 210

Children's agenda 21 of Almada - Kids have their say for a better planet
 Deolinda Ataíde, City Council of Almada, Portugal; Mario Esteves, City Council of Almada, Portugal; Catarina Freitas, City Council of Almada, Portugal; Miguel Castro, City Council of Almada - Sustainable Environmental Management and Planning Department, Portugal

P F P219 | ROOM 210

Education relative à l'environnement en milieu scolaire ivoirien : regard critique
 Nicolas Ahossi Brou, Université d'Abobo-Adjame, Côte d'Ivoire

18:50 P F P154 | ROOM 210

Canon Envirothon - North America's largest high school environmental education program/ competition
 Clay Burns, Canon Envirothon, United States of America

P S P176 | ROOM 210

Vivarium de Quito como centro de aprendizaje para la creación de una nueva cultura ambiental en la comunidad estudiantil
 Gisell Sarabia, Fundación Herpetológica Gustavo Orcés, Ecuador

P E P198 | ROOM 210

Environment measure artifact's construction and its influence in students' environment perception

Marley Beatriz Assiz Lima, CEFET-MG, Brazil; Adelson Moreira, CEFET-MG, Brazil

P E P220 | ROOM 210

Making hands-on science, minds-on science: Creating connections between classrooms, communities, farms and habitats

Erin Hardie, University of California, Davis, United States of America; Heidi Ballard, School of Education, University of California, Davis, United States of America

NT 07 > LEARNING IN SOCIETY**17:10 P E P254 | ROOM 210**

The use of a website in environmental education

Burr Williams, Sibley Nature Center, United States of America

P F P298 | ROOM 210

Projet d'accès à l'eau potable et d'éducation à l'environnement : démarche d'intervention
 Nesmy Manigat, Aide et Action, Dominican Republic; Anne-Carole Rabain, Aide et Action, Dominican Republic; Antoine Bordallo Labal, Aide et Action, France

17:20 P F P255 | ROOM 210

Programme de conservation et sensibilisation sur les chimpanzés en Guinée

Fatoumata Sangare, ONG "Guinée-Ecologie", Guinea

P F P276 | ROOM 210

Environmental education in the community: A study about participation

Juliana Pereira Neves, Brazil; Marília Freitas de Campos Tozoni-Reis, Universidad Estatal de São Paulo, Brazil; Marina Battistetti Festozo, São Paulo State University - UNESP, Brazil

P E P277 | ROOM 210

Participatory approaches to conservation education in the Brazilian Amazon

Maria das Graças Souza, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil; Suzana Padua, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil; Mirian Ikeda, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil; Emanuela Alfieri Ginez, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil; Gislaine Carvalho, IPÊ - Instituto de Pesquisas Ecológicas (Institute for Ecological Research), Brazil

P F P299 | ROOM 210

La gestion communautaire d'une pharmacie villageoise comme moyen de protection de la biodiversité et d'éducation relative à l'environnement

Diakalia Koné, Université de Moncton / Hôpital de Moncton, Canada; Ibrahim Ouattara, Université de Moncton, Canada; Carole Tranchant, Université de Moncton, Canada; Adjima Thiombiano, Université de Ouagadougou, CÉPAPE, Burkina Faso; Priscilla Massé, Université de Moncton, Canada; Mathieu Vautour, Parc national du Canada Kouchibouguac / Université de Moncton, Canada

17:30 P E P256 | ROOM 210

Holding hands

Kartikeya Sarabhai, Centre for Environment Education, India; Ajanta Sikdar, Centre for Environment Education, India; Shivani Jain, Centre for Environment Education, India

P S P278 | ROOM 210

Centro estatal de educación ambiental

Roberto Rivera, U. A. B. C., Mexico; Eva Coronado, Universidad Autónoma de Baja California, Mexico; Eduardo Manilla, Universidad Autónoma de Baja California, Mexico; Marbiza Salcido Flores, Universidad Autónoma de Baja California, Mexico; Laila Gonzalez, Universidad Autónoma de Baja California, Mexico

17:40 P E P257 | ROOM 210

The Seed Map: Food, farmers and climate chaos

Kate Green, USC Canada, Canada

P S P301 | ROOM 210

Educacion ambiental: Sistema de captacion de agua pluvial en la villa de Tamulte de la Sabanas, centro, Tabasco

ELIZABETH RAMON GARCIA, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Maria Bersabe Vazquez Gonzalez, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Abel De La Cruz Hernandez, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Mario Jose Romellon Cerino, Instituto Tecnológico de Villahermosa, Mexico; Jesus De La Cruz Torres, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Antonina del Carmen Tun Perez, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico

17:50 P E P258 | ROOM 210

The multiple practices of birding as education: Implications for animal-human sustainability

Gavan Watson, York University, Canada

P S P280 | ROOM 210

Modelo teórico-educativo para la formación comunitaria sobre el uso de la medicina herbolaria

Maria Mercedes De Pablos, UNIVERSIDAD PEDAGOGICA LIBERTADOR-INSTITUTO PEDAGOGICO DE CARACAS, Venezuela

P E P302 | ROOM 210

Energy and you

Laurie Schutt, Wye Marsh, Canada

18:00 P E P259 | ROOM 210

Proposal of didactic in sciences of elementary education in Brazil: Focus on scientific literacy and sustainability

Anna Maria Pessoa de Carvalho, FE-USP, Brazil; Lucia Helena Sasseron, FE-USP, Brazil

P F P303 | ROOM 210

Gestion communautaire de leau en Amazonie bolivienne : le cas dune pratique développée par long Hoyam à San Ignacio de Mojos

Rolando Labrana, Université de Moncton, Canada

18:10 P S P282 | ROOM 210

Plan de capacitación y auto gestión comunitaria

Aura Castro, Universidad Pedagógica Experimental Libertador (UPEL), Venezuela; Alejandra Diaz, Universidad Pedagógica Experimental Libertador (UPEL), Venezuela

P E P304 | ROOM 210

First Azorean participative rural dialog: A tool for the participative and environmental education processes of Azorean farmers

Marcela Sobral, Universidade dos Açores, Portugal; Cecília Melo, Portugal

18:20 P E P239 | ROOM 210

Une approche multidimensionnelle pour dynamiser la qualité de vie

André Francisco Pilon, University of São Paulo, Brazil

P E P283 | ROOM 210

Natural hazard preparedness characterization taking into account freire's learning theory: The development of an educational instrument with an optimistic perspective in natural hazard preparedness

Carlos Andres Rios Uribe, Universidad de Antioquia (Colombia) & Oregon State University (U.S.A.), Colombia

18:30 P E P240 | ROOM 210

Popular education through social forums

Phil Ferraro, Inst. for Bioregional Studies, Canada; Nancy Willis, Institute for Bioregional Studies, Canada

P F P262 | ROOM 210

Gestion communautaire des milieux humides : cas du village de Kpotomey en République du Bénin (Afrique de l'Ouest)

Pricette Dovonou-Vinagbe, Université de Moncton, Canada

- P E P284 | ROOM 210**
Environmental education project, Pampulha Limpa benefits children, increasing awareness and learning concerning environmental problems in a brazilian lake
 Rubem A. P. Dornas, Universidade Federal de Minas Gerais, Brazil; Natalia Almeida Ribeiro, Universidade Federal de Minas Gerais, Brazil; Rogerio Parentoni, Universidade Federal de Minas Gerais, Brazil
- 18:40 P S P263 | ROOM 210**
Estrategia de educación y comunicación ambiental orientada a promover una cultura del agua en el suroeste de la zona metropolitana de la Ciudad de México
 Irama Nuñez, Facultad de Ciencias, UNAM, Mexico; LUCIA ALMEIDA, UNAM, Mexico; Silvia Zamora, Mexico; Alya Ramos, Facultad de Ciencias, UNAM, Mexico
- P E P307 | ROOM 210**
Nature, culture and local history: The environmental education program of the Maned-Wolf Conservation Project in the Serra da Canastra, Brazil
 Marcelo Bizerril, Universidade de Brasília, Brazil; Fabiana Lopes Rocha, Instituto Pró-carnívoros, Brazil; Rogério Cunha Paula, 4. Centro Nacional de Pesquisas para os Predadores Naturais, Brazil; Carla Cruz Soares, Instituto Pró-carnívoros, Brazil; Flávio H G Rodrigues, Universidade Federal de Minas Gerais, Brazil; Jean Pierre Santos, Instituto Pró-carnívoros, Brazil; Ricardo Corassa Arrais, Instituto Pró-carnívoros, Brazil
- 18:50 P E P286 | ROOM 210**
Public communication of the science in environmental education and health
 Mônica Lobarinhas, University of São Paulo, Brazil; Alfésio Braga, University of São Paulo, Brazil; Paulo Saldiva, University of São Paulo, Brazil; Martha Marandino, University of São Paulo, Brazil
- P F P308 | ROOM 210**
L'application de la notion de communauté d'apprentissage dans un processus de gouvernance de l'eau et du territoire dans la ville Durubici - Brésil
 Jose Antonio Silverstre Fernandes Neto, UNIVERSITE FEDERALE DE SANTA CATARINA, Brazil; Giuliana Talamini, Universidad Federal de Santa Catarina, Brazil; Aline Matulja, UNIVERSITE FEDERALE DE SANTA CATARINA, Brazil; Daniel Jose Da Silva, UNIVERSITE FEDERALE DE SANTA CATARINA, Brazil
- NT 08 > HERITAGE INTERPRETATION**
- 18:00 P F P369 | ROOM 210**
Opération troc agricole
 Christophe Darpheuil, NATURAMA, France
- 18:10 P E P370 | ROOM 210**
The snowmobiling experience in Gros Morne - Interpreting to non-traditional audiences
 Fred Sheppard, Parks Canada- Gros Morne National Park, Canada
- 18:20 P E P371 | ROOM 210**
Diagnosis of environmental education centres in Spain: Bases for an environmental resource centre in the municipality of Viladecans
 Juanita Zorrilla, Universitat Autònoma de Barcelona, Spain; Teresa Escalas Tramullas, Universitat Autònoma de Barcelona, Spain
- 18:30 P E P372 | ROOM 210**
Aires protégées, espaces disputés et précarisation des populations au Nord-est de la R D Congo
 Paul Vikanza Katembo, Université Catholique de Louvain (UCL) et Université Catholique du Graben (UCG), Belgium
- 18:50 P S P374 | ROOM 210**
Asimilación y aplicación del modelo sistémico complejo en un equipo de profesores: el caso del campo de aprendizaje del Cister
 Rosa Garcia Segura, Universitat Autònoma de Barcelona, Spain; Rosa Maria Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain
- NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**
- 17:10 P F P364 | ROOM 210**
La huppe faciée : oiseau menacé par les représentations culturelles
 Ahmed Chtaibi, Lycee KELAA SRAGHNA, Morocco
- 17:20 P E P365 | ROOM 210**
Identification of traditional interventions in the rivers and streams of northern Portugal
 Pedro Teiga, Faculdade de Engenharia da Universidade do Porto, Portugal; Márcia Moreno, Portugal
- 17:30 P E P366 | ROOM 210**
Staying in dangerous places: Accommodation, attachment, or avoidance? Seismic and volcanic risk perceived by Azoreans
 Ana Margarida Arroz, University of the Azores, Portugal; Isabel Estrela Rego, Universidade dos Açores / CIBIO, Portugal
- NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**
- 17:10 P E P320 | ROOM 210**
Earth, our common home
 Genevieve Akech Oluoch, Foundation for Eco Diversity, Kenya
- 17:50 P F P324 | ROOM 210**
L'eau partagée, une éthique éco-citoyenne
 Francis José-Maria, syndicat intercommunal de distribution de l'eau de la corniche des Maures, France; René Jam, éducation nationale, France
- 18:00 P F P325 | ROOM 210**
Une démarche citoyenne sans frontière pour développer l'éducation à l'environnement
 Francis Thubé, Ifree, France
- 18:10 P S P326 | ROOM 210**
El juego del sueño del agua
 Sara Batet, UNESCOCAT, Spain
- 18:20 P S P327 | ROOM 210**
El pensamiento sistemático complejo de los educadores del CDA Valls d'Àneu
 Roser Badia Cabré, Spain; Rosa Maria Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain
- 18:30 P E P328 | ROOM 210**
Climate and education. How to operationalize ethical and political questions in environmental education
 Arne Chr. Stryken, The Nansen School. Norwegian Humanistic Academy, Norway
- 18:40 P E P329 | ROOM 210**
Prospective teachers' sense of environmental efficacy during their academic career
 Sadia Shaukat, University of the Punjab, Pakistan
- 18:50 P E P330 | ROOM 210**
Impact of intervention strategies on the attitude of prospective teachers towards environmental issues
 Muhammad Waseem, WWF-Pakistan, Nathiagali, Pakistan; Sadia Shaukat, University of the Punjab, Pakistan; J.B. Hache, Montreal University, Canada
- NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**
- 17:10 P E P342 | ROOM 210**
Art & poetry image messages-senses, sciences, self-expression & environmental education
 Lynette Evans, Canada
- 17:20 P S P343 | ROOM 210**
Conoce a los bosques de su parroquia y sus enemigos
 Mariana Roldão Cruz, Centro de Monitorização e Interpretação Ambiental de Vila do Conde, Portugal; Amélia Guimaraes, xxxx, Portugal
- 17:30 P E F P344 | ROOM 210**
Waterscapoe: Art meets Science Jennifer
 Central Okanagan Science Opportunities for Kids Society, Canada
- 17:50 P E P346 | ROOM 210**
A tale to save Lemurs - a tale to become a conservationist
 Veronica Alessandra Zanardi, Parco Natura Viva-Garda Zoological Park, Italy
- NT 12 > ECOLOGICAL IDENTITY**
- 18:30 P F P350 | ROOM 210**
Enquête sur la construction d'une Amazonie sociale
 Florent Kolandjian, Centre de Recherche sur le Brésil Contemporain, France
- 19:30 ECO-SHOW**
Biodôme de Montréal
 (See Parallel Activities)
- 20:30 FESTIVAL OF ENVIRONMENTAL STORYTELLING Cafés**
 (See Parallel Activities)

WEDNESDAY, MAY 13

8:30 **NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY**

O S S01.10 | ROOM 513D

Consumo, ética y sociedad

Good practices of ARPAT and Az. USL11 Empoli

Carmela D'Autolo, ARPAT, Italy; Sonia Cantoni, ARPAT, Italy; Mariagrazia Petronio, ASL 11- Empoli, Italy; Simone Ricotta, ARPAT, Italy; Danila Scala, ARPAT, Italy

Consumer's sustainable lifestyle:

A quantitative study in Campania region

Francesco Pascale, Legambiente Campania, Italy; Paola Pascale, University of Naples, Parthenope, Italy; Sara Iauario, University of Naples "Parthenope", Italy

Aprovechamiento de tierras de baldío para la generación de biocombustibles

Zuriñe Gómez de Balugera, Escuela Universitaria de Ingeniería de Vitoria-Gasteiz, Spain; Micael Presa, Escuela de Ingeniería de Vitoria, Spain; Jose María Lomas, Escuela de Ingeniería de Vitoria, Spain; Jose Miguel Merino, Escuela de Ingeniería de Vitoria, Spain; Luis Miguel Camarero, Escuela de Ingeniería de Vitoria, Spain; Cipriano Urbano, Escuela de Ingeniería de Vitoria, Spain; Jon Ortiz, Escuela de Ingeniería de Vitoria, Spain; Esther Rodríguez, Escuela de Ingeniería de Vitoria, Spain

WE W01.05 | ROOM 511B

Do you know what your water footprint is?

Samanta Stelli, Rand Water, South Africa; Grant Pearson, Rand Water, South Africa; Nyree Steenkamp, Rand Water, South Africa; Maria Mphomane, Rand Water, South Africa

8:30 **NT 02 > QUESTIONS OF FAIRNESS IN SOCIO-ECOLOGICAL ISSUES**

O F S02.07 | ROOM 510C

Éducation relative à l'environnement - Mouvements sociaux de résistance et communautés

Comment vivre une solidarité environnementale Sud-Nord? Le cas Haïti-Québec

Gina Thésee, Université du Québec à Montréal, Canada

Pour que le Québec ait meilleure mine !

Ugo Lapointe, Coalition Pour que le Québec ait meilleure mine! Forum de l'Institut des sciences de l'environnement, Canada; André Morin, Coalition Pour que le Québec ait meilleure mine! Forum de l'Institut des sciences de l'environnement, Canada

Éduquer pour le droit des peuples à se nourrir dignement et à vivre des produits de leurs terroirs : cas de la campagne

AlimenTerre au Togo Aboudoulaye Nambiema, OADEL/PlanèteERE, Togo

Comunidades sublevadas frente a la expansión de las transnacionales mineras

Javier Rodríguez Pardo, Movimiento Antinuclear del chubut, Argentina

WE R.B.04 | ROOM 514A

Class issues in environmental education

Constance Russell, Lakehead University, Canada; Justin Dillon, King's College London, United Kingdom; Kelly Teamey, University of Bath - Department of Education, United Kingdom; Owen Blakka, York University, Canada; Michele Martin, York University, Canada; Leesa Fawcett, York University, Canada; Anne Bell, Ontario Nature, Canada

8:30 **NT 03 > ENVIRONMENTAL HEALTH**

O E S03.07 | ROOM 513A

Traditional cultures and innovative strategies

The language of comics as teaching resources: A proposal for awareness of environmental education

Richard Pacheco Terra, IFET CAMPOS, Brazil; Joselito Silveira, Instituto Federal Fluminense - IFF, Brazil; Roberta Machado, IFET CAMPOS, Brazil; Gisele Goncalves, IFET CAMPOS, Brazil; Hamilton Dias Neves, IFET CAMPOS, Brazil

Environmental health as place-based, ecojustice education

David Hursh, University of Rochester, United States of America; Camille Martina, University of Rochester, United States of America

Environment and peacebuilding: The unacknowledged connections

Stephanie Westlund, University of Manitoba, Arthur V. Mauro Centre for Peace and Justice, Canada

The Etruscan cuniculum of San Potente: How the Etruscan hydraulic engineering is still alive in XXI century, and how it can teach us respect for our planet

Lorenzo Caponetti, Casa Caponetti, Italy

WF W03.07 | ROOM 511F

Les nuisances sonores, d'un sentiment d'impuissance à la création collective d'un environnement de qualité

Christophe Vermonden, Empreintes asbl - CRIE de Namur, Belgium; Etienne Cléda, Empreintes asbl - CRIE de Namur, Belgium

8:30 **NT 04 > URBAN CHALLENGES**

O E S04.07 | ROOM 513F

L'école dans la ville

The environment r u: Adding another r to environmental education practices in a Brazilian public school

Reis Juliana, Canada; Giuliano Reis, University of Ottawa, Canada

Introducing urban youth to EE: A best practices guide from NYC

Betsy Ukeritis, New York State Department of Environmental Conservation, United States of America

La place des enfants dans la fabrique d'une ville durable

Sylvie Brossard-Lottigier, Ecole nationale Supérieure d'Architecture de Toulouse et DREAL, France; Pascale Henne, Direction Régionale de l'Environnement Midi-Pyrénées, France; Christine Alexandre, Ecole Nationale Supérieure d'Architecture de Toulouse, France

Análisis de los proyectos ambientales

realizados en un barrio de Bauru/SP/Brasil

Jorge Sobral da Silva Maia, São Paulo State University - UNESP, Brazil; Marília Freitas de Campos Tozoni-Reis, Universidad Estatal de São Paulo, Brazil; Jandira Líria Biscalquini Talamoni, Universidad del Estado de São Paulo - UNESP, Brazil

8:30 **05 > ECOLOGIZING COLLEGES AND UNIVERSITIES**

O E S05.17 | ROOM 510B

Partnerships, networks, and on-site participation University of North Texas and its effects on ecology

Melissa Crowe, University of North Texas, United States of America; Alexandria K. Poole, University of North Texas, United States of America

Students and environmental education our experience from nature club

Alan Carlton, Nature Club - Bishop Heber College, India

Living it

Robert Cook, University of Plymouth, United Kingdom; Roger Cutting, University of Plymouth, United Kingdom

Attempting to green a faculty of education

Zabe MacEachren, Queen's University, Canada

General measurement of ecological behavior; UAM at Mexico City as a case study

Margarita Juárez-Nájera, Universidad Autónoma Metropolitana, Mexico; Marta M. Chávez-Cortés, UAM-X, Mexico

O E S05.18 | ROOM 510D

Partnerships, networks, and on-site participation Moving towards education for a sustainable development: The making of USM as a sustainability-led university

Dzulkifli Abdul-Razak, Universiti Sains Malaysia, Malaysia

The role of academic centers in university transformation: Florida Gulf Coast University's example

Peter Blaze Corcoran, Florida Gulf Coast University, United States of America; Jessica Elisabeth Mendes, Florida Gulf Coast University, United States of America

Student participation in campus sustainability: Examples from Florida Gulf Coast University

Joseph Weakland, Florida Gulf Coast University, United States of America; María Roca, Florida Gulf Coast University, United States of America

Civil society and its role in ecologizing universities: Case of two universities in the Horn of Africa region

Satishkumar Belliethathan, Horn of Africa - Regional Environment Network, Ethiopia; Araya Asfaw, Horn of Africa - Regional Environment Centre/Network, Ethiopia; Fuchaka Waswa, Kenyatta University, Kenya; Yitbarek Tibebé Weldesemait, Environmental Society of Ethiopia, Ethiopia

Higher education sustainability initiatives in curriculum and campus operations

Tom Hudspeth, University of Vermont, United States of America

8:30

NT 06 > SCHOOL AND COMMUNITY

① E S06.14 | ROOM 515A

Théories et pratiques d'ERE à l'école (8)
Reflections from experience of EDS in 20 countries, with a special look at post-soviet schools

Olena Pometun, NGO "Teachers for Democracy and Partnership", Ukraine; Marilyn Mehlmann, Global Action Plan (GAP) International, Sweden

Life at the boiling point: Science and environmental education for everyone

Paula Aguiar, IMAR, CCPA, and CIBIO-Açores, University of the Azores, Portugal; Jose Cabral, Escola Secundária Domingos Rebelo, Portugal

The school environment programme in Jamaica evaluating the effectiveness and sustainability of NGO-LED environmental education programme

McCauley Diana, Jamaica Environment Trust, Jamaica; Falloon Carlette, Jamaica Environment Trust, Jamaica; Nadia Watson-Spence, Jamaica Environment Trust, Jamaica; Fender Andrea, Jamaica Environment Trust, Jamaica; Milbourne Maureen, Jamaica Environment Trust, Jamaica; Curtis Kerry-Anne, Jamaica Environment Trust, Jamaica; Fender-Longman Andrea, Jamaica Environment Trust, Jamaica; Singh Tamoy, Jamaica Environment Trust, Jamaica

Engaging community professionals in environmental Ed and service learning

Dan Hoynacki, Oregon State University Extension Service, United States of America; Ryan Kinnett, Salem-Keizer School District, United States of America

Partnering to develop a new environmental science curriculum

Sharon Porter-Trask, Department of Environment and Conservation, Newfoundland & Labrador, Canada; Craig White, Department of Education, Canada

It's not like school. What children say about environmental education

David Kopelke, Boyne Island Environmental Education Centre, Australia

① S S06.30 | ROOM 510A

Théories et pratiques d'ERE à l'école (1)

Las ecoauditorías escolares una estrategia para la incorporación de la comunidad educativa en los proyectos ambientales escolares
Rafael Oyaga, CORPORACION UNIVERSITARIA DE LA COSTA, Colombia

Variabilidad del aprendizaje ambiental con personajes en dibujos animados

Gustavo Horacio Vera, A..Gu.A Asociación Guardianes del Ambiente, Argentina

Students' ideas about water and perceptions on a problem-based learning activity within secondary schools

Jose Gutierrez-Perez, Facultad de Ciencias de la Educación, Universidad de Granada, Spain; Franco Pirrami, DPT. OF ENVIRONMENTAL SCIENCES, UNIVERSITY OF CAMERINO, Italy

Environmental education program: Experiences in the curricular design related to the link between vegetation and schools. Case study at Liberty City School

Maria Isabel Torna Falco, Cuban Environment Agency, Cuba; Piñón Hernández Josefina, Instituto Superior Pedagógico Enrique José Varona, Cuba

Nuevos contenidos para la educación ambiental

Nancy Virginia Benítez Esquivel, Universidad Pedagógica Nacional, Mexico; Rafael Tonatiuh Ramírez Beltrán, Universidad Pedagógica Nacional, Mexico; Oswaldo Escobar Uribe, Universidad Pedagógica Nacional, Mexico

① S S06.32 | ROOM 513C

Théories et pratiques d'ERE à l'école (2)

Una propuesta de organización de los fundamentos de la educación ambiental para el desarrollo de proyectos escolares ambientales
Maria Angelica Mejia Caceres, Universidad del Valle, Colombia; Alfonso Claret, Universidad del Valle, Colombia

La educación del consumo: una forma de abordar la sostenibilidad. Construcción de un modelo conceptual a partir de la interacción de distintos contextos educativos

Maia Querol, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain; Marta Fonolleda, Universidad Autònoma de Barcelona, Spain; Genina Calafell, Spain; Josep Bonil, Universitat Autònoma de Barcelona & Agència Catalana del Consum, Spain

El árbol del conocimiento: un continuo aprendizaje

Verónica Franco Toriz, Centro de Investigación Científica de Yucatán, Mexico; Javier Reyes, Universidad de Guadalajara, Mexico; Margarita Hermida, Secretaría de educación Pública, Mexico; Carolina González, Consultora, Mexico; Alma Gómez, Secretaría de Educación Pública, Mexico; Nayeli Tzuc, Universidad del Mayab, Mexico

① F S06.34 | ROOM 515C

Curriculums et programmes scolaires

Comment former des écocitoyens?
Marc Boutet, Université de Sherbrooke, Canada

L'éducation relative à l'environnement en enseignement de la science et la technologie

Patrick Charland, UQAM, Canada

La place de l'éducation relative à l'environnement dans les programmes de science et technologie du Québec

Diane Rochon, Ministère de l'Éducation, du Loisir et du Sport, Canada; Brigitte Loiselle, Ministère de l'Éducation, du Loisir et du Sport, Canada

Les olympiades scientifiques au Brésil : l'environnement et la santé au sein des pratiques éducatives

Cristina Araripe Ferreira, FIOCRUZ, Brazil; Páulea Zucchini, FIOCRUZ, Brazil; Inêz Sodré, FIOCRUZ, Brazil

La pertinence des apprentissages de l'éducation à l'environnement en milieu scolaire dans les communautés africaines

Brahima Belem, secretariat permanent du conseil national pour l'environnement et le développement durable, Burkina Faso

Pour une éducation à l'environnement urbain destinée aux enfants de la ville de Dakar au Sénégal

Aboubakry Sadikh Niang, Inspection Départementale Education de Rufisque1-Mairie Ville de Rufisque, Senegal

② E W06.07 | ROOM 516C

Creating groups - A key to successful environmental projects

Chris Adam, Dawson College, Canada

8:30

NT 07 > LEARNING IN SOCIETY

① E S07.03 | ROOM 515B

Community-based Environmental Education
Engaging a community: Environmental education in social housing

Keir Brownstone, Canada

Connecting urban adults with their local greenspaces

Tai Munro, University of Alberta, Canada

Linking school and society in achieving an anticipated level of environmental citizenship: Setting bold future indicators for Malaysia

Esther Sarojini Daniel, University of Malaya, Malaysia; Nor Shidawati Abdul Rasid, World Wide Fund For Nature-Malaysia, Malaysia

Participatory development of fotonovelas for environmental education and community empowerment

A. Michael Marzolla, University of California Cooperative Extension, United States of America

Community forums engage adults in local issue

Martha Monroe, University of Florida, United States of America

① S S07.13 | ROOM 514C

Engaging communities in the protection of nature (reserves)

Estrategia de educación ambiental en el ejido Sierra Morena, en la reserva de la biosfera la Sepultura, Chiapas
María del Carmen Ramírez Díaz, Mexico

Estrategias de educación ambiental en zonas costeras de Venezuela

Zulay Poggi, Asociacion Punto Verde, Venezuela; Yasmira GIL YEDRA, Asociación Punto Verde, Venezuela

Construcción del saber ambiental a través de la promoción y uso de estufas ahorradoras de leña como una tecnología alternativa para cocinar en comunidades rurales de Jalisco, México

Hermila Brito Palacios, Universidad de Guadalajara, Mexico; Sandra Luz Toledo, Universidad de Guadalajara, Mexico

Selva, estrategia y conservación

Gabriela Alonso-Yanez, CEAMISH/Simon Fraser University, Canada

Formación de líderes ambientales rurales

Beatriz Elena Moreno Betancur, Cooperativa de trabajo asociado Alborada, Colombia; Maria Magnolia Hernandez Arbelaez, cooperativa de trabajo asociado Alborada, Colombia

Educación ambiental para todos y durante toda la vida

Carmela D'Autolo, ARPAT, Italy; Francesca Benassai, ARPAT (Environmental Protection Agency of Tuscany Region, Italy; Sandra Traquandi, Region-Toscana, Italy; Serena Innocenti, ARPAT (Environmental Protection Agency of Tuscany Region, Italy; Marina Mauri, ARPAT (Environmental Protection Agency of Tuscany Region, Italy

W E W07.10 | ROOM 511A**Environmental learning or environmental action? Exploring outcomes of public participation in research**

Jennifer Shirk, Cornell Laboratory of Ornithology, United States of America; Rebecca Jordan, Rutgers University, School of Environmental and Biological Sciences, United States of America; Ellen McCallie, Center for Advancement of Informal Science Education, United States of America; Candie Wilderman, Alliance for Aquatic Resource Monitoring, Dickinson College, United States of America; Tina Phillips, Cornell Laboratory of Ornithology, United States of America; Heidi Ballard, School of Education, University of California, Davis, United States of America; Rick Bonney, Cornell Laboratory of Ornithology, United States of America

W E W07.11 | ROOM 516B**Bridging the classroom and nature divide**

Theresa Southam, Canada

W E W07.12 | ROOM 511D**What difference is ESD (education for sustainable development) making?: Learning and assessment of ESD practice - Part 1**

Zinaida Fadeeva, UNU-IAS, Japan; Taylor Jim, RCE Kuwa Zulu Natal, South Africa; Clemens Mader, RCE Graz-Styria, University of Graz, Austria; Jos Eussen, RCE Rhine-Meuse, Netherlands Daniella Tilbury, University of Gloucestershire, United Kingdom; Jos Hermans, RCE Rhine-Meuse, Netherlands; Ingrid Mulà, University of Gloucestershire, United Kingdom; Harold Glasser, RCE Grand Rapids, United States of America

This workshop is sponsored by UNESCO.

8:30 NT 08 > HERITAGE INTERPRETATION**O E S08.06 | ROOM 513E****Espaces naturels****Environmental interpretation: The case of Wetland Centers**

Christos Giannoulis, University of the Aegean, Greece; Constantina Skanavis, University of the Aegean, Greece

L'évaluation comparative de trois activités éducatives au parc marin du Saguenay-Saint-Laurent : trois activités différentes, trois messages similaires. Laquelle atteint le mieux ses objectifs d'éducation?

Marie-Andrée Leith, Parcs Canada, Canada; Katy Tari, Orange Kiwi, Canada

Dancing with ecosystems - Connecting science, hearts and minds through interpretation

Fred Sheppard, Parks Canada- Gros Morne National Park, Canada

8:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**O E S09.06 | ROOM 514B****Indigenous Knowledge Systems and Approaches to Teaching and Learning**
Ways of knowing more: Cross-cultural and interdisciplinary environmental science education in the Canadian Arctic

Sharina Dodsworth, Royal Roads University/ Government of Nunavut, Dept. of Environment, Canada

Ethnographically-embedded approaches to organically-based literacy and numeracy - Examples from the letter project

Kelly Teamey, University of Bath - Department of Education, United Kingdom

Promoting continuing environmental education through traditional methods in Nigeria

Adekunle Olatumile, ADEKUNLE AJASIN UNIVERSITY, Nigeria

All my relations: Considering place in an indigenous context

Greg Lowan, University of Calgary, Canada

Learning indigenous science from place

Yvonne Vizina, AERC, University of Saskatchewan, Canada

W E W09.04 | ROOM 511E**Totems-tu tes déchets?**

Mélodie Coutou, Koutou, Canada

8:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**O F S10.10 | ROOM 516A****Cadres****Aspects de la relation entre justice et environnement d'un point de vue islamique**
Khalaf El Ghalbi, Université Mohamed 1er, Morocco**Devenir naturel et devenir humain. Le défi de la théorie de l'action et ses reflets sur le modèle d'éducation**

Clara Mandolini, Università degli studi di Macerata, Italy

La nature dans les curriculums scolaires et parascolaires en France entre 1830 et 1950

Olivier Sigaut, Sciencespo Bordeaux/Ministère de l'agriculture, France

Education relative à l'environnement (ERE) : une solution orientale à un problème occidental ?

Hélène Hagège, LIRDEF, Université Montpellier 2, France

La psycho-sociologie de la nature

Pascal Petit, Ministère de la Région Wallonne, Belgium

Former l'honnête homme des temps de l'incertitude ? L'introduction des éducations dans les cursus scolaires français

Jean Etienne Bidou, Ifree, France

8:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**W E W11.03 | ROOM 516D****Poetry's vital role in environmental education**

Diana Woodcock, Virginia Commonwealth University of Qatar/School of the Arts, Qatar

8:30 NT 12 > ECOLOGICAL IDENTITY**O E S12.09 | ROOM 516E****Ecological identity: Dialogue, narrative and autobiography****Searching for the Canadian Thoreau: Environmental education and the Canadian classroom**

Alanna F. Bondar, Algoma University, Canada

Un/natural un/civilized salvations:**Deconstructing the ecological identities of into the wild and Grizzly Man**

Jan Oakley, Lakehead University, Canada

Fashioning an ecological self through decolonizing research

MJ Barrett, University of Saskatchewan, Canada

Ecological identity in and through dialogue

Charles Scott, Simon Fraser University -- Faculty of Education, Canada

Life history inquiry and the roots of ecological identity: Strategies for educators and practitioners

Andrew Kett, University of Toronto/OISE, Canada

W E W12.01 | ROOM 511C**Finding hope in a time of environmental despair**

Betsy Jardine, Whycocomagh Eco-Centre, Canada; Clive Callaway, Living by Water Project, Canada; Leslie Mc Daniel, Whycocomagh Eco-Centre, Canada; Sarah Weaver, Living by Water Project, Canada;

Elin Kelsey, Royal Roads University, United States of America; Nicholas Stanger, Royal Roads University, Canada

8:30 SYMPOSIUM**E IS S ROOM 513B**

The symposium ends at 12:00.

Innovative Learning About Wildlife Biodiversity: The Canadian Wildlife Federation Learning Institute

This symposium will reflect on the current state of wildlife education as determined from a major on-line survey being undertaken by the Canadian Wildlife Federation Learning Institute (CWFLI). The discussion will be further informed by an innovative series of conversation sessions between panelists and 5WEBC delegates that will be held at the Sponsor Presentations venue on Monday and Tuesday of the Congress (times will be posted on site). All congress delegates are invited to visit those presentations to engage in lively conversations that will help advance research on innovative learning about wildlife biodiversity, and then to participate in the Symposium where we will bring it all together!

At the symposium, the panel will address four specific areas:**Introduction to the survey and review of preliminary results**

- Overview of the status, issues, existing networks and research in the field of Distance Learning applied to wildlife conservation. Impacts of this type of learning and potential models such as a Global Learning Space will be addressed.

- Current research on the level of adoption of emerging technologies by wildlife/environmental/biodiversity educators, and reflections on how results will inform decision makers such as the Council of Ministers of Education of Canada

<p>• The CWFLI's vision on innovative lifelong learning to transform people's relationship with wildlife.</p> <p>Chair: Dr. Grant A. Gardner, Institute Fellow, Fédération canadienne de la faune, Vice-président associé (académique) et professeur en biologie, Memorial University, Canada</p> <p>Panelists: Richard Mrazek, membre de l'Institut d'apprentissage de la Fédération canadienne de la faune; Professeur en sciences de l'éducation, Faculté d'éducation, University of Lethbridge, Canada</p> <p>Yves Jean, membre de l'Institut d'apprentissage de la Fédération canadienne de la faune/ Institut d'Éducation sur la Conservation; professeur et directeur de l'Unité d'Enseignement et de Recherche, Sciences et Technologies, TELUQ/ UQAM, Canada</p> <p>Leo Elshof, membre de l'Institut d'apprentissage de la Fédération canadienne de la faune; Assistant Professor, Acadia University, Canada</p> <p>Luba Mycio-Mommers, Fédération canadienne de la faune, Canada</p> <p><i>This workshop is sponsored by UNESCO.</i></p>	<p>10:30 NT 03 > ENVIRONMENTAL HEALTH</p> <p>O E S03.06 ROOM 513A</p> <p>Education about crucial issues</p> <p>Environmental concern and human fertility intentions</p> <p>Steven Arnocky, McMaster University, Canada; Mirella Stroink, Lakehead University, Canada</p> <p>Health and sustainability:</p> <p>Role of education for sustainable development</p> <p>Ravhee Bholah, Mauritius Institute of Education, Mauritius</p> <p>Master in environmental health</p> <p>Peter Van den Hazel, Radboud University Nijmegen, Netherlands; Irene Kreis, Health Protection Agency, United Kingdom</p> <p>Unpacking your lunch: Students' ideas about healthy food</p> <p>Tathali Urueta-Ortiz, University of British Columbia, Canada</p>	<p>Le programme éco-quartier de Montréal</p> <p>Paul-Antoine Troxler, Regroupement des éco-quartiers, Canada</p> <p>Civil society organizations role in ensuring environmental sustainability of urban ecosystem: The case of Addis Ababa</p> <p>Satishkumar Belliethathan, Horn of Africa - Regional Environment Network, Ethiopia; Yitbarek Tibbe Weldeesmaet, Environmental Society of Ethiopia, Ethiopia; Negussu Akililu, Forum for Environment, Ethiopia</p> <p>Éducation relative à l'environnement (ErE) et gestion de l'eau au Brésil. Approches, limites et possibilités</p> <p>Ricardo Novaes, UNIVERSITÉ DE SAO PAULO, Brazil; Pedro Jacobi, Universidade de São Paulo, Brazil</p>
<p>8:30 NGO FORUM</p> <p>F ROOM 517A</p> <p>8:30 H CinEE Film</p> <p>F ROOM 523</p> <p>Regard sur l'industrie pétrolière</p> <p>Facilitator: Jean-Philippe Vermette</p> <p>Black wave : L'héritage de l'Exxon Valdez</p> <p>Robert Cornellier, producer</p>	<p>Objectives of extension education system toward environmental soundness in Iran</p> <p>Mohammad Sadegh Allahyari, Islamic Azad University, Rasht Branch, Iran (Islamic Republic of); Mohammad Chizari, Tarbiat Modares University, Tehran, Iran (Islamic Republic of)</p>	<p>Réponse éducative aux problèmes d'environnement à Rufisque</p> <p>Aboubakry Sadikh Niang, Inspection Départementale Education de Rufisque1-Mairie Ville de Rufisque, Senegal</p>
<p>10:00 BREAK</p> <p>ROOM 210</p> <p>10:30 NT 01 > RELATIONSHIPS BETWEEN ECOLOGY AND ECONOMY: THE ISSUE OF SUSTAINABILITY</p> <p>O E S01.11 ROOM 513D</p> <p>Economics and culture</p> <p>The economic value of sustainability: Teaching to be green</p> <p>Leandro Belinosa Guimarães, UFSC, Brazil</p>	<p>10:30 NT 04 > URBAN CHALLENGES</p> <p>O E S04.06 ROOM 514C</p> <p>Le défi déchet (1)</p> <p>Searching for criteria in environmental communication practices: The case of sustainable consumption in Madrid city (Spain)</p> <p>Javier Benayas de Álamo, Departamento de Ecología, Universidad Autónoma de Madrid, Spain; Mireya Palavecino, Universidad de la Frontera, Chile</p>	<p>10:30 NT 05 > ECOLOGIZING COLLEGES AND UNIVERSITIES</p> <p>O E S05.01 ROOM 510B</p> <p>Partnerships, networks, and on-site participation</p> <p>Jardins-potagers sur les toits d'établissements d'enseignement supérieur</p> <p>Cynthia Philippe, UQAM, Canada; Anne Parent, UQAM, Canada</p>
<p>Education for sustainable future: RCE - Curitiba-Paraná, Brazil</p> <p>Ziole Malhadas, RCE-Curitiba-Paraná, Brazil</p>	<p>Complexe environnemental de Saint-Michel (C.E.S.M.) : 20 ans d'éducation relative à l'environnement au cœur de Montréal (1989-2009)</p> <p>Nicolas Devovic, Ville de Montréal, Canada; Martin Héroux, Ville de Montréal, Canada</p>	<p>Intégrer l'éducation relative à l'environnement au collégial de Duluth à Gaspé</p> <p>Hélène Godnaire, Union Saint-Laurent Grands Lacs, Canada</p>
<p>Ambientação program (ambient-action) - Environmental education in the state of Minas Gerais government's administrative buildings</p> <p>Frederico Batista Baião, Ambiente Brasil Centro de Estudos, Brazil; Ricardo Botelho Tostes Ferreira, Ambiente Brasil Centro de Estudos, Brazil; Mirian Cristina Dias Baggio, Fundação Estadual do Meio Ambiente, Brazil</p>	<p>Affluence and recycling: Measuring environmental attitudes and evaluating participation in a high-income population</p> <p>Laura Krohn, Canada</p>	<p>L'éducation environnementale sur les zones humides, un outil pédagogique efficace pour leur protection et leur valorisation - Cas des zones humides du Moyen Atlas, Maroc</p> <p>Lahcen Chillasse, Université Moulay Ismail faculté des Sciences, Morocco</p>
<p>EE without borders: Facilitating binational collaboration between US and Mexico</p> <p>Jose Marcos-Iga, Environmental Education Exchange, United States of America</p>	<p>Environmental education, local participation and responsible municipal waste management in the Ayuquila River Watershed in Western Mexico</p> <p>Salvador García Ruvalcaba, Departamento de Ecología y Recursos Naturales, Universidad de Guadalajara, Mexico; Eduardo Santana, University of Guadalajara, Mexico; Sergio Graf, MABIO A.C., Mexico; Gabriela Pérez Carrillo, JIRA & IMECBIO-UDG, Mexico</p>	<p>Bâtir des communautés collégiales et universitaires pour des campus écodynamiques</p> <p>Pierre Fardeau, AQPERE, Canada</p>
<p>W E W01.06 ROOM 511B</p> <p>The Natural Step: Sustainability briefing</p> <p>Anouk Bertner, The Natural Step, Canada; Kim Mackrael, The Natural Step Canada, Canada</p>	<p>O E S04.08 ROOM 513F</p> <p>S'approprier la ville</p> <p>Los procesos participativos y el enfoque educativo-ambiental en las estrategias locales de sostenibilidad</p> <p>Joaquim Ramos Pinto, NEREA Investiga, Portugal; Pablo Meira Cartea, Universidad de Santiago de Compostela, Spain</p>	<p>SurVol Benthos, un programme d'action et d'engagement des étudiants post-secondaires</p> <p>Éric Gagnon, Comité de valorisation de la rivière Beauport, Canada</p>
		<p>O S S05.19 ROOM 510C</p> <p>Partnerships, networks, and on-site participation</p> <p>Educación ambiental para la sustentabilidad de humedales altoandinos: experiencia en la educación superior venezolana</p> <p>José Ali Moncada, Universidad Pedagógica Experimental Libertador, Venezuela; Jesús Aranguren, UPEL - Instituto Pedagógico de Caracas, Venezuela; Aura Bentti, UPEL - Instituto Pedagógico Gervasio Rubio, Venezuela; Yanis Nieto, UPEL - Instituto Pedagógico Gervasio Rubio, Venezuela; Nila Pellegrini, Universidad Simón Bolívar, Venezuela</p>

Efectos de un programa de mejoramiento ambiental del espacio físico de una facultad de una universidad privada de Lima, Perú
 Ana Aguilar Angeletti, FACULTAD DE PSICOLOGIA-UNIVERSIDAD PERUANA CAYETANO HEREDIA, Peru; Clara Kuba Kikuyama, UNIVERSIDAD PERUANA CAYETANO HEREDIA, Peru; Christian Raygada Cayllahua, UNIVERSIDAD PERUANA CAYETANO HEREDIA, Peru

Política gubernamental y enseñanza medioambiental: el programa Vamos Cuidar do Brasil com as escolas
 Maria de Lourdes Spazziani, Universidade Estadual Paulista Julio de Mesquita Filho, Brazil; Barbara Suleiman Macedo, Centro Universitário Moura Lacerda, Brazil

La educación superior en México: en busca de un sentido de sustentabilidad
 María Teresa Bravo Mercado, Instituto de Investigaciones sobre la Universidad y la Educación de la UNAM, Mexico

Elaboración y aplicación de indicadores de evaluación del Sistema Nacional de Certificación de Escuelas (SNCAE) en Chile en los ámbitos pedagógico, curricular y relaciones con el entorno
 Rodrigo Arrué, Comisión Nacional del Medio Ambiente, Chile; Valeria Fuentealba, Ministerio de Educación, Chile; Roberto González, Comisión Nacional del Medio Ambiente, Chile

O S S05.21 | ROOM 510D
Partnerships, networks, and on-site participation
Educación ambiental para la acción en el ámbito universitario
 Rosa Maria Pujol Vilallonga, Universitat Autònoma de Barcelona, Spain

Construcción de una comunidad virtual de aprendizaje para la educación ambiental en universidades estatales de Costa Rica
 Claudia Zúñiga-Vega, Instituto Tecnológico de Costa Rica, Costa Rica; María de los Ángeles Carrillo-Delgado, Universidad Nacional, Costa Rica; Elizabeth Arnáez-Serrano, Instituto Tecnológico de Costa Rica, Costa Rica; Claudia Charpentier-Esquível, Universidad de Costa Rica, Costa Rica; Lidia Hernández-Rojas, Universidad Estatal a Distancia, Costa Rica

Resistencia y ruptura: 17 años de formar docentes en en educación ambiental a nivel posgrado en México
 Rafael Tonatiuh Ramírez Beltrán, Universidad Pedagógica Nacional, Mexico; Arias Ortega Miguel Ángel, UPN, Mexico; Hernandez Meixueiro, UPN, Mexico

Concientización de la reforestación en el Instituto Tecnológico de Villahermosa
 Mario Jose Romellon Cerino, Instituto Tecnológico de Villahermosa, Mexico; Antonina del Carmen Tun Perez, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico; Julio Cesar Romellon Cerino, INSTITUTO TECNOLOGICO SUPERIOR DE MACUS- PAN, Mexico; Elizabeth Ramon Garcia, INSTITUTO TECNOLOGICO DE VILLAHERMOSA, Mexico

10:30 NT 06 > SCHOOL AND COMMUNITY

O E S06.12 | ROOM 515C
Politiques et curriculums scolaires en ERE (1)
Eco-schools program: A contribution for its assessment in Portugal
 João Gomes, Universidade Aberta, Portugal; Caeiro Sandra, Universidade Aberta, Portugal; Amador Filomena, Universidade Aberta, Portugal

A cross-curricular content analysis of public and private schools in Pakistan with regards to provision of environmental themes
 Rabia Arif, University of the Punjab, Pakistan

The education for sustainable development message: Focus on the concepts and pedagogical process in Kenyan curriculum
 Geoffrey M. Macharia, Kenyatta University, Kenya

Moving Environmental Education K-12 into the Educational Mainstream
 Grant Trump, ECO Canada, Canada

O E S06.24 | ROOM 513C
Formation initiale et continue des enseignantes et des enseignants (3)
Biology teacher's knowledge, awareness and attitude on environmental issues and biodiversity conservation in some selected secondary schools in Addis Ababa
 Hameed Sulaiman Seyed Mohamed, Addis Ababa University, Ethiopia; Meseret Mengiste, Addis Ababa University, Ethiopia

Teaching environmental education: Perspectives of educators
 Leah Dobrinski, Queen's / University of Ottawa, Canada

The active learning framework as a tool for environmental education action projects with learners
 Roleen Ellman, South African Biodiversity Institute, South Africa; Fadi Wagiet, Western Cape Education Department, South Africa

Environmental policy and its realization in the view of schools management in Czech Republic
 Milada Svecova, Charles University in Prague, Faculty of science, Slovakia; Ilona Horychova, Charles University of Prague, Faculty of Science, Czech Republic;

O F S06.35 | ROOM 510A
Formation, réseautage et partenariat
Environmental education and scientific training program for high school student: Integrative knowledge action for sustainable citizenship
 Cristina Araripe Ferreira, FIOCRUZ, Brazil; Bianca Antunes Cortes, FIOCRUZ, Brazil; Cristiane Nogueira Braga, FIOCRUZ, Brazil; Páulea Zaquin, FIOCRUZ, Brazil; Ignez Siqueira, FIOCRUZ, Brazil; Ana Tereza Filipecki, Fiocruz, Brazil; Telma De Mello Frutuoso, FIOCRUZ, Brazil; Fatima Pivotto, FIOCRUZ, Brazil; Márcia de Oliveira Teixeira, Fiocruz, Brazil; Isabela Félix de Sousa, FIOCRUZ, Brazil; Lenira Zancan

Environmental education and health education: An integrated experience
 Danielle Grynszpan, Oswaldo Cruz Foundation, Brazil

Former des citoyens écoresponsables via un projet d'établissement

Aurélie Steiger, Education nationale, France; Julien Chamboredon, EN, France

Le dispositif pédagogie et développement durable

Alexandra Siarri, Communauté Urbaine de Bordeaux, France

Communication, formation et réseautage au profit de l'ERE à la CSDM

Carole Marcoux, Commission scolaire de Montréal, Canada

La política de educación ambiental en Colombia: un contexto de transformación social y un proceso de participación en permanente construcción

Maritza Torres Carrasco, Ministerio de Educación de Colombia, Colombia

O F S06.38 | ROOM 514A

Rôle des partenaires dans le développement de l'ERE à l'école
Les établissements verts Brundtland : un mouvement qui a des ailes
 Véronique Brouillette, Centrale des syndicats du Québec, Canada

Prêts pour l'aventure nature?

Sarah Mailhot, GUEPE, Canada

C-Vert : l'engagement environnemental des adolescents

Michel Séguin, Fondation Stephen R. Bronfman, Canada

Contribution de l'éducation relative à l'environnement à la redéfinition des liens sociaux : retour sur une expérience sénégalaise

Michèle Berthelot, Ministère de l'Éducation, du Loisir et du Sport du Québec, Canada

L'éducation à l'environnement mobilisatrice des jeunes pour le développement de l'éco-citoyenneté active

Malika Ihrachen, Université Hassan II, Faculté des Sciences Ben M'Sik, Morocco

Les changements climatiques et les enfants du monde en développement

Karine Villeneuve, UNICEF Canada, Canada; Paula Gallo, UNICEF Canada, Canada

W S W06.08 | ROOM 516C

Incoporación del componente socio-educativo en la gestión de residuos sólidos a través del proyecto de formación de Líderes Antisuromaniacos

Sandra Andrade, Viceministerio de Biodiversidad, Recursos Forestales y Medio Ambiente, Bolivia

10:30 NT 07 > LEARNING IN SOCIETY

O S S07.15 | ROOM 515A

Views and strategies to foster civic engagement and EE in society

Proyecto Fénix. Proceso de diagnóstico y actualización de la estrategia gallega de educación ambiental

Lucía Iglesias da Cunha, Universidad de Santiago de Compostela, Spain; Pablo Ángel Meira, Universidad de Santiago de Compostela, Spain

Las redes de innovación productiva como medio para la educación ambiental

Doralisa Rangel de Rivas, Universidad Nacional
Exp.Los Llanos Ezequiel Zamora, Venezuela

Población local, proceso educativo y Poder Público: relaciones relativas a una unidad de conservación

Rosa Maria Feiteiro Cavalari, Universidade Estadual Paulista Júlio de Mesquita Filho, Brazil; Carolina Mandarini Dias, UNESP, Brasil, Brazil

Microcuencas y educación popular (sembrando agua para el futuro)

Levana Hentschel, Biocenosis AC, Canada

W E W07.13 | ROOM 511D**What difference is ESD (education for sustainable development) making?: Learning and assessment of ESD practice - Part 2**

Zinaida Fadeeva, UNU-IAS, Japan; Ingrid Mulà, University of Gloucestershire, United Kingdom; Taylor Jim, RCE Kuwa Zulu Natal, South Africa; Clemens Mader, RCE Graz-Styria, University of Graz, Austria; Harold Glasser, RCE Grand Rapids, United States of America; Jos Hermans, RCE Rhine-Meuse, Netherlands; Daniella Tilbury, University of Gloucestershire, United Kingdom; Jos Eussen, RCE Rhine-Meuse, Netherlands

This workshop is sponsored by UNESCO.

W E W07.14 | ROOM 511A**Applying an ecological integrity issue-focused approach to public education and engagement for protected areas**

Catherine Dumouchel, Parcs Canada, Canada; Elise Maltin, Parks Canada Agency, Canada; Nathalie Benoit, Parks Canada Agency, Canada

10:30 NT 08 > HERITAGE INTERPRETATION**O E S08.07 | ROOM 513E****Espaces naturels****From natural parks to school. Comparative study among different environmental education offers in natural parks for the creation of innovative educational tools in the Veneto Region Protected Areas**

Silvia Fant, CINSA - National Interuniversity Consortium for Environmental Sciences, Italy

Parks Canada in the North: Engaging northern youth with national parks

Pat Dunn, Parks Canada Agency, Canada; Kate Alexander, Parks Canada Agency, Canada; Elise Maltin, Parks Canada Agency, Canada

Shelburne farms

Matthew Dubel, Shelburne Farms, United States of America; Jen Cirillo, Shelburne Farms, United States of America; Tiffany Tillman, Shelburne Farms, United States of America

Theorising and facilitating e-learning ecologically: Heritage interpretation through NatureGate

Patrick Dillon, University of Joensuu, Finland; None None, None, United Kingdom

How changing the question has the potential to change the world for human primates, elephants and others: Embracing the spirit of appreciative inquiry for a better tomorrow

Sue Hamel, Lakehead University, Canada

W F W08.02 | ROOM 511F**Médiation muséale et participation citoyenne.****Apports théoriques et pratiques**

Yves Girault, Muséum National d'Histoire Naturelle, France; Marine SOICHOT, Muséum National d'Histoire Naturelle, France; Elisabeth Quertier, Muséum National d'Histoire Naturelle, France

10:30 NT 09 > INDIGENOUS KNOWLEDGE AND PRACTICES**O E S09.07 | ROOM 514B****Exploring Indigenous Ways of Knowing****Decolonizing TEKnowledgeEE: Reconceptualizing traditional ecological knowledge (TEK) in environmental education (EE)**

Emily Root, Lakehead University, Canada

Indigenous cosmologies and the whites' dreams

Silvia Zaccaria, WEEC Secretariat, Italy

Mainstreaming indigenous ways of connecting with all things: The role of Mokete in environmental education

Tsepo Mokuku, National University of Lesotho, Lesotho

Okolakic'iye Otipi: Maintaining cultural cohesion through affection for the earth

Sandra Wolf, Lakehead University, Canada

Learning with the world around us: Practicing two-eyed seeing

Nadine Lefort, Sierra Club BC, Canada; Albert Marshall, Institute for Integrative Science & Health, Cape Breton University, Canada

10:30 NT 10 > ETHICS, ENVIRONMENTAL THOUGHT, AND WORLDVIEWS**O S S10.11 | ROOM 516A****Aceramientos a los éticas, pensamiento ambiental, & visiones mundiales - Sesión B****Exploradores**

Maria de Pilar Bermudez Guerrero, COLEGIO INSTITUCION EDUCATIVA DISTRITAL LUIS ANGEL ARANGO, Colombia

La carta de la tierra: análisis de contenido desde la perspectiva de la complejidad

Maria Angeles Murga Menoyo, Universidad Nacional de Educación a Distancia, Spain

Posibilidades de aplicación del programa de filosofía para niños de la educación al consumo ético en la escuela

Adolfo Agundez Rodriguez, Universidad de Sherbrooke, Canada; France Jutras, Université de Sherbrooke, Canada; Juan Carlos Lago Bornstein, Universidad de Alcalá de Henares, Spain

La acción comunicativa como dimensão da ética ambiental

Ponchirolli Osmar, FAE- Centro Universitario Franciscano do Paraná, Brazil; Czerwonka Sermann Lucia Izabel, FAE - Centro Universitário Franciscano do Paraná, Brazil

Salud, ambiente y espiritualidad: nexos de la transformación de sí y del mundo en la experiencia del sujeto (self) ecológico / Health, environment and spirituality: Links between the transformation of themselves and the world in the ecological self experience

Isabel Cristina Moura Carvalho, Universidade Luterana do Brasil, Brazil

W S R.A.35 | ROOM 511E**Lo ambientalmente correcto: una nueva moda a consumir ?**

Marina Robles, Centro de Especialistas en Gestión Ambiental, Mexico; Claudia Hernández Fernández, Secretaría de Medio Ambiente, Gobierno del Distrito Federal, Mexico; Cuauhtémoc Leon Diez, Centro de Especialistas en Gestión Ambiental, Mexico

10:30 NT 11 > ART: IMAGINATION, CREATIVITY, AND MEANING**W E W11.04 | ROOM 516D****Building a culture of environmental respect: What role can the Arts play?**

Clive Callaway, Living by Water Project, Canada; Sarah Weaver, Living by Water Project, Canada

10:30 NT 12 > ECOLOGICAL IDENTITY**O E S12.10 | ROOM 516E****Ecological identity: Children and outdoor education**

Developing six year old children's conceptions of their position in nature and as a part of ecosystems by investigative learning outdoors Mauri Åhlberg, University of Helsinki, Department of Applied Sciences of Education, University of Helsinki, Finland; Riitta Luntti, Puumala Municipality, Finland

Ticket to nature, an outdoor sports program for education for sustainable development

Tina Jacoby, German Sport University, Germany

Episodic memory as evidence of program impact

Kendra Liddicoat, Cornell University, United States of America; Marianne Krasny, Cornell University, United States of America

Re-examining the role of nature-based education in the empowerment of salutogenic human behaviors

Alan Ewert, Indiana University, United States of America; Amy Shellman, SUNY Cortland, United States of America

Environmental education as a means of promoting sustainable relationship between humans and nature in occupied lake and canal boundaries

Joselito Silveira, Instituto Federal Fluminense - IFF, Brazil; Ricardo Terra, CEFET/Campos, RJ, Brazil

W F W12.02 | ROOM 516B**De l'écoformation à l'engagement environnemental**

Dominique Cottreau, Echos d'Images, France

10:30 POLITICAL FORUM**FP IS ROOM 517CD****The major international organisations to support environmental education**

Chair: Claude Villeneuve, Université du Québec à Chicoutimi, Canada

Panelists: Akpezi Ogbuiwge, Responsable de la Division d'éducation et de formation relatives à l'environnement, Application de la politique environnementale, Programme des Nations Unies pour l'environnement, Nairobi, Kenya
Ahmed Djoghlaf, Secrétaire exécutif, Secrétariat de la Convention sur la diversité biologique, Programme des Nations Unies pour l'environnement Fatimata Touré, Directrice générale de l'Institut de l'énergie et de l'environnement de la Francophonie (IEPF)

Suzana Pádua, fondatrice et présidente de l'IPE - Institut de recherches écologiques (membre de Wildlife Trust Alliance) et présidente pour l'Amérique du Sud de l'Union Internationale pour la Conservation de la Nature (UICN), Brésil

*This workshop is sponsored by UNESCO.***10:30 NGO FORUM****F ROOM 517A****10:30 CinEE Film****F ROOM 523****Regard sur l'industrie minière**

Facilitator: Marie-Ève Grignon

Mirage d'un Eldorado

Martin Frigon, producer

12:00 LUNCH BREAK**13:30 THEMATIC NICHES****WRAP-UP****CP01 - Relationships between ecology and economy: The Issue of sustainability****S IS-E ROOM: 511B**

Speaker: Edgar González Gaudiano, Institute of Social Research, Mexique

CP02 - Questions of fairness in socio-ecological issues**F IS-E ROOM: 510C**

Chair: Gina Thésée, Université du Québec à Montréal, Canada

Speakers: Isabel Orellana, Université du Québec à Montréal, Canada; Lucio Cuenca, Observatorio de conflictos ambientales, Chile;

Suzana Pádua, IPE-Instituto de Pesquisas Ecologicas, Brazil

CP03 - Environmental health**F E IS-E ROOM: 513A**

Chair: Ulisses Miranda Azeiteiro, Universidade Aberta, Portugal

Co-Chair: Pascal Houenou, UFR des Sciences et gestion de l'environnement, Université d'Abobo-Adjamé, Côte d'Ivoire

CP04 - Urban challenges**F E IS-E ROOM: 511C**

Chair: Jacques Tremblay, Ville de Montréal, Canada

Speaker: Louise Chawla, University of Colorado, États-Unis

*The ecology of young people's developing competence to meet urban challenges***CP05 - Ecologizing colleges and universities****F S E IS-E ROOM: 510D**Chair: Claude Villeneuve, Université du Québec à Chicoutimi, Canada
Speakers: Pedro Roberto Jacobi, Universidade de São Paulo, Brésil; Emmanuel Raufflet, HEC Montréal, Canada; Tim Grant, Green Teacher, Canada**CP06 - School and community****F S E IS-E ROOM 516C**

Speakers: Marc Boutet, Université de Sherbrooke, Canada; Mercè Junyent, Universitat Autònoma de Barcelona, Espagne; Jose Gutierrez-Perez, Facultad de Ciencias de la Educación, Universidad de Granada, Espagne; Evgenia Flogaitis, University of Athens, Grèce

CP07 - Learning in society**E ROOM: 511D**

Chair: Arjen Wells

*Microphone ouvert***CP08 - Heritage interpretation****F IS-E ROOM: 513E**

Speaker: Rachel Léger, Biodôme de Montréal, Association des zoos et aquariums du Canada, Canada

CP09 - Indigenous knowledge and practices**E ROOM: 514B**

Speakers: Natalie Swayze,

City of Winnipeg, Canada;

Greg Lowan, University of Calgary, Canada

CP10 - Ethics, environmental thought, and worldviews**E ROOM: 516A**

Speaker: Blair Niblett, Lakehead University, Canada

CP11 - L'art : imaginaire, créativité et signification**E ROOM: 515C**

Chair: Alison Neilson, University of the Azores, Portugal

Speakers: Lisa Lipsett, Creative by Nature Project, Canada; Annalee Annalee, Arts Smart, Canada

CP12 - Ecological identity**E ROOM: 516E**

Speakers: Tom Berryman, Université du Québec à Montréal, Canada;

Richard Kool, Royal Roads University, Canada

13:30 NGO FORUM WRAP-UP**F ROOM 517B****15:00 BREAK****ROOM 210****15:30 CLOSING SESSION AND CONGRESS WRAP-UP****ROOM 517CD****15:30 Presentation of an honorary doctorate from the Université du Québec à Montréal to Richard Desjardins, Quebec artist actively engaged in environmental issues.****16:00 Wrap-up of proceedings from each thematic niche and NGO Forum in response to the three cross-cutting questions of the Congress**

Moderators: Bob Jickling (Ontario, Canada), Lucie Sauvé (Québec, Canada), Edgar González-Gaudiano (Mexico), Heila Lotz-Sisitka (South Africa).

17:45 6th World Environmental Education Congress announcement

Mario Salomone, Secretary General, World Environmental Education Congress Secretariat.

L'environnement de haute montagne, un milieu sensible aux changements du climat et peu connu

Paolo Bagnoli Administration Régionale Val D'Aostataly; Manuela Zublena, Administration régionale, Italy

P E P362 | ROOM 210**Wilderness leaders' relationship to nature**

Alexa Haberer, Lakehead University, Canada

18:30 CLOSING RECEPTION**CENTRE DES SCIENCES DE MONTRÉAL**

(voir receptions)

20:00 FESTIVAL OF ENVIRONMENTAL STORYTELLING**Cafés (See Parallel Activities)**

Notes

Receptions

Sunday, May 10, 2009, 18:00

Welcome Reception at the Palais des congrès de Montréal

One ticket included with registration package.

Additional tickets available at a cost of \$30 CAD each

Wednesday, May 13, 2009, 18:30

Closing Reception and Launching of the Declaration on Biodiversity at the Montréal Science Centre (Old Port of Montréal)

No transportation is planned. Instructions/itinerary available at the information desk.

One ticket included with registration package.

If you wish to participate, please go to the Congress registration counters to pick up your ticket.

Additional tickets available at a cost of \$20 CAD each

This reception is sponsored by Montréal Science Centre. The launching of the Declaration for Biological Diversity is sponsored by the Secretariat of the Convention on Biodiversity.

Parallel Activities

Children of the World

A media production project inviting children from 15 different countries to introduce us to their villages, their neighbourhoods, their environments, their treasures and their dreams. Photos taken by the children to illustrate the positive and negative aspects of their living environment are accompanied by a sound track that lets us hear the voices of the children of the world.

The presentation, on throughout the Congress, will take place in the Hall and in the Exhibition Room of the Palais des congrès.

Where: Palais des congrès de Montréal

The Eco-Show, a festive rendezvous at the crossroads of biodiversity, fantasy and eco-responsibility

When: Tuesday, May 12, 2009, from 19:30 to 22:30

Where: Montréal Biodôme, 4777, avenue Pierre-De Coubertin

How to get there: Green metro line, Vlau station

What: Environmental animation and cocktail

How much: \$25 CAD

At the crossroads of biodiversity... Surprises, laughter and thrills are on the agenda for this night-time adventure, An Evening Under the Moon. Presented in partnership with the Montréal Biodôme, this unique event will allow you to wind your way through the ecosystems while animals move furtively through the night; where new experiences await you at each and every turn. Characters trace your footsteps, ready to introduce you to a host of bewitch-

ing, wild, fantastic and mysterious experiences in a universe created expressly for you. See nocturnal animals—bats, sloths, beavers, lynx—through the special effects of dim blue lighting. The background sounds created by the chirping of the crickets and movements of the toads and bats promise to be nothing short of... impressive!

... fantasy... Throughout the entire tour, from the main entrance to the ecosystems, the rooms to the hallways, enjoy entertaining and thought-provoking presentations on ecological themes. Actors playing characters, interacting with visitors, treating everyone to an array of artistic performances (song, dance, music, circus arts)... Allow yourself to be whisked away by the talent of these performers and the make-believe world of these fascinating characters!

... and eco-responsibility. A 5th ecosystem, that of eco-responsibility, joins the Biodôme's offerings for the occasion, raising awareness about the importance of responsible consumption and equally-responsible waste management. Here, take part in the Ballade des Lixiviens, an activity showcasing exceptional biodiversity and the responsibilities that go along with our consumption choices. A masterpiece combining a giant puppet, clown tricks and interaction with participants.

Cette activité est commanditée par: Le Biodôme de Montréal, Tetra Pak, Vins Arista, Plus One Water, Fontaine Santé, Crudesse et Lassonde

An International Festival of Environmental Storytelling

When: May 11, 13 and 14, 20:00

May 12, 20:30

Where: Bar Populaire or Café Sarajevo

Bar Populaire: 6584, boulevard Saint-Laurent

Café Sarajevo: 6548, boulevard Saint-Laurent

What: Environmental storytelling and discussion

Cost: Voluntary contribution

How to get there: Orange metro line to Beaubien station or Bus #55 from Saint-Laurent Metro station

Storytelling is an ideal vehicle for expressing our relationship to the world. Through the power of the imagination, storytelling serves to feed the reflection process and build awareness on our relationship to the environment. The International Festival of Environmental Storytelling promises to infuse the 5th World Environmental Education Congress with an air of “magic”.

Throughout the ages, the art of storytelling has been a powerful way for societies to reinforce their core values, knowledge and traditions and ensure these are passed down from generation to generation. Myth, legend or tale, together these make up a rich body of lore that tells of our forbearers' concern for harmonizing the alterity of their existence within a real, imaginary or symbolic environment. The story is not a lesson in itself, but rather a free space for transforming reality through the power of words, where the line between the possible and the impossible becomes blurred and mystery reigns.

Monday, May 11, 20:00 (In French)

Where: Bar Populaire, 6584, boulevard Saint-Laurent

Nadyne Bédard

Olivier Ménard

Evelyne Ménard

Nicole Filiatrault

Myriame El Yamani

FX Liage

Discussion: Isabelle Saint-Pierre

Monday, May 11, 20:00 (In English)

Where: Café Sarajevo, 6548, boulevard Saint-Laurent

Christine Mayr

Ann Rothfels

Dan Yashinsky

Patti Warnock

Discussion: Dan Yashinsky

Tuesday, May 12, 20:30 (In French)

Where: Bar Populaire, 6584, boulevard Saint-Laurent

Joey Fallu

Mathieu Lippé

Frère Ours

Sarah-Maria Leblanc

Claire Vigneau

Diane Marie Racicot

Discussion: Isabelle Saint-Pierre

Wednesday, May 13, 20:00 (In French)

Where: Bar Populaire, 6584, boulevard Saint-Laurent

France Gaumond

Kees Vanderheyden

Jacques Pasquet

Lucie Bisson

Yvon Boutin

Discussion: Isabelle Saint-Pierre

Wednesday, May 13, 20:00 (In French)

Where: Café Sarajevo, 6548, boulevard Saint-Laurent

Jacques Falquet

Robert Payant

Ariane Labonté

Marie-Pier Fournier

Eric Michaud

Discussion: Eric Michaud

Thursday, May 14, 20:00 (In French)

Where: Bar Populaire, 6584, boulevard Saint-Laurent

Céline Jantet

Nicolas Rochette

Thierry Pardo

Franck Sylvestre

Discussion: Isabelle Saint-Pierre

CinEE – A window to the world CinEE Film

CinEE is sponsored by the National Film Board of Canada.

Where: Palais des congrès de Montréal

Room: 523

Monday, May 11, 13:30 - 15:30

Views on genetic engineering

(Part 1)

Le monde selon Monsanto

Documentary screening

The presentation of this film is sponsored by the National Film Board of Canada, Greenpeace Canada and Cinbiose (UQAM).

Monday, May 11, 15:30 - 17:00

Views on genetic engineering

(Part 2)

Le monde selon Monsanto

Panel discussion

Marie-Monique Robin, producer

The presentation of this film is sponsored by the National Film Board of Canada, Greenpeace Canada and Cinbiose (UQAM).

Tuesday, May 12, 8:30 - 10:00

Views on biodiversity

À fleur de peau

Sarah Charland-Faucher, producer

Aboriginal perspectives

Wapikoni mobile

Manon Barbeau, producer

This film is presented, produced and distributed by the National Film Board of Canada.

Tuesday, May 12, 10:30 - 12:00
Issues in environmental health

Homo Toxicus

Carole Poliquin, producer

Tuesday, May 12, 13:30 - 15:30

Homage to Quebec (Part 1)

Tribute to the next guard

School and community

Claude Poudrier, educator

Fernand Dansereau, producer

Environmental documentary at the Festival de Portneuf

Léo Denis Carpentier, President du Festival

2009 laureate

These films are presented, produced and distributed by the National Film Board of Canada.

Tuesday, May 12, 15:30 - 17:00

Homage to Quebec (Part 2)

Tribute to the pioneers

Tribute to Frédéric Back

Narrated excerpts from his filmography, including *The Man Who Planted Trees*.
 Suzelle Back

Tribute to Pierre Dansereau

Narrated excerpts of *An Ecology of Hope*
 Normand Brunet, UQAM

These films are presented, produced and distributed by the National Film Board of Canada.

Wednesday, May 13, 8:30 - 10:00

Views on the petroleum industry

Black wave : L'héritage de l'Exxon Valdez

Robert Cornellier, producer

Wednesday, May 13, 10:30 - 12:00.

Views on the mining industry

Mirage d'un Eldorado

Martin Frigon, producer

Launching of the Declaration on Biodiversity and the International Year of Biodiversity

Date: May 13, 18:30 as part of the Closing Reception of the Congress

Where: Montréal Science Centre (Old Port of Montréal)

In recognition of the learning experience of the Conference and in anticipation of the upcoming International Year of Biodiversity in 2010, the Secretariat of the Convention on Biological Diversity, in collaboration with the organisers of the WEEC, will deliver a declaration of the intentions and aspirations for a more sustainable future. Participants are welcomed to a reception where they will be called upon to join in the celebrations of the International Year of Biodiversity and make a commitment to learning and action to preserve and treasure Earth, our common home.

The CLUB 2/3 Walk

On May 15th, nearly 15,000 young people will take to the streets of Montréal in the name of international solidarity. Seeking a more interconnected, fair and just world, they will gather from all corners of Quebec to celebrate their shared commitment and determination to bring about positive change to the world around them. This annual event, the largest youth rally of its kind in North America, was born in 1970 and is organized by CLUB 2/3, the youth branch of Oxfam-Québec.

"Young people want to be part of the solution. CLUB 2/3 is about promoting fair and responsible consumption, international cooperation and solidarity projects in the world, clean water, access to education...and every year this commitment by youth culminates in a solidarity march," explains Jean-Pierre Denis, partnership advisor for Oxfam-Québec and co-founder of CLUB 2/3.

This 39th edition of the CLUB 2/3 Walk will take place under the banner, "Ça chauffe sur la planète, bouge!" This theme symbolizes the concerns of today's young people and translates their awareness that individual and collective action taken right here at home can have a positive influence on their future and that of generations to come. As in previous years, participants will express their solidarity through the creation of magnificent banners and imaginative tools that represent the global causes to which they are committed.

Educational

Visits

- If you are planning on participating in 2 activities on the same day, please make sure to allow yourself a minimum of 90 minutes between each activity for transportation and/or possible delay.
- Visit the descriptions below to know if transportation and lunch are included in the activities.
- If transportation is not included, see the information centre for maps and public transport instructions.
- Educational Visits are ONLY available to registered Congress delegates.
- Please note the language in which the visits are offered.
- If you have not pre-registered for educational visits, go to registration desk to check on available places.

Schedule

Sunday, May 10

9:00 – 13:30	Tree planting with the Friends of the Mountain The Corvée du Mont-Royal® – 18th edition Available in FRENCH, ENGLISH and SPANISH	\$15 CAD
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Thursday, May 14

DAY TOURS

8:00 – 16:00	Day trip to the Gault Nature Reserve Available in FRENCH, ENGLISH and SPANISH	\$20 CAD
8:30 – 17:00	Exploring eco-district projects Bilingual tour FRENCH and ENGLISH	\$35 CAD
9:00 – 16:00	Visit to the Île-de-la-Visitation and Cap-Saint-Jacques nature parks Available in FRENCH partial commentary in English	\$35 CAD

Thursday, May 14

HALF-DAY TOURS (MORNING)

8:00 – 12:00	Rabaska canoe outing on the Mille îles River Available in FRENCH	\$45 CAD
9:00 – 12:00	Montréal Botanical Garden and Insectarium - Insectarium, Japanese Garden and Tree House Available in FRENCH	\$10 CAD
9:00 – 12:00	Montréal Botanical Garden - Greenhouses, First Nations Garden and Chinese Garden Available in ENGLISH	\$10 CAD
9:00 – 12:30	Tour Mount Royal summit with the Friends of the Mountain Available in FRENCH	\$20 CAD
9:00 – 12:30	Tour Mount Royal summit with the Friends of the Mountain Available in ENGLISH	\$20 CAD
10:00 – 14:00	Guided tour of the Saint-Michel Environmental Complex Available in FRENCH, ENGLISH and SPANISH	\$30 CAD

Thursday, May 14

HALF-DAY TOURS (AFTERNOON)

12:15 – 16:00	Montréal Science Centre Available in FRENCH, ENGLISH and SPANISH	\$10 CAD
12:30 – 19:00	Visit to Odanak Village and the Abenaki Museum Available in FRENCH	\$49.50 CAD
13:00 – 16:00	Tour Mount Royal summit with the Friends of the Mountain Available in FRENCH	\$20 CAD
13:00 – 16:00	Tour Mount Royal summit with the Friends of the Mountain Available in ENGLISH	\$20 CAD
13:00 – 16:00	Tour Mount Royal summit with the Friends of the Mountain Available in SPANISH	\$20 CAD
13:00 – 17:00	Rabaska canoe outing on the Mille îles River Available in ENGLISH	\$45 CAD
13:30 – 16:30	Montréal Botanical Garden - Greenhouses, Insectarium, Japanese Garden and Tree House Available in FRENCH	\$10 CAD
13:30 – 16:30	Montréal Botanical Garden and Insectarium - Insectarium, Japanese Garden and Tree House Available in ENGLISH	\$10 CAD
13:30 – 16:30	Montréal Botanical Garden - Greenhouses, First Nations Garden and Chinese Garden Available in SPANISH	\$10 CAD
13:30 – 14:45	The Biosphere Available in FRENCH	\$10 CAD
13:30 – 14:45	The Biosphere Available in ENGLISH	\$10 CAD
13:30 – 14:15	Guided tour of the Petites Mains workshop Available in FRENCH	\$10 CAD
14:30 – 15:15	Guided tour of the Petites Mains workshop Available in ENGLISH	\$10 CAD
14:30 – 16:00	Guided tour of the La TOHU Available in FRENCH	\$17 CAD
14:30 – 16:00	Guided tour of the La TOHU Available in ENGLISH	\$17 CAD
14:30 – 16:00	Guided tour of the La TOHU Available in SPANISH	\$17 CAD
15:30 – 16:15	Guided tour of the Petites Mains workshop Available in SPANISH	\$10 CAD

Description:

Tree planting with the Friends of the Mountain

The Corvée du Mont-Royal® – 18th edition

The beginning of May heralds one of Montréal's most important springtime conservation events. Since 1990, the Corvée du Mont-Royal has given nearly 10,500 Montrealers the opportunity to make a concrete gesture, appreciate the richness and fragility of the natural environment and give thought to the impact individual actions can have on the biodiversity of Mount Royal by taking part in a tree-planting event. As part of this year's Corvée du Mont-Royal, 100 Congress delegates will have the chance to plant 200 trees on the mountain. Following the tree-planting ceremony, the Friends of the Mountain will organize a short walking tour through the forest. Tools and gloves will be supplied. Don't forget your water bottles and cameras to take advantage of the magnificent panoramic views of the city and St. Lawrence River.

Eco-hike: exploring the Mount Royal forest. Nearly half of the two square-kilometres of Mount Royal Park is made of natural woods, right in the heart of the City of Montréal. This tour will allow you to discover the mountain's vibrant ecological diversity as you wind your way through a network of small foot trails. Step into the forest and be transported to a world where nature rules all!

Note: \$15 charge to cover the purchasing costs of the trees.

Day trip to the Gault Nature Reserve

This is a self-guided day hike on trails in the reserve where you can picnic with friends on the shore of a small lake surrounded by ancient forest or atop a hill with views across the St-Lawrence River valley. In May the forest is rich with wildflowers and migratory song birds, the weather mild and with luck sunny. The 25 km of trails are of diverse length and difficulty to suit individual interests. Bring a daypack, sunscreen and water; wear sturdy shoes and comfortable clothes for hiking.

Note: Lunch is included and it can be vegetarian on request. Transportation is not provided.

Exploring eco-district projects

During this activity, you will tour various eco-district projects, including:

- Phytorestauration, plantations and small gardens in the Émard and Louis-Cyr eco-districts;
- Tourne-Sol community composting centre in the Jeanne-Mance and Mile End eco-districts;
- Green lanes of the Le plateau Mont-Royal eco-district;
- Living parks, naturalization, green lane and composting centre in the Saint-Jacques eco-district.

A representative of each eco-district will be on hand to greet you and describe the various projects. Each tour will run approximately 1 – 11/2 hours.

Note: There will be a scheduled stop for lunch; the meal is not included in the price of this activity. Anticipate a cost of \$10 to \$15. Transportation is provided.

Visits will be held in French but the group will be accompanied by an English interpreter.

Visit to the Île-de-la-Visitation and Cap-Saint-Jacques nature parks

Île-de-la-Visitation Nature Park, located on the banks of Rivière des Prairies, is home to such historical monuments as an old mill, apple press house and industrial site dating back to the French regime. The activities offered by Cité-Historia include a guided tour by train outlining nearly 300 years of history. Figures in period dress will be on hand to greet visitors and introduce them to life as it would have been in the day. Then it is on to Cap-Saint-Jacques Nature Park where visitors will be met by representatives of D-3-Pierres, the organization that manages the operations of the Cap-Saint-Jacques ecological farm. D-3-Pierres is a social reintegration organization that provides young people in difficulty with work internships in farming, animal care and facilitation, all within an agricultural setting. The ecological farm, which sells organic produce and products, is a member of the Équiterre network, a community-supported agricultural movement.

The visit may include a walk in the fields; plan footwear accordingly.

Note: Lunch and transportation are provided.

Rabaska canoe outing on the Mille Îles River

Walking and canoeing activity. Guided walking tour across a piled footbridge overlooking a Milles Îles River wetland. Striking biodiversity only 30 minutes from downtown Montréal. Rabaska canoe ride on the Mille Îles River (variety of bird species, turtles, beaver dams, etc.). Background on the Mille Îles River and its pollution.

Note: No running water on site; dry toilets only. This activity is open to all, including persons with reduced mobility. Transportation is provided.

Montréal Botanical Garden and Insectarium: two museums, three tour options

Greenhouses, Insectarium and Tree House

At each stop, a warm welcome, animated activities and a guided tour await you. A guide will accompany each group from site to site. Free time will be available after the tour to continue exploring the Insectarium and Botanical Garden on your own.

Note: Lunch is not included, though there is a restaurant on site. Transportation is not provided. Instructions/itineraries are available at the Information desk.

Tour Mount Royal summit with the Friends of the Mountain

Tour around the summit of Mount Royal and discover the many facets of Montréal's mountain and surrounding park. Learn about the area's history, geology and ecology while hiking along the small trails that crisscross the oak groves on the mountain's peak and bring you past the cross and Mount Royal Chalet. Take advantage of the lookout points to enjoy breathtaking views of the city and St. Lawrence River and to gain a better understanding of the lay of the land. A great opportunity to learn all about the educational approaches used by the Friends of the Mountain for more than a quarter century. Be sure to bring your water bottles and cameras!

Guided tour of the Saint-Michel Environmental Complex

This visit to the C.E.S.M., a former limestone quarry that became an urban landfill site right in the heart of the City of Montréal, includes a tour of all of the complex's facilities: the Centre for Waste Expertise technology showcase, Saint-Michel Éco-Centre, Gazmont power plant, Montréal sorting and recovery centre (TIRU), wood enhancement site (sécuré-boralex), composting site, systems for converting biogas and leachate, and monitoring programs to control landfill hazards. Special focus will be on the site's current and future vocation with the gradual transformation of a portion of the site into a park and the development of cultural, sports and economic activities around the periphery.

Note: Departure by bus from the Palais des Congrès at 10:00, returning at approximately 14:00 – Lunch included.

Montréal Science Centre

Amazing, fun and exciting, the exhibitions at the Montréal Science Centre are an opportunity to explore, discover and gain greater understanding through a wide variety of interactive activities. On this visit, you will experience:

AQUA: Dive into the underwater universe, an uncharted environment where music, sound effects, 360-degree projections, water facilities and plays of light blur the lines between the real and the virtual. Immerse yourself in the experience of touching, smelling and tasting water. Become aware of its vital nature and join the cause of clean water for all, today and tomorrow.

Mission Gaia: A planet in peril! An endangered environment! At a time when the needs of humankind are growing and the economy is deteriorating, meet the challenge of Mission Gaia: to extend the survival of humankind.

Note: Departure on foot from the Palais des Congrès at 12:15, returning at approximately 16:00 – A cold buffet will be served courtesy of the Montréal Science Centre.

Visit to Odanak Village and the Abenaki Museum

Odanak is a more than 6,000 square-kilometre Indian reservation located on the banks of the Saint-François River, about 30 kilometres east of Sorel-Tracy. The village is inhabited by more than 400 Abenaki Indians, and the Abenaki Museum pays tribute to the nation's rich cultural traditions and evolution over time. The Museum features a permanent exhibit, "Wôbanaki, People of the Rising Sun", showcasing creative works by craftspeople and artists from the Odanak native community, as well as two temporary exhibits. Immerse yourself in Abenaki culture through its wicker-work, artefacts, documents...

The visit includes a 20-minute multimedia presentation, guided tour of the museum and tour of the nearby Catholic Church, followed by a lecture by Abenaki community member, historian and senior Museum guide Réjean O'Bomsawin.

Note: Departure by bus from the Palais des Congrès at 12:30, returning at approximately 19:00 – Meals not included.

The Biosphère

The Biosphère is an exclusive venue to better understand major environmental issues, including those related to water, air, climate change, sustainable development and responsible consumption. Take part in this guided tour and discover exhibitions and displays designed to showcase and raise public awareness about ecotechnologies, green transportation and the main environmental issues of today. This activity will also include a tour of a solar home!

Note: Transportation and meals not provided.

Guided tour of the Petites Mains workshop

PETITES-MAINS is a non-profit organization operating in the field of industrial sewing. A member of the Network of Insertion Enterprises of Quebec, the goal of this is to help women, particularly new immigrants, single mothers, the unemployed and welfare recipients, overcome their isolation, learn a trade, integrate the work force and live in dignity. PETITES-MAINS also assists young entrepreneurs starting out in the garment sector by offering them competitive rates and quality workmanship. The organization's products include organic bags and t-shirts that can be ordered for congresses or other eco-responsible events.

This visit includes a video presentation on insertion enterprises as well as a guided tour of the sewing room, cutting room, boutique and all new L'Inter-Mission restaurant. The total length of this visit is about 45 minutes.

Note: Transportation and meals not provided.

Guided tour of the La TOHU Pavilion: architecture in harmony with nature and the environment, followed by the Youth and Environment Forum

La TOHU, Cité des arts du cirque is a complex for the circus arts that includes the La TOHU Pavilion (home to Canada's first-ever circular performance hall), the National Circus School, and the international headquarters and artists' residence of the famous Cirque du Soleil. Visiting the La TOHU Pavilion means entering a universe where environmental concern permeates every space and every experience. "Green" not only in spirit but in body, this Pavilion is an outstanding example of green architecture. Awarded the "gold" level in the international LEED (Leadership in Energy and Environmental Design) certificate program, this building is one of the first projects in Canada to achieve such a level of ecological performance (green roofs, ecological heating, natural/hybrid ventilation, natural basin, recycled architectural elements, ice bunker, geothermal pumps, etc.). Following the guided tour of the Pavilion, visit the kiosks set up by young environmental leaders from the Saint-Michel district and across Quebec to learn all about their innovative and inspiring environmental initiatives. Take the time to chat with them and rally to the cause!

Note: This second half of the visit shall be confirmed at a later date. Transportation is not provided. Instructions/itineraries are available at the Information desk.

Tours

Schedule

SUNDAY, MAY 10

12:00 – 14:00	Kayaking the Lachine Canal Available in ENGLISH	\$69.50 CAD
12:00 – 14:00	Kayaking the Lachine Canal Available in FRENCH	\$69.50 CAD
12:00 – 15:00	Stepping Back Through Time – Walking Tour of Old Montréal Available in FRENCH	\$39.50 CAD
12:00 – 15:00	Stepping Back Through Time – Walking Tour of Old Montréal Available in ENGLISH	\$39.50 CAD
12:15 – 16:00	The official Montréal City Tour ...by bike! Available in ENGLISH	\$92.50 CAD

SUNDAY, MAY 10 – FRIDAY, MAY 15

9:00 – 18:00	Montréal Botanical Garden	Free access upon presentation of Congress namebadge
9:00 – 18:00	Montréal Insectarium	Free access upon presentation of Congress namebadge
9:00 – 18:00	Montréal Biodôme	Free access upon presentation of Congress namebadge

Descriptions

Kayaking the Lachine Canal

In the heart of the city, only steps away from bustling Atwater Market, this magnificent revitalized waterway awaits you! Join a seasoned bilingual guide to learn about the fascinating history of the Lachine Canal, the cradle of industrialization. Opened in 1825, this 14.5 km human-made waterway stretches from the Lachine Rapids to Old Montréal.

Note: The tour starts from 2985 St-Patrick Street (Lachine Canal side) at 10:00 and ends at 12:00

You will be asked to sign a waiver.

Dress accordingly for an outdoor activity. You might want to bring along a hat and sunscreen, and don't forget a water bottle, change of clothing and towel. **Lunch not included.**

Stepping Back Through Time - Walking Tour of Old Montréal

The rich cultural heritage of Old Montréal is yours to discover on this unique look at the beginnings of one of North America's oldest cities, home to one of the continent's greatest collections of historic buildings from the 17th, 18th and 19th centuries. Join a professional guide on this unique half-day walking tour for an exploration of remarkable squares and buildings, including the outstanding Notre-Dame Basilica (1829), the impressive Bank of Montreal (1547), the City Hall and more.

Notes: Departure on foot from the Palais des Congrès at 12:00 Please check in at the tour registration office 15 minutes prior to departure. Tour ends around 15:00.

Rain or shine. Dress comfortably, with a good pair of walking shoes. **Lunch not included.**

The official Montréal City Tour... by bike!

Tour the city by bike, in the company of a professional guide, and discover a panorama of sites. The adventure begins with a ride to the Old Port, Latin Quarter and La Fontaine Park, through a typical Plateau alleyway, to a break at the foot of Mount Royal. Then ride on to the Victorian splendour of the Golden Mile, the bustle of the business district and the rich historical heritage of Old Montréal.

Notes: Tour departs from the Palais des congrès at 11:30 a.m. Please check in at the tour registration office 15 minutes prior to departure. A JPDL representative will accompany you on foot to Old Montréal. Tour ends around 14:30. You must sign a waiver form before receiving your bicycle.

Rain or shine. Dress in warm casual clothing. **Lunch not included.**

Montréal Botanical Garden

With its collection of 22,000 plant species and cultivars, 10 exhibition greenhouses, some 30 thematic gardens and teams of researchers and activities staff, the Montréal Botanical Garden ranks as one of the world's largest and most spectacular botanical gardens. No matter what the season, visitors to the Montréal Botanical Garden are sure to be captivated by the colours and fragrances from around the world as they wander from the delightful Chinese Garden to the heart of the Sonora desert, from the peaceful oasis of the Japanese Garden to the classically designed French garden or the woodlands of the Laurentians.

Your guided tour will include a 90-minutes visit of the Botanical Garden and 45 minutes at the greenhouses.

Address: 4101 Sherbrooke Street East

Access: Pie-IX Metro stop

Montréal Insectarium

Since opening its doors in February 1990, the Montréal Insectarium has welcomed hundreds of thousands of visitors curious to learn more about this often misunderstood and mistakenly fear-inspiring wildlife. The Insectarium is first and foremost a discovery and awareness centre on the world of insects and the critical role they play in maintaining the ecological balance of our planet. In addition to its educational purpose, the Insectarium also pursues a cultural and scientific mission.

Address: 4581 Sherbrooke Street East

Access: Pie-IX or Viau Metro stops

Montréal Biodôme

An urban oasis, the Montréal Biodôme houses the most spectacular ecosystems of the Americas under its roof:

- The Tropical Forest – lush, humid and hot, even when Montréal's winters are at their coldest;
- The Laurentian Forest – changing along with the seasons;
- The St. Lawrence Marine Ecosystem;
- The Arctic and Antarctic polar worlds.

Address: 4777, avenue Pierre-De Courbertin

Access: Green metro line, Viau station

Exhibition Hall

Room: 210

List of Exhibitors and Exhibit Booths

(As of April 16, 2009)

ACCC (Association of Canadian Community Colleges)	422
AQPERE (Association québécoise pour la promotion de l'éducation relative à l'environnement)	431
Canadian Commission for UNESCO	507
Canadian Teachers' Federation	514, 516, 518, 520, 619, 621, 623, 625
Canadian Wildlife Federation	329, 330
Centre d'expertise sur les matières résiduelles	312
Centres régionaux d'expertise (CER) en éducation en vue du développement durable du Canada	308
Chaire de recherche du Canada en éducation relative à l'environnement	717
CMHC (Canadian Mortgage and Housing Corporation)	204
Commission for Environmental Cooperation of North America	409
Convention on Biological Diversity	408
Coop UQAM	719, 721, 723
Co-operative FibrEthik	515
CSN (Confédération des syndicats nationaux)	221
Dalhousie University - College of Sustainability	624
Eau Secours	209
ECO Canada (Environmental Careers Organization)	519
Éco-quartier de l'Acadie	707
EECOM (Canadian Network for Environmental Education and Communication)	429
Environnement Canada	212, 216, 313, 317
Explos-Nature	524
Falakolo	607
Fondation québécoise en environnement	517
GEA Intiamistad	618
Green Teacher/ Students on Ice	725
Health Canada	305
IEPF (Institut de l'énergie et de l'environnement de la francophonie)	506
Innu-science Canada Inc.	610
Intelli-Kid	320
Journals Corner	501, 503
Kiosque de l'écoresponsabilité	108
Lakehead University	713
Mate-Masie	605
McGill School of Environment	709
McGill University, Macdonald Campus	711
Me To We Style	306
Mercedes-Benz Rive-Sud	116, 118
Ministère du Développement durable, de l'Environnement et des Parcs	102
Ministère Ressources naturelles et de la Faune	100
Mobiligo/ Voyagez Futé/ Mobili.T	219
Musagetes Foundation	324, 326, 423, 424, 425, 426
NAAEE (North American Association for Environmental Education)	430
National Defence	206
Natural Resources Canada	309

NFB (National Film Board of Canada)	521
Nova Envirocom	213
Nuwamanya Tree Foundation	504
Parks Canada	307
Powersmiths International Corporation	419
PWGSC (Public Works and Government Services Canada)	210, 311
Recyc-Québec	205, 207
Réseau international des Centres régionaux d'expertise (CER) en éducation en vue du développement durable de l'Université des Nations-Unies	310
Réseau québécois des femmes en environnement	106
Royal Roads University - School of Environment and Sustainability	616
Segway/Red Dynamix Inc	114
Shangri-la Institute for Sustainable Communities	608
Supreme Master TV	420
Taylor & Francis Books	604
Tembec	411
Transport Canada	208
UNEP (United Nations Environment Programme, Nairobi, Kenya)	406
UNEP (United Nations Environment Programme, South Dakota, USA)	410
Universitatea din Craiova	620
Université de Sherbrooke	622
Université Laval	611
UQAM (Université du Québec à Montréal)	612
Ville de Montréal	220, 222, 321, 323
WEEC International Secretariat	525
YES! Youth Empowerment	500

Exhibition Schedule

Sunday, May 10	18:00 - 20:00
Monday, May 11	8:00 - 19:00
Tuesday, May 12	8:00 - 19:00
Wednesday, May 13	8:00 - 16:00

Poster Exhibit

Poster presentations make it possible to showcase an overview of a research project or educational activity. The posters are grouped by theme and sub-theme in the Exhibition Hall and displayed throughout the Congress. Two sessions (17:00 to 19:00) are set aside more specifically for the presentation of posters by their authors and for interaction with Congress participants. The schedule for poster presentation is in the Sessions Schedule section of this program. Presentations will take place in a casual context, for discussion and networking with other participants. Cash bars will be open in the room from 17:00 to 19:00. Don't miss it!

Schedule of Presentations for the Presentation Pavilion

MONDAY, MAY 11

- 8:00 - 9:00** Partners promotional videos showing in loop
- 10:30 - 11:00** Launch of the International Festival of Environmental Storytelling book "Contes verts pour une planète bleue" **F**
- 11:00 - 11:20** Rivers to Oceans **E F**
- Presenter:** Thierry Pardo
- 11:30 - 12:15** The Educational Twist: Using community-based education and engagement to attract volunteers for proactive conservation **E**
- Presenter:** Carolyn Anne Budgell, Wetlands Program Coordinator, BC Wildlife Federation
- 12:15 - 13:00** Conversations about research on the state of conservation education **E**
- With:** Dr. Leo Elshof, Associate Professor of Education, Acadia University and Canadian Wildlife Federation Learning Institute Fellow
- 13:00 - 14:00** H₂Our Life: Now is not soon enough **E S**
- Presenters:** Karen Luzny B.ED, M.ED; high school art teacher at Michael A. Riffel High School, Regina, Saskatchewan and grade 11 students Caitlynn Beckett, Kaitlyn Juba, Lacie Ripplinger and Columbian exchange student Pablo Jaramillo.
- 15:00 - 15:20** Hinterland Who's Who at 5WEEC **E F**
- Presenters:** Louis René Sénéchal and Debbie Griff
- 17:00 - 17:45** Showing of the "Children of the World" documentary

TUESDAY, MAY 12

- 8:00 - 9:00** Partners promotional videos showing in loop
- 10:00 - 10:15** Announcement of the winner of the contest for the most eco-responsible booth
- 10:15 - 11:00** H₂Our Life: Now is not soon enough **E S**
- Présentateurs:** Karen Luzny B.Ed., M.Ed.; enseignante d'art au niveau secondaire à la Michael A. Riffel High School, à Régina, en Saskatchewan, Caitlynn Beckett, Kaitlyn Juba, Lacie Ripplinger, élèves de 11^e année et Pablo

TUESDAY, MAY 12

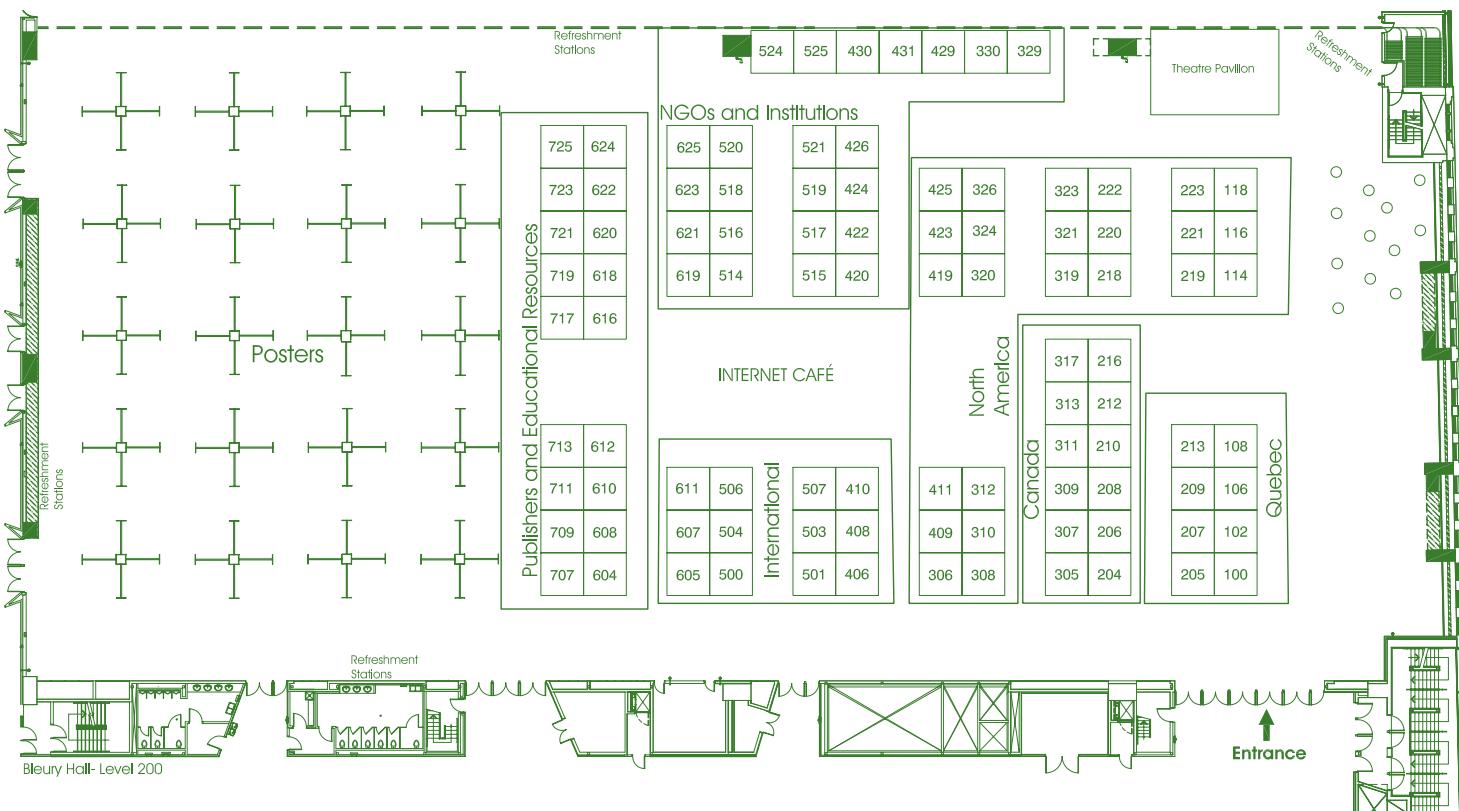
- 11:40 - 12:00** Rivers to Oceans **E F** (See above)
- 12:00 - 12:45** Conversations about research on the adoption of emergent technologies by educators **E**
- With:** Dr. Richard Mrazek, Professor of Education and Board of Governors' Teaching Chair, Lethbridge and Canadian Wildlife Federation Learning Institute Fellow
- 12:45 - 13:30** Conversations about the Global Learning Space concept and research on the use of the Distance Learning (DL) / E-learning / On-line learning approach **F**
- With:** Dr. Yves Jean, Professor and Director of Sciences and Technologies Department, Télé-Université (Université du Québec à Montréal) and Canadian Wildlife Federation Learning Institute Fellow
- 15:00 - 15:30** Book Launch: Toolkit for Communication, Education and Public Awareness (CEPA), Secretariat of the Convention on Biological Diversity, Commission for Education and Communication of IUCN.
- Presenters:** David Ainsworth - SCBD, Susana Padua, IUCN
- 15:30 - 15:50** Hinterland Who's Who at 5WEEC **E F** (See above)
- 17:00 - 17:30** Rivers to Oceans: Premier showing of CWF's newest video of the St. Lawrence River **F**
- 17:45 - 18:30** Showing of the "Children of the World" documentary

WEDNESDAY, MAY 13

- 8:00 - 9:00** Partners promotional videos showing in loop
- 10:00 - 10:10** Announcement of the winner of the draw for the "Congress Crossroads" trip for 2. Sponsored by Tembec and Air Canada.
- 10:10 - 10:30** Hinterland Who's Who at 5WEEC **E F** (See above)
- Presenters:** Debbie Griff
- 12:15 - 12:45** Rivers to Oceans: Premier showing of CWF's newest video of the St. Lawrence River **F**
- 12:45 - 13:00** Showing of the "Children of the World" documentary
- 15:00 - 15:20** Rivers to Oceans **F E** (See above)

Room Plan

Room 210, Level 200



Eco-responsible Congress

A policy of eco-responsibility

Whereas environmental education is at the very center of the work of the Eco-responsibility Committee.

Whereas a large-scale event like the 5th World Environmental Education Congress has significant social and environmental impacts.

We commit to adopting measures to help mitigate the negative and enhance the positive impacts of this Congress on the environment and on society.

We commit to fostering social inclusion and responsible consumption.

We will ensure these commitments are taken into consideration at every stage of the planning, organization and presentation of this Congress and in all decisions regarding the procurement of products and services.

We will seek to reduce energy and water consumption, atmospheric emissions and waste to the greatest extent possible.

The work of this committee will be conducted in accordance with these stated principles and with a view to achieving concrete action.

Guiding principles of the 5th World Environmental Education Congress

The following guiding principles underpin the planning, organization, presentation and evaluation of this Congress in a spirit of transparency and ethical responsibility.

1. Communication and awareness

A large-scale event is an opportunity to provide information and heightened awareness to a great many people on environmental issues and superior practices.

2. Ecological footprint

Clear and realistic objectives must be set, and precise mechanisms for measuring impact must be put in place to accurately assess the ecological footprint made by the event.

3. Responsible consumption

Throughout the planning of this event, judicious choices must be made regarding the materials, equipment and services used in order to limit our ecological footprint.

4. Social responsibility

The event must strive for the maximum positive local benefits while extending beyond our borders and inspiring future action.

The eco-responsable congress has been made possible by the sponsorship of Hydro-Québec.

Tree planting on Mount Royal to offset our greenhouse gas emissions

Sunday, May 10, at 8:00

You are invited to take part in the planting of 200 saplings on Mount Royal. As well as helping to regenerate the mountain's green spaces, this planting will serve as a symbolic gesture for a much more wide-scale tree planting that will take place in Quebec's boreal forest to offset the hundreds of tonnes of greenhouse gases produced by participants' travel to the Congress. A contribution of \$50 per participant is requested to finance two (2) trees. The details of this activity can be found in the Education Visits section of this program. To register, visit the registration counter.

Useful Information

Currency and Banking Facilities

Canadian currency is the dollar, which is divided into 100 cents. There are 5, 10, 20, 50, 100 and 1000-dollar bills. One and two dollar bills have been replaced by coins, often referred to as "loonies" (the bird on the \$1 coin is a loon) and "toonies", respectively. There are foreign exchange booths at Pierre Elliott Trudeau International Airport, at the Central Station and throughout the downtown core. Banks and automatic teller machines (ATMs) can be found throughout the city.

Although the exchange rate varies daily, following are some useful approximate conversion rates (as of April 2009):

\$1 CAD = 0.80 US	1 USD = \$1.24 CAD
\$1 CAD = 0.60 €	1 € = \$1.66 CAD
\$1 CAD = 0.55 £	1 £ = \$1.83 CAD
\$1 CAD = 5.51 元	1 元 = \$0.18 CAD
\$1 CAD = 81 ¥	100 ¥ = \$1.23 CAD
\$1 CAD = 1.13 AUD	1 AUD = \$0.88 CAD

Languages

French is the official language of the Province of Quebec. English is mother tongue of a significant minority of the population in and around Montréal, and can commonly be heard downtown and in most locations serving visitors, including airports, hotels, tourist attractions, shops and restaurants.

Transportation in Montréal

The City of Montréal offers an extensive public transit system, including Metro (subway) trains and buses. The Green and Orange metro lines cross the city. The convention centre is at Place d'Armes metro station (orange line). Single fare is \$2.75 CAD or \$12.75 for six tickets. The Tourist Card offers unlimited travel at \$9 for one day or \$17 for 3 days, available at all downtown metro stations. The metro is open 5:30–1:00 every day. (The Blue line closes at 23:00).

Taxis are plentiful and can be hailed from the street or at the airport, train and bus stations. Fares begin at \$3.65 CAD. The fixed rate for taxis between Pierre Elliot Trudeau International Airport and downtown is \$38 CAD + tip.

Delegate Services

Palais des congrès de Montréal

Main entrance: 1001 Place Jean-Paul-Riopelle

Metro stop: Place-d'armes (orange line)

www.congresmtl.com

Internet Café

Internet stations will be made available to delegates in the Exhibition Hall.

Registration

Sunday, May 10	9:00 - 18:30
Monday, May 11	7:30 - 17:30
Tuesday, May 12	8:00 - 19:00
Wednesday, May 13	8:00 - 15:30
Thursday, May 14	educational tour departures

Food Services

Dining stations will be available for participants in the Exhibition Hall. Please note that a wide variety of restaurants for every taste and budget are located in close proximity to the Palais des congrès. For example, Complexe Guy-Favreau (across from the Palais des congrès, on De la Gauchetière Street), and Complexe Desjardins (one street north of the Palais des congrès, on René-Lévesque Blvd. W) both have food courts offering an array of quick and affordable dining choices. Chinatown, a few short streets from the Palais des congrès (De la Gauchetière Street, between St-Urbain and St-Laurent) also offers a wide selection of restaurant options.

For finer dining, visit the Palais des congrès information booth or your hotel concierge for restaurant recommendations and directions.

Emergency Services

In case of emergency, the red internal-use phones located throughout the Palais des congrès will put you in direct contact with the building's security operations centre.

Speakers' Room

Room: 512G

A speaker ready room is available for presenters to view and download their electronic presentations. The room is open following the schedule below:

Sunday, May 10	12:00 - 18:00
Monday, May 11	8:00 - 18:00
Tuesday, May 12	8:00 - 18:00
Wednesday, May 13	8:00 - 15:00

The speakers' room is sponsored by Tetra-Pak.

Palais des congrès de Montréal

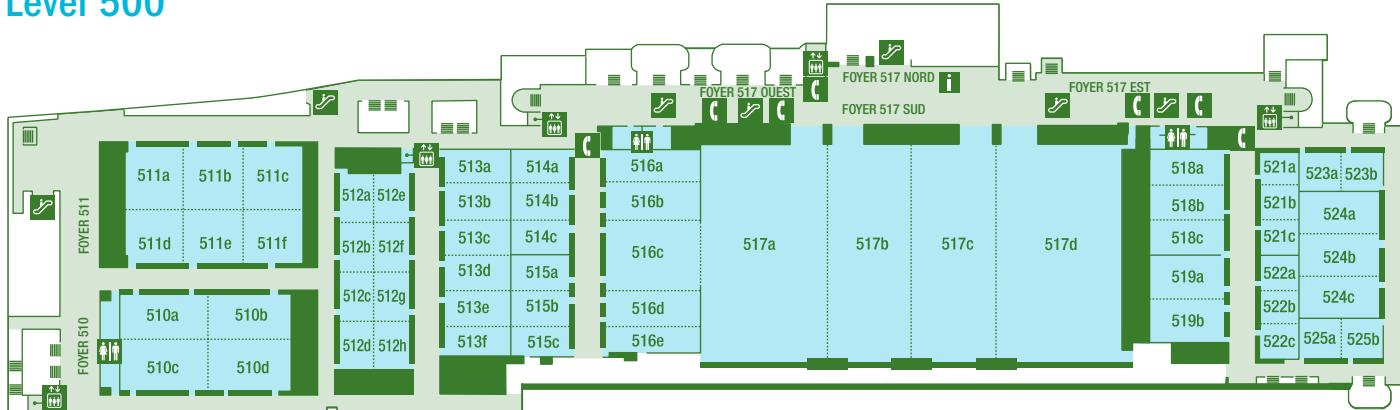
Legende

- Exhibition Hall and Posters: room 210
- Plenaries and Political Forum: room 517CD
- Round Tables: room 517B
- NGO Forum: room 517A
- Thematic Niches and Symposia: rooms 510, 511, 513, 514, 515 et 516
- CinEE: room 523
- Children of the World: Foyer 511

Level 200



Level 500



Notes

Thank you for using public transportation.



www.collegemv.qc.ca

Cégep
Marie-Victorin
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Le Cégep Marie-Victorin

A college concerned
with the environment

7000, rue Marie-Victorin, Montréal (Québec) H1G 2J6 ☎ 514 325-0150

Institut de l'Énergie et de l'environnement
de la Francophonie
IEPF

ORGANISATION
INTERNATIONALE DE
la francophonie

Pride of the French-speaking world
in the environment

The Institut de l'Énergie et de l'Environnement de la Francophonie (IEPF) is a subsidiary body of the Organisation internationale de la Francophonie. The IEPF:

- helps member states participate in major conferences and international negotiations on the environment and sustainable development
- trains officials, professionals, and experts of developing countries in tools for sustainable natural resource development, in sustainable energy use, and in energy policies

www.iepf.org • www.mediaterre.org • www.riaed.net

Web School of Science

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The United Nations Decade of Education for Sustainable Development seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century.

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(www.unesco.org/education/desd --- esddecade@unesco.org)

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Our Vision... Canadians are environmentally literate, engaged in environmental stewardship and contribute to a healthy, sustainable future for all.

Our Mission... The Canadian Network for Environmental Education and Communication EECOM works strategically and collaboratively to advance environmental learning for all Canadians.

Our Role... EECOM does not duplicate services already offered by other organizations involved in EL. It provides a national vehicle for existing EL stakeholders from various sectors to share ideas, programs, research, resources, events and services and enhance their professional skills. A comprehensive network, EECOM strives to strengthen and improve EL in Canada. As environmental thought and action continues to develop, we can expect new challenges for environmental learning. Our ability to engage proactively in these challenges will be enhanced by encountering diverse perspectives. EECOM provides those perspectives, celebrates our efforts, and strengthens our desire and ability to make a difference.

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The Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE) is a nonprofit organization involved for nearly twenty years in the recognition of environmental education as one of the main tools leading to an environmentally responsible behaviour in our society.

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effect.uqam.ca

The UQÀM Effect

When it comes to environmental education, Montréal raises awareness, convinces and mobilizes.



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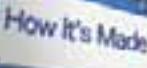
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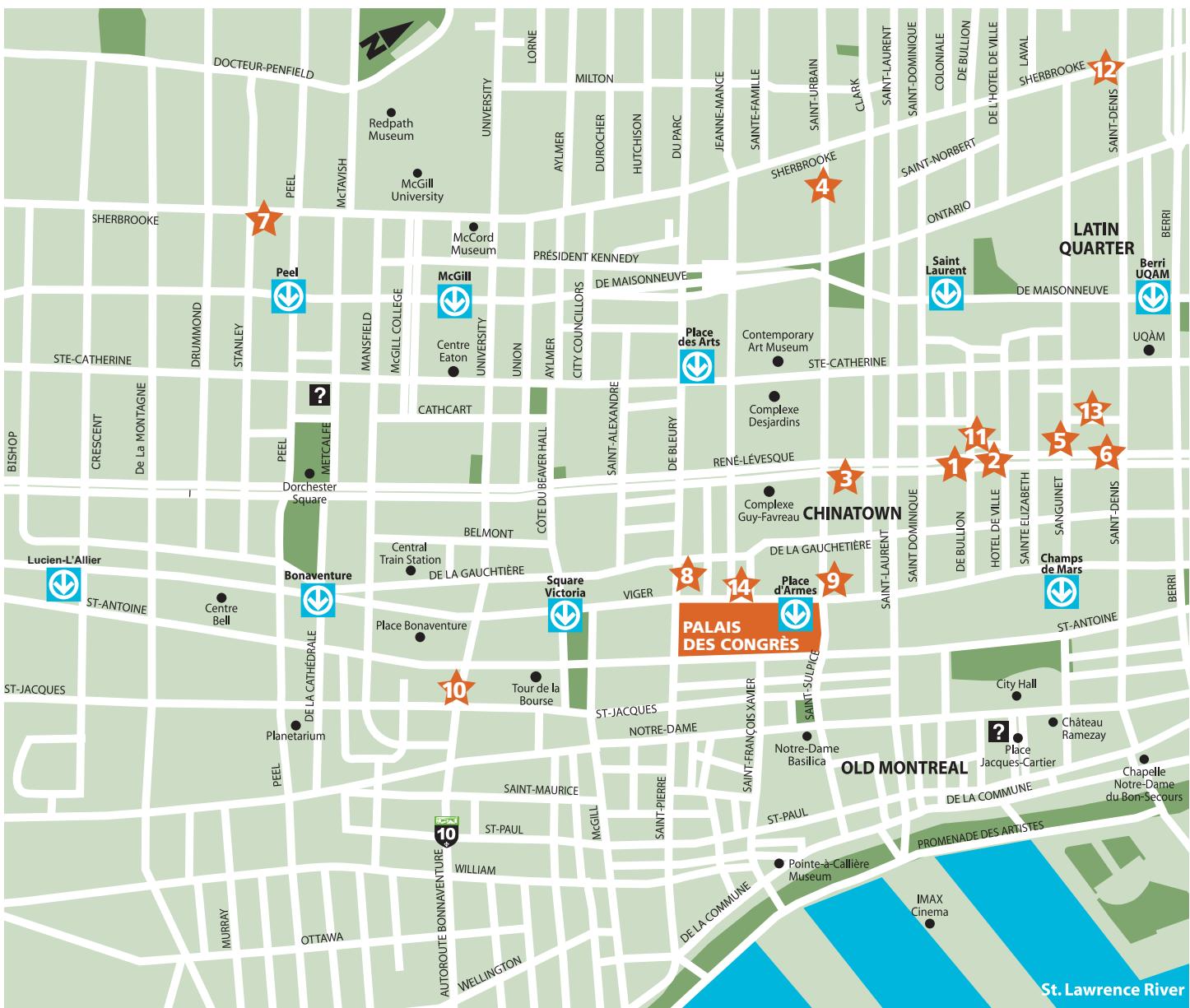
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