



Congress overview

June 2008

5th WORLD ENVIRONMENTAL
EDUCATION CONGRESS

Earth, our common home
May 10 – 14, Montréal 2009



**5th World Environmental
Education Congress**
Montréal, May 10-14, 2009

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Congress overview

The 5th World Environmental Education Congress takes place May 10 to 14, 2009, at the Palais des Congrès de Montréal. Jointly organized by Congress co-chairs Bob Jickling of Ontario's Lakehead University and Lucie Sauvé of Université du Québec à Montréal (UQAM), along with the Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE) and the Canadian Network for Environmental Education and Communication (EECOM), this event follows in the footsteps of other World Environmental Education Congresses (WEEC) coordinated by the WEEC Secretariat.

History of the World Environmental Education Congress

The World Environmental Education Congress movement arose out of a desire to create a forum for dialogue and synergy among educators from all sectors of the field, including schools and universities and from national, regional and international organizations, associations and networks.

The first World Congress took place in Espinho, Portugal, in 2003. Drawing some 350 environmental education stakeholders from various regions of the world, this event, though still relatively modest in scope, succeeded in generating a high level of enthusiasm on the issue. As testimony to the growing interest in this initiative, the 2nd World Congress, held in Rio, Brazil, in 2004, attracted some 1,500 participants. Attendance at the 3rd World Congress in Turin, Italy, in 2005 exceeded all expectations by drawing nearly 3,500 participants from 115 countries. This 3rd edition, a “quantum leap” for environmental education and sustainable development, was the qualitative and quantitative turning point that truly established these World Congresses as major international events for bringing together environmental education stakeholders from all over the world. The 4th World Congress was held in Durban, South Africa, in July 2007. Despite the distance, the event succeeded in attracting more than 1,000 participants, thereby confirming the relevancy of such an event. It is important to note that the success of each one of these Congresses is due in large part to the support of local, regional and national host governments, non-governmental organizations and the private sector.

Following the Turin Congress, a permanent Secretariat of the World Environmental Education Congress (a biennial event) was established at the *Istituto per l'Ambiente e l'Education di Torino*.



Montréal 2009

Following the 3rd World Congress in Turin (2005), the World Environmental Education Congress Secretariat appointed Bob Jickling of Lakehead University and Lucie Sauvé of the Université du Québec à Montréal (Canada Research Chair in Environmental Education) to co-chair the 5th World Congress in 2009 on the basis of their deep-seated commitment to environmental education over the past two decades and to the international reputation they have both earned in the field.

The City of Montréal was chosen as the host city for this event. Renowned for its expertise in the organization of international environmental events and the unique and cosmopolitan nature of its cultural life, Montréal is indeed an ideal venue for this 5th World Congress.

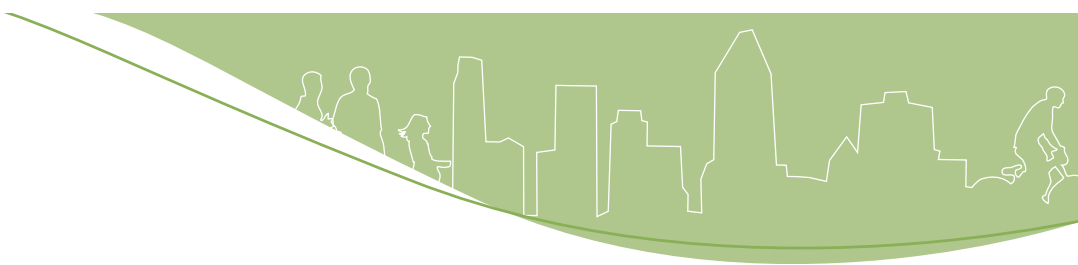
The co-chairs and their colleagues from the Socio-scientific Committee have built extensive relations with international networks of environmental educators over the past 25 years and their work in the field is widely recognized among French-speaking, English-speaking and Spanish-speaking communities, among others. The close partnership forged with such major organizations as EECOM (Canadian Network for Environmental Education and Communication) and AQPERE (*Association québécoise pour la promotion de l'éducation relative à l'environnement*) constitute another key strength.

All of these elements together suggest this 5th World Environmental Education Congress will draw a large attendance, potentially becoming one of the field's most significant gatherings on environmental education. The mobilization of support behind the organization of this Congress is further evidence of the tremendous enthusiasm at play.

Objectives

General objectives

- Highlight and stimulate the role environmental education players in the **quest for meaning and human identity**;
- Highlight and stimulate the contribution environmental education makes to **social innovation** in addressing socio-ecological issues and the eco-development of societies;
- Highlight and stimulate the contribution environmental education makes to the **development of public policies** relating to the major issues facing modern society.



Operational objectives

- Foster inter-sectoral collaboration in environmental education amongst universities, colleges, schools, museums, parks, NGOs, political and economic organizations, etc.;
- Stimulate partnerships and networking;
- Provide a prime context for conducting an evaluative assessment of environmental education initiatives accentuating research, action, links between research and action;
- Foster the emergence of new programs and projects;
- Further the professional development of participants and the training of the up-and-coming generation.

Principles

- This is a **World** Congress; as such, every effort is devoted to bringing together participants from **all** corners of the world;
- The Congress is rooted in Montreal and its **urban environment** will be integral to this event;
- In recognition of and respect for **cultural diversity**, this is a **multilingual** Congress with **three official languages**: French, English and Spanish;
- To promote **knowledge sharing**, the Congress welcomes a diversity of scientific disciplines, epistemological approaches and types of knowledge, including traditional knowledge;
- The Congress is organized according to **principles of eco-responsibility**, including targets of Zero Carbon emissions, Zero Waste production and consumption of Local Foods;
- Special attention is given to making this Congress more **accessible** to participants from developing countries;
- This Congress is organized in a spirit of **collaboration** with various stakeholders and organizations active in the field of environmental education, including institutions of higher learning and research, government organizations, the school community, non-governmental organizations, museums, parks and others.



Central theme

Earth, our common home

The vision for this World Environmental Education Congress is ***Earth, our common home***. This is the “Oïkos,” 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.

Cross-cutting questions

This Congress is designed to yield results. It centres on three key questions (linked to the three general objectives), to which all of the Congress activities will seek to find answers.

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 policy?**

What messages do we want to send to our ministers of education, of environment, of economic development, health, agriculture, municipal affairs, and so on? How do we engage the deans of our faculties of education/science/humanities, heads of non-governmental organizations and other decision-makers? How can we re-imagine environmental education? What would our environmental education plan be? What policy changes are needed to support and develop environmental education? What about the political dimension of environmental education? How can we foster citizenship awareness and prepare citizens for participation in public policy development?

By focusing on these questions throughout the Congress, and in each of the conference strands, we expect that all participants and presenters can contribute to both the research direction of the meeting and the Congress outputs. This outlook will add an important dimension to the usual exchanges, reflections, professional development, and networking that occur at international conferences.



In the months following the Congress, the compilation of all the responses to these questions will be collated and disseminated. These will serve as the building blocks for a case in favour of environmental education and a powerful argument for government support of local, regional, and global initiatives.

Congress themes

The thematic niches relate to the three spheres of interaction that are at the very basis of human and social development, namely the relation to self, relation to others (human and more-than-human) and relation to the environment, our *Oikos*. These themes were chosen with a view to complementing those introduced at previous Congresses and reflect the outcome of broad consultations. The twelve (12) selected themes offer a wide range of opportunity for participation. We hope that all of the environmental education stakeholders from the various regions of the world will feel inclined to share their research, assessments, practices, actions, socio-environmental accomplishments, and other activities within these thematic niches.

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, mal-development, peak oil, pollution, 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, eco-development, 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

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, eco-systemic 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 increasing isolation from the natural environment, 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?

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 *Oikos*. 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?



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?



Congress events

All of the Congress activities will centre on one or more of the aforementioned cross-cutting questions.

A) CONGRESS-SPACE

“Hyper-space” is an ecological concept that refers to all of the niches or functions occupied by the various species within an ecosystem. In a similar sense, the Congress-Space will serve as the main hub of activity for the 5th World Environmental Education Congress. Five types of activities will take place there.

1. Keynote presentations

2. Thematic niches

The Congress-Space will feature a number of thematic niches. Based on a participatory approach, responsibility for each of these niches will be entrusted to a team of partners interested in playing an active role in the organization of the Congress. Each niche is dedicated to a specific theme and will include a series of presentations, roundtable discussions, poster sessions, workshops and other activities. These niches will serve as forums for discussion, information sharing and constructing responses to the three cross-cutting questions of the Congress.

TYPES OF PRESENTATIONS

PRESENTATIONS

Oral presentation

A 12-minute oral presentation will highlight the main themes of the research, viewpoint, or educational project. Five presentations will be grouped by sub-themes in a 90-minute session. An interactive period of discussion will follow the presentations.

Poster presentation

A poster presentation will highlight the main themes of the research study or educational project. Posters will be grouped by themes and sub-themes and presented in an exhibition hall for the duration of the Congress. Two specific sessions (from 5:00 to 7:00) will allow author(s) to present their posters and interact with other Congress participants.



Roundtable presentation

Round table discussions allow for interaction with presenters in a 40-minute session. Individual presenters are assigned to numbered tables in a large meeting room where interested participants may gather for discussion with the presenter about his or her paper or project. This format is particularly appropriate for papers addressing topics best pursued through extensive discussion.

Workshops

These 90-minute workshop sessions will be organized by a team of facilitators responsible for the content and dynamics of the activity. Participants will be invited to explore an issue, contribute to the construction of a collective project, experiment with a pedagogical strategy, or carry out other collective tasks. A brief overview of the issue and objectives will be presented, after which the major part of the workshop will be devoted to interactive discussion to enable participants to bring their contribution to the table.

NGO/NPO FORUM

In this forum, NGOs/NPOs (non-profit organizations) active in environmental education will have the opportunity to present their programs, projects, achievements, pedagogical materials, and so on. This activity will serve to complement the exhibition fair.

3. Symposia

Through symposia, specific themes and issues will be addressed that reflect cross-cutting concerns or current affairs.

- Research in Environmental Education
- Assessment in Environmental Education
- Environmental Education and Science Education
- The International Polar Year
- From Education to Conservation: The Work of the Canadian Wildlife Federation



4. Political forum

A political forum will be held to shed light on the political dimension of environmental education. Stakeholders from the realm of politics and political decision-making will be invited to take part in roundtable discussions on their sector's contribution to the development of environmental education. These stakeholders may include, amongst others:

- Ministers of Education;
- Ministers of Environment and Sustainable Development;
- Deans of Faculties of Education;
- Major non-governmental organizations;
- Representatives of the “green economy” sector;
- Youth movement representatives.

These participants will be asked to outline and discuss

- their perspectives on environmental education;
- issues arising from these perspectives;
- their thoughts about an environmental education plan of action for their own sectors;
- elements of an agenda for promoting environmental education.

B) EXHIBITION FAIR

1. Education Resources Exhibition

An exhibition showcasing environmental education teaching resources.

2. Exhibition for Business and Other Civil Society Stakeholders

An exhibition area set aside for businesses and organizations engaged in environmental education or offering examples of environmental responsibility.

3. Congress Host Exhibition

Montréal

An opportunity for businesses, tourist associations, cultural institutions, and others to highlight Montréal's restaurants, activities and other points of interest.

Quebec

Kiosks showcasing Quebec to our international guests.

Canada

Kiosks showcasing Canada to our international guests.



C) PARALLEL ACTIVITIES

Diverse projects are arising:

1. Children of the World

A media production project, featuring children from around the world introducing us to their village, their neighbourhood, their environment, their treasures and their dreams. This multilingual project will take the form of an electronic slideshow of photos taken by the children to illustrate the positive and negative aspects of their living environment, accompanied by a sound track that lets us hear the voices of the children of the world.

2. Eco-Show

One Sun, One Earth. A major presentation on water, earth and human fraternity, with numerous artists depicting the Congress theme through their art. This is an Eco-Show: Zero Carbon, Zero Waste, Green Communications, free tickets low-income attendees, etc.

3. An International Festival of Environmental Storytelling

4. Educational Tours

The Montréal Science Centre, along with the UQAM “Coeur des sciences” and other Montréal universities, will offer parallel activities during the Congress.

Congress participants will also have the opportunity to take part in thematic tours to learn more about various environmental education initiatives in Montréal and the province of Quebec, many of them administered by the City of Montréal. These include museum facilities like the Biodôme and Botanical Gardens, major park programs (among them the Nature Parks), collaborative initiatives underway in the eco-territories created by the City's policy on the protection and enhancement of natural spaces, and other familiar Montreal institutions such as: eco-centres, eco-neighbourhoods, and the Saint-Michel Environmental Complex.

5. An International Festival of Environmental Documentaries

6. Other tourism and cultural activities



Organizational structure

The 5th World Environmental Education Congress is a non-profit corporation legally constituted under Part III of the Quebec Companies Act since June 29, 2007.

The **Executive Committee** is equivalent to a Board of Directors and is responsible for heading up the organization of the “5th World Environmental Education Congress”. Its members include:

- Lucie Sauvé, Chair, Holder of the Canada Research Chair in Environmental Education at the Université du Québec à Montréal and Director of the research journal *Éducation relative à l'environnement - Regards, Recherches, Réflexions*;
- Bob Jickling, Vice-Chair, Associate Professor at Ontario's Lakehead University and Founding Editor of the *Canadian Journal of Environmental Education*;
- Robert Litzler, Secretary, President of the *Association québécoise pour la promotion de l'éducation relative à l'environnement* (AQPERE) and Treasurer of the International Francophone Forum on Environmental Education PLANET'ERE;
- Grant Gardner, Treasurer, Vice President (Academic) and Associate Professor of Biology at Newfoundland's Memorial University, and Chair of the Canadian Network for Environmental Education and Communication (EECOM);
- Éliane Houle, General Coordinator, Member of the Canada Research Chair in Environmental Education.

The **Coordinating Committee** is an executive board whose mandate is to forge links among the three other main committees (Executive, Socio-Scientific, Organizing committees), coordinate events and activities and ensure the success of the Congress. Its members are:

- Lucie Sauvé, Committee Head, Executive Committee representative;
- Bob Jickling, Socio-Scientific Committee Head;
- Grant Gardner, Organizing Committee Co-Head, represented in committee by Thérèse Baribeau;
- Robert Litzler, Organizing Committee Co-Head;
- Éliane Houle, General Coordinator.

The **Socio-Scientific Committee** is made up of experts who will serve as international liaisons and establish the specific themes of the Congress. Bob Jickling heads this committee.



The **Organizing Committee** is composed of representatives of the various partners involved in the organization of this Congress. Working in close collaboration with the General Coordinator and JPdL, a firm specialized in convention planning and organization, the Organizing Committee oversees the general planning and logistics of the event, ensures compliance with ethical guidelines and handles communications between the partners and the media. This committee is responsible for planning and ensuring the smooth running of all Congress activities and is jointly headed by EECOM representative Thérèse Baribeau of La Biosphère and Robert Litzler of AQPERE who, in this capacity, also both serve as members of the Coordinating Committee. As a specialist in the organization of major eco-responsible events and conventions, the firm JPdL will handle the management and logistics of the Congress, providing guidance to the Congress team throughout all of the various stages involved in planning, organizing and carrying out the event. The Organizing Committee includes the following three sub-committees: Funding, Communications and Eco-responsibility.

Funding Committee

This committee is responsible for developing and putting into operation an action plan to secure financial partners and sponsors and for preparing a fundraising strategy for the event. Caroline Apollon of the UQAM Foundation is working closely with the Congress leaders to find sources of financing.

Communications Committee

Headed by communications advisor Dominique-Line Blondeau, this committee's mandate is to develop a detailed communications plan and see to its application from now to the end of the Congress.

The website and all other online tools are managed by the *Université du Québec à Montréal* (UQAM) Audio-visual Department, under the responsibility of Techno-pedagogical Project Manager Jean-François Tremblay. Media relations are handled by Jeanny Desrochers, a press relations and special events advisor with UQAM's Communications Services.

T

he signature, logo and promotional tools for the Congress are the work of Andra Profir, artistic director for the communications firm of the same name.

Eco-responsibility Committee

Headed by the *Réseau québécois des femmes en environnement* (RQFE), this committee also includes individuals and representatives from organizations such as the *Réseau des Éco-quartiers de Montréal*.

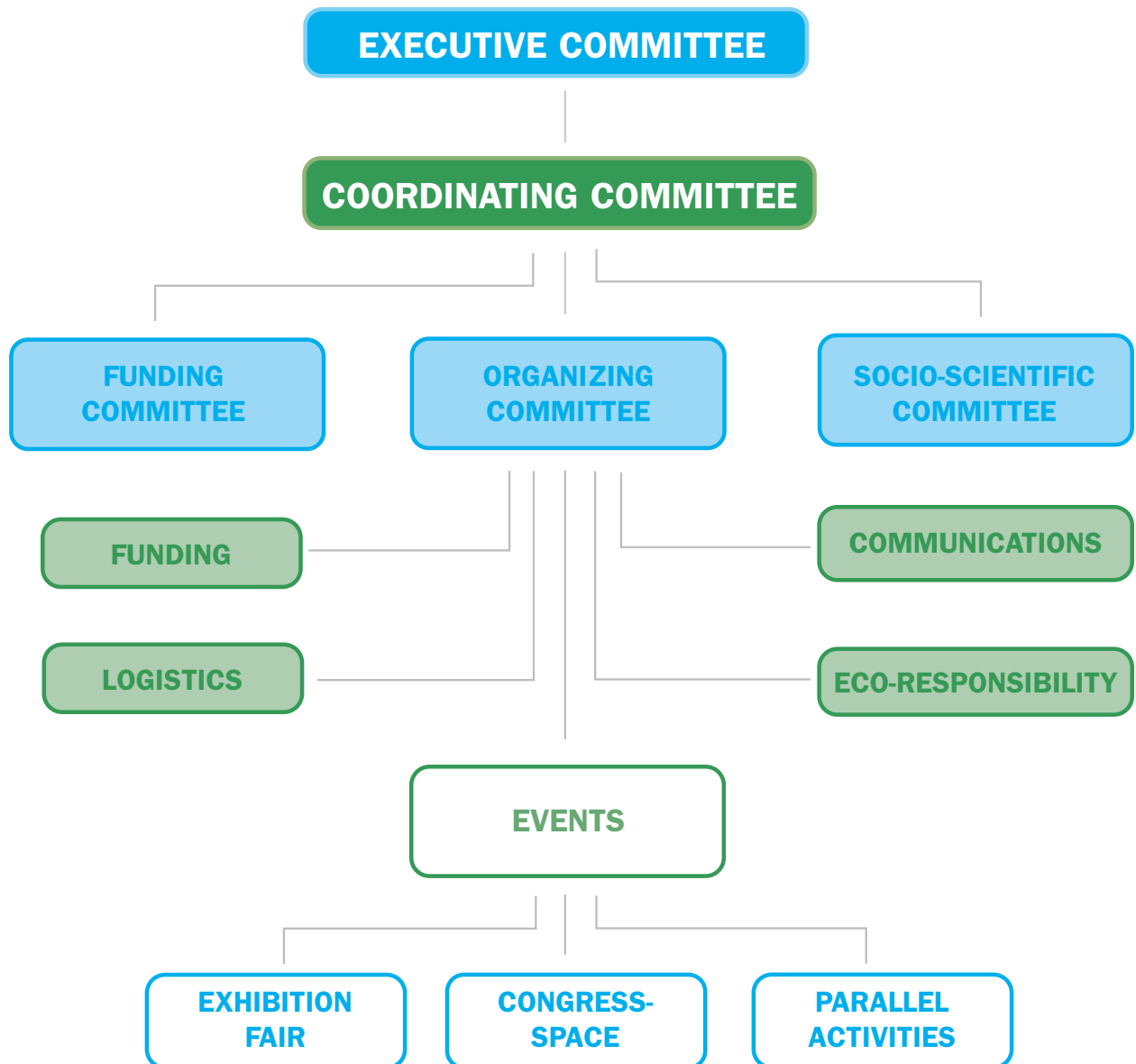
This committee's mandate is to establish the ethical guidelines and develop an action plan for holding an eco-responsible event, and to ensure this plan is applied throughout the various stages of preparing for and carrying out this Congress

Logistics

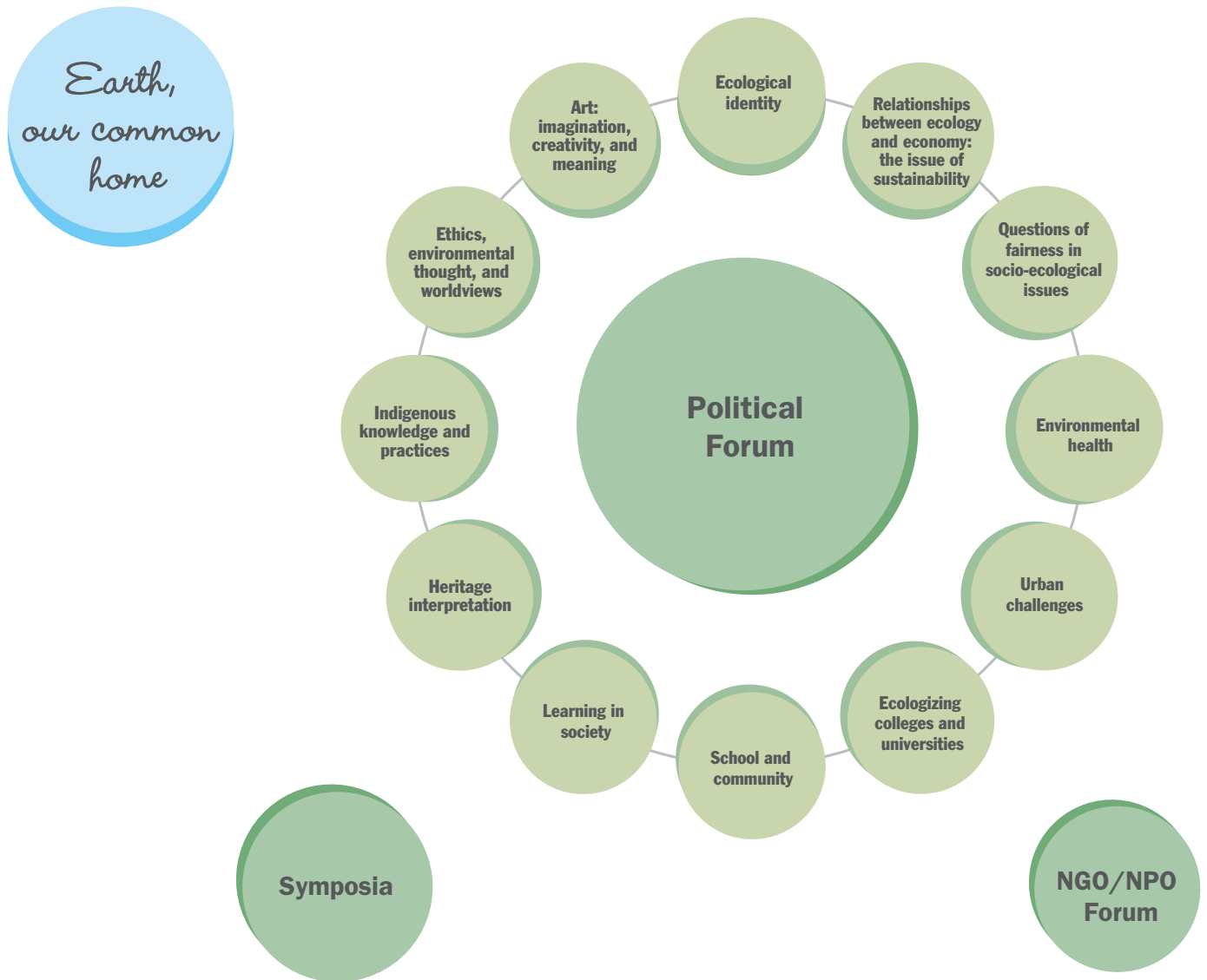
Congress logistics have been entrusted to the firm JPdL.

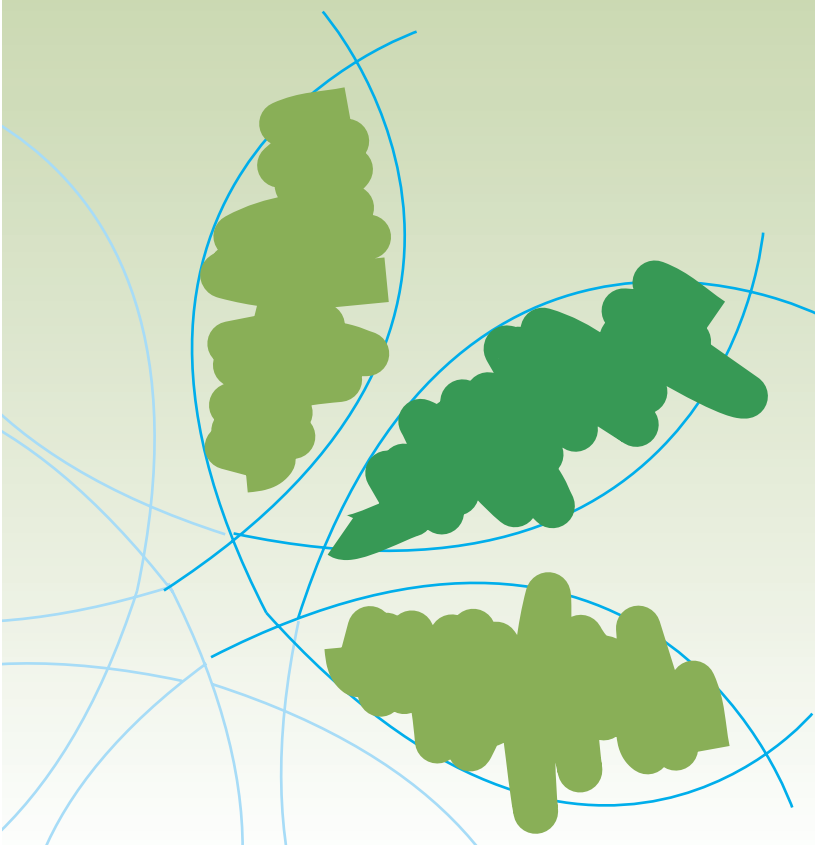
APPENDIX 1: ORGANIZATIONAL STRUCTURE

5th World Environmental Education Congress



APPENDIX 2: CONGRESS THEMES





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