Global Environmental Education Partnership Meeting
October 17, 2016
Madison, Wisconsin USA

Objectives:
1. Clarify and agree on the strategic direction of the GEEP
2. Identify processes and tools that the GEEP can provide to help build world-wide capacity for EE
3. Identify ways to promote and sustain the GEEP
4. Promote networking among GEEP participants

Participants: 40 international environmental education leaders representing 19 countries (Appendix A).

Meeting Summary

In this full-day meeting (see Appendix B for agenda and Appendix C for full meeting notes), participants discussed and collaboratively generated ideas regarding:

I) The strategic direction and goals of the GEEP;

II) The role of the GEEP as an online network (via thegeep.org and eePRO), including the potential roles of GEEP case studies posted online; and

III) Strategies for promoting and sustaining the GEEP, including approaches to communication and outreach, funding, and monitoring and evaluation.

The structure of the day's activities allowed opportunities for engagement in small and large-group conversation, individual reflection, and informal networking with other participants.

I.   Strategic Direction and Goals

Participants expressed agreement that the goals articulated in the draft strategic plan represented a promising direction forward for the GEEP. They offered suggestions for fine-tuning the GEEP mission statement and specific areas of the strategic goals, objectives, and strategies as articulated in the draft strategic plan. A number of participants recommended that the GEEP strategic plan should more explicitly connect with the UN Sustainable Development Goals (SDGs), as well as existing initiatives in the areas of Education for Sustainable Development (ESD) and sustainability education, rather than positioning environmental education (EE) as its sole focus.

Capacity building. Regarding the strategic goal of capacity building (Goal 1), participants articulated a need for greater understanding of *whose capacity* the GEEP is seeking to build (i.e., GEEP audiences), and the needs and baseline capacities of these audiences. Such understanding could help identify areas in which the GEEP should focus its attention. Several participants also noted that while the strategic goal focused on capacity-building highlights the areas of policy and practice, there is also a need for capacity-building within the realm of governance. Suggestions for actions to build capacity included the development of a self-assessment tool for use by GEEP audiences to identify where improvements are needed, offering train-the-trainer opportunities through the GEEP, and developing specific means of

fostering and recognizing progress (e.g., GEEP accreditation, GEEP certification, GEEP award for excellence).

The GEEP as a "network of networks". In considering the goal of fostering strategic partnerships to create a "network of networks" (Goal 2), participants emphasized the importance of identifying existing organizations and networks engaged in environmental education around the world, understanding the work these groups are doing, and finally, identifying existing gaps. The GEEP can find its niche in working strategically to fill these identified gaps, and seeking to achieve what is not already being achieved by existing local and regional networks. That is, the GEEP should be cognizant of complementing, and not competing with, existing efforts in the field. Suggestions for actions to foster strategic partnerships to create a "network of networks" included providing a platform to link networks around the world, creating a toolkit for members or strategic partners, and cultivating a network of GEEP ambassadors.

Encouraging innovation. Regarding the goal of promoting and encouraging innovation (Goal 3), participants suggested that the GEEP should provide a forum that enables to exchange of ideas and expertise, that rewards risk-taking, and that fosters cross-sector and cross-global interaction. Suggestions for actions to promote and encourage innovation included the development of a GEEP program that offers seed funding for innovative venture projects and creating a TEDx-style forum for sharing ideas (GEEPx).

II.   Role of the GEEP as an Online Network

Participants were presented with an overview of the integration between the newly updated GEEP website (thegeep.org) and the Global EE group on eePRO https://naaee.org/eepro/groups/global-ee. Participants expressed positive feedback regarding the design and ease of navigation of the sites, as well as appreciation that the content would be moderated in order to ensure quality.

Country profiles on thegeep.org. Participants spent time reviewing the new layout for country profiles on thegeep.org. The purpose of the country profiles is to provide a high-level overview of the state of environmental education by country. Participants were also presented with the online questionnaire that will be used to collect country profile content. Following the meeting, all participants will be asked to complete the questionnaire for their country. Participants reacted positively to the country profile prototype, and agreed on the importance of keeping country profiles up-to-date through regular review.

Interacting and sharing resources on eePRO. In reviewing the features available within the eePRO Global EE group, participants saw potential for this portal to provide users with access to experts (i.e., finding support in specific topic area or geographic region), information about existing networks around the world, and resources to support their work. Some participants suggested that in the future, eePRO should make resources available in languages other than English (beyond the current use of Google Translate) and should allow for discussions in other languages. Participants emphasized the importance of ensuring that the site is dynamic and active, and that quality content is posted regularly.

Online GEEP case studies. The development and dissemination of case studies that highlight promising practices in environmental education around the world is a central strategy embedded in the GEEP's capacity-building goal. The GEEP Advisory Group has already developed criteria and a template for these case studies. In reviewing sample case studies posted online, participants discussed the importance ensuring that the case studies are useful – that is, they add something to the field and meet the needs and interests of the GEEP's audience(s). To grow the GEEP case studies collection and maximize their use, participants suggested approaching strategic allies who can develop case studies in areas of

interest, providing links from case studies to additional resources, formatting and translating case studies to broaden their audience, and providing guidance (e.g., written guides, webinars) on how the case studies can be used.

III. Promoting and Sustaining the GEEP

Participants engaged in individual reflection on how the GEEP might be promoted and sustained, offering ideas in the areas of communication and outreach, funding, and monitoring and evaluation (or, measuring the success of the GEEP).

Communication and outreach. Participants suggested ways to increase the visibility of the GEEP and grow the GEEP network. To increase visibility, participants suggested communicating about the GEEP through other organizations or networks (e.g., websites, newsletters, and conferences), creating an adaptable presentation that could be used by "GEEP ambassadors" to share information about the GEEP at conferences and workshops around the world, and using social media strategically as part of a GEEP marketing strategy. To grow the GEEP network, participants suggested forming strategic partnerships with existing international agencies or organizations through agreements, and recruiting high profile ambassadors from the environmental sector.

Funding. Regarding the financial sustainability of the GEEP, participants suggested possible strategies to secure funding. Participants suggested that it would be valuable to research how similar groups are funded. Participants identified as possible funding sources: national governments, environmental penalty taxes, crowd-funding from eePRO members, cultivation of private-sector sponsors, private funds (grants) from foundations and charitable organizations, a tiered GEEP membership funding formula (e.g., foundation partners, institutions/NGOs), and individual efforts to secure funding (e.g., GEEP delegates identify at least one funding source in their countries).

Measuring success. In considering how the success of the GEEP could be measured, participants noted that measures of success would need to be identified, and baselines established for these areas. This would necessarily entail articulating priority action areas for the GEEP. Participants suggested that monitoring and evaluation of the GEEP could include: quantitative analysis (e.g., number of networks joining the GEEP, number of participating countries), network analysis, the study of emerging practices within the GEEP network of networks, and consultation with research and evaluation experts or an external evaluator. Participants cautioned that some benefits may not be immediately measurable.

IV. Looking Ahead

Throughout the meeting, participants raised key questions and issues that must be addressed as the GEEP moves forward. These included:
- The membership structure or audience(s) of the GEEP
- The interaction between the GEEP and existing networks; the role of the GEEP as a "network of networks" that complements, not competes
- Making the GEEP accessible and useful to a broader audience, including non-English speakers
- Priority topics and actions for the GEEP (short-term and long-term)
- The intersections between the GEEP and other relevant global initiatives (e.g., SDGs, ESD)
- The role(s) of the GEEP in the policy arena
- The role(s) of research and evaluation in relation to the GEEP

Continuing discussions among GEEP stakeholders should seek clarity in these areas, and identify directions forward that align with the strategic goals of the GEEP.

1. **Nicole Ardoin -** United States
   Associate Professor - Stanford University, United States

2. **Ilyas Asaad -** Republic of Indonesia
   Senior Advisor to the Minister for Institutional Arrangement on National and Local Government - Ministry of Environment and Forestry

3. **Daniel Babikwa -** Uganda
   Director, District Support Coordination and Public Education, National Environmental Management Authority

4. **Judy Braus** – United States
   Executive Director, North American Association for Environmental Education (NAAEE)

5. **Benjamín Cáceres** – Chile
   Marine Biologist, Río Seco Natural History Museum

6. **Wen-Feng Chang** – Taiwan
   Environmental Coordinator, Department of Comprehensive Planning, Taiwan EPA

7. **Tzu-Chau Chang** – Taiwan
   Professor, Graduate Institute of Environmental Education, National Taiwan Normal University

8. **Chia-Jung (Sharon) Chen** – Taiwan
   Strategist, U-Service Division, Taipei Computer Association

9. **Charlotte Clark** – United States
   Assistant Professor of Practice in Sustainability Education, Duke University

10. **Elenida del Rosario Basug** – Philippines
    Chief, Environmental Education and Information Division, Environmental Management Bureau – DENR

11. **Jan Eriksen** - Denmark
    Honorary Member, Foundation for Environmental Education

12. **Anne Umali Ferguson –** United States
    EECapacity Project Manager, Cornell University

13. **Bill Finnegan** – United Kingdom
    Founder, Tamarack Media

14. **Justin Harris –** United States
    Senior Program Manager, U.S. Environmental Protection Agency

15. **Emily Hestness** – United States
    Environmental Education Specialist, North American Association for Environmental Education

16. **Laura Hickey** – United States
    Associate Vice President, Education, National Wildlife Federation

17. **Mei-Feng (Natasha) Huang** - Taiwan
    Associate Strategist, Taipei Computer Association, U-Service Division

18. **Mphemelang Ketlhoilwe -** Botswana
    Associate Professor, University of Botswana

19. **Chankook Kim -** Korea
    Associate Professor, Korea National University of Education, Cheongju

20. **Marianne Krasny** – United States
    Professor and Director of the Civic Ecology Lab, Department of Natural Resources, Cornell University

21. **Alex Kudryavtsev** - Russia
    Online Course Instructor, Cornell University

22. **Tsung-Yung Liu** - Taiwan
    Director General, Department of Comprehensive Planning, Taiwan EPA

23. **Cam Mackenzie** – Australia
    Principal, Amaroo Environmental Education Centre

24. **Renata Maranhão** - Brazil
    Director of Environmental Education, Ministry of Environment

25. **Pepe Marcos-Iga** – United States
    Chief Operating Officer, Western National Parks Association

26. **Jim McCaffery** – United States
    OD/Training Consultant, Training Resources Group, Inc.

27. **Gus Medina** - Canada
    Environmental Education Consultant

28. **Paul Ofei-Manu** - Japan
    Senior Policy Researcher, Institute for Global Environmental Strategies

29. **Betty Olivolo** – United States
    Assistant Director, Natural Start Alliance

30. **Morgan Phillips** – United Kingdom
    EE Consultant

31. **Ginger Potter** – United States
    Senior Education Specialist, Office of Environmental Education (OEE), U.S. Environmental Protection Agency

32. **Mahesh Pradhan** - Nepal
    Coordinator, Strategic Partnerships and Knowledge Management, International Environmental Technology Center (IETC), United Nations Environment Programme (UNEP)

33. **Gayatri Ragwha** - India
    Education Consultant

34. **Alan Reid** - Australia
    Associate Professor, Monash University

35. **Kartikeya V. Sarabhai -** India
    Director, Centre for Environment Education, Nehru Foundation for Development

36. **Margie Simon** - Mexico
    Director General, CICEANA

37. **Yen Terefe** – United States
    Environmental Education Specialist, North American Association for Environmental Education

38. **Arjen Wals** – The Netherlands
    Professor, University of Wageningen

39. **Hurng-Jyuhn Wang** - Taiwan
    Professor, Department of Public Administration, National Dong Hwa University

40. **Yung-Chiech (Charles) Yu** - Taiwan
    Senior Specialist, Department of Comprehensive Planning, Taiwan EPA

Global Environmental Education Partnership Meeting Agenda
Monday, October 17th – Madison, Wisconsin

Goals for the Global Environmental Education Partnership
- To build capacity to advance global policy and practice in environmental education
- To foster strategic partnerships to create a "network of networks" resulting in a stronger global environmental education community
- To promote and encourage innovation in EE on a global scale (e.g., Global EE Think Tank)

Meeting objectives
- Clarify and agree on the strategic direction of the GEEP
- Identify processes and tools that the GEEP can provide to help build world-wide capacity for EE
- Identify ways to promote and sustain the GEEP
- Promote networking among GEEP participants

Meeting location
Monona Terrace Community and Convention Center (1 John Nolen Dr.)
Room: Hall of Ideas H

Agenda

8:30am   **Gathering and breakfast**

9:00am   **Welcome and introductory remarks**
- Welcome to Madison and NAAEE
- Introductory opening remarks: GEEP Leadership Team
- GEEP video

9:30am   **Getting started**
- Facilitator introduction
- Table introductions
- Review of goals, agenda, and guidelines for working together

10:00   **Presentation and discussion of GEEP strategic plan**
- A brief history of the GEEP
- Orientation to the GEEP strategic plan
- Discussion of the GEEP strategic plan

10:45   **Break**

11:00   **GEEP as an online network: Presentation of GEEP on eePRO**
- Introduction to the GEEP on eePRO
- Discussion of the GEEP as an online network

12:00   **GEEP case studies on eePRO**
- Case study introduction and examples
- Table discussions on using case studies to build capacity

12:30 – 1:30   **Lunch**

1:30   **Wrap-up discussion of GEEP case studies**
- Next steps for case studies

1:45 – 2:00   **International EE Policy Research Update**
- Presentation of preliminary findings

2:00 – 3:30   **Input into key elements of GEEP strategic goals**
- Building capacity and advancing policy through the GEEP
- GEEP as a network of networks
- GEEP as a think tank

3:30   **Break**

3:45 – 4:30   **Sustaining the GEEP**
- Communication and outreach
- Funding
- Measuring the success of the GEEP

4:30   **Next steps and closing**
- Reflection on the day
- Next steps this week and beyond

5:00   **Closing**

5:00 – 5:30   **Debrief meeting***
*GEEP Advisory Group members

6:45   **Meet at in the lobby of the Madison Concourse Hotel to walk to dinner**

7:00-9:00   **Dinner at Harvest Restaurant (21 N Pinckney St.)**

This section provides a synthesis of the next steps and recommendations that emerged from the detailed meeting notes.

Overarching recommendations:

- Strategically link the work of the GEEP to the U.N. Sustainable Development Goals and related educational initiatives (e.g., Education for Sustainable Development)
- Update the language of the GEEP mission to make it more comprehensive as follows: *"To create a vibrant learning network designed to build capacity in countries around the world to strengthen environmental education to create a more sustainable future."*
- Clarify what is meant by GEEP membership, or the varied audiences of the GEEP (country-level, organization/institution-level, individual-level), and what participation entails for each audience
- Develop a plan for sharing GEEP responsibilities globally, including maintaining an active and up-to-date online presence (e.g., country profiles on thegeep.org, discussions on eePRO)
- Clarify how research and evaluation fit in to the work of the GEEP, and how these can help the GEEP identify priorities
- Develop a plan to increase the visibility of the GEEP (e.g., GEEP ambassadors, online communication, strategic partnerships)
- Identify additional future funding sources to help sustain the GEEP (possibly through a membership structure, private sector engagement, government-level support, support from foundations, etc.)

Recommendations relevant to Goal 1: *Build capacity to advance global policy and practice in environmental education*

- Update the language of Goal 1 as follows: *"Build capacity to advance policy, governance, and practice in environmental education around the world, including at regional, national, and local levels"*
- Develop a tool for assessing what capacity (individual, organization/institutional, network level) and identifying where improvements are needed
- Continue to build the GEEP case studies collection, and provide guidance on how GEEP case studies can be used to support the goal of capacity building
- Broaden global participation in the Global EE group on eePRO and consider ways to improve its accessibility for a broader audience (e.g., non-English speakers)
- Consider developing GEEP train-the-trainer opportunities, and cultivating a GEEP expertise team
- Consider methods by which the GEEP can formally recognize excellence in environmental education (e.g., GEEP award for excellence, GEEP accreditation, or GEEP certification)

Recommendations relevant to Goal 2: *Foster strategic partnerships to create a "network of networks" resulting in a stronger global environmental education community*

- Update the language of Goal 2 as follows: "*Foster strategic partnerships to create a 'network for networks' resulting in a stronger global environmental education community*"
- Update the language of Objective 1 to include sustainability issues as follows: "*Provide a platform to link organizations and agencies working to demonstrate the value and impact of how education helps address key environmental and sustainability issues, such as climate change, biodiversity, ocean acidification, and other topics*"
- Update the language of Objective 2 as follows: *Create a network of global ambassadors who have the <u>commitment</u>, skills, and tools to promote the value and impact of EE to key audiences*
- Clarify the GEEP's niche as a "network for networks" by identifying and addressing gaps not being filled by existing regional and local networks
- Identify and invite strategic partners - including existing international, regional and national environmental education organizations and associations around the world - to engage with the GEEP
- Consider developing and disseminating a "member toolkit" for partners

Recommendations relevant to Goal 3: Promote and encourage innovation in environmental education on a global scale

- Consider offering seed funding to test out innovative ideas in environmental education around the world
- Develop a TEDx (GEEPx)-style forum for sharing innovative ideas