

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 1 : National Environmental Education Act “ Environmental Law

The National Environmental Education Act supports this effort and will provide environmental education and training to small businesses to improve their business operations, their environmental performance, with the entire time keeping their mind on bottom-line performance.

National Environmental Education Act National Environmental Education Act International environmental problems, such as global warming, ocean pollution, and declines in species diversity pose serious threats to human health and the environment on a global scale. The National Environmental Education Act, through the Environmental Protection Agency, provides resources to local education institutions and not-for-profit educational and environmental organizations in order to support and improve awareness of environmental problems. The office may carry out programs to improve understanding of the natural environment, and the relationships between humans and their environment, including the global aspects of environmental problems. The programs may be carried out in consultation and coordination with other Federal agencies. The purpose of the Environmental Education and Training Programs shall be to train educational professionals in the development and delivery of environmental education. Special emphasis should be placed on developing environmental education programs, workshops, and training tools that are portable and can be broadly disseminated. The Administrator shall make a grant on an annual basis to an institution of higher education or other institution which is a not-for-profit institution to operate the environmental education and training program. In making grants the Administrator gives priority to those proposed projects which will develop a significantly improved environmental education practice, method, or technique which may have wide application. The program shall include solicitations for projects, selection of suitable projects from among those proposed, supervision of such projects, evaluation of the results of projects, and dissemination of information on the effectiveness and feasibility of the practices, methods, techniques and processes. Federal funds for any demonstration project under the act shall not exceed 75 percent of the total cost of such project. However, in cases where the Administrator determines that a proposed project merits support and cannot be undertaken without a higher rate of Federal support, the Administrator may approve grants including full Federal funding. The Administrator shall, in consultation with the Office of Personnel Management and other appropriate Federal agencies, provide for internships by postsecondary level students and fellowships for in-service teachers with agencies of the Federal Government. Interns shall be hired on a temporary or full-time basis for not more than 6 months and shall be compensated appropriately. Fellows shall be hired on a temporary or full-time basis not to exceed 12 months and shall be compensated appropriately. Federal agencies hiring interns shall provide the funds necessary to support salaries and related costs. Individuals eligible for participation in the internship program are students enrolled at accredited colleges or universities who have successfully completed not less than four courses or the equivalent in environmental sciences or studies, as determined by the Administrator. The Administrator shall provide for a series of national awards recognizing outstanding contributions to environmental education. The 11 member council appointed by the Administrator shall be the exclusive advisory entity for the Administrator. The Administrator shall provide that members of the Council represent the various geographic regions of the country, has minority representation, and that the professional backgrounds of the members include scientific, policy, and other appropriate disciplines. The term of the council shall be for 3 years. The Federal Task Force on Environmental Education shall advise, consult with and make recommendations to the Administrator on matters relating to implementation of the Act and assure the coordination of such implementation activities with related activities of other Federal agencies. A Foundation called National Environmental Education was also established in order to extend the contribution of environmental education and training to meeting critical environmental protection needs, both in the U. The foundation aims at fostering an open and effective partnership among Federal, State, and local government, business, industry, academic institutions, community based

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

environmental groups, and international organizations. The foundation is a charitable and non profit corporation. To oversee the activities of the foundation, the Foundation shall have a governing Board of Directors which shall consist of 13 directors, each of whom shall be knowledgeable or experienced in the environment, education and or training.

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 2 : Education for sustainable development - Wikipedia

The National Environmental Education Act of [PDF K, 15 pages] requires EPA to provide national leadership to increase environmental literacy. EPA established the Office of Environmental Education to implement this program.

Just for a perspective and maybe some reassurances from the panel. I am frustrated as I am sure you are that folks that look at environmental issues seem to be on one side or the other, it is environment at any cost, or it is business at any cost to the environment and there seldom seems to be very much common sense in how to merge to two together. Frankly, I am concerned about EPA being involved with teaching. I know in my own district they seem to have difficulty balancing protection of the environment with other quality of life issues such as jobs and productivity. The EPA is trying to cut off new road money for our area when that is exactly what we need to spread out the congestion so that we will not have such bad air quality in one part of our district. Again another concern is, the students that I have met both in high school and in college that seem to be getting some information about the environment, seem to be getting the information that our environmental problems are because of greedy businesses and that profits are bad and seem to come away with a total misunderstanding of what America is all about and free enterprise. So I am not convinced that the EPA and some of you who have talked today can balance a knowledge of the environment with other quality of life issues; and specifically I would just like some reassurance that maybe you can and that you have some ideas along those lines. Why are we setting up something differently when if this is science, if this is our environment, why is this not a part of the basic curriculum? Again, I do not understand this. Why can it not be worked into the curriculum? I have two questions and I invite any of you to give me some response or reassurance. I will start with the second question first. Environmental education most definitely belongs in science -- there is no question about that. But in order to solve environmental issues, in order to think about the environment as a whole you also need to understand economics, you also need to understand culture, you also need to understand how society works, and we need to understand how decisions are made at the individual level up through the community level. So our sense is that environmental education is best infused throughout the curriculum so that it is built upon a science base but also that in making those sorts of investigations of the environment, you are using math skills, you are using English, language arts and other communication skills; that you are developing your knowledge and understanding of social sciences and civics. It is not just a purview of science although that certainly is to the heart of it, and good sound science is extremely important. It is also important that we do include an understanding of economics and some of the other disciplines in being able to truly understand the environment. I will maybe redirect part of my question and I appreciate a response from Mr. Some of the businesses in my district are very positive towards the EPA they think the EPA has certainly made a contribution towards facilitating improvements focusing on problems but there is a real concern in many areas that you do not seem to recognize the point of diminishing returns. That we are trying to get dirt clean enough to eat, when on the other side we have not solved some basic problems. And if this is a philosophy that is be taken to our schools, again, I have a concern that there is not a common sense approach that balances a lot issues. So, again, I am looking for reassurance more than a specific answer to a question if you have it. I guess the best way I could respond is to say that EPA does not teach in the classrooms. We fund the program to get the federal money out to the state and local school systems, community organizations that can do the projects and advance the goals of the program overall. I think the important thing about the federal program and the National Environmental Education Act is that it helps ensure against just what you are talking about and tries to make certain that environmental education gives a balance and a view based on good science and good reasoning. But if you are not involved with the teaching, how to these ideas work their way into the curriculum? Who is responsible for developing the curriculum and who should be in your mind? The local school system and the local educators. I yield back, Mr. Thank you very much and I am glad that it is left up to the local school systems, because I hear a lot from the other side

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

about we need to have local people do what they think locally is the right thing to do. So I am glad to hear that you allow the local school people to determine what should be taught. I just have a few questions. First of all, I think that certainly Mr. Castle made several good changes consolidating several of the awards, naming the program after the late Senator Chaffee, and so forth. I just have a question regarding this scientifically sound which I think even when the gentleman who just spoke said that we need to get a balance between the environment and the business; how do you then find new ground if you prohibit anything that is not considered environmentally scientifically sound? The second thing is, I am kind of lost here, of course my opponent says that I am usually lost; but, I am lost here because I hear there are certain principles that are Kyoto and we studied them. We found out that carbon dioxide, CO₂, certainly, is something that destroys the environment. Now, my friends on the other side say, well, why should the EPA, the Environment Protection Agency, have to be sure that they do not get involved in advocacy. It has been clear they do not, but you would expect the Department of Health to talk about how you stay healthy in the country and talk about how to prevent how to have checkups to prevent cancer. For people to say that the EPA should make sure that it does not advocate or does not talk about the fact that the air should be clean; that certain kinds of things pollute the water. How do you push commerce? So why should the EPA have to be on this tight wire to make sure that we do not offend any of our colleagues who feel that this question about the environment goes too far? I would like, and perhaps in my remaining minute or so ask a question; what is scientifically sound? I mean, the breakthrough in genetics the other day where these two top genetics, or whatever you call them -- people that study genetics -- came together and they had this big breakthrough where Blair was in Britain talking about it, and President Clinton here. I am sure when those guys started dropping those like drops in these little things it was not scientifically sound. Therefore, we would not have had any breakthrough in genetics if everything had to be funded on scientifically sound evidence. So I would just ask a question as my time sets to expire, what is scientifically sound, and, therefore, what must the EPA not talk about? Maybe if the panel could respond. I would say that in terms of what is scientifically sound, those are issues basically I think that you get some consensus in the scientific community that there needs to be investigation, there needs to be further research. At EPA overall there is great emphasis on the scientific process. We have a Scientific Advisory Board. I think the point that I would like to make in response to your question, Mr. Payne, is that we are emphasizing science, we are emphasizing problem solving so that we can get away from the idea that these are simple issues with simple answers; they are not. So they are very complex issues, they are very involved and we want them to be treated that way in the environmental education program and at the agency as a whole. Higgins, since you are the chair and you are the volunteer and you put that in your comments, what does, in your opinion, "scientifically sound" mean to you? Congressman, we think that scientifically sound means that a person has enough information as an individual, as a business person, as a health care professional, that they can make an informed decision about what to do either in their personal actions or if you are trying to diagnose why somebody is ill, what it is that might be causing them to be ill. What we do not do is try to create organizations that go and try to influence some body of Congress or some federal regulatory agency to do something or take a particular action, but rather we help try to help people understand how to make good decisions on their own behalf. For example, is it okay to pour oil down the drain in the sewer in front of your house when you have changed the oil in your car? Well, of course, it is not okay. We all know that but why is it not it okay? Because it pollutes our rivers and streams. Most Americans still think, unfortunately, and we do a survey every year, that most pollution comes from factories or from municipal waste outfall. That is not true at all. Most pollution comes from automobiles dropping oil on the road, or people pouring oil down the drains in their streets. We want to teach people what it is that is causing a problem so they can change their behavior and do better. It is fascinating now and I can remember as a student myself learning things that we now decided were not necessarily so. We were going to run out of oil in seven years and that was quite a long time ago, and we still have oil. We were taught to run around and spray oil everywhere because polio was a big worry and we wanted to cover every little pool of water or anything with a film of oil to prevent mosquitoes

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

from breeding and carrying the polio virus. So there are trade-offs and Smokey the Bear was the big thing. Now, we are re-examining the question of burning and how to do that in a responsible way. In any event, my question is, this is not the only effort to help sensitize people and educate people or young people about the environment. There have been efforts for generations. I grew up with the Arbor Day Foundation I think comes out of Nebraska; we would go out and plant a tree. My Senator from Wisconsin has Earth Day. Is this one more duplicative effort? Do you work with all these organizations? We attempt to get Americans to appreciate and to actually go out and do work on public lands and some millions of dollars each year of volunteer time and labor are invested in cleaning up and making more suitable our public lands that are available for public access. So there is a partnership. This is one of the things that we do -- we work with other agencies, other organizations that try to foster other programs and we do unique things. So I would say it is not at all duplicative. We have a niche that we have found that creates a unique program like National Public Lands Day or the corporate institute for environmental mentoring, or health care professional initiative to increase the amount of understanding and education that doctors and nurses get in their training on how to diagnose and understand environmentally caused diseases. Those are not things that are going on anywhere else. So our programs are unique in that regard. In our area, of course, it is a mixed industrial and agricultural area and the agricultural committee works very closely with the business community and the government community to attempt to increase public awareness particularly on the part of young people about how agriculture really works. In fact, most of ours are family farms and there is nobody more concerned about trying to be responsible with the environment than these people on their land. Yet so many young people think that food comes from a store. They do not realize the trade-offs in trying, for example, do engineering with plants so you do not have to use pesticides. They get nervous about interfering with plant genetics and yet if you can fix the plant so that it can repel an insect instead of having to use chemicals that is a plus. Do you get into things like this at all? I mean, we have animal rights, they are terrorizing our farmers, they somehow think that they are abusing the animals and that food comes from, I guess it just sort-of comes naturally without anyone attempting to produce it. NEETF attempts to do with environmental matters what you are describing as a coalition of business and agricultural interests attempt to do, if I understand you correctly, about what is farming exactly and how does it work and what are the trade-offs that are made. What NEETF tries to do is help people have enough information to make good decisions in the various things that they do in life -- whether they are students or business people or health care professionals -- so that they can understand the effect of what they do and make a decision that is in the best interest of their business of the environment. Our interaction with agriculture is very, very limited if it even exists all. Other than the occasional grant that may have an agricultural component to it; but that is very limited. I just wanted to address two pieces of your question. The other piece is that as much as environmental organization, advocacy organizations, have their place in society, what we are talking about here with the Act are education organizations. I consider myself an educator and our purpose is to make sure that good quality education gets into the classroom and that that is what we are really trying to promote. Thank you very much. This is an issue of enormous consequences and I appreciate the questions that have been raised on both sides of this issue.

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 3 : The ACT Test for Students | ACT

Examining the National Environmental Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, Second Session (June 27,).

The Brundtland Commission defined sustainable development as meeting the needs of the present generation without putting at risk the capacity of generations to come in meeting their own requirements. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity, and poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviours and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Economic growth and the creation of wealth have reduced global poverty rates, but vulnerability, inequality, exclusion and violence have increased within and across societies throughout the world. Unsustainable patterns of economic production and consumption contribute to global warming, environmental degradation and an upsurge in natural disasters. Moreover, while international human rights frameworks have been strengthened over the past several decades, the implementation and protection of these norms remain a challenge. For example, despite the progressive empowerment of women through greater access to education, they continue to face discrimination in public life and in employment. Violence against women and children, particularly girls, continues to undermine their rights. Again, while technological development contributes to greater interconnectedness and offers new avenues for exchange, cooperation and solidarity, we also see an increase in cultural and religious intolerance, identity-based political mobilization and conflict. Rethinking the purpose of education and the organization of learning has never been more urgent. Recent changes in service learning, a focus on literacies and skills, standards that support interdisciplinary thinking, and the role of systems thinking have all increased the visibility of the movement. ESD seeks to engage people in negotiating a sustainable future, making decisions and acting on them. It is generally agreed on that sustainability education must be customized for individual learners, [12] Education for Sustainability EfS, in particular, focuses not on the environmental, social and economic loci of education but on the human skills that are needed for any environmental education to succeed. These thinking and relational skills are thus fundamental, not just to ESD, but to education in general. The premise is that if we know where we want to go, we will be better able to work out how to get there. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development. Education [17] for sustainability is the practice of learning how to achieve global and local sustainable communities. The objectives of the DESD are to: UNESCO invited governments and non-governmental organizations with official partnerships with UNESCO to nominate 3 individuals, institutions or organizations working in the field of education for sustainable development. In order to be part of the UNESCO award, provided that it participates in one or more of the five areas of work of the program of education for sustainable development. This award is the first to be presented since its inception in the field of education for sustainable development. This award is being funded by the Government of Japan. Article 6 of the United Nations Framework Convention on Climate Change states that "States should facilitate education programs for awareness on climate change". Education in climate change for sustainable development aims to improve understanding of the key concepts of sustainability and the broad of these four directions: On the other hand, NGOs as a partner of the government contribute to sustainable development as a real contribution, and have succeeded in building development awareness, stability and employment through a real and effective participation in the development process. It also has a role in finding a balance between the ecosystem and the economy to conserve natural resources. Organizations are the right arm of governments in the process of sustainable development. Global Action Programme on Education for Sustainable Development GAP on ESD [edit] The

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

UN Decade of Education for Sustainable Development took place from 2012 to 2030, with the goal of emphasizing education in all its forms formal, non-formal and informal as an indispensable element for achieving sustainable development. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development; and Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development. Transforming learning and training environments; 3. Building capacities of educators and trainers; 4. Empowering and mobilizing youth; 5. Accelerating sustainable solutions at local level. Due to its strong linkages with sustainable development, the GAP on ESD provides an excellent framework for understanding the types of education, training and public awareness initiatives conducive to enabling people of all ages to understand and implement solutions for solving the complex problems presented by climate change. End poverty in all its forms everywhere. Ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture. Ensure healthy living and promote well-being for all ages. Ensure universal and equal quality education and enhance lifelong learning opportunities for all. Gender equality Achieve gender equality and empower all women and girls. Clean and healthy water. Ensure abundance and sustainable water and health management for all. Renewable and affordable energy. Ensure affordable, reliable and sustainable energy access for all. Good jobs and economy economics. Promote sustainable, comprehensive and sustainable economic growth, full and productive employment, and decent work for all. Innovative and good infrastructure. Build a flexible infrastructure and promote comprehensive, sustainable manufacturing and innovation promotion. Reducing inequality within States and between States and each other. Cities and sustainable communities. Make cities and human settlements inclusive, secure, flexible and sustainable. Responsible use of resources. Ensure sustainable consumption and production patterns. Action to combat climate change and its impacts. Sustainable and sustainable use of oceans, seas and marine resources for sustainable development. Sustainable use of land. Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and restore land degradation and halt loss of biodiversity. Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels. Partnership for Sustainable Development. Strengthening the means to implement and revitalize the global partnership for sustainable development. With its overall aim to develop cross-cutting sustainability competencies in learners, ESD is an essential contribution to all efforts to achieve the SDGs, enabling individuals to contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour. ESD can produce specific cognitive, socio-emotional and behavioural learning outcomes that enable individuals to deal with the particular challenges of each SDG, thus facilitating its achievement. In short, ESD enables all individuals to contribute to achieving the SDGs by equipping them with the knowledge and competencies they need, not only to understand what the SDGs are about, but to engage as informed citizens in bringing about the necessary transformation. It acts as a convener, catalyst, and communicator working across all sectors of American society. Partnership was conceived at a November "Open Space" gathering held in Washington, DC that included almost participants from a diverse range of sectors including K and higher education, science and research organizations, conservation and environmental NGOs, faith communities, living institutions, youth advocacy organizations, government agencies and others. How the Decade could be leveraged to advance education for sustainable development ESD in the United States; What were the opportunities for collaboration within and across sectors; and How could widespread engagement in the Decade be U. A subsequent strategic planning retreat on the campus of Gettysburg College in Pennsylvania gave shape to the emerging Partnership. An "Interim Steward" would provide ongoing facilitation and leadership. Participants decided that the Partnership would not design or implement programs of its own. The Partnership supports its vision and mission through periodic conference calls, in-person meetings and events, and its website. Action and Sector Teams remain key operational components of the Partnership, carrying out a range of activities in support of its mission and vision. Action

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Teams are responsible for planning and carrying out joint activities that support the entire partnership e. Sector Teams focus on the needs of their own sector e. The Disciplinary Associations Network for Sustainability and the Higher Education Associations Sustainability Consortium are networks of national higher education associations integrating information about our urgent sustainability challenges and solutions into education. The Decade and the U. Partnership provide international and national context for such efforts, helping to promote and strengthen education for sustainable development in the United States. Education and sustainable development are two sides of a single coin. Their human goal is to build human beings and develop their capacities to achieve sustainable development in an efficient and equitable manner in which life choices are available to people. Therefore, education is the heart of development and its solidity and that the success of development in any society depends very much on the success of the educational system in this society. Education is therefore the key to progress, the instrument of renaissance and the source of strength in societies. Therefore, there is a close relationship between education and sustainable development so that development can not achieve any step unless qualified manpower is available and therefore the process of education is the basis of the process of sustainable development. Hence, the learning process is closely related to sustainable development, namely, investment in human beings and human beings. This has led to a radical shift in educational development thinking, which focuses on the development of human capacities and the importance of education as the focus of real development and human capacity development. Where Chinese wisdom says: If you want to invest for one year and the wheat flour and if you want to invest for ten years tree sap and if you want to invest life and flourish in people. Therefore, education is the one that pushed man to the heart of the development process and the slogan of no development without human beings and therefore the comprehensive sustainable development is no longer dependent on physical capital only But the most important need is the presence of a trained and qualified workforce capable of producing more and more. Sustainable development in Canada [edit] Sustainable Development Strategy for organizations in Canada is about the Government of Canada finding ways to develop social, financial, and environmental resources that meet the needs of the present without compromising the ability of future generations to meet their own needs in Canada. A Sustainable Development Strategy for the organization needs to be developed that establishes the Sustainable Development goals and objectives set by the Auditor General Act of Canada and provides the written policies and procedures to achieve them. Sustainable Development is based on responsible decision-making, which considers not only the economic benefits of development, but also the short-term and long-term, Canadian environment and environmental impacts. Sustainability education by private industry [edit] The private sector plays an increasingly important role in environmental and sustainability education. In recent years, as the seriousness of problems such as climate change and hazards to the environment have received more emphasis, corporate environmental responsibility CER and sustainability education has been discussed more frequently. Nearly half of respondents to the GreenBiz survey whose companies have no current program believe their company will begin educating employees in the next two years. For example, Cisco employees live and work in a Web 2. A number of other reports have been published by the NEEF detailing the benefits of sustainability education in corporations and provide some examples and case studies of how corporations embed sustainability education into their operations.

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 4 : EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

*Examining the National Environmental Education Act: Hearing before the Subcommittee on Early Childhood, Youth, and Families of the Committee on hearing held in Washington, DC, June 27, [United States] on www.nxgvision.com *FREE* shipping on qualifying offers.*

Top of Page SEC. The purpose of the program shall be to train educational professionals in the development and delivery of environmental education and training programs and studies. Special emphasis should be placed on developing environmental education programs, workshops, and training tools that are portable and can be broadly disseminated. Within one year of the date of enactment of this Act, the Administrator shall publish regulations to assure satisfactory implementation of each element of the program authorized by this section. The solicitation notice shall prescribe the information to be included in the proposal and other information sufficient to permit the Administrator to assess the project. For the purposes of this section, the non-Federal share of project costs may be provided by in-kind contributions and other non-cash support. In cases where the Administrator determines that a proposed project merits support and cannot be undertaken without a higher rate of Federal support, the Administrator may approve grants under this section with a matching requirement other than that specified in this subsection, including full Federal funding. Interns and fellows may serve in appropriate agencies of the Federal Government including, but not limited to, the Environmental Protection Agency, the Fish and Wildlife Service, the National Oceanic and Atmospheric Administration, the Council on Environmental Quality, Federal natural resource management agencies, the Department of Agriculture, and the National Science Foundation. Fellows shall be hired on a temporary full-time basis for not to exceed 12 months and shall be compensated appropriately. Federal agencies hiring interns shall provide the funds necessary to support salaries and related costs. One teacher, and the local education agency employing such teacher, from each State, including the District of Columbia and the Commonwealth of Puerto Rico, are eligible to be selected for an award pursuant to this subsection. Such awards may not be used for construction costs, general expenses, salaries, bonuses, or other administrative expenses. With respect to such matters, the Council shall be the exclusive advisory entity for the Administrator. The Council may exchange information with other Advisory Councils established by the Administrator. The Office of Environmental Education shall provide staff support to the Council. Two members shall be appointed to represent primary and secondary education one of whom shall be a classroom teacher ; two members shall be appointed to represent colleges and universities; two members shall be appointed to represent not-for-profit organizations involved in environmental education; two members shall be appointed to represent State departments of education and natural resources; two representatives shall be appointed to represent business and industry; and one representative shall be appointed to represent senior Americans. A representative of the Secretary shall serve as an ex officio member of the Advisory Council. While away from their homes or regular places of business in the performance of services for the Council, members of the Council shall be allowed travel expenses, including per diem in lieu of subsistence, in the same manner as persons employed intermittently in the Government service are allowed expenses under section b of title 5 of the United States Code. The Foundation is established in order to extend the contribution of environmental education and training to meeting critical environmental protection needs, both in this country and internationally; to facilitate the cooperation, coordination, and contribution of public and private resources to create an environmentally advanced educational system; and to foster an open and effective partnership among Federal, State, and local government, business, industry, academic institutions, community based environmental groups, and international organizations. B The Foundation is a charitable and nonprofit corporation whose income is exempt from tax, and donations to which are tax deductible to the same extent as those organizations listed pursuant to section c of the Internal Revenue Code of The Foundation is not an agency or establishment of the United States. The Board shall oversee the activities of the Foundation and

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

shall assure that the activities of the Foundation are consistent with the environmental and education goals and policies of the Environmental Protection Agency and with the intents and purposes of this Act. The membership of the Board, to the extent practicable, shall represent diverse points of view relating to environmental education and training. B The Administrator of the Environmental Protection Agency shall, pursuant to paragraph 2 , appoint the Director of the Office of Environmental Education established pursuant to section 3 of this Act as an ex-officio member of the Board. C Appointment to the Board shall not constitute employment by, or the holding of an office of, the United States for the purposes of any Federal law. B Within 90 days of the date of the enactment of this Act, and as appropriate thereafter, the Administrator shall publish in the Federal Register an announcement of appointments of Directors of the Board. Such appointments shall become final and effective 90 days after publication in the Federal Register. C The directors shall be appointed for terms of 4 years, except that the Administrator, in making the initial appointments to the Board, shall appoint 5 directors to a term of 2 years, 4 directors to a term of 3 years, and 4 directors to a term of 4 years. The Administrator shall appoint an individual to serve as a director in the event of a vacancy on the Board within 60 days of said vacancy in the manner in which the original appointment was made. No individual may serve more than 2 consecutive terms as a director. If a Director misses three consecutive regularly scheduled meetings, that individual may be removed from the Board and that vacancy filled in accordance with this subsection. B The following limitations apply with respect to the appointment of officers and employees of the Foundation: Officers and employees of the Foundation shall be appointed without regard to the provisions of title 5, of the United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 or subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates, except that no individual so appointed may receive pay in excess of the annual rate of basic pay in effect for grade GS of the General Schedule. The service of notice to, or service of notice upon, the agent required under paragraph 4 , or mailed to the business address of such agent, shall be deemed as service upon or notice to the Foundation. With respect to personnel, the Administrator may provide no more than 1 full-time employee to serve the Foundation in a policy capacity, and may provide clerical and other support staff at a level equivalent to 2 full-time equivalent employees to the Foundation, for a period not to exceed 2 years from the date of initial assignment of any personnel for this purpose. Contact Us to ask a question, provide feedback, or report a problem.

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 5 : Environmental Decision Making, Science, and Technology

The Act has established a National Environmental Education Advisory Council and a Federal Task Force on Environmental Education. The 11 member council appointed by the Administrator shall be the exclusive advisory entity for the Administrator.

This Act shall govern the exploration, development, utilization and processing of all mineral resources.

Section 16 Opening of Ancestral Lands for Mining Operations No ancestral land shall be opened for mining-operations without prior consent of the indigenous cultural community concerned. **Royalty Payments for Indigenous Cultural Communities** In the event of an agreement with an indigenous cultural community pursuant to the preceding section, the royalty payment, upon utilization of the minerals shall be agreed upon by the parties. The said royalty shall form part of a trust fund for the socioeconomic well-being of the indigenous cultural community.

Section 18 Areas Open to Mining Operations Subject to any existing rights or reservations and prior agreements of all parties, all mineral resources in public or private lands, including timber or forestlands as defined in existing laws, shall be open to mineral agreements or financial or technical assistance agreement applications. Any conflict that may arise under this provision shall be heard and resolved by the panel of arbitrators.

Areas Closed to Mining Applications Mineral agreement or financial or technical assistance agreement applications shall not be allowed:

- a. In military and other government reservations, except upon prior written clearance by the government agency concerned;
- b. Near or under public or private buildings, cemeteries, archeological and historic sites, bridges, highways, waterways, railroads, reservoirs, dams or other infrastructure projects, public or private works including plantations or valuable crops, except upon written consent of the government agency or private entity concerned;
- c. In areas covered by valid and existing mining rights;
- d. In areas expressly prohibited by law;
- e. In areas covered by small-scale miners as defined by law unless with prior consent of the small-scale miners, in which case a royalty payment upon the utilization of minerals shall be agreed upon by the parties, said royalty forming a trust fund for the socioeconomic development of the community concerned; and
- f. The Bureau shall have the authority to grant an exploration Permit to a qualified person.

Section 21 Terms and Conditions of the Exploration Permit An exploration permit shall be for a period of two (2) years, subject to annual review and relinquishment or renewal upon the recommendation of the Director.

Maximum Areas for Exploration Permit The maximum area that a qualified person may hold at any one time shall be:

- 1. Onshore, in any one province
- 2. Onshore, in the entire Philippines
- 3. Offshore, beyond five hundred meters (m) from the mean low tide level

Section 23 Rights and Obligations of the Permittee An exploration permit shall grant to the permittee, his heirs or successors-in-interest, the right to enter, occupy and explore the area: Provided, That if private or other parties are affected, the permittee shall first discuss with the said parties the extent, necessity, and manner of his entry, occupation and exploration and in case of disagreement, a panel of arbitrators shall resolve the conflict or disagreement. The permittee shall undertake an exploration work on the area as specified by its permit based on an approved work program. Any expenditure in excess of the yearly budget of the approved work program may be carried forward and credited to the succeeding years covering the duration of the permit. The Secretary, through the Director, shall promulgate rules and regulations governing the terms and conditions of the permit. The permittee may apply for a mineral production sharing agreement, joint venture agreement, co-production agreement or financial or technical assistance agreement over the permit area, which application shall be granted if the permittee meets the necessary qualifications and the terms and conditions of any such agreement: Provided, That the exploration period covered by the exploration permit shall be included as part of the exploration period of the mineral agreement or financial or technical assistance agreement.

Section 24 Declaration of Mining Project Feasibility A holder of an exploration permit who determines the commercial viability of a project covering a mining area may, within the term of the permit, file with the Bureau a declaration of mining project feasibility accompanied by a work program for development. The approval of

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

the mining project feasibility and compliance with other requirements provided in this Act shall entitle the holder to an exclusive right to a mineral production sharing agreement or other mineral agreements or financial or technical assistance agreement. Section 25 Transfer or Assignment An exploration permit may be transferred or assigned to a qualified person subject to the approval of the Secretary upon the recommendation of the Director. Mineral production sharing agreement is an agreement where the Government grants to the contractor the exclusive right to conduct mining operations within a contract area and shares in the gross output. The contractor shall provide the financing, technology, management and personnel necessary for the implementation of this agreement. Co-production agreement is an agreement between the Government and the contractor wherein the Government shall provide inputs to the mining operations other than the mineral resource. Joint venture agreement is an agreement where a joint-venture company is organized by the Government and the contractor with both parties having equity shares. Aside from earnings in equity, the Government shall be entitled to a share in the gross output. A mineral agreement shall grant to the contractor the exclusive right to conduct mining operations and to extract all mineral resources found in the contract area. In addition, the contractor may be allowed to convert his agreement into any of the modes of mineral agreements or financial or technical assistance agreement covering the remaining period of the original agreement subject to the approval of the Secretary. Section 27 Eligibility A qualified person may enter into any of the three 3 modes of mineral agreement with the government for the exploration, development and utilization of mineral resources: Provided, That in case the applicant has been in the mining industry for any length of time, he should possess a satisfactory environmental track record as determined by the Mines and Geosciences Bureau and in consultation with the Environmental Management Bureau of the Department. Section 28 Maximum Areas for Mineral Agreement The maximum area that a qualified person may hold at any time under a mineral agreement shall be: Offshore, in the entire Philippines 1. Section 29 Filing and Approval of Mineral Agreements All proposed mineral agreements shall be filed in the region where the areas of interest are located, except in mineral reservations which shall be filed with the Bureau. The filing of a proposal for a mineral agreement shall give the proponent the prior right to areas covered by the same. The proposed mineral agreement will be approved by the Secretary and copies thereof shall be submitted to the President. Thereafter, the President shall provide a list to Congress of every approved mineral agreement within thirty 30 days from its approval by the Secretary. Such assignment or transfer shall be deemed automatically approved if not acted upon by the Secretary within thirty 30 working days from official receipt thereof, unless patently unconstitutional or illegal. Section 31 Withdrawal from Mineral Agreements The contractor may, by giving due notice at any time during the term of the agreement, apply for the cancellation of the mineral agreement due to causes which, in the opinion of the contractor, make continued mining operations no longer feasible or viable. The Secretary shall consider the notice and issue its decision within a period of thirty 30 days: Provided, That the contractor has met all its financial, fiscal and legal obligations. Section 32 Terms Mineral agreements shall have a term not exceeding twenty-five 25 years to start from the date of execution thereof, and renewable for another term not exceeding twenty-five 25 years under the same terms and conditions thereof, without prejudice to changes mutually agreed upon by the parties. After the renewal period, the operation of the mine may be undertaken by the Government or through a contractor. The contract for the operation of a mine shall be awarded to the highest bidder in a public bidding after due publication of the notice thereof: Provided, That the contractor shall have the right to equal the highest bid upon reimbursement of all reasonable expenses of the highest bidder. Section 34 Maximum Contract Area The maximum contract area that may be granted per qualified person, subject to relinquishment shall be: Combinations of a and b provided that it shall not exceed the maximum limits for onshore and offshore areas. Section 35 Terms and Conditions The following terms, conditions, and warranties shall be incorporated in the financial or technical assistance agreement, to wit: A firm commitment in the form of a sworn statement, of an amount corresponding to the expenditure obligation that will be invested in the contract area: Provided, That such amount shall be subject to changes as may be provided for in the rules and regulations of this Act; b. A

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

financial guarantee bond shall be posted in favor of the Government in an amount equivalent to the expenditure obligation of the applicant for any year; c. Submission of proof of technical competence, such as, but not limited to, its track record in mineral resource exploration, development, and utilization; details of technology to be employed in the proposed operation; and details of technical personnel to undertake the operation; d. Representations and warranties that the applicant has all the qualifications and none of the disqualifications for entering into the agreement; e. Representations and warranties that the contractor has or has access to all the financing, managerial and technical expertise and, if circumstances demand, the technology required to promptly and effectively carry out the objectives of the agreement with the understanding to timely deploy these resources under its supervision pursuant to the periodic work programs and related budgets, when proper, providing an exploration period up to two 2 years, extendible for another two 2 years but subject to annual review by the Secretary in accordance with the implementing rules and regulations of this Act, and further, subject to the relinquishment obligations; f. The mining operations shall be conducted in accordance with the provisions of this Act and its implementing rules and regulations; h. Work programs and minimum expenditures commitments; i. Preferential use of local goods and services to the maximum extent practicable; j. A stipulation that the contractors are obligated to give preference to Filipinos in all types of mining employment for which they are qualified and that technology shall be transferred to the same; k. Requiring the proponent to effectively use appropriate anti-pollution technology and facilities to protect the environment and to restore or rehabilitate mined out areas and other areas affected by mine tailings and other forms of pollution or destruction; l. The contractors shall furnish the Government records of geologic, accounting, and other relevant data for its mining operations, and that book of accounts and records shall be open for inspection by the government; m. Requiring the proponent to dispose of the minerals and byproducts produced under a financial or technical assistance agreement at the highest price and more advantageous terms and conditions as provided for under the rules and regulations of this Act; n. Provide for consultation and arbitration with respect to the interpretation and implementation of the terms and conditions of the agreements; and o. Such other terms and conditions consistent with the Constitution and with this Act as the Secretary may deem to be for the best interest of the State and the welfare of the Filipino people.

Section 36 Negotiations A financial or technical assistance agreement shall be negotiated by the Department and executed and approved by the President. The President shall notify Congress of all financial or technical assistance agreements within thirty 30 days from execution and approval thereof.

Section 37 Filing and Evaluation of Financial or Technical Assistance Agreement Proposals All financial or technical assistance agreement proposals shall be filed with the Bureau after payment of the required processing fees. If the proposal is found to be sufficient and meritorious in form and substance after evaluation, it shall be recorded with the appropriate government agency to give the proponent the prior right to the area covered by such proposal: Provided, That existing mineral agreements, financial or technical assistance agreements and other mining rights are not impaired or prejudiced thereby. The Secretary shall recommend its approval to the President.

Term of Financial or Technical Assistance Agreement A financial or technical assistance agreement shall have a term not exceeding twenty-five 25 years to start from the execution thereof, renewable for not more than twenty-five 25 years under such terms and conditions as may be provided by law.

Section 39 Option to Convert into a Mineral Agreement The contractor has the option to convert the financial or technical assistance agreement to a mineral agreement at any time during the term of the agreement, if the economic viability of the contract area is found to be inadequate to justify large-scale mining operations, after proper notice to the Secretary as provided for under the implementing rules and regulations: Provided, That the mineral agreement shall only be for the remaining period of the original agreement. Upon compliance with this requirement by the contractor, the Secretary shall approve the conversion and execute the mineral production-sharing agreement. Provided, That the President shall notify Congress of every financial or technical assistance agreement assigned or converted in accordance with this provision within thirty 30 days from the date of the approval thereof.

Withdrawal from Financial or Technical Assistance Agreement The

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

contractor shall manifest in writing to the Secretary his intention to withdraw from the agreement, if in his judgment the mining project is no longer economically feasible, even after he has exerted reasonable diligence to remedy the cause or the situation. The Secretary may accept the withdrawal: Provided, That the contractor has complied or satisfied all his financial, fiscal or legal obligations. The provincial governor shall grant the permit after the applicant has complied with all the requirements as prescribed by the rules and regulations. The maximum area which a qualified person may hold at any one time shall be five hectares 5 has. Provided, That in large-scale quarry operations involving cement raw materials, marble, granite, sand and gravel and construction aggregates, a qualified person and the government may enter into a mineral agreement as defined herein. A quarry permit shall have a term of five 5 years, renewable for like periods but not to exceed a total term of twenty-five 25 years. No quarry permit shall be issued or granted on any area covered by a mineral agreement or financial or technical assistance agreement. Section 44 Quarry Fee and Taxes A permittee shall, during the term of his permit, pay a quarry fee as provided for under the implementing rules and regulations. The permittee shall also pay the excise tax as provided by pertinent laws. Section 45 Cancellation of Quarry Permit A quarry permit may be cancelled by the provincial governor for violations of the provisions of this Act or its implementing rules and regulations or the terms and conditions of said permit: Provided, That before the cancellation of such permit, the holder thereof shall be given the opportunity to be heard in an investigation conducted for the purpose. Section 46 Commercial Sand and Gravel Permit Any qualified person may be granted a permit by the provincial governor to extract and remove sand and gravel or other loose or unconsolidated materials which are used in their natural state, without undergoing processing from an area of not more than five hectares 5 has. Section 47 Industrial Sand and Gravel Permit Any qualified person may be granted an industrial sand and gravel permit by the Bureau for the extraction of sand and gravel and other loose or unconsolidated materials that necessitate the use of mechanical processing covering an area of more than five hectares 5 has. The permit shall have a term of five 5 years, renewable for a like period but not to exceed a total term of twenty-five 25 years. Section 48 Exclusive Sand and Gravel Permit Any qualified person may be granted an exclusive sand and gravel permit by the provincial governor to quarry and utilize sand and gravel or other loose or unconsolidated materials from public lands for his own use, provided that there will be no commercial disposition thereof. A mineral agreement or a financial technical assistance agreement contractor shall, however, have the right to extract and remove sand and gravel and other loose unconsolidated materials without need of a permit within the area covered by the mining agreement for the exclusive use in the mining operations: Provided, That monthly reports of the quantity of materials extracted therefrom shall be submitted to the mines regional office concerned: Provided, further, That said right shall be coterminous with the expiration of the agreement.

Chapter 6 : Education in Sweden

Examining the National Environmental Education Act: hearing before the Subcommittee on Early Childhood, Youth, and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, second session, hearing held in Washington, DC, June 27,

Several reforms have been implemented in Sweden over the last few years, aimed at improving student results. Sweden has moved to improve performances and to raise the status of the teaching profession for long-term benefits. The study, done on the request of the Swedish Government, confirms that Sweden needs to improve the quality of education and in particular raise the performance level of students in reading, math and science. This can be seen in light of Sweden having invested a larger share of its GDP on education 6. Recent reforms The relevance of the PISA studies has been questioned by educators and policy makers both in Sweden and abroad. Critics of the standardised tests argue that the studies are too focused on math and science, and altogether exclude areas of education that stimulate personal growth, morality and creativity. Nevertheless, while the discussion between critics and defenders of PISA continues, the Swedish Government is looking for ways to improve the education system. Several reforms have been implemented over the last few years, aimed at improving student results and raising the status of the teaching profession: New education act The new Swedish Education Act of contains basic principles and provisions for compulsory and further education, pre-school, pre-school year, out-of-school care and adult education. It promotes greater oversight, freedom of choice, and student safety and security. New curricula New consolidated curricula for compulsory schools for all students, Sami schools, special schools and upper secondary schools came into force 1 July There are also new qualification requirements for areas including upper secondary school studies. A to E are passing grades, with F as a failing grade. Grades are assigned starting in year 6. Teacher certification As of 1 December , professional certification is required for school and pre-school teachers on permanent contracts. The decision, a milestone in Swedish education policy, aims to raise the status of the teaching profession, support professional development and thus increase quality in education. There is a similar curriculum for upper secondary schools. For mellanstadiet years 4â€”6 , 17 per cent of students have access to their own computer at school and 71 per cent have access to their own computer at home. At upper secondary level year 10â€”12 , 94 per cent of students have access to their own computer either at school or at home. In addition, a large number of students are also users of smart phones and tablets. Around one-fourth of upper secondary students in Sweden go to a charter school. Following a law change in the s, parents and their children can choose among tuition-free schools, whether municipal or private. Although private schools have been in existence for as long as there has been compulsory education in Sweden, they were not a wide-spread competitive alternative to municipal schools until the law provided them with public funding. These publicly funded non-municipal schools are called friskola charter school to differentiate them from tuition-based private schools of which there are only a handful left in Sweden. In , around 17 per cent of compulsory schools and 33 per cent of upper secondary schools were charter schools and they attracted 15 per cent of all compulsory school students and 27 per cent of all upper secondary school students. Sweden has its share of scepticism about running schools for profit. Fears include that profits will take precedence over quality. Advocates of independent schools, on the other hand, note the many positive results found in statistical surveys. One is that parents with children who attend independent schools are more satisfied than those with children in municipal schools. In essence, the principals of pre-schools, schools and adult education programmes are responsible for enforcing prohibitions against discrimination and degrading behaviour, and for promoting equal treatment. The representative is a part of the Swedish Schools Inspectorate , the government agency tasked with school inspections. All students have access to a school doctor, school nurse, psychologist and school welfare officer at no cost.

DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL EDUCATION ACT

Chapter 7 : National Environmental Education Act | Environmental Education (EE) | US EPA

The National Environmental Education Act of requires EPA to provide national leadership to increase environmental literacy. EPA established the Office of Environmental Education to implement this program. The National Environmental Education Act (NEEA) of in presented in PDF format below.

Please note that the following summaries do not detail each program within each law, and do not discuss the original requirements of the law versus later amendments. Clean Air Act Primary objective - human health Secondary objective - non health such as aesthetics, agriculture, etc. The CAA divides the country into air quality regions. The CAA also sets goals for the concentration of various pollutants in the ambient surrounding air. These goals are set so that the health risk from the various pollutants is essentially zero. These standards specify the technology and the emission limits that are allowed for pollutants discharged to the air. The original focus of the CAA was on "point sources" of pollution, however the CAA does include technology requirements for mobile sources such as automobiles. The amendments added air toxics to the regulation. Air toxics are controlled by technology-based standards that are set for various industrial categories. There are no ambient air goals for air toxics. The CWA established technology-based effluent standards for specific industry categories. These standards specify the technology and effluent limits that should be used to treat wastewater prior to disposal in a water body. Originally this regulation provided federal funding for the construction of secondary wastewater treatment plants for municipal wastewater. The original focus was on industrial point sources of pollution, however the amendments added requirements for the control of non point source pollution such as agricultural and urban runoff. Safe Drinking Water Act: Primary objective - ensure potable water safe for human health Secondary objective - ensure palatable water aesthetics such as taste, color, odor Tertiary objective - protect the quality of underground sources of water The SDWA has four categories of standards that water suppliers must meet. The categories are physical, chemical, microbiological, and radiological. The physical standards include guidelines for total solids, suspended solids, dissolved solids, turbidity, color, tastes, odors, and temperature. These are nonenforceable standards aimed at improving palatability of the water supply. The chemical standards set maximum contaminant levels MCLs for various chemical contaminants. These MCLS must be met and are enforceable. One section details how a waste can be characterized as a solid waste and as a hazardous waste. Another section details a tracking framework for hazardous waste that includes a paper trail from the time the waste is generated to when it is finally disposed. Another section details requirements for facilities that treat, store, or dispose of hazardous waste. These requirements must be met before a facility is granted a permit to operate. Another section details requirements for the design of solid waste landfill facilities. Another section specifies how the various hazardous wastes must be treated before disposal. Additional sections exist for special issues such as underground storage tanks. The fund is based on taxes assessed to the chemical and petroleum industry. And, the law establishes a liability framework that provides for strict, joint, and several liability for the cleanup of abandoned hazardous waste sites. The Pollution Prevention Act describes a waste management hierarchy that prefers waste management techniques in the following order from most preferred to least preferred:

Chapter 8 : National Environmental Education Act - Wikipedia

ERIC ED Examining the National Environmental Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, Second Session (June 27,).

Chapter 9 : Professional Development | National Environmental Health Association: NEHA

**DOWNLOAD PDF EXAMINING THE NATIONAL ENVIRONMENTAL
EDUCATION ACT**

Docket ID No. EPA-HQ-OA - www.nxgvision.com