



THE EETAP BULLETIN

An update of activities for advancing education
and environmental literacy
April 2010 Vol. 10 (5)

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Highlights of EETAP's Achievements

Through workshops, courses, and other carefully tailored strategies, EETAP3 is building a cadre of educators who are knowledgeable about the environment and have the skills needed to help children and adults understand complex environmental issues. It is helping education professionals work effectively with diverse audiences and make their organizations and programs more inclusive. EETAP3 is ensuring that environmental education programs and resources are of high quality and present multiple perspectives in an unbiased manner. EETAP recently completed the fourth year of a five-year program that has already benefitted nearly 1.6 million education professionals and 16 million individuals across the country. To learn more about EETAP's achievement visit: http://www.eetap.org/pages/dynamic/landing.page.php?topology_id=8



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New EE & Diversity Installment Posted – Ethnocentric Filters

Read about how communicating through ethnocentric filters can send the wrong messages and what you can do to do to foster more positive relationships in an increasingly diverse world. The spring 2010 information installment is divided into the following five parts:

- Articles of Interests: **Culture and Relationships with the Environment**
- Assessment: **Authentic Engagement**
- Vignette: **Group Connections**
- Mini-Lesson: **"White Man's Burden"**
- Success Stories: **Kentucky's Jefferson County Public Schools Center for Environmental Education and the Multicultural Education**

To view this and previous installments visit: <http://naaee.org/ee-and-cultural-diversity>.
To read specific parts of the installment click on the subtitles above.

Building More Inclusive EE Organizations

How does an organization do the internal work required to achieve its goals of being more inclusive?

Two new reports, "Building More Inclusive Organizations" and "Lessons Learned from the Inclusiveness Initiative," offer strategies and tools that can answer this question. The reports examine the two-year journey of three organizations—the Norfolk Environmental Commission (Norfolk, VA); Partners for Environmental Cultural Connectedness (Las Vegas, NV); and Eco Education (St. Paul, MN)—as they strove to become more culturally relevant in their communities.

Together with EETAP and Intercambios, the three organizations formed a Learning Community focused on capturing the concerns and problem-solving processes each organization experienced as it moved toward achieving five outcomes:



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1. Developing a strategic plan for understanding how they viewed, and practiced, cultural relevance.
2. Articulating stakeholder perspectives regarding their community, field, and organization.
3. Identifying where they were strong or weak in practicing inclusiveness
4. Including partners and stakeholders in decision-making.
5. Intentionally shifting practices to increase inclusiveness toward partners and stakeholders and reflect on what was needed to implement these changes.

The insights developed by the Learning Community about becoming more inclusive—i.e., what moves an organization forward, what holds it back, and what lessons can be learned in the process—break new ground in our understanding of what it means to work successfully with people who hold different world views. The reports are not only important but inspirational reading for any EE organization looking for richer and more respectful ways to engage the communities they serve.

http://www.eetap.org/pages/dynamic/web.page.php?page_id=133&topology_id=29&eod=1

Building More Inclusive Organizations

This detailed report assesses the journey of three environmental education groups as they shifted their practices to become more inclusive.

Lessons Learned from the Inclusiveness Initiative

This concise snapshot of three environmental education organizations offers guidelines for moving forward on the path to becoming more inclusive.

CONFERENCES OF INTEREST

REGISTER NOW FOR EECOM'S 2010 CONFERENCE

**May 19-22 at Simon Fraser University
Burnaby, British Columbia, Canada**



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DIVERSITY, SUSTAINABILITY AND ENVIRONMENT: EXPLORING CULTURAL AND PRACTICAL DIVERSITY FOR ENVIRONMENTAL LEARNING

Diversity in sustainability and environmental learning is compounded when one considers the various cultures, practices and research traditions that inform the field. This complexity accounts for a range of forms for learning whether it occurs in formal, informal or non-formal contexts. Cultural diversity is often talked about in educational circles, and it is assumed that great benefits are to be gained by educators through careful attention to the range of perspectives that the world has to offer. In terms of curriculum content, pedagogy, and practice, there is a good deal of evidence that, in order to be more responsive to the needs of diverse populations, program developments around the world are beginning to reflect the variation in our society.

In summary, what we are planning for the EECOM 2010 conference is a focus on the diversity present within the field of environmental learning, both culturally and practically. We therefore encourage high quality, collaborative proposals which celebrate diversity in perspectives, methods and/or cultural contexts for the 2010 conference.

[Click here for more information about the conference.](#)

NAAEE's 39th Annual Conference September 29 - October 2, 2010



ENVIRONMENTAL EDUCATION
Building Connections-Bridging Gaps
Buffalo-Niagara, New York

[Click here for more information about the conference](#)
