

WWF Hong Kong Environmental Education Programmes

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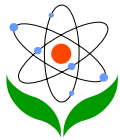
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Introduction

Since the founding of World Wide Fund For Nature Hong Kong (WWF Hong Kong) by the late Sir Kenneth Ping-fan Fung in 1981, environmental education has been recognised as an important component towards the long-term conservation of Hong Kong's natural and environmental heritage. Nearly twenty years on since the establishment of the Mai Po Marshes Wildlife Education Centre and the Nature Reserve in 1983, WWF Hong Kong is still very active and committed to promoting environmental education. Our environmental education focus and direction have diversified over the years from student-centred programmes to teacher-centred



programmes. In addition to the Mai Po Marshes Wildlife Education Centre, our central activities have increased with the building of the Peter Scott Field Studies Centre, at Mai Po Marshes, in 1990, the conversion of the New Territories District Commissioner's residence in Tai Po to a conservation studies centre (Island House Conservation Studies Centre) in 1987 and subsequent renovation of the centre to incorporate a Teacher Learning Centre in 2002 and the building of the Hoi Ha Wan Marine Life Centre, to be opened in late Spring 2003. To support environmental education implementation in schools and to raise public awareness, WWF Hong Kong has also produced and disseminated over 100 education resource materials to schools, various environmental resource centres and libraries. Reflecting one of WWF Hong Kong's education strategies, increasingly we are deploying more information technology in our environmental education programmes, such as setting up the WWF Hong Kong Education Webpage

(<http://www.wwf.org.hk/eng/education/index.html>) and establishing a Teachers Networking Channel. WWF Hong Kong has an advisory committee, the WWF Hong Kong Education Committee, that is made up of representatives of school principals, relevant government departments and local education institutions to advise and supervise on the development of WWF Hong Kong' education policy, strategies and programmes.

WWF Hong Kong's Education Strategies and Objectives

2.1 Programme Targets

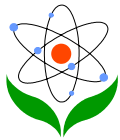
Maintain student and public programmes but to focus on "multiplier mechanism" by further developing teacher multiplier programmes and to create new activities to develop students as leaders and change agents

2.2 Programme Services

Recognising the importance of cross-curricular and interactive approaches in environmental education and that Learning IN the Environment is not limited to a few venues in Hong Kong, our strategic objective is to conduct our activities at three different levels - Centre, District and School.

2.3 Programme Development

When developing our Environmental Education programmes, the strategic objective is to explore the most effective methods of programme delivery/implementation so



as to maximise impacts. These include linking to the curriculum, using the website, implementing a yearly theme and making assessment of and for learning an integral part of the programme.

2.4 Programme Partnerships

To maximise the effort and output as well as to ensure produced resources are of practical value we form partnerships with teachers and schools as well as other relevant local and overseas institutions.

Education Centres and Their Programmes

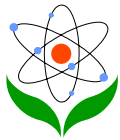
Environmental Education IN the Environment has been identified by environmental educators and the Hong Kong SAR Government Education Department as an indispensable component interacting with Environmental Education ABOUT and FOR the Environment. With the strength and experience of operating our centres at Mai Po and Island House, WWF Hong Kong's central-based education programmes focus on promoting and supporting Environmental Education IN the Environment to enrich students' learning experience in the environmental education process.

3.1 Mai Po Marshes Wildlife Education Centre and Nature Reserve

The Mai Po Nature Reserve, located in the northwest New Territories, was designated as part of the Mai Po/Inner Deep Bay Ramsar Site in 1995. The Reserve covers a total area of 380 hectares, and contains gei wais (traditional tidal shrimp ponds) that are home to the largest mangrove forest and reedbeds in Hong Kong. The Nature Reserve is managed by WWF Hong Kong in co-operation with the Agriculture, Fisheries and Conservation Department for wetland conservation as well as for wetland education.

3.1.1 Centres and facilities

There are two centres in the Ramsar Site - the Mai Po Marshes Wildlife Education Centre, situated within the Nature Reserve and the Peter Scott Field Studies Centre, situated just outside the boundary of the Nature Reserve. The Education Centre has an exhibition hall with panels and displays to provide information on different aspects of the Reserve, while the Field Studies Centre provides guest accommodation and a seminar room to accommodate small-scale workshops and overseas training courses. There are a number of bird-watching hides for visitors to



view birds without disturbing their activities, one floating and two fixed boardwalks through reedbeds and mangroves, a Nature Trail with trail side information boards, a 'Gei wai museum' showing the way of life of a gei wai operator and his family, and a Waterfowl Collection for guided visitors to rest and enjoy watching a representation of migratory waterfowl found in Hong Kong and Southern China, especially during summer when bird numbers are lower.

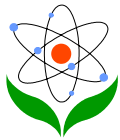
3.1.2 Education Programmes

A variety of visit programmes have been developed to fulfill the needs of many different audiences. Visitors to the Mai Po Nature Reserve can be classified into four main categories: Primary School Group, Secondary School Group, Disabled Group, and the General Public. In addition to promoting wetland conservation, the visit programmes demonstrate the tremendous potential of wetlands in supporting education and public awareness.

Formal Education Programmes

The Mai Po school education visits are supported by Education Department, through an agreed annual quota which started in 1986, to address the problem of having insufficient field studies centres in Hong Kong to support teachers who were working to fulfill the secondary school curriculum requirement (mainly related to biology and geography subjects). With the increasing status of environmental education in 1990s, the service provided is no longer restricted to geography or biology teaching objectives but focuses on integrating environmental education objectives into different subjects in the formal curriculum, as well as for extra-curricular teaching purposes. In 1993, the annual quota was extended to cover primary school visits. The current annual visit quota is 400 (300 secondary school groups and 100 primary school groups). School visit invitations are sent out in August and successful applicants are notified no later than the end of November. As there is a huge demand for places, applications are processed on a first-come-first served basis with the exception that if schools have already been accepted twice to visit the Reserve they will not be allocated a visit the third time unless the quota has not been filled.

Education visit programmes for secondary school groups were first organised in 1985 to promote an understanding of and interest in wetland conservation. With the designation of Mai Po and Inner Deep Bay as a Ramsar Site in 1995, our Mai Po



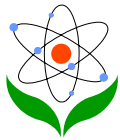
study visit programmes were refined to focus on arousing school visitors' awareness of wetland functions and values (for wildlife and mankind) as well as the conservation of the Ramsar Site through an issue-inquiry approach. There are five topics for secondary school groups, which are:

- General visit;
- Mangrove Ecology in Deep Bay;
- Diversity of Life in Wetlands;
- Land use in the Mai Po and Inner Deep Bay Ramsar Site; and
- Water Pollution in Deep Bay.

The first topic was designed for junior secondary students while the other four are suitable for senior secondary students. All topics are closely linked with the secondary school curriculum in order to enhance the integration of the learning experience to formal education. All visits are conducted in a guided visit approach along a five kilometre trail. The programme duration is four hours to fit in school administration needs.

With assistance from the Wildfowl and Wetlands Trust in the UK, our primary school visit programme was started in 1993. It aims to enhance student's interest in, understanding of and concern about wetlands and their conservation. The programme is conducted along a two kilometre trail and lasts for three hours. In comparison with secondary school groups, a shorter trail was selected for primary school groups to reflect their physical abilities. Three topics specially designed include:

- Story of Birds;
- Mai Po Detective; and
- Wetland Insect Watch.



Nature interpretation, bird watching, insect catching and interactive environmental games are the main visit programme contents. Programmes are not specially related to a single subject syllabus in the primary school curriculum but focus on arousing a young mind's appreciation of the beauty and wonder of our natural environment and concern for nature conservation through fun first-hand learning experiences.

In line with WWF Hong Kong strategies and objectives, new secondary and primary cross-curricular programmes will be developed. With the Education reform and the increase encouragement to teachers to include elements of assessment of and for learning, there are plans to revise the tour programmes to incorporate such elements in the programme format.

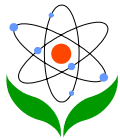
In-formal Education Programme

Visit programmes are organised for the general public during weekends and Public Holidays. Through a three-hour guided visit, the recreational programme aims to arouse community support for wetland conservation. Training programmes are organised by the WWF Hong Kong Education Team for Part-time Interpreters, mainly university undergraduates, to support implementation of the public visit programme. Individual or group bookings can be made through our Public Visit Hotline on 2526 4473.

The idea of offering equal opportunity for disabled visitors to Mai Po Nature Reserve has been one of our goals since the early 1980s. Nearly all our educational facilities, including bird-watching hides and road-signs are designed to fit, whenever possible, with the need of disabled visitors. The visit programme has been extended to serve disabled groups for them to appreciate and enjoy Hong Kong's wetland wonders.

3.1.3 Evaluation of the Programmes and Facilities

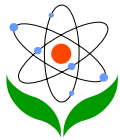
The education and public tours were originally designed to be more narrative and less interactive. Over the years, school tours have been slowly revised to add more elements of games and interactive activities to make them more enjoyable for students and at the same time to increase learning receptiveness. In addition, a greater variety of tour themes have been added to provide more choice for schools to choose from.



As the Reserve is an open area and students are required to walk a considerable way during the tour, students are often observed to be tired and having had short attention spans particularly during summer. To make the programme more effective, tour routes have been revised and fine-tuned to make them more suitable for junior secondary students. In addition, the Wetland Insect Watch tour was developed in 2000/01 to replace the Wetland tour, particularly during summer months, for primary school visits. This tour involved continuous stops along the route. In this way we could capture students attention more effectively.

In order to reinforce the student-learning process, Mai Po Secondary and Primary Teacher's Packs were developed to encourage teachers to conduct pre and post visit activities. The pack was distributed to schools so that teachers could duplicate the activity sheets from the pack and brief students prior to joining the tours. We discovered, however, from responses received in our tour evaluation forms, in school year 2000/2001 and 2001/2002 (1st semester), 52% and 35% of primary school teachers respectively and 60% and 61% of secondary school teachers respectively, have either not briefed their students prior the trip or used the materials from the pack to prepare for the visit. One of the reasons observed was that sometimes the teachers who booked the tour at the start of the school year, were not the ones that accompanied the students during the tours. Most bookings were done at the beginning of the school year. Another reason could also be that teachers are not able to get hold of the pack since it was distributed some years ago. Hence, we have decided to upload the pack to the WWF Hong Kong website and at the same time remind the contact teacher of the supporting pre-tour activity sheets.

In order to evaluate our education programmes effectiveness, teachers are encouraged to fill in a Tour Evaluation form and send it back to us after their visit. Questions include reasons for the school visits, effectiveness of the programme to deliver its message, including duration of the visit, staff performance during the visit, and whether the school would recommend others to join the tours. The following reflected responses received (over 60% replied) for the school year 2000/01 and 2001/02 (1st semester), saw that over 50% of the responses received stated that the reason for their visit were for environmental education and/or as an extra-curricular activity. A very positive response (range from over 85% to 95% totally or mostly agreed) was received on the effectiveness of the tour programmes. Our staff performance also received good ratings (range from 79% to 100% totally



or mostly agreed) regarding their skills, knowledge and fieldwork excursion. Most teachers (100% totally or mostly agreed) would recommend others to join the tours.

3.2 Island House Conservation Studies Centre

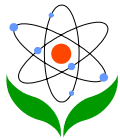
Island House is a gazetted historical monument constructed in 1905 in the English style. WWF Hong Kong was awarded its custodianship in 1986 and has been using it as a Conservation Studies Centre to promote Environmental Education to serve the wider community in Hong Kong. The Hong Kong SAR Government Antiquities and Monument Office is responsible for structural maintenance work while WWF Hong Kong is responsible for general building and garden maintenance work.

3.2.1 Centre and facilities

The Island House Conservation Studies Centre is home base for the WWF Hong Kong Education Team. In addition to offices, a Teacher Learning Centre has been developed to build up teachers' capacity by providing regular teacher training workshops, advisory services and student activities on the implementation of environmental education. The Teacher Learning Centre is also equipped with an environmental education resource library, a seminar room and an exhibition room. To facilitate ease of use, the library database can be searched through the WWF Hong Kong Education Webpage <http://www.wwf.org.hk/search/csearch.cgi>. An arboretum is managed to support guided visit programmes conducted within the compound. Schools can book to use these support facilities to conduct their own environmental education activities. A nominal fee to cover facilities maintenance and administration costs will be charged. Enquiries please contact our Administration Officer, Ms. Yvonne Wan, on tel. no. 2652 0285 or by e-mail at [ywan@wwf.org.hk] for further details.

3.2.2 Education Programmes

The Island House visit programme first started in 1987 for both the school sector and general public. With the development of WWF Hong Kong's first Five-Year Education Strategy, the visit programmes organised at Island House have switched to focus mainly on the School Sector to promote the integration of environmental education into formal sector. In the past, guided visits were offered to secondary as well as primary schools. To encourage teachers to conduct their own environmental education in the environment, WWF Hong Kong no longer offers guided tours to



primary schools. Instead, we have developed student learning themes at the centre for teachers to guide their own tours.

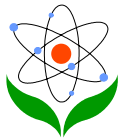
Formal Education Programmes

With the advantage of being located in a New Town developed during the 1980s and 1990s, a field study programme was specially designed for senior form secondary students. We now conduct 30 such guided field study a year and tour applications are notified in August. The Island House education programme is partially sponsored (approximately 10% of annual running costs) by the Hong Kong SAR Government Agriculture, Fisheries and Conservation Department. After a briefing session conducted at Island House, students travel by coach to six different land use sites in the New Town which includes old and newly developed residential areas, a newly developed industrial estate, a closed landfill site, a traditional marine culture zone and village area, as well as a mangrove stand [which is gazetted as one of the 64 Sites of Special Scientific Interest (SSSI) in Hong Kong]. Students learn the relation between the new town development and associated marine pollution through an issue inquiry approach. This three and a half-hour programme aims to sharpen students' skills in studying environmental issues and promoting students' understanding of the importance of sustainable development. The programme is curriculum linked to subjects like geography, biology and liberal studies.

With the generous support of the Quality Education Fund, WWF Hong Kong has been working this past year to establish Teacher Multiplier Programmes (see Section 4.1), facilities and resources for the Teacher Learning Centre (TLC), based at our Island House Conservation Studies Centre. Teachers are encouraged to use these facilities to conduct self-guided tours for their students. Several self-guided themes have been developed for teachers to make use of TLC facilities and resources to organise programmes for their students to enrich their life-experience for effective learning. As the Agriculture, Fisheries and Conservation Department subvention only covers a small portion of the operating and maintenance cost of the centre, there is a nominal charge imposed for the use of the centre facilities to help cover the operating and maintenance cost of the centre. Application to use the facilities, see Section 3.2.1

3.2.3 Evaluation of the Programmes and Facilities

In order to evaluate our education programmes effectiveness, teachers are



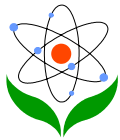
encouraged to fill in a Tour Evaluation form and send it back to us after the visits. Questions include reasons for the visits; effectiveness of the programme to improve students' knowledge, arouse students' concern on the environment, choice and design of route and whether the tour content satisfied teacher's teaching objectives; staff performance during the visit, and whether the school would apply to join the tour again. The following reflected responses received for school year 2000/01. However, out of 60 school visits only 19 responses were received. Nearly 40 % of the visits were because they wanted to fulfill the purpose of environmental education and over 33% of the visits were because they wanted to fulfill a syllabus requirement. A very positive rating was received for the programme effectiveness, e.g 100% teachers totally or mostly agreed that the tour programme fulfilled their teaching objectives and improved students' knowledge and over 77% totally or mostly agreed that the facilities of the route were well designed. Teachers were also very satisfied with our staff performance with 100% giving either excellent or good ratings. Most teachers (100% totally or mostly agreed) would join the tours again.

In order to reinforce the student-learning process, a resource pack entitled 'Environmental Balance Pack' to support the guided tour was developed and distributed to schools in 1999. The aim of the pack is to allow teachers to prepare students for the tour as well as for post visit activities. Over 70% respondents have used our Environmental Balance Pack to prepare for the trip.

The centre and its facilities are under-utilised probably because of the remoteness of its location, and that WWF Hong Kong does not publicise the use of the centre. Provision for self-guided tours is a recent phenomenon and it was through the recent launching of our Teacher Learning Centre in October 2001 and subsequent Teacher Multiplier workshops and seminars that we have encouraged teachers to use the centre and its facilities to conduct self-guided tours.

3.3 Hoi Ha Wan Marine Life Centre

With the generous support of The Hong Kong Jockey Club and The Hongkong Bank Foundation, our Hoi Ha Wan Marine Life Centre will aim to open in late Spring 2003. The centre is located within the Hoi Ha Wan Marine Park, and aims to increase public awareness of and support for marine conservation and to provide a unique opportunity for students and the public to have first-hand experience of



Hong Kong's coral communities and associated marine life at Hoi Ha Wan.

3.3.1 Centre and Facilities

Set on 'stilts' like an 'Asian Village Classroom on the Sea', the main building area will have an auditorium equipped with audio-video facilities to show marine conservation programmes and it can be used as a lecture/seminar room; an exhibition hall displaying education panels depicting Hong Kong's marine heritage, particularly focusing on Hoi Ha Wan; an aquaria hall with tanks on various themes, including a touch pool that will provide a close encounter experience for students and members of the public. A well-equipped laboratory will be used for student demonstration works or by research scientists/undergraduates/students to process specimens or carry out other basic analytical work related to their projects. A glass bottomed boat, the first ever in Hong Kong, will compliment the centre by taking visiting students and members of the public to view the coral communities and other marine life in the bay.

3.3.2 Education Programmes

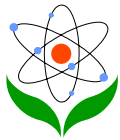
Formal Education Programmes

WWF Hong Kong will be launching two guided secondary school interactive environmental education theme activities, 'Who wants to be an Oceanographer?' and 'Who wants to be a Coastal Ecologist?' when the centre opens in late Spring 2003. The three-hour activity will include an hour guided glass bottomed boat trip and either one of the interactive environmental education theme activities. Both activities encourage students to perform field study and provide opportunities for hands-on experience.

Informal Education Programmes

Self-guided public visits to the dry and wet exhibits, together with an hour guided glass bottomed boat trip will be available to the members of the public when the centre opens in Spring 2003. There will be a nominal charge for the guided tours to help cover the operating and maintenance cost of the centre.

Other Programmes and Resources for Teachers



4.1 Teacher Multiplier Programmes

As mentioned in Section 3.2.1, the Teacher Learning Centre

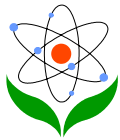
<http://www.wwf.org.hk/eng/education/ttrain/ihindex.html> aims to provide facilities and training programmes to develop teachers' capacity for environmental education by encouraging continuous active learning and participation. The TLC also helps develop networks and facilitates sharing of teaching experience among teachers of environmental education. We have also established a Teacher Networking Channel to facilitate better communication and sharing between WWF Hong Kong and teachers. Teachers interested in joining this network can contact our Administrative Assistant by e-mail at [wklau@wwf.org.hk]. To provide update environmental education news to both local and worldwide teachers, a quarterly environmental education newsletter (in Chinese) has been published since 2001 and issues can be viewed in our website

<http://www.wwf.org.hk/chi/education/ttrain/ihnewsletter.html>. Environmental education materials have been regularly developed to support teachers in promoting environmental education within the TLC or in their own school.

At present there are two general Environmental Education Training modules, one for primary school teachers and the other for secondary school teachers. We will be expanding and developing more training modules in the coming years, including one for kindergarten teachers, 'Whole school development day' and district focus. Further enquiries about the multiplier programme please contact our Administrative Assistant on tel. no. 2652 0285 or by e-mail at [wklau@wwf.org.hk].

4.1.1 Evaluation of the Programme

Since the Teacher Multiplier Programme is relatively new, in order to help us enhance and improve it, teachers who attended the seminars and workshops were encouraged to fill in an Evaluation Form. The information presented is based on a 82% return rate. Based on respondents' answers, it showed that there is a demand for such programmes as teachers would like to obtain more environmental education ideas and knowledge and that most of them participated on their own accord and time. When asked about teachers' preference in the type of supporting resource materials, many in-service teachers have shown an increasing acceptance of using information technology rather than traditional hardcopy/booklet format. Respondents' comments on the training workshop were very positive with 100% totally or mostly agreed that the training content was rich and 99% stated that the



workshops provided useful environmental education knowledge. 97% of the respondents totally or mostly agreed that the workshops were up to their expectation and 100% of the respondents would recommend the workshop to others. When asked what future training topics should the workshops focus on, coastal ecology and Hong Kong environmental education resources were the two most popular.

4.2. Outreach Programmes

Non-formal Education Programmes

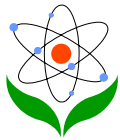
To promote teachers' role in running environmental education in their schools, travel exhibition packs have been developed for both primary and secondary schools. The environmental education exhibition packs are comprehensive education materials with display panels, teachers' guide and suggested activities for teachers to organise environmental education activities in their school. Since 1998, three topics (eight sets for each) of exhibition packs have been developed for primary and secondary schools to borrow from our Centre. Enquiries please contact our Administration Officer on tel. no. 2652 0285 by e-mail at [wklau@wwf.org.hk].

The exhibition pack topics include:

- Water for People;
- Pandas and People;
- Wetland Conservation In Action.

You can view the exhibit pack for Wetland Conservation in Action in our website http://www.wwf.org.hk/eng/education/edu_resources/edu_exhibition_packs.html. In 2003 we aim to develop an exhibition pack focusing on marine conservation in Hong Kong.

To echo annual environmental events such as World Wetlands Day, World Environment Day, Environmental Protection Festival, we organise programmes on different themes to promote the environmental conservation message to the general public or schools. This year, to echo World Environment Day, we will be conducting an orienteering game entitled 'Urban Park Life Orienteering' for primary



schools in Hong Kong Park, focusing on waste reduction and air pollution. Game implementation logistics will be uploaded to the WWF Hong Kong website and teachers can adapt it to run similar environmental education activities using urban parks.

4.2.1 Evaluation of Travel Exhibition Packs

In the past, WWF Hong Kong's outreach programme included school visits and a travelling mobile classroom. However, it was found that the programme was not cost-effective as it involved a large number of staff to run the programme. In addition, we also found that due to visit time constraints the impact on students was minimal because of the very short time that students were exposed to the information we wished to convey. To continue our outreach services, we decided to make use of the "multiplier mechanism" and developed the travelling exhibition packs whereby schools could organise their own environmental education activities within their the school compounds over a longer period of time. Schools could borrow the pack for up-to a week and the majority of schools have made use of the pack for their environmental weeks. Feedback from schools has been generally positive and encouraging and many schools have found the packs effective in promoting environmental education in their school.

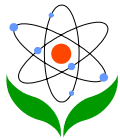
4.3. Education Resource Materials development

WWF Hong Kong has produced more than one hundred education materials over the past twenty years. Materials produced include leaflets, books, slide packs, posters, documentary films, a CD-ROM, exhibition panels and activity packs. In addition, as mentioned in section 2.3 Programme Development strategy and objectives, WWF Hong Kong will upload our education resource materials in our website

http://www.wwf.org.hk/eng/education/edu_resources/index.html as well as using the information technology to develop education resources

<http://www.wwf.org.hk/eng/education/ttrain/ihintindex.html>. WWF Hong Kong magazines *About Life and Panda Club Post* are published quarterly and carry the most up to date environmental information. All WWF Hong Kong publications are donated to all schools, public libraries and related government departments in Hong Kong.

Involving Teachers in the Production of Education Materials



WWF Hong Kong involves in-service teachers in the development process for educational materials whenever possible. In-service teachers are involved in the design and field testing of educational activities proposed in education packs. All education packs developed are curriculum linked to promote and facilitate integration of environmental education into the formal curriculum using a cross-curricular approach. Involvement of in-service teachers in the education material development process not only helps secure greater user-friendliness of the end-product but the process itself also serves as a learning opportunity for both WWF Hong Kong education officers and the teachers involved.

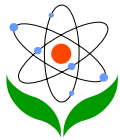
Partnership with Government in the Promotion of Environmental Education

Production costs of education materials are either supported by local green funds or the private sector. The Hong Kong SAR Education Department is an important partner with WWF Hong Kong in promoting the use of environmental education materials in Hong Kong. Promotion includes organising seminars, workshops or field trips for teachers in order to introduce and demonstrate how to use the materials. The education materials and promotion circulars are sent to schools by the Education Department on behalf of WWF Hong Kong to arouse greater school attention through official governmental recognition and support of our projects. Education Department Inspectors also help long-term promotion by introducing the materials to teachers or school heads during their regular visits to schools and teachers gatherings.

4.4. Networking with GOs and NGOs

WWF Hong Kong has established and maintained a good communication network with both local and overseas GOs and NGOs on environmental education. Our WWF Hong Kong Education Committee Members include representatives from selected Hong Kong SAR government departments, educators and scientists, to supervise planning and help ensure the quality of the programme development and implementation. WWF Hong Kong education officers also sit on a number of environmental education related committees established either by Hong Kong SAR government departments or local NGOs whose aims are to explore opportunities for co-operation and to share ideas.

The wetland management training course and education training courses we organise for overseas nature reserve managers and educators also benefits network



building with overseas GOs and NGOs. Identifying partners is also important for programme development, such as the Wildfowl and Wetlands Trust that has provided continuing support to the development of WWF Hong Kong's primary school wetland education programme.

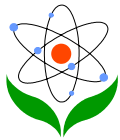
4.5. WWF Hong Kong Teacher's Membership Programme

The main aim of the membership programme is to support WWF Hong Kong's conservation and education works. Through participation in our membership programme and in receipt of our quarterly newsletter *About Life and Panda Club Post*, teachers are updated on conservation news and other conservation facts and information. Other benefits include direct notification of WWF Hong Kong environmental education activities, discounts in WWF Hong Kong Panda Shops and other merchandise outlet as well as discounts for WWF Hong Kong membership activities. For further information please ring our Membership Hotline on tel. no. 2523 2316.

Conclusion

WWF Hong Kong believes that if the community is to support conservation and be environmentally conscious, people should be equipped with the understanding and knowledge of the environment they live in, possess a positive attitude towards nature appreciation and conservation, be aware of and concerned about the total environment and its associated problems and be motivated and take responsibility for their own actions and impacts on the earth's ecosystem and environment. Hence WWF Hong Kong has a significant role in developing, implementing and continuously improving its environmental education programmes so that people are educated to support conservation.

WWF Hong Kong has recently drafted its five-year (2002-2006) Education Action Plan. In the plan, we will continue to support teachers in capacity building by further developing our Teacher Multiplier Programme to incorporate more variety of training modules including designing district-level programmes; to make use of information technology in our resource development including uploading resource materials to our website to facilitate getting the information to a wider audience; and improve and revise existing central programmes to maximise impacts and to link closely with the school curriculum including incorporating assessment of and



for learning. To ensure our programmes are effective, our policy is that when planning and running our environmental education activities, we emphasise *Fun* in learning, facilitate opportunities *to engage effectively with environmental issues*, and optimise opportunities to include *real life experiences* through close encounters with living animals and plants but without disrupting the ecosystem.

Appendix

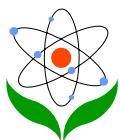
Checklist of WWF Hong Kong Environmental Education Productions and Publications

(A number of these publications can be viewed from WWF Hong Kong website and/or are available from WWF Hong Kong. Enquiries please contact the Administrative Assistant on tel. no. 2652 0285 http://www.wwf.org.hk/eng/education/edu_resources/index.html)

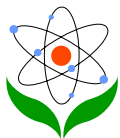
BOOKS & BOOKLETS

Year	Title	Language
1994	Coral Reef Etiquette	Bilingual
1993	GIS-Conservation Map	Bilingual
1992	Hoi Ha Wan	Bilingual
1990	Bats of Hong Kong	English
1990	Mai Po-its educational value with relevance to the	English
1988	Geography of the Mai Po Marshes	Bilingual
1985	Life at the Water's Edge	Bilingual
1983/4	Mai Po Marshes	Bilingual

EDUCATION PACKS



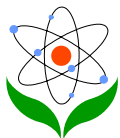
Year	Title	Language
2001	Let's Go Insect Watching Pack - Primary school and youth centre environmental education pack	Bilingual
1998	Environmental Balance Pack - Case Study of New Town Development for Environmental Education	Bilingual
1999	Eye on Nature - An Environmental Education Pack for Primary School Environmental Education	Bilingual
1999	Sharing Nature with Children - An Environmental Education Activity Booklet for Kindergartens	Bilingual
1997	Mai Po Secondary Teachers Pack - An Environmental Education Pack for Secondary School Environmental Education	Bilingual
1996	Dragon's Eye on the Environment - An Environmental Education Pack for Primary School Environmental Education	Bilingual
1996	Nature Detective - Cross-curricular Environmental Education in Primary School	Bilingual
1996	Wetland Conservation Discussion Pack - An Environmental Education Pack for Secondary School Environmental Education	Bilingual
1995	Mai Po Primary Teachers' Pack - An Environmental Education Pack for Primary School Environmental Education	Bilingual
1993	Marine Education Pack - An Environmental Education Pack for Secondary School Environmental Education	English
1993	Healthy Oceans Campaign - An Environmental Education Pack for Secondary School Environmental Education	Bilingual
	Hong Kong's Great Environmental Debate - An	



	Environmental Education Pack for Secondary School Environmental Education	
1990	Trade in Wildlife - An Environmental Education Slide Pack for Secondary School Environmental Education	Bilingual
1988	A Visit to Freshwater Stream - An Environmental Education Slide Pack for Secondary School Environmental Education	Bilingual
1988	Hill Fires - An Environmental Education Slide pack for Secondary School Environmental Education	Bilingual
1988	Tree-trunk Micro habitat - An Environmental Education Slide pack for Secondary School Environmental Education	Bilingual
1988	Wall habitat - An Environmental Education Slide pack for Secondary School Environmental Education	Bilingual
1987	Pak Tam Chung Nature Trail - An Environmental Education Slide pack for Secondary School Environmental Education	Bilingual
1987	Beach Pollution - An Environmental Education Slide Pack for Secondary School Environmental Education	Bilingual
1987	Forward Nature Trail at Mai Po Marshes Nature Reserve	Bilingual

EXHIBITION PACKS

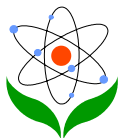
Year	Title	Language
2001	Wetland Conservation in Action	Bilingual
1999	Pandas and People (Junior) + Teachers' Guide	Bilingual



1998	Pandas and People (Senior)	Bilingual
1998	Water for People + Teachers' Guide	Bilingual
1992-97	Solid Waste Pollution	Bilingual
	Mai Po Marshes Nature Reserve and Wetland	Bilingual
	Conservation	English
	Green House Effect	Bilingual
	Conserve Biodiversity	Bilingual
	Ants	Bilingual
	Romer's Tree Frog	Bilingual
	Time to Help	English

FACT SHEETS

Year	Title	Language
1993-97	01. What is Biodiversity? 02. Marine Pollution in Hong Kong 03. Giant Panda 04. Land Use Planning in Hong Kong 05. Wildlife Trade 06. Migratory Animal of Hong Kong 07. Endemism 08. Wetlands 09. Tropical Timber Trade 10. Rare Plants in Hong Kong 11. Bats in Hong Kong 12. Greenhouse Effect 13. Environmental Education and Schools 14. The Chinese White Dolphin - <i>Sousa chinensis</i> 15. Desert and Desertification 16. Sites of Special Scientific Interests in Hong Kong 17. Romer's Tree Frog - Hong Kong's Treasure	



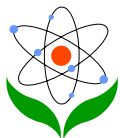
	<ul style="list-style-type: none">18. Freshwater19. Learning in the Environment20. Endangered Species (I)21. Endangered Species (II)22. Sustainable Development23. World Fisheries in Crisis24. Air Pollution and Associated Health Problem in Hong Kong25. Ramsar Convention and Mai Po Nature Reserve26. Environmental Impacts of the New Hong Kong Airport27. The Jockey Club WWF HK Marine Life Centre28. Tiger Conservation (I), (II), (III)	
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MAGAZINES

About Life	Bilingual
Panda Club Post	Bilingual

PAMPHLETS

Year	Title	Language
2001	Island House Environmental Education Teacher Learning Centre	Bilingual
2000	Black-faced Spoonbill leaflet	Bilingual
1992-93	Hoi Ha Wan Pamphlet Series	Bilingual
1988-92	Island House Pamphlet Series	Bilingual



1985-89	Mai Po Pamphlet Series	Bilingual
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POSTER SETS

Year	Title	Language
2000	Black-faced Spoonbill	Bilingual
1993	Spectacular Underwater Life at Hoi Ha Wan	English
1985/86, 1997	Mai Po Four Seasons Poster Set	Bilingual
1992	Story of Wanbo + Environmental Balance	Bilingual

DOUCMENTARY VIDEO

Year	Title	Language
1992	Hoi Ha Wan - Bay Beneath the Sea	Bilingual
1986	Mai Po - Images of a Wetland	Bilingual

CD-ROM

Year	Title	Language
1999	Hong Kong's Present Challenge: Profile of the Environment in the 1990s	Bilingual