

**SUSTAINABLE DEVELOPMENT CHAIR**

**INTERIM REPORT**  
**March 1995 - February 1996**

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February 1996

**Original Report  
For/By Western  
Model Forest**

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Model Forest**

Sustainable DEvelopment Chair  
— Interim REport, March 1995–Feb, 1996—

7-4101-001

## **DISCLAIMER**

The position of Sustainable Development Chair was established with funding from the Western Newfoundland Model Forest Corporation.

The views expressed in this Interim Report are those of the author.

## **ABSTRACT**

The main functions of the Sustainable Development Chair are to act as a sustainable development educator (integrating the education system into the Model Forest process and developing a course of study) and as a sustainable development advocate, with the goal of advancing the public dialogue about sustainable development and resource management. This interim report provides an overview of the progress made to date in achieving these objectives. It is primarily an activity report, outlining activities that for the most part are still in progress.

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## **1. BACKGROUND**

Section 5.4 of the Western Newfoundland Model Forest stated: "The Centre for Forest and Environmental Studies must play a pivotal role in integrating the educational system into the Western Newfoundland Model Forest. To assist in the attainment of this objective, it is proposed that an annual grant be made to the Centre to hire an individual to act as a sustainable development advocate. While the precise duties of this individual have yet to be specified, it is anticipated that they will include developing and articulating positions on various resource development issues within the Province and developing a technical level course of study on sustainable development for students and interested members of the public. This grant would be for a two year period commencing in year three. Subsequent funding for the position, while potentially available from an extension of the Model Forest program, would be expected to come from a variety of public and private sectors."

In 1995 an agreement was entered into between the Western Newfoundland Model Forest and the Centre for Forest and Environmental Studies to establish a Sustainable Development Chair. Four specific tasks were outlined:

1. Facilitate the integration of the educational system into the Western Newfoundland Model Forest Process;
2. Act as a sustainable development advocate by developing and articulating positions on various resource development issues within the Province;
3. Develop a technical level course of study on sustainable development for students and interested members of the public; and
4. Secure funding for the position beyond the two years of Model Forest funding.

In March 1995 I was hired by CFES to undertake the above tasks. Because of prior commitments I did not start on a full-time basis until June 15, 1995.

This interim report outlines progress made to date in accomplishing the tasks outlined above.

## **2. INTEGRATING THE EDUCATIONAL SYSTEM INTO THE MODEL FOREST**

A key element of this objective is to involve the educational system at all levels, including elementary and secondary public schools, technical institutions, colleges and Memorial University. In addition, there are a number of key people involved in education who work in government (Department of Education as well as resource departments) and non-governmental organizations who have an important role to play.

The talents and abilities of these diverse people are best mobilized through the establishment of an Education Working Group under the aegis of the Western Newfoundland Model Forest. A preliminary contact group was developed and sent an initial mailout; based on response to that and subsequent expressions of interest a two-tier membership was established. The Working Group itself consists of people who wish to participate in meetings of the Working Group, while the Interest

Group includes people who have asked to be kept informed of the Working Group's activities, with the opportunity to become involved at any particular point as they see fit. The current list of Working Group and Interest Group members is included in Appendix A, item (i).

The Education Working Group has convened meetings on April 5, 1995, September 27, 1995 and November 8, 1995. At the second meeting the Working Group approved its Terms of Reference (Appendix A, item (ii)). At the third meeting Dr. Mike Roy of CFES was appointed chair of the Working Group. I am the Secretariat to the Working Group. In between meetings there have been a number of mailings and meetings of sub-committees working on specific projects.

After doing research in the summer of 1995 I circulated a discussion paper outlining some preliminary findings with respect to educational needs and gaps, and how Integrated Resource Management (IRM) might relate to education, with some specific projects proposed. That document is included in Appendix A, item (iii).

Activities initiated by the Education Working Group include:

- (a) a **summer program in environmental education**, directed primarily at K-6 teachers, which will develop leadership in environmental education on the theme "Boreal Forest Ecosystems and Integrated Resource Management;"
- (b) a **decision-making simulation**, using current G.I.S. data to develop a tool that can be used to explore IRM concepts in a PC-based classroom learning environment;
- (c) a **sustainable development education seminar**, which will explore the challenges and opportunities when it comes to developing and implementing a sustainable development education strategy that is applicable at the post-secondary levels;
- (d) encouraging **schoolyard naturalization** so that students might learn some of the principles of woodlands and wetlands ecology without having to undertake lengthy and costly field trips;
- (e) opening up **research and work term opportunities** for students to participate in research or other projects within the Model Forest program;
- (f) stimulating **student-led initiatives** that explore various facets of IRM as it might apply at each level in the educational system, and in each discipline, including the establishment of a **Model Forest Award** for the regional Science Fairs; and
- (g) ensuring Model Forest involvement in **Edufor '96**, a national conference for forest educators taking place in Newfoundland in September 1996.

Details of these activities can be found in an Activity Report that was prepared in February 1996, a copy of which is included in Appendix A, item (iv).

### 3. SUSTAINABLE DEVELOPMENT ADVOCACY

A number of activities are underway that, directly or indirectly, help to promote public discussion of sustainable development and resource management issues within the Province.

#### 3.1 Speaker Series

- (a) Date: September 21, 1995  
Topic: **Climate Change**  
Speaker: **Louise Comeau**, Director of the Sierra Club of Canada's Climate Campaign.  
Summary: Ms. Comeau outlined some of the impacts that can be expected in Newfoundland, including impacts on both marine and forest resources. Her talk was based on the latest information from the Intergovernmental Panel on Climate Change.  
In addition to the public talk (attended by about 40 people), she gave presentations to classes at Sir Wilfred Grenfell College (Ecology), Stephenville Campus of Westviking College (Journalism, Community Studies and Community Economic Development) and the Fisher Campus of Westviking College (Environmental Citizenship and Adventure Tourism). All told, she met with over 260 people. In addition, she held separate briefing sessions with Environment Minister Kevin Aylward and Natural Resources Minister Rex Gibbons. Local events were jointly organized by CFES, the Humber Environment Action Group and the Newfoundland and Labrador Environment Network.
- (b) Date: January 30, 1996  
Topic: **Round Tables and Consensus in Forests**  
Speaker: **Dr. Steve Thompson**, Professor of Sustainable Development, University of New Brunswick.  
Summary: Dr. Thompson drew on his experience as Senior Fellow with the National Round Table on the Environment and the Economy to discuss some of the major consensus processes that have taken place in the forest sector in Canada in recent years, especially the Forest Round Table.  
Approximately 50 people were in attendance.
- (c) Date: February 5, 1996  
Topic: **Environmental Technology Linkages Between Newfoundland and Scotland**  
Speaker: **Don Morrison**, Vice Chair of the Environmental Task Force for the Grampian Regional Council.

Summary: Mr. Morrison gave an introduction to the Grampian Region of Scotland, and at how the region has developed expertise and leadership in a variety of environmental technologies, especially related with waste-water treatment.

Approximately 50 people were in attendance. In addition to the talk, Mr. Morrison held a number of meetings while in western Newfoundland with a number of people representing a wide range of environmental interests from both the public and private sectors. Mr. Morrison's visit was organized by CFES, with assistance from the Newfoundland Environmental Industries Association, and sponsored under the auspices of a Memorandum of Understanding between the Grampian Regional Council and the Department of Industry, Trade and Technology.

A number of public talks are currently in preparation, including one scheduled for Wednesday, March 6th, at which I will outline current events that are unfolding with respect to global forest policy and the United Nations.

Press releases for all talks are included in Appendix B.

### 3.2 Certification of Sustainable Forest Management

This issue is becoming one of increasing interest and concern in Newfoundland, across Canada and internationally. There are a number of diverging views about the benefits of voluntary, independent certification programs and about the most appropriate approach to developing certification standards for Canada.

The **Canadian Standards Association (CSA)** is currently developing a set of guidelines for certifying Sustainable Forest Management (SFM) in a Canadian context. They are what is known as "system-based" standards; that is to say, their emphasis is primarily on the SFM planning process itself rather than on on-the-ground performance.

The **Forest Stewardship Council (FSC)** is an international non-governmental organization that accredits certifiers who work within the framework of the Principles and Criteria of SFM that were developed by the FSC. The FSC's approach is geared more towards assessing performance-based indicators, and requires the establishment of a verifiable chain of custody between the consumer and the forest. The FSC has recently developed a Working Group to develop regional/national standards for Canada.

The Sustainable Development Chair is in an ideal position to facilitate information-sharing and dialogue about this important issue, especially as it pertains to various interests in Newfoundland and Labrador. Therefore I have made this topic a major focus for ongoing activity. The following is a brief synopsis of the activities that I have been involved in.

**Recent Activities**

- (a) **Canadian Environmental Network Forest Caucus Meeting.** In September 1995 I participated in a meeting between members of the CEN Forest Caucus and members of the CSA Technical Committee developing SFM standards.
- (b) I attended meetings of an **Ad-hoc FSC Working Group** in Ottawa in October 1995 and Toronto in November 1995. These meetings developed the framework for an FSC founding assembly.
- (c) I attended the **FSC Canada Founding Meeting** on January 8-9, 1996 in Toronto. See Appendix C for a summary of that meeting.

**Current and Ongoing Activities**

- (d) **Information Sharing.** On an ongoing basis I am ensuring that the major stakeholders in Newfoundland are informed on a timely basis about the rapidly unfolding developments with respect to SFM certification. This is being done through maintaining close contacts with representatives of the pulp and paper industry, lumber producers, environmental groups and the Department of Natural Resources.
- (e) In association with NRC-IRAP, CFES is working with the **Newfoundland Lumber Producers' Association (NLPA)** and independent lumber producers towards the following objectives:
  - disseminate accurate and current information about SFM certification;
  - develop a clearer understanding of the current and projected impacts of forest certification on trade in forest products from Newfoundland, including both potential barriers as well as new market opportunities; and
  - develop a strategy to address the changes in management and field operations that will be required, training and professional development needs, as well as assessing financial and political implications.

Several initial discussions have taken place, and I will give a presentation on the topic to the AGM of the NLPA in March 1996.

- (f) A **discussion paper** will shortly be available, outlining implications and questions for environmental NGOs working on the certification issue. It will bring together regional, national and international considerations.

- (g) A **Provincial Forum** is planned, tentatively for April 1996, to bring all the relevant stakeholders in the Province together to discuss the issue.

### 3.3 **Pine Marten Conflict Resolution Group**

This group - a subcommittee of the Model Forest's Integrated Resource Management Working Group - has a mandate to attempt to explore how best to resolve the conflicts that exist with respect to the threatened status of the Newfoundland pine marten. Real or apparent conflicts exist between a number of interests, principally (but not limited to) timber production, maintenance of a long-term viable population of pine marten, establishment of a protected area representative of the ecoregion(s) of western Newfoundland, commercial trapping and recreational snaring.

This group is facing what is arguably the Model Forest's most difficult challenge. For this reason, I am attending meetings of the Conflict Resolution Group as an observer. My purpose in attending is to support the IRM Planner, the meeting facilitator and the participants to develop a process that will lead to resolution of at least some aspects of the conflict.

### 3.4 **Newfoundland and Labrador Round Table on the Environment and the Economy**

The Newfoundland and Labrador Round Table on the Environment and the Economy is a multi-sectoral consensus building forum of decision-makers and leaders in Newfoundland and Labrador, reporting to the Premier and charged with the mission to "collectively identify, advance and promote strategies to integrate economic and environmental planning in the Province, for the purpose of achieving environmentally sustainable economic development." Many of the activities I've been involved with on the Round Table have been directly relevant to the goals of the Sustainable Development Chair, including:

- development of a Framework for a Sustainable Development Strategy for Newfoundland and Labrador;
- providing advice to the Premier on proposed reforms to the Environmental Assessment process, and on the Report of the Interdepartmental Review Committee on Land Use Policy and Planning; and
- fostering dialogue on the subject of community sustainability, as well as encouraging the formation of Community Round Tables.

### 3.5 **Canadian Environmental Network Forest Caucus**

My involvement in the Canadian Environmental Network (CEN) Forest Caucus predates the establishment of the Sustainable Development Chair. However, as with the Round Table, there are significant areas of complementarity. Some of those are outlined below.

- (a) **United Nations Commission for Sustainable Development (CSD)**. I attended the April 1995 meeting of the CSD in New York, as a member of the Canadian

delegation. The appointment was made by the CEN, in response to the Government of Canada's request to have an environmental NGO advisor on the delegation. In this capacity I helped to draft Canadian positions and interventions so that they might better reflect the views of environmental NGOs in Canada, participated in the negotiation of intergovernmental statements developed at the meeting, and facilitated communications between environmental NGOs present at the meeting and the Canadian negotiating team (headed by John Fraser, Canadian Ambassador for Sustainable Development).

- (b) **CEN Certification Working Group.** My activity on this Working Group has already been summarized above in 3.2 (a) and (f).
- (c) **International Forest Policy Working Group.** I am the coordinator of this Working Group, and was recently appointed to participate on the Canadian delegation to the **Intergovernmental Panel on Forests (IPF)**, a body established by the CSD with a mandate to assess and further advance the many international forest policy initiatives that have arisen since the 1992 Earth Summit. My role on the delegation will be similar to my role at the CSD, but will extend over all three substantive meetings of the IPF, taking place in Geneva from March 11-22, 1996; at a still to be determined location from September 2-13, 1996; and in New York City in early 1997.

### 3.6 Papers, articles and public presentations

One paper has been completed and distributed. A number of others are currently in preparation.

#### **Completed:**

**"Environmental Assessment and Sustainable Development: A Commentary on Proposed Reforms to the Environmental Assessment Process in Newfoundland and Labrador"** (January 1996). This paper was written in response to a request for public comment on the "White Paper on Proposed Reforms to the Environmental Assessment Process." Several deficiencies in the proposed reforms are outlined, and questions are raised about the impacts of the broad intent of the White Paper to narrow the scope of environmental assessment legislation considerably; chiefly by removing government plans, programs and policies from the purview of the Act, as well as by separating land use issues from environmental assessment issues. As well, the proposed reforms are criticized for reducing the openness, transparency and accountability of the environmental assessment process.

#### **In preparation:**

- a public talk about global forest policy;
- a discussion paper about timber certification;
- a paper on the subject of ecosystem management; and
- an article about sustainable development and forests.

### 3.7 Other activities

- (a) I attended an international conference in Toronto on the theme "The Conservation of Northern Forests." This was an excellent opportunity to learn about scientific research covering a wide range of topics, as well as different views about sustainable forest management.
- (b) I attended as an observer two meetings of the Avalon District Stakeholder Group and Planning Team developing a Five-Year Ecosystem Management Plan for Forest Management District One. It provided an opportunity to observe the unfolding of a multi-stakeholder process from a disinterested perspective, and to learn more about the barriers and opportunities that exist in such processes.
- (c) I try to distribute valuable information and reports that I come across to other groups and individuals in the province that might benefit from the information and find it helpful, especially Model Forest partners. Some of the information I've distributed in this informal way include reports on incorporating traditional knowledge into resource management, co-management options in the fisheries, reports from the U.N. Intergovernmental Panel on Forests, and a great deal of current information on forest certification.
- (d) I have been invited to present a lecture to senior forestry students at the University of New Brunswick. The lecture will be on the international forest policy milieu, and it is part of the course on "Social Values in Forest Management."

## 4. COURSE OF STUDY ON SUSTAINABLE DEVELOPMENT

The initial work that has been done on this work plan item has primarily been exploratory in nature. I have pulled together some information about current needs with respect to sustainable development education, opportunities that exist, and some different approaches to delivering relevant programs. This has allowed me to make a number of connections that could lead to constructive partnerships in the eventual development and/or delivery of a course of study. Some of the key linkages or opportunities are outlined below.

- (a) **Conflict Resolution Course.** I participated in a course on "Conflict Resolution for Multi-Stakeholder Resource Management Issues," hosted by the Newfoundland Forest Service and led by Derek Doyle with Lorna Sandler. There is some potential here for follow-up sessions.
- (b) **Maritime Forest Ranger School.** I audited a course on "Forest Landscape Design" at the Maritime Forest Ranger School in Fredericton, New Brunswick in November 1995. The course was taught by Simon Bell.
- (c) **Other Model Forest courses.** Several courses have been proposed for development and/or delivery in the Model Forest's Work Plan for 1996-97, covering environmental practises for

forest workers and domestic cutters. To avoid potential duplication I will be working in close collaboration with these initiatives.

- (d) **Community Planning for Sustainable Development.** There is a need for training to made available to the board members in each of the nineteen economic zones across the province, enabling them to integrate the concept of sustainable development into their regional economic strategic plans.

## 5. ONGOING FUNDING

Very little work has proceeded with regards to exploring ongoing funding options beyond the initial two-year funding from the Model Forest. This was deliberate and planned, since it was felt to be critically important to create a "body of work" that might help agencies better understand the concept of a Sustainable Development Chair.

It was interesting to note that a Chair of Sustainable Development was recently established at the University of New Brunswick. That position, along with a similar position at l'Universite de Moncton, received initial funding from the New Brunswick Environmental Trust Fund. A similar Trust Fund has been proposed for Newfoundland and Labrador, but not yet implemented.

There have been some specific inroads made with respect to short-term or project funding. Travel expenses have for the most part been covered through other sources. More significantly, the work that I have been doing in partnership with lumber producers in the province on the subject of forest certification has been sponsored through an ongoing agreement between CFES and the **NRC Industrial Research Assistance Program**. There are other opportunities for collaborative initiatives with NRC-IRAP.

## 6. SUMMARY

This is an interim report, and it is still too early to draw any general conclusions or recommendations about the work being undertaken by the Sustainable Development Chair. As a general observation, however, it is probably fair to say that there is an immense number of initiatives that could be done by the Sustainable Development Chair, that are within the Chair's mandate, and that either won't get done at all or will be significantly weaker without the involvement of the Sustainable Chair's involvement.

## APPENDIX A

### EDUCATION WORKING GROUP BACKGROUND MATERIAL

- (i) Contact List
- (ii) Terms of Reference
- (iii) September Activity Report
- (iv) February Activity Report

## DISTRIBUTION LIST

### WESTERN NEWFOUNDLAND MODEL FOREST EDUCATION WORKING GROUP

#### Working Group

Mike Roy, Chair, CFES  
Martin von Mirbach, CFES  
Dave Sharpe / Robin Day, Westviking College  
Riley Kendall, Westviking College  
Tom Coombs, Westviking College  
Nada Borden, Westviking College  
Hedley Parsons, Westviking College  
Don Reid, Westviking College  
Barry Hicks, Eastern Regional College  
Lorne King, Central Newfoundland Regional College  
Henry Mann, Sir Wilfred Grenfell College

Sandra Tomsons, Sir Wilfred Grenfell College  
Paul Wilson, Sir Wilfred Grenfell College  
Keith Payne, Western Integrated School Board  
Dan Murphy, Elwood High School  
Paul Peddle, Newfoundland Forest Service  
Ed Maynard, NorPen Technical College  
Roger Carter, Westviking College  
Lucy O'Driscoll, Wildlife Division  
Barry LeDrew, Department of Education & Training

#### Interest Group

Glenn Kirby, Westviking College  
Paul Knott, Westviking College  
Elizabeth Chaulk, Westviking College  
Bill Barker, Westviking College  
Pat Power, Westviking College  
Leighton Ryan, Newfoundland & Labrador Environmental  
Industry Association  
Doug Goodridge, C-MERITS, Marine Institute  
Patrick Whelan, Humber-St. Barbe Roman Catholic School  
Board  
Lois Bateman, Sir Wilfred Grenfell College  
Douglas Sheppard, Deer Lake-St. Barbe South Integrated  
School Board  
Tom Philpott, Holy Rosary School  
Jessica Webb, NF & Labrador Conservation Corps  
Fred R. Smith, Memorial University of NF

Cecil Lake, Regina High School  
Grant Gardner, Memorial University of Newfoundland  
Keith Nicol, Sir Wilfred Grenfell College  
Katy Bindon, Sir Wilfred Grenfell College  
Bob Simms, Labrador College  
Doug Fowlow, Westviking College  
Rosa Dollard, Westviking College  
Stan Moeller, Westviking College  
Bob Mercer, Western Newfoundland Model Forest  
Joanne Smythe, Western Newfoundland Model Forest  
Marilyn Young, Western Newfoundland Model Forest  
Vernon Curran, Newfoundland Forest Service  
Ray Humber, Western Newfoundland Model Forest  
Sean Dolter, Humber Arm ACAP  
Dennis Minty, Breakwater Books Ltd.  
Dick Coombs, Roman Catholic School Board

Western Newfoundland Model Forest  
Education Working Group

**TERMS OF REFERENCE**

**FUNCTIONS:**

1. Involve the educational system - including public schools, technical institutions and universities - in the Model Forest process.
2. Promote increased awareness and understanding of the dynamics of forest ecosystems and environmentally sustainable forest practises through developing tools for continuing education and community education.
3. Develop and implement approaches to public education that will stimulate constructive and informed dialogue about forest values in communities within the Model Forest area, consistent with the goals and activities of the Public Awareness and Involvement Working Group.
4. Develop tools for professional development for educators involved in teaching about environmental values or resource management in Newfoundland and Labrador.
5. Conduct an inventory of existing environmental/sustainable development educational initiatives.
6. Conduct a needs assessment aimed at identifying gaps in the education system with respect to environmental education curriculum materials and/or Integrated Resource Management teaching tools.
7. Develop suitable course(s) of study on sustainable development.
8. Conduct regular evaluations of work done to date by the Education Working Group, in order to more effectively channel ongoing activities so that the best results are obtained.

**STRUCTURE:**

1. The Education Working Group shall be composed of representatives from the different educational sectors of the province, including elementary, primary, and secondary schools, community colleges and Memorial University, as well as others who have a mandate to deliver educational programs.

2. The Working Group shall select its own chairperson, who shall represent the Working Group at meetings of the Management Group of the Western Newfoundland Model Forest.

**OPERATING AND REPORTING PROCEDURES:**

1. The Working Group will be a standing committee and will meet as required.
2. The Working Group shall endeavour to reach consensus in all its decisions.
3. The Working Group shall report to the Management Group of the Western Newfoundland Model Forest, which shall be responsible for approving the work plans, work proposals, budgets, and hiring and contracting decisions.
4. The General Manager of the Western Newfoundland Model Forest shall be an *ex officio* member of the Working Group, and shall be responsible for approving budgetary expenditures incurred by the Working Group.
5. Working Group members shall receive no remuneration for their work but travel expenditures may if necessary be reimbursed at rates authorized by the Management Group.

# **REPORT TO THE EDUCATION WORKING GROUP WESTERN NEWFOUNDLAND MODEL FOREST**

**Martin von Mirbach  
Sustainable Development Chair  
Centre for Forest and Environmental Studies  
September 1995**

## **1. INTRODUCTION**

The following is a summary report of some preliminary findings based on input received from working group members and others in the education field. Its intent is to help focus the discussion of goals, priorities and a work plan for the Education Working Group.

## **2. CURRENT SUSTAINABLE DEVELOPMENT EDUCATION INITIATIVES**

I have not tried to provide a comprehensive overview of sustainable development education programs currently in place in the province. A number of them were mentioned in the April 5th meeting of the Education Working Group, covering the gamut from primary to post-secondary. There are as well a number of well-researched catalogues listing program materials from all across the country. The Pembina Institute publishes a general catalogue for environmental educators and the Canadian Forestry Institute has a catalogue that focuses on forests and forest management.

## **3. GAPS AND NEEDS**

Participants at the April 5th meeting were also invited to identify what they saw as gaps or needs with respect to Sustainable Development Education. Without conducting systematic research into everything that is available it's impossible to know for certain what the most critical gaps are, but based on the perceptions at that meeting it's possible to make a few general observations.

- (a) In the K-12 area there is no lack of curriculum material, except possibly for junior high school students.
- (b) There is a need for practical, hands-on material that can be used in conjunction with and in support of existing curriculum material.
- (c) There is a need to help teachers become more proficient at teaching environmental and resource management subjects, so as to ensure better implementation of existing material.

- (d) There is an ongoing need in community college programs for relevant work term placements.
- (e) In post-secondary education there is a need to look at sustainable development as it applies in business-oriented programs such as accounting.
- (f) There should be a discussion of ethics as the subject relates to sustainable development and sustainable development education.
- (g) Innovative ways must be found to bridge gaps between educational systems.

#### 4. INTEGRATED RESOURCE MANAGEMENT AND EDUCATION

By now the concept of sustainable development has been widely discussed among educators, and incorporated to some degree into actual curriculum material. One difficulty with the concept, however, is that it means different things to different people, and the concept has as a result become relatively diffuse.

An approach to this problem that may be particularly relevant to an initiative of the Western Newfoundland Model Forest is to adopt - initially, at least - as a guide a concept that is more sharply focused than sustainable development. *Integrated Resource Management* (IRM) is the central concept driving the Model Forest program, and holds much promise as an educational concept as well. The Model Forest has described IRM as follows:

"Traditional forest management in Newfoundland has concentrated on timber production and largely ignored or left to chance other resource values. Because of this, conflicts between timber management and other resource values are arising with increasing frequency. Clearly, the only way to resolve these issues is through a process which adequately addresses all aspects of resource management and takes into consideration a wide array of forest values. One way to achieve this is through integrated resource management (IRM). IRM planning requires the establishment of a process that ensures resource management agencies consult one another in planning to ensure that no single resource is developed to the exclusion of other resource opportunities. This process is based on a management philosophy of shared decision-making, a high degree of coordination and cooperation and a recognized legitimacy of other interests, with the ultimate aim to resolve any anticipated conflict."

- Western Newfoundland Model Forest, "IRM Plan: A Second Draft," June 19, 1995

The Western Newfoundland Model Forest is developing a planning process that includes all stakeholders and has developed a framework of seven "values groups" to ensure that all interests are represented: water systems; timber; recreation and tourism; species and spaces; mineral, energy and agricultural resources; holistic values; and ecosystem health.

IRM as a teaching concept offers the following features:

- (a) IRM can ground abstract, theoretical concepts such as holism and interconnectedness in actual practise.
- (b) IRM is inherently interdisciplinary in its approach. An adequate IRM process must be informed by many different fields of knowledge pertaining to resource management, including forestry, biology, botany, geology and soil sciences. As well, it must encompass fields such as tourism, recreation and parks management. And finally, attention must be paid to the fields of knowledge essential to making good decisions, including economics, philosophy, education and the social sciences.
- (c) IRM is a current and expanding field, providing relevant and meaningful opportunities to explore actual case studies as well as the most up-to-date and innovative practises, techniques and technologies.

While the concept of IRM provides a specific link between the goals and objectives of the Western Newfoundland Model Forest and the broader field of sustainable development education, it should not necessarily be the sole criteria to determine the activities of the Education Working Group. Rather, IRM should be seen as a useful concept that can help to build a bridge or pathway between the classroom and the forest.

## **5. PROPOSED INITIATIVES OF THE EDUCATION WORKING GROUP**

There are a great many activities that the Education Working Group could undertake in order to fulfil its mandate. In all likelihood it can't undertake all of them, however, and therefore some priorities must be established. The five initiatives outlined below (some of which have been worked out in considerably more detail than others) are in no way a comprehensive list; nor are they necessarily of higher priority than other possibilities. They are, however, a useful starting point to initiate further discussion and the setting of realistic priorities by the Education Working Group.

### **5.1 Summer Institute**

A summer residential program could provide K-12 teachers with advanced understanding of issues related to integrated resource management and sustainable development education. A summer program would be broader in scope than a teacher in-service session, in that it would raise awareness and stimulate informed discussion of resource management issues currently being addressed in this province. There would also be the opportunity to explore advanced teaching tools to bring this knowledge into the classroom. An initial proposal for a five-day program has been developed by some members of the working group (see attached). In this proposal the summer institute would in its initial year be tailored for teachers who have already done in-service

training on one of the existing environmental education/resource management "modules." This will allow the program to focus on teachers who are already motivated and informed. The program would be evaluated and revised, with the possibility of expanding its mandate to include a broader range of teachers.

## **5.2 Decision-making model**

The Model Forest is currently developing tools and data sets that will allow resource managers to predict the future impacts of current decisions on a wide range of forest values. Using this information, as well as existing expertise in Geographic Information Systems (GIS), it should be possible to create a computer-based learning tool that would be aimed at students of the high school "Science-Technology-Society" course. Students would select from a variety of management options (such as the size and extent of logging operations in a given area, or the streamside buffer zones) and could then trace the predicted impacts of these actions in 30, 60 and 90 years from now, including the future forest structure, wildlife habitat suitability and fish populations. The key to making this project a success will be to using the best available information, simplifying the variables so that it can be a useful teaching tool but also reasonably realistic, and packaging the scenarios in a way that will be engaging and will provoke further discussion.

## **5.3 Sustainable Development Education Forum**

In recent years there has been considerable attention focused on how to implement sustainable development education in the public school curricula. There has been comparatively little attention paid to the subject as it applies to post-secondary education as a whole. While it is certainly true that specific disciplines have sought to integrate the principles of sustainable development in their programs, it is nevertheless the case that relatively little progress has been made at understanding how all the various disciplines and institutions might be able to develop an integrated, interdisciplinary and comprehensive vision of sustainable development education. There is a need for a forum or seminar in which such a discussion can take place, tentatively titled "Sustainable Development Education in Post-Secondary Educational Institutions in Newfoundland and Labrador: Challenges and Opportunities." Such a forum must include, in the first instance, representatives from the full range of post-secondary educational institutions, including a broad cross-section of subject fields. At the same time, any far-reaching discussion about education must of course be conducted in a way that is inclusive of full range of all stakeholders and is accountable to civil society in general. This can be done by taking advantage of opportunities to integrate some activities of the forum with other initiatives sharing similar goals, and to ensure that the forum has a public face. As well, a goal of the forum should be to produce some tangible results in the form of proceedings, papers or other publications.

#### **5.4 Field trips**

The Model Forest currently has a bus tour program that runs during the summer months and into the fall. It is heavily used by school groups from mid September until the end of the season. However, until now relatively little attention has been paid to exploring how best to make links between the field trip and the school curriculum.

#### **5.5 Research and work term opportunities**

The Model Forest currently provides some opportunities for post-secondary faculty to do further research in their field, as well as for students to do graduate research or to obtain relevant work experience. There has not been any systematic attempt, however, to integrate the needs of the educational institutions with the needs of the Model Forest. The Education Working Group could potentially enter into a dialogue with the Model Forest to allow for better coordination of these activities.

# SUMMER PROGRAM IN ENVIRONMENTAL EDUCATION

Draft - July 28, 1995

## 1. Theme

Boreal Forest Ecosystems and Integrated Resource Management

## 2. Goals

- (a) Develop leadership in environmental education, with specific reference to nature awareness, understanding ecosystem interrelationships, and the application of integrated resource management in Newfoundland and Labrador.
- (b) Provide teachers currently using the *Project Wild* or *Focus on Newfoundland Forests* programs with professional development opportunities aimed at exploring advanced applications of the programs.
- (c) Create experiential opportunities for outdoor education, providing a rich learning environment and generating appreciation of, enthusiasm for and commitment to the infusion of sustainable development awareness throughout the educational system.

## 3. Objectives

- (a) Raise awareness and understanding of the major ecosystems in Newfoundland and Labrador (including forests, barrens, wetlands and riparian areas), with special emphasis on the interactions between the various living components (flora and fauna) that make up the boreal forest ecosystem.
- (b) Increase knowledge about the various forms of management currently taking place in Newfoundland and Labrador's boreal forest ecosystems, including timber, wildlife, fisheries, recreation and parks management.
- (c) Provide exposure to the concept of Integrated Resource Management (IRM); specifically focussing on the challenges and solutions currently being explored by the Western Newfoundland Model Forest.
- (d) Stimulate informed discussion and dialogue about forest, wildlife and other natural values, as well as the decision-making processes necessary in order to take adequate account of the full range of values.
- (e) Develop and disseminate teaching materials that can be used to explore IRM concepts in the classroom, and that will reinforce or supplement materials currently available, including *Project Wild* and *Focus on Newfoundland Forests*.

#### **4. Activities**

- (a) Presentations by resource managers and experts.
- (b) Discussions - including debates, panels and small-group discussions - to identify and explore opposing and overlapping values and attitudes toward resource use and conservation. Also included will be round table discussions exploring conflict resolution models and their application in IRM.
- (c) Workshops to explore how IRM concepts can best be applied in the school curriculum.
- (d) Guided field trips, hands-on activities and outdoor recreational activities with a focus on nature appreciation and environmental awareness.

Activities, including discussions, presentations and social events, will take place outdoors as much as possible, subject to limitations imposed by weather, insects, etc.

#### **5. Participants**

The 1996 program will be directed at teachers (primarily K-6) from Newfoundland and Labrador who have previously completed in-service training in either *Focus on Newfoundland Forests* or *Project Wild*. The ideal participant is someone who has already demonstrated interest in and commitment to environmental education. Based on post-program evaluation, it is intended that the 1997 program will include a broader range of teachers from the province; specifically, secondary school teachers.

#### **6. Program Details**

The program will be open to 15-20 participants. There will be no registration fee; nor will they be expected to cover their travel and accommodations expenses. The program will be offered in the summer of 1996, with a single session lasting five days. Proposed location is Killdevil Lodge, Gros Morne National Park.

#### **6. Preliminary Budget (currently in preparation)**

#### **7. Potential Partners**

A partial list of potential partners who could provide funding, materials, resource people or other in-kind assistance includes: Department of Natural Resources (Wildlife Division and Newfoundland Forest Service), Department of Education, Western Newfoundland Model Forest, Centre for Forest and Environmental Studies, Newfoundland and Labrador Teachers Association, Atlantic Salmon Federation, Gros Morne National Park, Memorial University of Newfoundland/Sir Wilfred Grenfell College, Newfoundland Forest Protection Association, Corner Brook Pulp and Paper, Abitibi-Price, Protected Areas Association, other non-governmental organizations.

**EDUCATION WORKING GROUP  
WESTERN NEWFOUNDLAND MODEL FOREST**

**Activity Report  
February, 1996**

**1. Summer Program in Environmental Education**

**Context:** *A summer residential program could provide K-12 teachers with advanced understanding of issues related to integrated resource management and sustainable development education. A summer program would be broader in scope than a teacher in-service session, in that it would raise awareness and stimulate informed discussion of resource management issues currently being addressed in this province. There would also be the opportunity to explore advanced teaching tools to bring this knowledge into the classroom. An initial proposal for a five-day program has been developed by some members of the working group. In this proposal the summer institute would in its initial year be tailored for teachers who have already done in-service training on one of the existing environmental education/resource management "modules." This will allow the program to focus on teachers who are already motivated and informed. The program would be evaluated and revised, with the possibility of expanding its mandate to include a broader range of teachers.*

**Recent Activity:** The proposal was revised to reflect input received at the November 8th meeting, so that the program is no longer necessarily exclusive to teachers who have completed *Focus on Newfoundland Forests* or *Project Wild* in-service training. Martin met with Dr. Muhammad Nazir, ADM for Forestry and Wildlife; and subsequently with Jim Taylor, Director of Forest Management. As a result of those meetings the Department of Natural Resources has generously agreed to pay for the costs of the Killdevil Lodge facility. A proposal has been submitted to the Model Forest for \$18,650; the final decision on the budget should be available in mid-February. Funding support will also be sought from the private sector, especially for banquet sponsorship and travel assistance.

**Upcoming activity:** A sub-committee consisting of Martin von Mirbach, Paul Peddle, Lucy O'Driscoll, Barry LeDrew and Fred Smith plans to meet soon to develop an agenda.

**2. Decision-making Simulation**

**Context:** *The Model Forest is currently developing tools and data sets that will allow resource managers to predict the future impacts of current decisions on a wide range of forest values. Using this information, as well as existing expertise in Geographic Information Systems (GIS), it should be possible to create a computer-based learning tool that would be aimed at students of the high school "Science-Technology-Society" course. Students would select from a variety of management options (such as the size and extent of logging operations in a given area, or the streamside buffer zones) and could then trace the predicted impacts of these actions in 30, 60 and 90 years from now, including the future forest structure, wildlife habitat suitability and fish populations. The key to making this project a success will be to*

values are mutually supportive, which are in conflict and which will require specific strategies to avoid conflict. Some suggestions for how to manage for divergent values are provided. This model is generic rather than ecosystem-specific. Advantage: lots of information is embedded at various levels. Drawbacks: it's static, with no graphics, and the prescriptions for action are so generic as to be almost meaningless.

**Marten Population Model "Schneider Model".** This was developed by the Model Forest. It runs predictions on the number and location of pine marten within the Model Forest area, based on variable assumptions about mortality, reproduction and habitat requirements, and introducing chance factors to simulate fluctuations in the prey base. It is easy to use and shows both a map of the Model Forest area and a graph over time (up to 100 years). It was not developed as a teaching tool, so supplementary material is lacking. Its main drawback is that in this version it is unable to account for the impact of harvesting on the pine marten; it assumes that there is no harvesting in the entire Model Forest area. The Model Forest is working on a version that can be integrated with harvesting assumptions, but this will likely not run on a personal computer. It may be possible to program in simplified harvesting assumptions, adequate for teaching purposes but not for resource management purposes.

There are at least three possible ways forward for the Education Working Group:

- (a) Promote awareness of existing commercial simulation models; or possibly subsidize their purchase and use in selected schools. Advantage: easy to do. Disadvantage: no Model Forest presence.
- (b) Develop educational materials to support the Schneider Model. Advantages: relatively easy to do, since it will require very little software coding and our effort can be focussed on educational support materials (teacher's guide, etc) that will ensure that the Model can be effectively used. As well, it has a very strong Model Forest presence, since it is built on a map of the entire Model Forest area (although it is possible to zoom in on sections). It can dramatically demonstrate the effect of rabbit snaring on the pine marten population. It can be promoted as a tool that is actually being used by decision-makers. It is a spatial model, meaning that it shows exactly where pine marten are predicted to be. Disadvantage: It may be difficult to develop the model in a way that can effectively link timber management decisions with the pine marten populations (although, as noted above, it may be possible to make some simplified assumptions for teaching purposes).
- (c) Develop an independent wildlife-forestry simulation, along the lines outlined at the November sub-committee meeting. Advantages: It can be designed from the ground up as a teaching tool, and can be keyed to some specific learnings about the varied interactions between wildlife and forestry. Disadvantage: It is a complex and potentially expensive undertaking, requiring specialized expertise at a number of levels:

**Recent activity:** None. At the last Working Group meeting a counter-suggestion was proposed; that we encourage schoolyard naturalization so as to facilitate on-premises learning.

**Upcoming activity:** The summer program should include a workshop on schoolyard naturalization.

## 5. Research and Work Term Opportunities

**Context:** *The Model Forest currently provides some opportunities for post-secondary faculty to do further research in their field, as well as for students to do graduate research or to obtain relevant work experience. There has not been any systematic attempt, however, to integrate the needs of the educational institutions with the needs of the Model Forest. The Education Working Group could potentially enter into a dialogue with the Model Forest to allow for better coordination of these activities.*

**Recent Activity:** Mike wrote to Bob Mercer, requesting him to ask people who are developing Model Forest projects to give active consideration to the potential role for work-term placements as well as graduate and undergraduate research opportunities.

**Ongoing activity:** This point should be continually made and reiterated when the Model Forest is reviewing project proposals.

## 6. Stimulating Student-led Initiatives

**Context:** *An objective of the Education Working Group is to stimulate a series of student-led initiatives exploring various facets of Integrated Resource Management as it might apply at each level of the educational system and across a broad variety of disciplines and subject areas. Specific initiatives to support this objective currently being explored by the Education Working Group include (but are not limited to) the following:*

- (a) encouraging the naturalization of school yards and/or adjacent areas;*
- (b) awarding a "Model Forest" plaque at each of the province's science fairs to the project best embodying the principle of IRM;*
- (c) establishing a competition to stimulate proposals for a cross-disciplinary project having a theme relating to forests and involving both the arts and sciences, with the winner receiving up to \$5,000 funding to implement the project and the winning as well as honourable mention proposals to receive some form of public display or publication; and*
- (d) provide awards to assist graduate students working on an innovative interdisciplinary aspect of integrated resource management.*

**Recent activity:** The Science Fair chairs in each of the four school districts have been sent criteria for an Integrated Resource Management Award, sponsored by the Education Working Group of the Model Forest. (Labrador will not have a Science Fair this year.)

**Upcoming activity:** It is hoped that Working Group members will be able to participate on the judging committees. The judging dates for both Central and Eastern regions are at the end of March. Martin may be able to participate on the Central judging committee, since he will be in Gander at that time. There should be no problem identifying someone for the Eastern and Western regions. For Labrador, we're exploring alternates to a Science Fair award.

## 7. Edufor '96

**Context:** *Edufor is a major national conference for forest educators, taking place every one to three years. The next meeting is scheduled to take place from September 26-29 in Gander, and is the first time the conference has taken place in Newfoundland. For this reason, it was felt to be important to ensure that the Western Newfoundland Model Forest play a prominent role at the conference.*

**Recent Activity.** Planning is well underway for this event. A meeting on January 18th was attended by several members from the Education Working Group, and there is a well-developed draft agenda. There are several roles outlined for the Model Forest:

- (a) **Model Forest Workshop.** This will involve an overview of the Western Newfoundland Model Forest, along the lines of the presentations given by the General Manager. Because of the national audience, it may be appropriate to place some extra emphasis on the the Canadian Model Forest Program and the International Model Forest Network.
- (b) **Education Working Group Workshop.** There is an opportunity for the Education Working Group to host a workshop that would be more directly focused on teaching tools.
- (c) **Model Forest role in plenary session.** There are only a few plenary sessions scheduled during the conference, and they are still being finalized, but it was agreed that if possible there should be some role for the Model Forest. It was agreed not to include a Model Forest representative on the panel discussion ("The State of the Forests"), but it may be appropriate for someone from the Model Forest to act as rapporteur. Alternatively, the Model Forest may play a role at the closing wrap-up.
- (d) **Model Forest display.** It was assumed that the Model Forest would rent space in the display area.

**Decision required:** The Education Working Group should generate a workshop proposal. As well, we should decide how to present the decision-making simulation, if we have a prototype suitable for distribution at the conference. And finally, once our budget is set we should clarify what commitments we can make towards the conference - through possible travel subsidies, registration, or sponsorship.

**APPENDIX B**

PRESS RELEASES

# PRESS RELEASE

September 15, 1995

## Canadian Climate Tour to visit Newfoundland

How are human activities affecting the climate? What climate changes are being observed in Canada and around the world? What are the potential impacts, here at home and around the world? What are governments doing about it? What can we do about it?

These are some of the questions that will be addressed by **Louise Comeau**, Director of the **Sierra Club of Canada's** Climate Campaign, in a public forum taking place on Thursday, September 21 in Corner Brook. Ms. Comeau is undertaking an extensive tour of communities across Canada, with the goal of raising public awareness about climate change and building support for action.

Comeau has been involved in every aspect of the climate change issue, both internationally and domestically. She is a member of the Stakeholder Advisory Committee to the National Air Issues Co-ordinating Committee, a federal-provincial structure established in 1992 to deal with all air issues in Canada. She has also been reviewing the latest scientific assessment of climate change by the Intergovernmental Panel on Climate Change.

In her public talk in Corner Brook Ms. Comeau will outline some of the impacts that can be anticipated in Newfoundland, including possible impacts on both the fishery and the forests. While in western Newfoundland she will also be meeting with students and with political figures, including Environment Minister Kevin Aylward.

The **Canadian Climate Tour** is a project of the Sierra Club of Canada and environment groups across Canada who are members of the **Climate Action Network**. They are working to make the link between fossil fuel energy use and its connection to atmospheric degradation (acid rain, smog and climate change) and the resulting threats to both human health (respiratory, immune system and cancer) and to economic activity (reduced productivity in forests, fisheries and agriculture). Among their long-term objectives is to ensure federal and provincial commitment to a 50 per cent cutback in carbon dioxide emissions from 1990 levels by 2030, and the removal of barriers to the efficient use of energy in Canada.

The public forum in Corner Brook will take place on **Thursday, September 21**, at 8:00 pm, in the **Lecture Theatre, Westviking College**. Local events are being coordinated by the **Humber Environment Action Group**, the **Newfoundland and Labrador Environment Network** and the **Centre for Forest and Environmental Studies'** Sustainable Development Chair (a position established with funding from the Western Newfoundland Model Forest). All interested people are welcome to attend.

For further information, contact Martin von Mirbach at 637-8646 or Lori March at 634-2520.



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*An initiative of Westviking College*

January 19, 1996

## **PUBLIC TALK ON FORESTS AND CONSENSUS DECISION MAKING**

The Centre for Forest and Environmental Studies is pleased to host a public talk by Dr. Steve Thompson on the subject of "Round Tables and Consensus in Forests." The talk will take place on Tuesday, January 30th, at 8:00 pm, in the Lecture Theatre of Westviking College, Fisher Building, Corner Brook.

Dr. Thompson is currently Professor of Sustainable Development at the University of New Brunswick, and was formerly Senior Fellow with Canada's Round Table on the Environment and the Economy. He has worked with several hundred industry chief executives, public interest groups and government departments in the Forest, Paper, Tourism, Fishery and Agriculture sectors to organize and facilitate workshops to develop policy dialogues, sectoral codes of practise and stakeholder action plans for sustainable development.

He has facilitated development of several publications, including guidelines for *Consensus Decision Making*, analyses of environmental regulation in the pulp and paper industry, and chapters on forestry and desertification for Canada's contribution to the United Nations Conference on Environment and Development.

In his public talk in Corner Brook on January 30th, Dr. Thompson will draw on his wide experience in facilitation, conflict resolution and consensus building. He will provide an overview of some of the major consensus processes that have taken place in the forest sector in Canada in recent years, including the Forest Round Table, the Pulp and Paper Round Table, conflicts over logging and ongoing initiatives with woodlot owners in New Brunswick.

The Chair in Sustainable Development at the University of New Brunswick is a new position, created jointly by the Faculty of Forestry and Environmental Management and the Environment and Sustainable Development Research Centre.

The talk in Corner Brook is organized by the Centre for Forest and Environmental Studies, as part of a regular speaker series on issues related to sustainable development. All interested people are invited to attend.

- 30 -

Contact: Martin von Mirbach  
Sustainable Development Chair  
Centre for Forest and Environmental Studies  
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*An initiative of Westviking College*

January 29, 1996

**ENVIRONMENTAL TECHNOLOGY LINKAGES  
BETWEEN NEWFOUNDLAND AND SCOTLAND**

**Mr. Don Morrison, Vice Chair of the Environmental Task Force for the Grampian Regional Council** in Scotland, will be visiting Western Newfoundland to discuss possible linkages between environmental industries in Scotland and Newfoundland. As part of his visit he will be meeting with representatives of the environmental sector in Western Newfoundland, and will also be giving a public talk.

Mr. Morrison's visit is sponsored under the terms of a Memorandum of Understanding signed in June, 1995 between the Government of Newfoundland and Labrador and the Grampian Regional Council. This Agreement encourages trade and technology development between the Province and the Grampian Region, with both parties committing to provide information liaison and support to businesses interested in pursuing investment and business opportunities.

Mr. Morrison's public talk will be on "**Environmental Trade and Technology Development Opportunities between Newfoundland and Scotland.**" It will take place on **Monday, February 5th**, at 7:30 pm, in the Lecture Theatre of **Westviking College, Fisher Building**, Corner Brook. All interested people are invited to attend.

The visit to Western Newfoundland by Don Morrison is hosted by the **Centre for Forest and Environmental Studies**, in conjunction with the **Department of Industry, Trade and Technology** and the **Newfoundland Environmental Industry Association**. The public talk is part of a regular speaker series on issues related to sustainable development, organized by the Sustainable Development chair with funding from the **Western Newfoundland Model Forest**.

- 30 -

Contact: Martin von Mirbach  
Sustainable Development Chair  
Centre for Forest and Environmental Studies  
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**Forest Stewardship Council  
Canadian Working Group  
8-9 January 1996  
Toronto, Ontario**

**Meeting Report**

**January 8th**

The first day was billed as an Information Session, and was attended by approximately 65 people.

**Jamison Ervin**, staff member with the Forest Stewardship Council, gave the initial presentation. She covered the following topics:

- General introduction to and history of the FSC
- The FSC's Principles and Criteria for Sustainable Forest Management
- Key aspects of viable forest management standards
- Requirements for establishing national initiatives

Her overheads are appended to this report.

**Hannah Scrase**, contact person for the FSC UK, gave an account of the establishment of a national FSC body in the United Kingdom. Two working groups have been established, one to develop standards and one to handle public awareness and marketing. Both are under the direction of a Steering Committee. She outlined some of the hurdles that FSC UK has had to face (funding, industry opposition, competing certification initiatives, mixed messages from government, demand outstripping supply, difficulty in clearly establishing what the FSC's goal is).

She had some significant information on the growing demand for FSC certified forest products in the UK. A group of retailers has been formed, called the "1995 Group," including Home Depot, Boots Chemists, W.H. Smiths Bookstores and a number of other large retail organizations, together handling (directly or indirectly) approximately 28% of the UK's total forest products. They have pledged to handle only FSC-certified forest products by 1999. In addition, World Wildlife Fund International has contributed CAD\$320,000 towards the further promotion of FSC in the UK.

Her overheads, and a discussion paper, are appended.

**Responses, discussion and the Canadian context**

Both presentations stimulated considerable discussion on the part of those attending the meeting. Below are the chief issues that were identified as being of primary concern for various sectors in Canada.

## **Interim Steering Committee**

It was agreed to establish an interim Steering Committee, to have a life span of about six months and to be replaced by a more formally elected body. As of the close of the January 9th meeting the makeup of the Interim Steering Committee is as follows:

- Environmental:** Tamara Stark (Greenpeace) or Sarah Winterton (Earthroots); Alternate - Elizabeth May (Sierra Club)  
Henri Jacob (REVE); Alternate - Tim Gray (Wildlands League) or Arlin Hackman (WWF Canada)
- Social:** Brian Goodings (United Church)  
James Sullivan (Task Force on Churches and Corporate Responsibility)
- Economic:** Lara Lamport (Ecoforestry Institute)  
Jim Dresher (Nova Scotia Institute of Ecoforestry)
- Indigenous:** Russell Diabo (Algonquians of Barriere Lake)  
Phil Fontaine (Alternate: Chief Saul Terry)

Alternates are listed here, along with some uncertainties due to people being nominated in absentia. Each sector, however, will have only two Steering Committee representatives. James Sullivan was appointed as Interim Chair, at least until the next meeting of the Steering Committee.

### **Addenda to this Report:**

- Agenda
- Discussion paper by James Sullivan: "Forest Stewardship Council - Canadian Working Group: A Background Paper on Organizational and Process Issues"
- Overheads from Jamison Ervin's presentation
- Overheads from Hannah Scrase's presentation
- Discussion paper by Hannah Scrase: "The FSC National Initiative in the UK - how does it work and how did we get here?"

### **Additional information**

- A formal report of the meeting will be forthcoming, along with a list of all participants.
- The following FSC documentation is also available:
  - Draft Statutes
  - Principles and Criteria
  - Ballot for Principle #10: Plantation Principle
  - Guidelines for Certifiers
  - Process for Accrediting Certifiers
  - Protocol for Endorsing National Initiatives
  - Process Guidelines for Developing Regional Certification Standards
  - FSC Membership Application

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15-01-96