



Centre for Continuing  
& Community Education

**FINAL COPY**

## **VILLAGE ENVIRONMENTAL RANGERS PROGRAM**

**APRIL, 2008**

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## FOREWORD

Traditionally, Pacific Island people have lived a subsistence lifestyle with taboos and practices that ensured sustainability of resource use. However, modernization with all its implications has reduced the quality of life with problems affecting the very pillars of sustainable development. There are many disadvantages that derive from small size, a narrow range of resources, excessive dependence on international trade, high population density, over use of natural resources, relatively small watersheds, costly infrastructure, fragile ecosystems and high levels of endemism.

The Pacific region and the individual Pacific Island Countries (PICs) have made a strong commitment to international efforts to prevent further irreversible environmental change and to promote sustainable development by becoming party to numerous Multi-lateral Environmental Agreements (MEAs) such as the Rio conventions, Barbados Program of Action (BPOA), Johannesburg Plan of Implementation (JPOI) and the Mauritius Strategy (MS) - all of which emphasize the need for development to be more sustainable, particularly in island nations with limited natural resources and skill base.

One of the major objectives of the United Nations Decade of Education for Sustainable Development (UNDESD) is to mainstream ESD into all levels of education by taking measures equal to the task. In many situations, this involves a re-orientation of curricula to incorporate ESD themes to provide a holistic learning environment. In the Pacific schools and universities, the idea of ESD has been incorporated for a long time but not necessarily under the same label. Our traditional knowledge and Indigenous Knowledge Systems (IKS) are essentially the result of sustainable island living. The declaration of DESD by the UN gives an opportunity to recommit, revitalize and add value to several of these initiatives.

Community empowerment is an area that has enormous potential for development in the Pacific for the promotion of ESD at the community level and USP is the regional leader in this area being very active through its Continuing and Community Education (CCE) Program. In April 2007, UNESCO, through ACCU, funded a 5 year (2007 – 2011) “Mainstreaming ESD at USP to enhance Education based Capacity Building for Sustainable Development in the Pacific Island Countries” project. The project is jointly implemented by the Pacific Centre for the Environment (PACE) School of Education and the CCE Unit at USP.

The CCE Unit is tasked to implement activities that contribute to an increase in skills and knowledge by designing practical courses in sustainable development to be offered through CCE programmes for local communities in the region. This Training manual is one of three such practical initiatives to be implemented under this program.

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Village Leaders and Community at Malamalo Village, Nadroga, Viti Levu, Fiji

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| Government of Fiji<br>Dept of Environment  | National Biodiversity Strategy and Action Plan (2007)   |
| Government of Australia<br>Dept of Tourism | Best Practice Ecotourism – A Guide to Energy and Waste Minimisation (1995)                                |
| USP/IAS                                    | Making Small Hotels and Resorts Environmentally Sustainable: A Simple Checklist for Fiji Operators (2003) |
| USP/IAS                                    | Food Matters: Food Safety, Hygiene and Presentation for Budget Accommodation Operators (2006)             |

## **WEBSITES FOR USEFUL CONTACTS AND FOLLOW UP INFORMATION**

### Climate Change

[www.stopglobalwarming.org](http://www.stopglobalwarming.org) (Al Gore's 'Inconvenient Truth' Movement)  
[www.jubileedebtcampaign.org.uk](http://www.jubileedebtcampaign.org.uk) (Climate Change and Debts in Developing Countries)  
[www.wwf-pacific.org.fj](http://www.wwf-pacific.org.fj) (World Wide Fund for Nature, Pacific Region) download a copy of their Climate Change Community Witness Toolkit.

### Education for Sustainable Development

[www.esdtoolkit.org](http://www.esdtoolkit.org) (UNDP's EDS Program)  
[www.greenglobe.org](http://www.greenglobe.org) (Accreditation and Certification Programs)

### International and Regional Environmental Programs

[www.sprep.org.ws](http://www.sprep.org.ws) (South Pacific Regional Environment Program)  
[www.undp.org.fj](http://www.undp.org.fj) (UNDP's Global Environment Facility)  
[www.unepie.org](http://www.unepie.org) (United Nations Environment Program)  
[www.spc.int](http://www.spc.int) (Secretariat of the Pacific Community)  
[www.iucn.org/oceania](http://www.iucn.org/oceania) (International Union of Organisations for Conservation of Nature)

### Major Environmental Non Government Organisations

[www.conservation.org](http://www.conservation.org) (Conservation International)  
[www.wwf-pacific.org.fj](http://www.wwf-pacific.org.fj) (World Wide Fund for Nature, Pacific Region)  
[www.wetlands.org](http://www.wetlands.org) (Wetlands International)  
[www.wcs.org](http://www.wcs.org) (Wildlife Conservation Society)  
[www.rainforestalliance.org](http://www.rainforestalliance.org) (Rainforest Alliance)  
[www.birdlife.org](http://www.birdlife.org) (Birdlife International)  
[www.lmmanetwork.org](http://www.lmmanetwork.org) (Locally Managed Marine Areas)