

Welcome to

Session 32:

Inspiring young people in nature conservation





The contribution of natural parks to children and youth physical activity: the Quebec experience

Guyline Chabot, Ph.D. Community health
November 18th, 2014



CENTRE DE RECHERCHE
INSTITUT UNIVERSITAIRE
DE CARDIOLOGIE
ET DE PNEUMOLOGIE
DE QUÉBEC



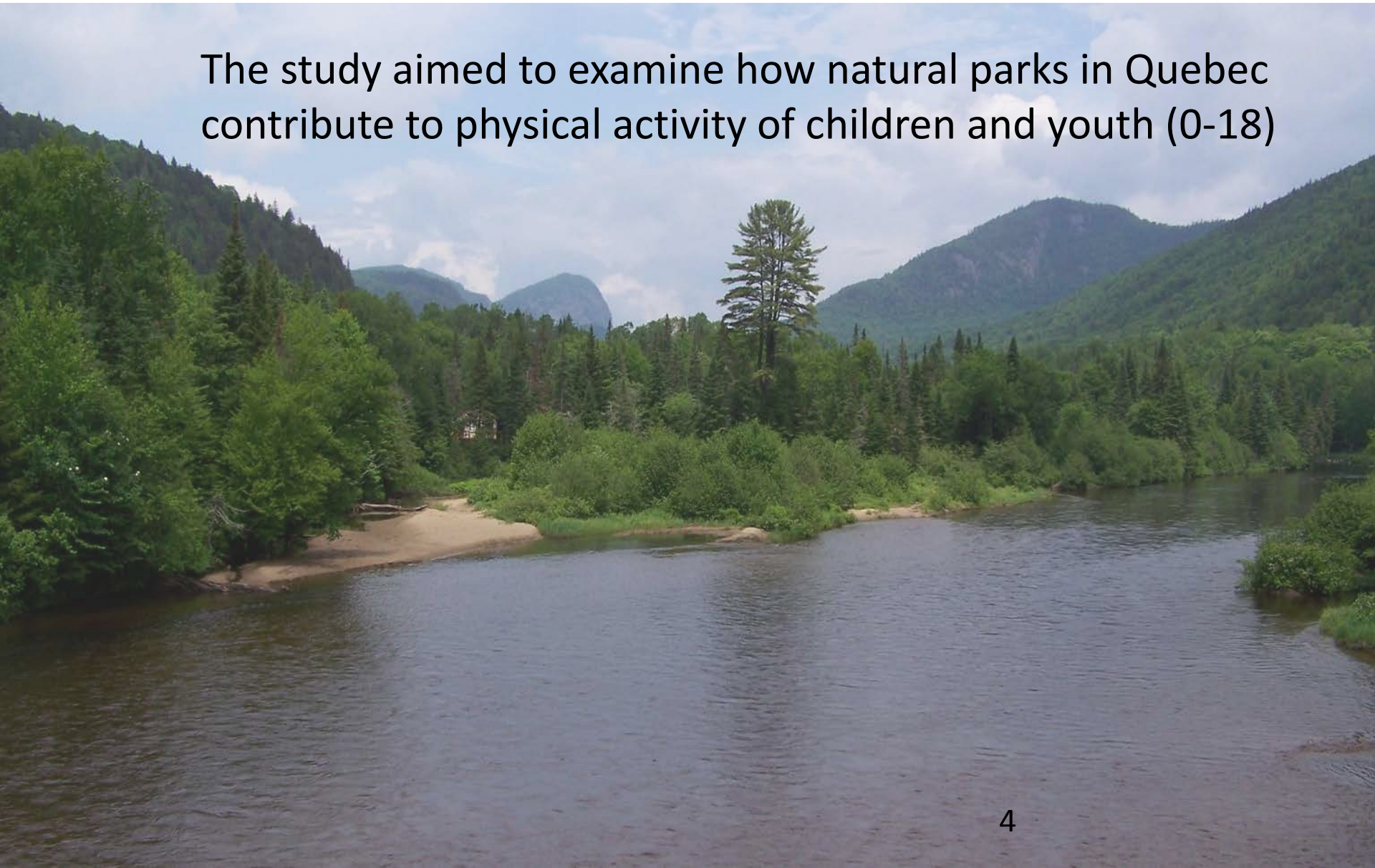
UNIVERSITÉ
LAVAL

Context in Quebec

- Rising incidence of obesity, reduced physical activity (PA) levels, and increasing chronic disease prevalence among children and youth
- Limited success of actual public health interventions to curb young population obesity
- In public health, the interest for the environment is mostly related to the built environment for active transport and adaptation to climate change. Natural parks to promote children health and healthy active living is slowly emerging

Aim of the study

The study aimed to examine how natural parks in Quebec contribute to physical activity of children and youth (0-18)

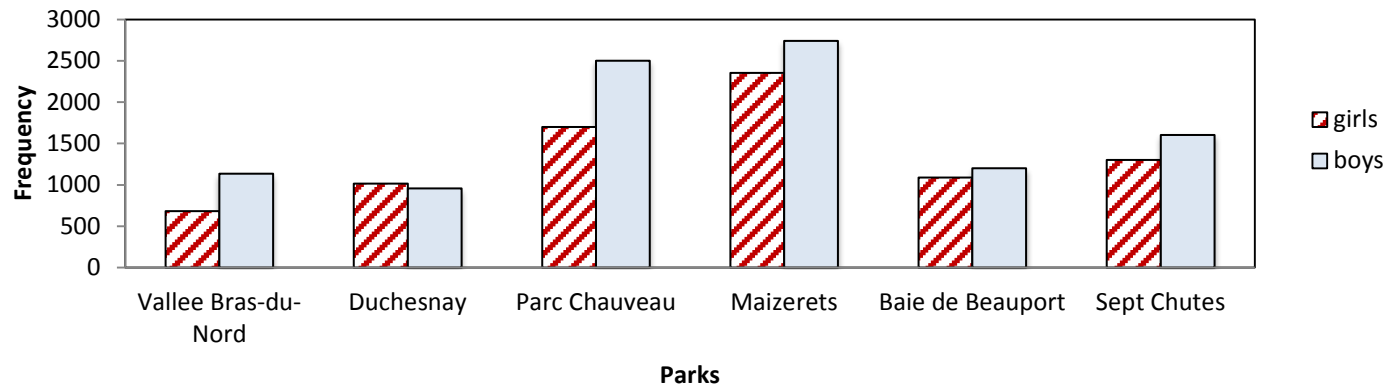


Methodology

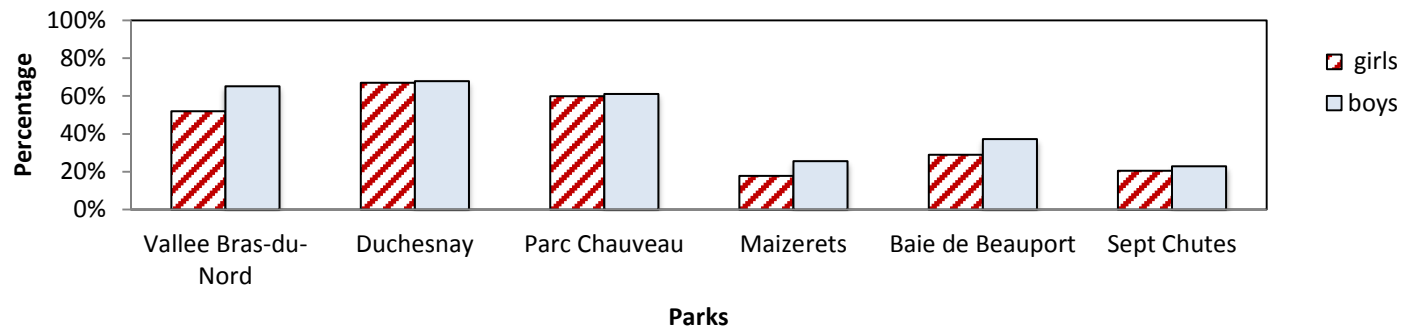
- Population: (0-5y) (6-12y) (13-18y)
- Settings: 6 regional parks (3 rural + 3 urban) observed x 50 hours between June 21st and August 31st 2014
- Data collection: Direct observation based on the *System of observing play and recreation in natural areas* (SOPARNA) by 2 pairs of observers, computed on iPad tablets
- Interviews with park managers (90 minutes)
- Policies analyses – park, government, private
- Analysis: SAS and N'Vivo

Findings – Observations

Frequency by sexe for each park



Moderate to vigorously active - percentage, by sexe, for each park



Findings – Observations

Environmental features associated with MVPA levels

- Playground (0-5y)
- Aerial hebertism (6-12y; 13-18y)
- Natural spaces with affordances*: (0-5y; 6-12y)
- Walking trails: used if it leads to play opportunities (0-5y; 6-12y)
- Mountain bike trails: (6-12y; 13-18y)
- Picnic areas and beaches: lower MVPA
- Water ways: (6-12; 13-18y)

Social contexts associated with MVPA levels

- More active when other active children in the zone
- Social organized events (i.e. family day): more active children, but the main activity is eating
- Supervision*: Higher level of PA with male monitors (summer camp)
- Free and active risky play (0-5y; 6-12y)
- Organized activities (i.e. soccer, aerial hebertism, nautical)
- Conservation activities: (13y+)
- Type of play: imaginary play (0-5; 6-12y)











Findings – Managers perspectives

- Health is not explicitly in their action plan, although 5/6 parks identified themselves as the “true” healthcare system
- Multiple partnerships, none with the healthcare system
- Young people not consulted
- 5/6 managers referred to accessibility to infrastructure and equipment to promote children PA. Wild natural spaces were not mentioned
- Managers who have a greater level of autonomy are more proactive and innovative (development of partnerships, identification of the community needs and ways to generate revenues, especially in deprived areas).

Findings – Policies

- Parks under municipal governance are disadvantaged by more visible projects
- Federal and provincial funding affect the parks capacity to support youth programs
- Spending on the built environment, not on staff education
- The cooperatives are more selective; forbid unhealthy food and subsidies, where public governance may impose some partnerships



Lessons learned

- Solutions are never very far... natural parks can provide affordances for children to move, play, eat well and socialize by engaging **with** nature for free
- Train park staff and summer camp monitors on risks and benefits of outdoor active play and how to supervise/facilitate children activities accordingly
- Involve local and regional resources (intergenerational)
- Gardens and gardening activities vs junk food
- Start a provincial association and share experiences



**Dear Delegates you are Welcoming to
the Stream 3**

Improving Health and wellbeing;
Session 32: Healthy Parks Healthy People
*« Inspiring the next Generation of Park
advocates through Health and
Conservation »*

November 18th, 2014. Sydney



Marie Flavienne Ruthza Vincent

**Promoter of Ecoclubes Haïti.
Linguist and Manager of Community Health
Ecoclub Haïti**

Jude FRANCOIS

**Coordinator of Eco-Eau et jeunesse Haïti
(Eco-Water and Youth Haïti)**

**Civil Ingeneer and Manager Of Community Health Ecoclub
Haïti**

ECO-EAU ET JEUNESSE HAÏTI.



Haïti

- Haïti, High land, mountainous land

- ❖ National Currency: liberty, Equality, fraternity
- ❖ National Anthem: La Dessalinienne
- ❖ Administration: Republic
- ❖ President of the Republic: Joseph Michel MARTELLY
- ❖ Prime Minister: Laurent Salvador Lamothe
- ❖ official Languages : Créole - Français
- ❖ Capital: Port-au-Prince
- ❖ Total Area 27 750 km² .
- ❖ Population: 10 413 211 inhabitants, 43.6% townsmen
- ❖ Currency Change : Gourdes



« Inspiring the next Generation of Park advocates through Health and Conservation »

- 1- How Ecoclubs are being used as a means to ensure future sustainable development?
- 2-How to incorporate enviromental education into high school curriculum?
- 3- How global research is informing park managers about the importance of nature for young people health?



Eau et Jeunesse
Haïti



Ecoclubes Haïti

+

Eau et Jeunesse Haïti

=

Eco-Eau et Jeunesse Haïti

Educative Health Participatory
and Community Development

Ecoclubes Eau et Jeunesse

- Ecoclubes was born in Argentina en 1992, by Ricardo Bertolino, came in Haiti in July 2005 By World Health Organization Pan-American Health Organization (WHO-PAHO), then , now a days it is in almost all the world from North, South, Center of America and the Caribbean, Europe, Africa and Asia. An Eco-club is an independent, youth-led and self governing initiative within the community. It promotes activities to improve the quality of life, contributes to the welfare of society, environmental preservation and sustainable local development.



Eco-Eau et Jeunesse Haïti. mission

- Improve the high quality of life for people within the community through their active participation in solving environmental problems.
- Develop leaders who identify, intervene and solve problems through active participation in involving the entire community: family, authorities, local, national and International organizations.



«Zafè karit se Zafè Mouton »

(The Business of the goat is the business of the sheep)

1- How Ecoclubs are being used as a means to ensure future sustainable development?

- ▶ UT Science Center of San Antonio Texas. School of Medicine
- ▶ Mobilize people about a common problem: Environment
- ▶ Developing Leadership
- ▶ Using peer pressure to act having the same behavior.
- ▶ Encouraging the ecological culture



2-How to incorporate environmental education into high school curriculum?

- Creation of School health club
- Creation of Community health club (Church, yard etc...)
- Hygiene curriculum. 1
 - 1) Treatment and management of drinking water
 - 2) Hand washing facility.
 - 3) Parasites intestinal,
 - 4) Skin diseases,
 - 5) Home made rehydration solution oral.
 - 6) Prevention of Malaria, Filariasis, Dengue/ Shikugunia.
 - 7) Ecological Culture: planting .

Les Facilitateurs et superviseurs

- 78 personnes de 2012 à 2014 ont été formées en tant que facilitateurs (53 / Pau-P. 25/cabaret/Dondon)
- 78,21% ont formé un Ecoclub de santé communautaire
- 3 Coordinateurs
- 2 Managers



Facilitateurs de Cabaret et Dondon



Facilitateurs de P-au-Prince. OPS-OMS Haïti

Nombres d'EcoClubSante Communautaire et Scolaire

- ▶ 66 groupes d'Ecoclubes Santé communautaire incluant 19 nouveaux clubs.
- ▶ 2063 membres actifs.
- ▶ 1684 gradués et 2398 membres adhérents.

Répartition:

- ▶ 7 clubs :250 membres inscrits, 140 gradués (2012-2013)
- ▶ 21 clubs, 8 scolaires et 13 communautaires:1274 membres inscrits, 910 gradues: (491 élèves, 419 Communautaires) a Cabaret (2013-2014). Living Water International.
- ▶ 2 Clubs (Dondon-Cap-Haitien) 74 gradués
- ▶ 17 clubs, 800 membres, 2000 invites + 450 gradués.(Port-au-Prince, 2013-2014)
- ▶ 19 nouveaux Clubs, 465 membres actifs.(2014-2015)

Mapping presentation



Observation pour la rédaction graphique de la Carte communautaire



Les images de travail.









Les Clubs en session




Collège mixte Ambassadeur
de Duclos




Garry chez Prince, mise en
scène de Miss Anna

La Carte membre

Vizit Klinik		
Dat	Klinik	Rezon



eco
Eau et Jeunesse
Haiti



SCHOOL OF MEDICINE
UT HEALTH SCIENCE CENTER™
THE CENTER FOR MEDICAL HUMANITIES & ETHICS

**KAT MANM KLÈB
SANTE KOMINOTÈ A**

Non Manm nan

.....

Klèb Sante KOMinotè

.....

Fasilitatè

.....

kominotè

.....

Dat li kòmanse a

.....

Les thèmes traités et pratiques encouragées

N0	Thème	Date	Pratique recommandée	Compléter
1	Théorie des germes		Amener un ami à la prochaine réunion du Club	
2	Hygiène personnel		Laver les vêtements, draps, couvertures	
3	Maladie de la peau		Pas de maladie de la peau à la maison	
4	Transmission de la diarrhée		Chants sur les S.T	
5	Choléra		Chants sur le choléra	
6	Réhydratation orale		Démonstration de la préparation de la solution à la maison	
7	Diarrhée à travers les doigts		Installation d'un lavabo	
8	Lavage des mains avec du savon		Disposition du savon chez soi	
9	Quand doit-on se laver les mains ?		Utilisation du lavabo	
10	Diarrhée à travers la nourriture		Préparer les aliments de manière propres	
11	Diarrhée à travers l'eau de boisson		Protéger ton eau potable	
12	Source d'eau		Utiliser les sources d'eau propres.	
13	Protection de l'eau		Louches/ récipient à poignet pour prendre de l'eau	
14	Eau potable		Un gobelet pour chaque membre de la famille	
15	Diarrhée à travers les mouches		Pas de contact au volantour	
16	Pratique de défécation		Nettoyer les latrines	
17	Option d'accès/cement		Couvrir les défécations à l'air libre	
18	Les parasites		Couper et nettoyer les ongles	
19	Veto		Pas de parasite à la maison	
20	Utilisation de l'eau		Pas de flaque d'eau autour de la maison	
21	utilisation d'assainissement		Agenda pour nettoyer les latrines	
22	Utilisations des déchets solides		Sites de décharges, panier pour les tetras	
23	Malaria, Dengue		Une moustiquaire pour chaque lit.	

Cérémonie de graduation des Ecoclubes de Santé Communautaire





Description de la réalité à travers des images

Formation des Facilitateurs





Cérémonie de graduation de 2 Février 2014



THE BUSINESS OF GOAT IS THE BUSINESS OF THE SHEEP



« ZAFÈ KABRIT SE ZAFÈ MOUTON »

Sensibilisation et installation de 2 pompes à Eau.



Reproductive Health (Big Decision). 2

- ▶ Teenagers pregnancy

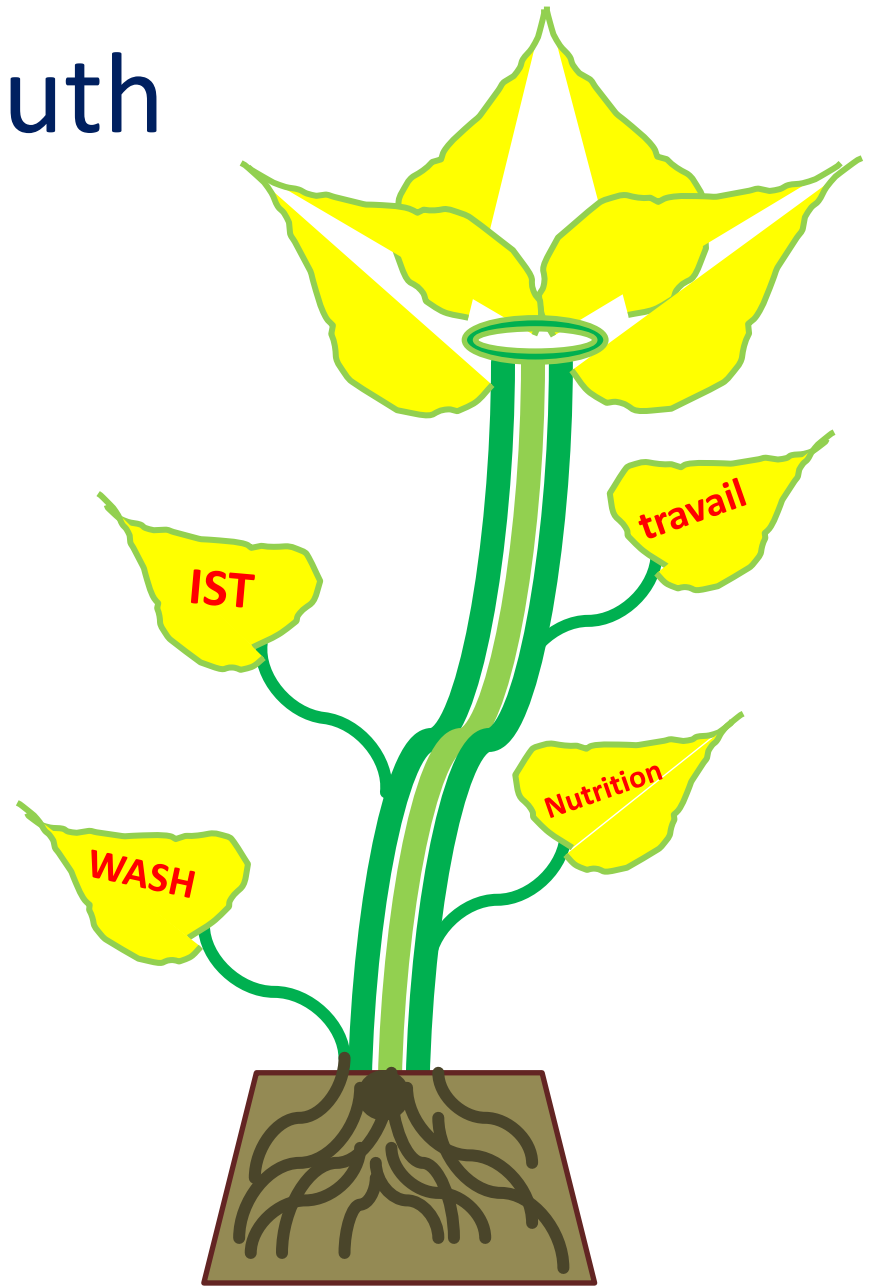
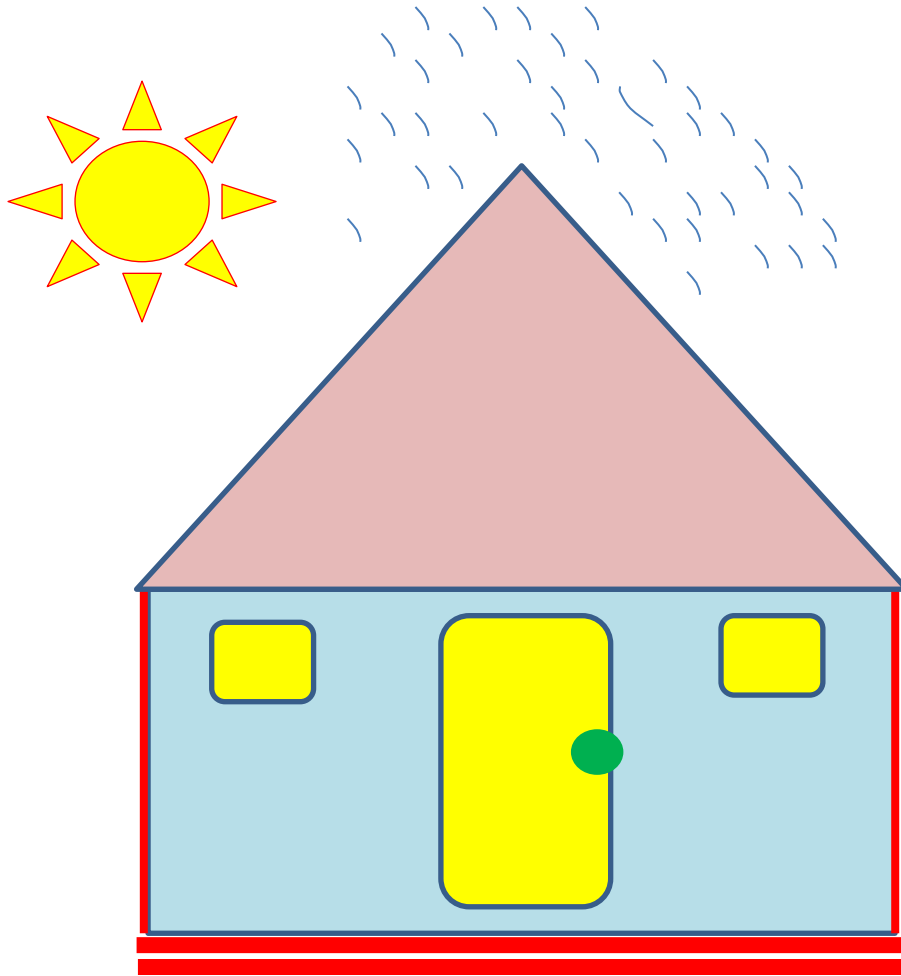
3- How global research is informing park managers about the importance of nature for Young people Heath?

- Following the example
- Selecting the problem on which they want to work.
- Don't work alone create or join a network
- create the Peer pressure.
- Implementation project and acting
- Measure and evaluate the knowledge acquired on the practice

Wrap up

- Mobilize people about a common problem: Environment
- Developing Leadership
- Encouraging the ecological culture
- Creation of School health club
- Creation of Community health club (Church, yard etc...)
- Following the example of people that had been succeed
- Selecting the problem on which they want to work.
- create or join a network
- create the Peer pressure.

Eco-water and Youth



«The Power to change our lives is within our hands, together we can prevent disease foreseeable through a participatory 's health education and sustainable Development»

ECO-EAU ET JEUNESSE



HAITI

MERCI!!!

MARIE FLAVIENNE RUTHZA VINCENT & JUDE FRANÇOIS

Meerteeyt Marrang

An Aboriginal cultural program for all youth

Deborah Prentice – Manager Community Engagement

deborah.prentice@parks.vic.gov.au

John Clarke - Aboriginal Heritage Coordinator

John.clarke@parks.vic.gov.au

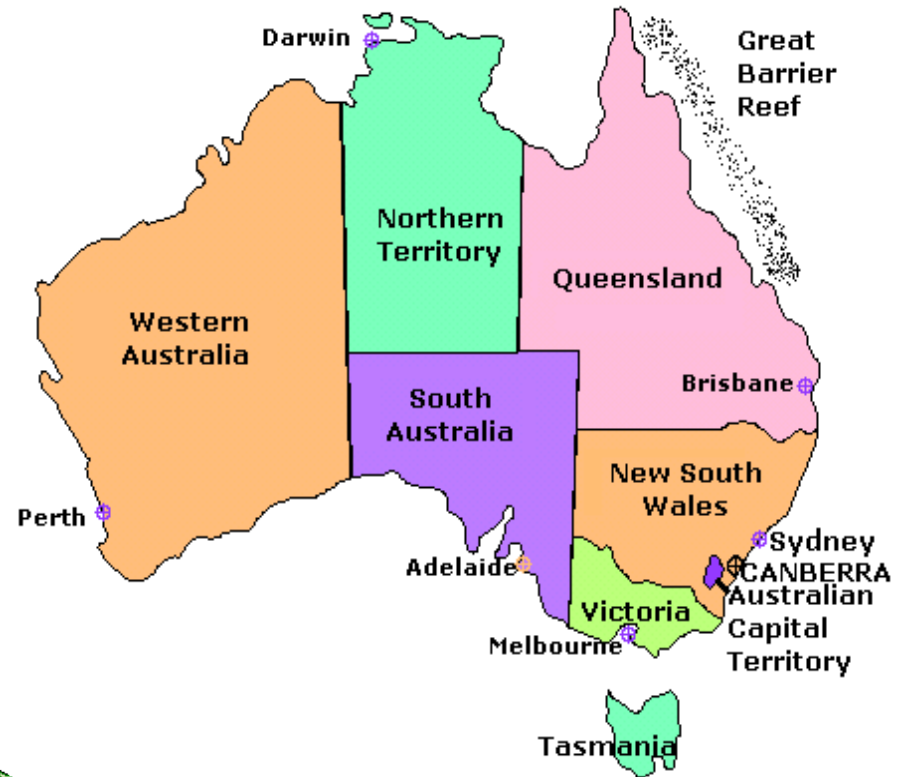
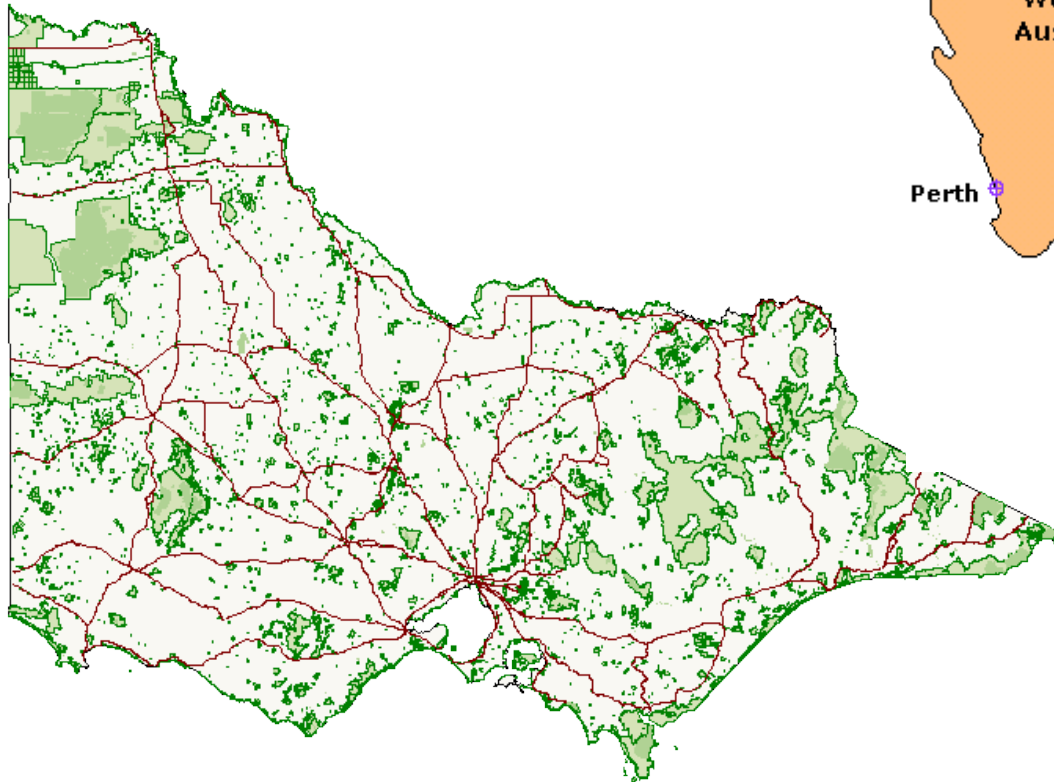
We acknowledge the Traditional Owners of Country on which we are presenting upon today; their Elders past, present and future.



*Healthy Parks
Healthy People™*



Parks Victoria



- 4 million hectares
- 17% of the state
- National, State and urban parks
- Marine Protected Areas
- 90 million visits per year

Why engage young people in parks?



Youth Health Challenges





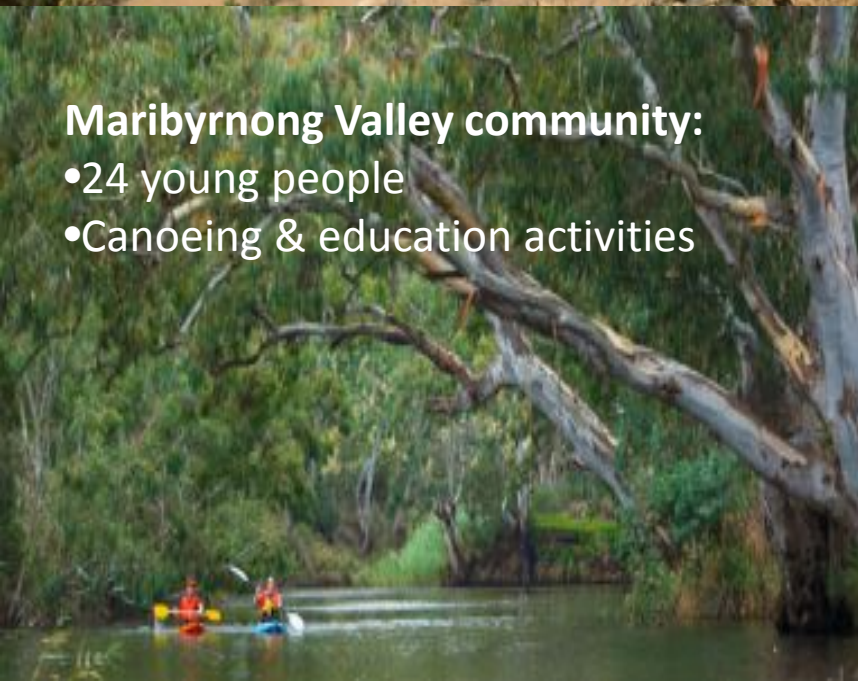
MIND Australia:

- 32 young people
- Adventure based activities



Dandenong Youth Services:

- 95 young people
- Bushwalking/, photography & tree planting exercises



Maribyrnong Valley community:

- 24 young people
- Canoeing & education activities



**Castlemaine District
Community Health:**

- 6 'high needs' boys
- Mountain bike program

Meerteeyt Marrang Charter

To provide a safe, exciting, engaging and diverse experience for 'at risk' Colac Otway & Corangamite Region youth. Utilising local Aboriginal culture and the park estate, we will empower the region's youth to make healthy lifestyle choices through positive, educative and proactive interaction with their natural environment.



*Healthy Parks
Healthy People®*



What do we do?



How do we do that?

Meerteeyt Marrang activities include:

- Camping
- Trekking
- Cultural & Environmental Interpretation
- Guest Speakers
- Surfing
- Abseiling



Funding

- **Barwon South West Regional Aboriginal Justice Advisory Committee (RAJAC)**
- An average budget of \$5,000 (Aus) per annum



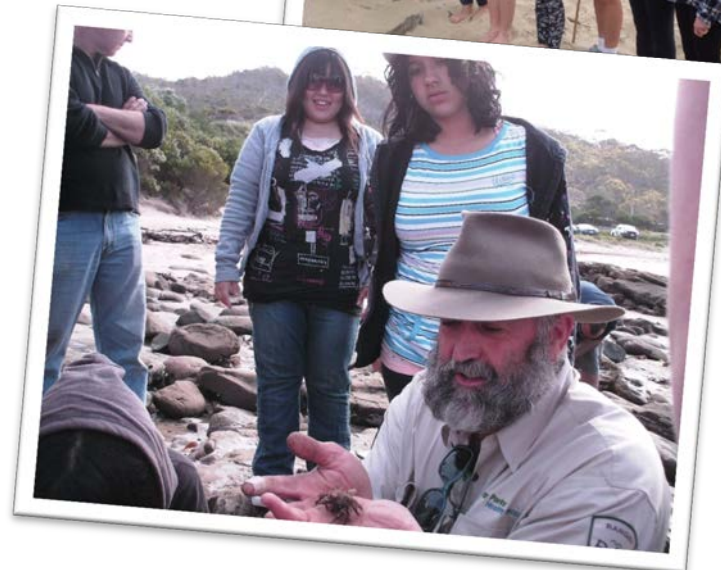
Benefits for Young People





Benefits for Partners

Benefits for Parks Victoria





Healthy Parks
Healthy People®



Healthy Parks
Healthy People®



Environmental Education for Future Generation in **KOREA** Sang beom KIM



Manager
Korea National Park
Service



INDE

X

1

Introduction to Korean N.P.

2

**Environment Education in Korean
N.P.**

3

Future Plan



National Parks in Korea



- NP in KOREA (Natural Parks Law Article 4)

- The core conservation area that represent natural ecosystems and natural/cultural sceneries of Korea



National Parks in Korea

- **IUCN Category**

- Category II : 15 N.P. (Seoraksan NP etc)
- Category V : 6 N.P. (Bukhansan Mt. etc)

- **UNESCO 「Biosphere Reserve」**

Seoraksan, Hallasan

National Parks in Korea

- Types of N.P. : Mountainous, marine, seashore, historical
- **A total of 21 national parks** (17 mountainous parks, 2 marine parks, 1 seashore park, 1 historical park) have been designated and managed since the first national park, Jirisan national park was designated in 1967.

National Parks in Korea

Spring
(Hallasan
Mt.)



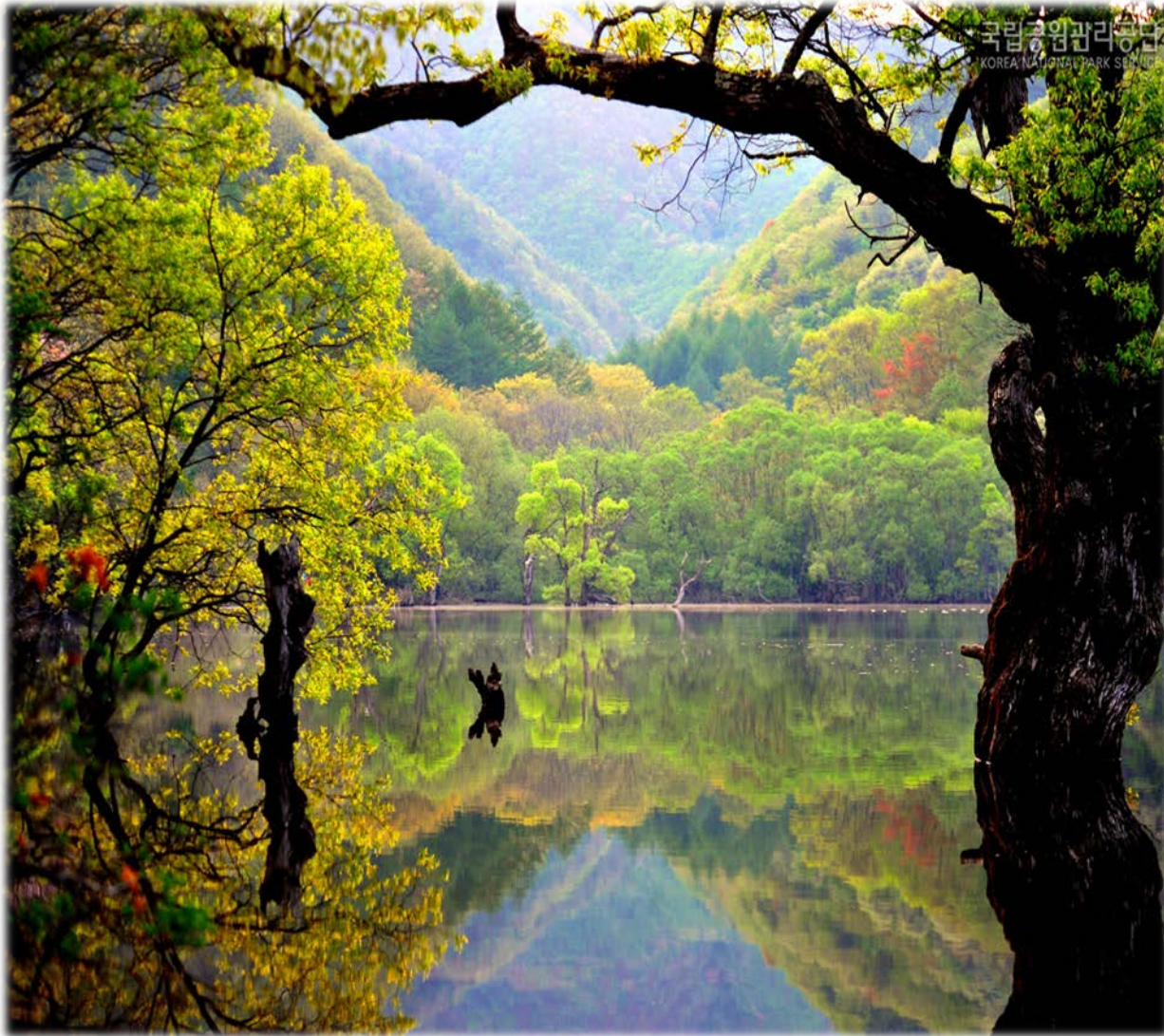
National Parks in Korea

Spring
(Mudeung
Mt.)



National Parks in Korea

Spring
(Juwangsan
Mt.)



National Parks in Korea

Summer
(Seoraksan Mt.)



National Parks in

Korea Summer

(Hallyeohaesan
g Np.)



National Parks in

Korea Summer

(Wolchulsan
Mt.)



National Parks in

Korea Summer (Jirisan Mt.)



National Parks in Korea

Autum
n
(Odaesan
Mt.)



National Parks in Korea

Autumn
(Naejangsan Mt.)



National Parks in

Korea Winter

(Deogyusan
Mt.)



National Parks in

Korea Winter

(Bukhansan
Mt.)



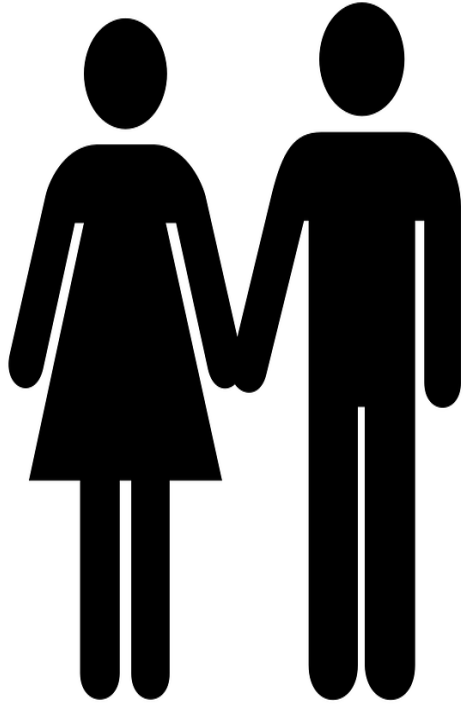
National Parks in

Korea Winter

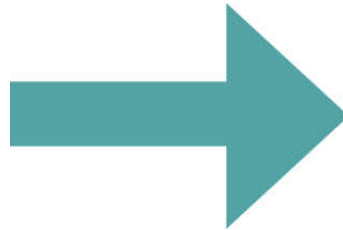
(Songnisan
Mt.)



Environment Education in Korean N.P.



45 million



7 million

- Who is Future Generation ?

- 7.33 million students from primary school to high school including kindergarten
- Effective training effect for the improved awareness of nature conservation

Environment Education in Korean N.P.

Change on Exterior

Environment

- Increased demand on outdoor activities since adoption of 5 day a week system (2012)
- Increased number of visitors with increase in national income(\$20,000) and spread the culture of family leisure (40,000,000 visitors per year)
 - * Population of Korea : around 45,000,000

Improved circumstances

- Interpretation programs for visitors since 2000
- 300 interpreters in KNPS since 2004
- Development and operation of Intensive environmental education programs for future generations

- Programs in accordance with stages of development of future generation (in reflection of taste and tendency for kindergarten, primary school, middle school and high school)



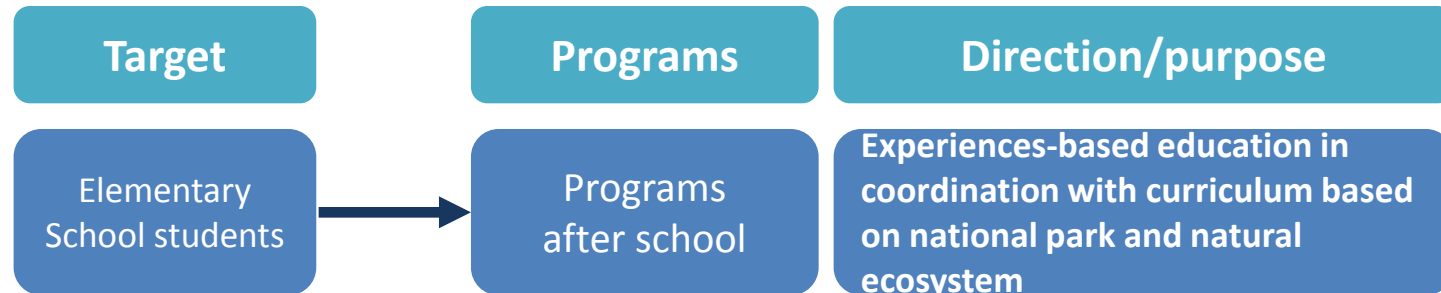
Process of Environment Education

Programs and Direction according to ages



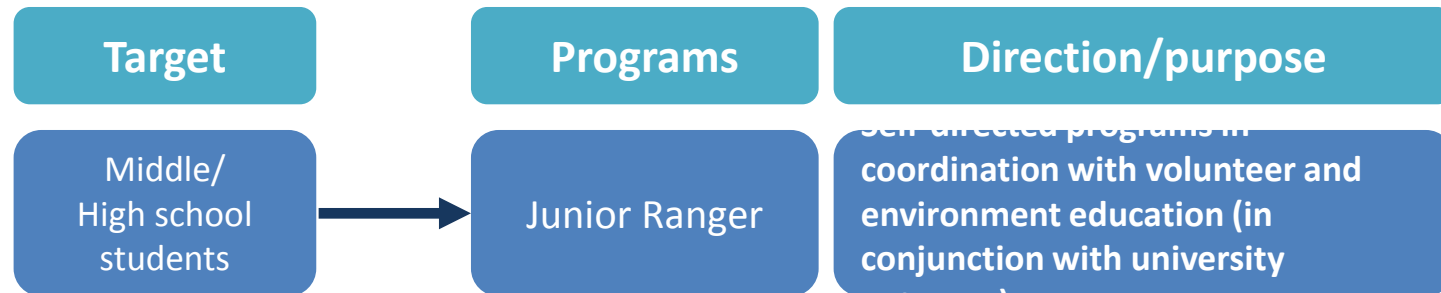
Process of Environment Education

Programs and Direction according to ages



Process of Environment Education

Programs and Direction according to ages



Process of Environment Education

Programs and Direction according to ages



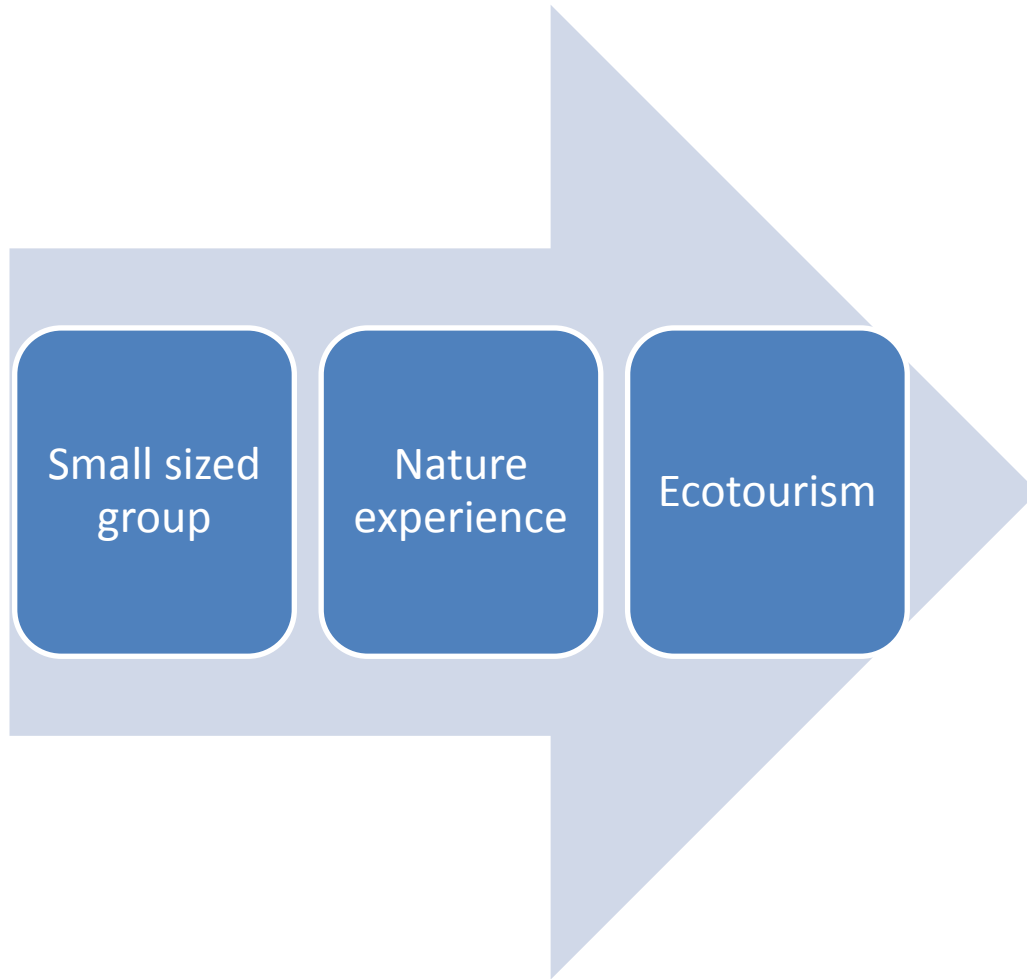
Process of Environment Education

Large sized group

Tour for the sake of sightseeing



Process of Environment Education



Performance of Environment Education

- 523,000 participated in Environment Education in 2013

(6%

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Performance of Environment Education for

Future Generations

- Education Donation Programs : Designation as Education Donation Institute by Ministry of Education
- Certification of Environment Education Programs of Ministry of Environment : 80 programs
- Certification Institute of Natural Interpreters (300 interpreters)
- Learning facility (3 Nature Center and 6 Ecology Centers are being constructed)
- Development of materials by grade in coordination with school curriculum

Direction of Environment Education

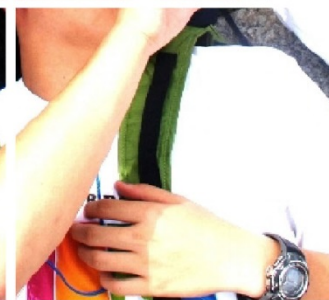
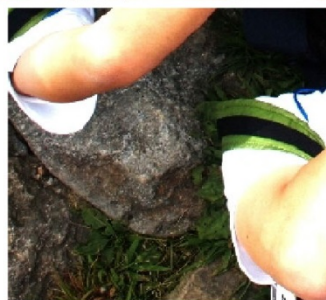
Enhancing
environmental
education



Give
opportunities
for the weak



Health,
Healing,
cure



Direction of Environment

Education

Healing programs for atopy



Direction of Environment

Education

Meditation programs for teenager
endangered



Direction of Environment

Education

Prenatal education programs for
maternites



Direction of Environment Education

Enhancing
environmental
education



Give
opportunities
for the weak



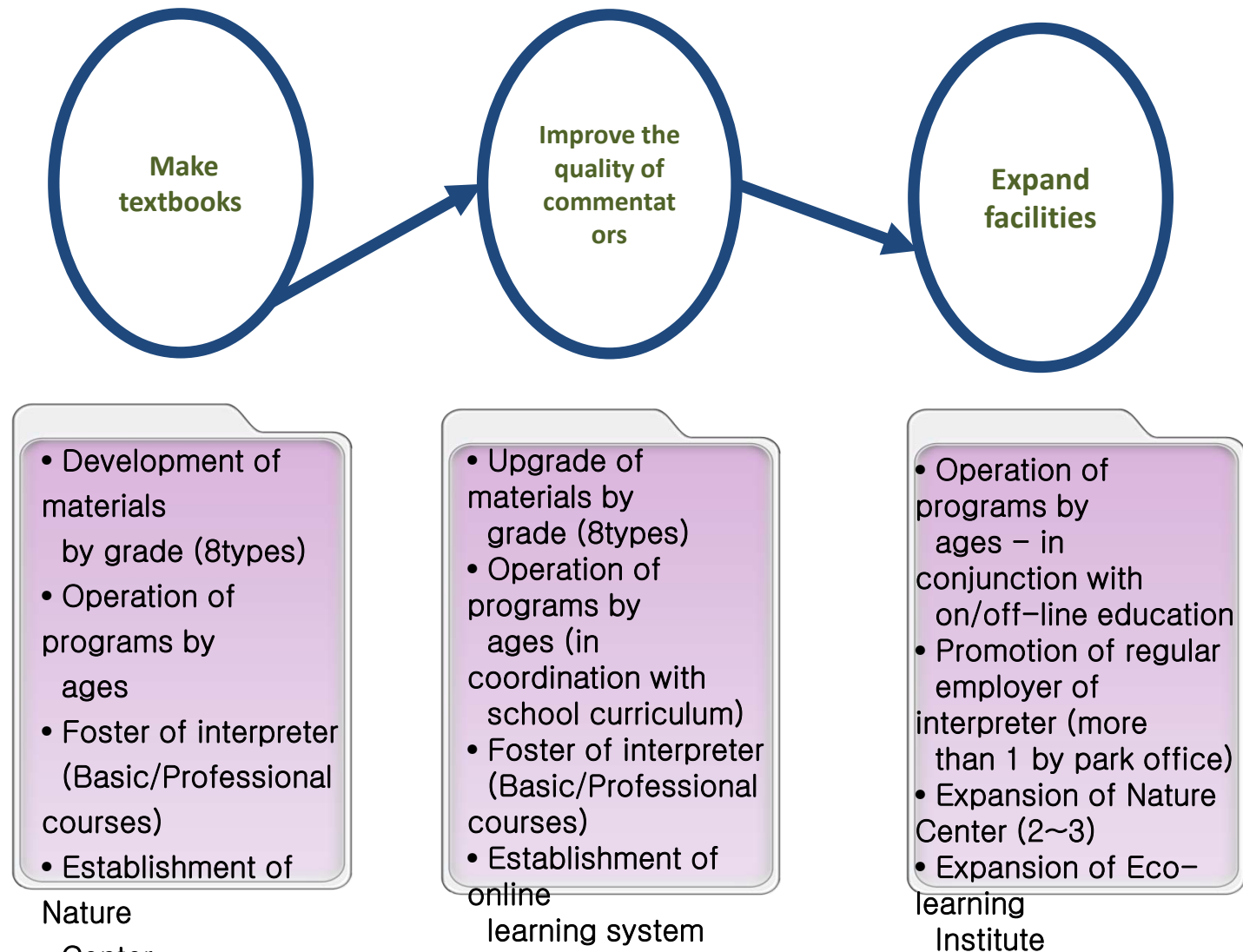
Health,
Healing,
cure



Conservation
for the nature
and culture



Future plan of Environment Education



Contact :
seven932@knps.or.kr

As you all know, Korea's history of environmental education is comparably short, and therefore has a lot to learn from all your countries that are considered to be the leaders of environmental education.

I would like to take this time with you to learn about various examples of excellent environmental education, specially about specific programs related to children's health.

**Thank
you**

Stay connected

For more information on the *Healthy Parks Healthy People* approach visit www.hphpcentral.com

Contribute to the Promise of Sydney at
www.worldparkscongress.org/about/promise_of_sydney



Coming up in Stream 3

Hall 3B1 Home Room, 10.30am-12pm
Session 33: Stream outcomes

