

Forest Communications for School Children in Sri Lanka: Strategies, Effectiveness, Trust and Sustainability

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Abstract

Deviating from the main extension programs, the forest communication programs are also focused on school children, to improve their knowledge on forestry, ecosystems and ecosystem services, and conservation and sustainable use of the forest resources. This paper should be seen as a pre-study of an academic research and serves as a first step in assessing forest communication for school children. Information was mainly collected through expert interviews, both face-to-face interviews with school children and teachers as well as literature and internet search. The paper analyses and discusses the forest communication for school children in terms of: communication strategies and approaches; effectiveness and strength of communication; build relationships and trust through communication; and contribution of forest communication for sustainable forests. The main communication strategies and approaches are identified as: raise awareness and building knowledge; increase interest and evoke positive emotions; change of attitude and constituency building; and greater participation and establish consensus. The effectiveness and strength of communication are greatly influenced by: knowledgeable and input relation target group: hands-on experiences and deeper understanding; foster environmental stewardship and make intelligent decisions; competent in communicating with wider audiences; and lifelong connection and deep commitment. Creating an environment for one-to-one mentoring; sharing information in a collaborative way (two-way communication processes); providing opportunities to learn jointly (forest-based technology platform); and practicing lobbying and building public relations have built relationships and trust through the communication. Sustainability of forest communication and contribution for sustainable forestry are achieved through: cooperation, networking and collaborative partnership; secure mutual understanding and responsibility of communication; reach other groups across the society; support the resolution of societal problems; permanent change in behavior and long-

lasting adaptation; and employment and job attractiveness. It could be concluded that forest communication focusing on school children is an important new strategy, in which they achieve greater success in promoting sustainable forests.

Keywords - *Strategies and Approaches, Effectiveness and Strength, Relationships and Trust, Contribution for Sustainability*

I. BACKGROUND

Global Forest policy is no longer the sole concern of the forest administration and the forest sector. Assigning a financial value undermine the forest messages with public importance other than acting rationally to manage the forest ecosystems sustainably is a real danger [38]. Preserving biodiversity, regulating climate, providing biomass for energy, providing wood as a renewable material, providing opportunities for recreation etc., are few of the different benefits provided by the forests. Forest communication to non-forestry sectors has become an urgent need with the rapidly increasing awareness of environmental issues and growing demand for environmental disclosure. The image of general public on forestry communication activities by the forest authorities often has controversial opinions. There is a considerable gap between public understanding of the forest and the reality. Forest communication requires to reach the public on new topics such as climate change, demand for bio-energy, sustainable forest use, nature protection, biodiversity conservation etc. Intelligence and services of every group is needed to help the forest authorities to regroup and retool in respond to the great burden and overwhelming demands for sustainable forest management. Forest communication on the global agenda increasingly started to include non-forest sectors and interest groups due to environmental and macro-economic interests (Montalembert 1995; Hogl 2000). Communication and actions of non-foresters are much more important for future of forest than the efforts of foresters. Understand the communication of science-

based concepts and to translate complex ideas into clear message are the main challenges faced by general audience. Messages of forest communication are intellectually deceived or perceived and misled objectively cause misinterpretation of its actual nature [38].

Success-rate of communication could be truly reached through identifying major target groups out of the pool of all possible stakeholders. Determining and analyzing target groups are highly emphasized when drawing up communication strategies [12]. Forest communication strategies often overlook the school children who are the subjects of environmental education.

Increased strength of school children as interest groups give the public more weight as an actors on forests and nature. Childhood experiences in nature are the most significant contributors to growing up as adults with a deep commitment to the environment. Children learn to justified their own skills and knowledge enlarge thinking to processes about nature. Children requires access via hands-on experiences to feelings and deeper knowledge and understanding of the real natural environment. The curriculum which prepares school children for living in an increasingly urban context has less important connecting them with the natural environment [4]. Learning to understand the emotions of other individuals on cognitive benefits from interacting with nature is not an inherently social activity, and more isolating than urban settings [5]. Schools together with forest organizations are responsible for preparing children to meet pressing environmental challenges by developing their knowledge, skills, and values essential to sustainable living. Not only educate the children, but also necessary to focus communication efforts to achieve greater success in strategic behavior change of children [38]. There is a growing recognition of the importance of research on students and their learning within the field of environmental education and communication [22].

Limited number of recruited forest officers in forest department in Sri Lanka are not competent in communicating forestry related messages with wider audiences. The forestry messages which are communicated in the form of discussions, presentations, papers and reports are mainly focused on foresters and scientific community, and accessible are seldom for anyone outside their immediate circle (The IUCN Forest Conservation Programme Newsletter Issue 42 2010). Initial activities of the National Forestry Extension Service in Sri Lanka in the early 1980s, focused on raising environmental awareness among school children, and planting demonstration plots and producing seedlings for distribution to schools [7]. Presently, some of the forest communication activities

are planned and implemented by various organizations such as forest department, wildlife department, forest educational and research institutes, forest sector interest organizations etc., focusing on school children. Development of a basic understanding of the environment and skills relevant to the needs of life and society is one of the educational goals of upper primary and secondary education in Sri Lanka (Sri Lanka Curriculum design and implementation for upper primary and general secondary education A. Karunasinghe and K.W. Ganasundara). Many forest communication programs including exhibitions, competitions, lectures etc. are organized for the school children to improve their knowledge and skills on forest ecosystems and ecosystem services as well as conservation and sustainable use of the forests and forest products. Hence, this study attempted: to recognize the communication strategies and approaches used for the forest communication for school children in Sri Lanka; to analyze the effectiveness and strength of those forest communication strategies and approaches; to examine the relationships and trust built through the forest communication; and to assess the contribution of forest communication made for sustainable management of forest resources..

II. METHODOLOGY

There is very little literature available on forest communication for school children in general and particularly in Sri Lanka. This paper therefore should be seen as an outcome of a pre-study of an academic research, and a first step in assessing forest communication for school children in Sri Lanka. This study is based on the data and information collected through expert interviews including forest officials; face-to-face interviews and case studies with school children and teachers; literature and internet search; and observation of school forest gardens. Expert interviews and discussions gave insight to reach school children as the intended target group in forest communication and build up a learning environment. Interviews with school children and teachers collect information concerning the communication and learning environment of school children on forestry, environment and gardening as a part of their every day school work and curriculum. This study was descriptive in nature and involving the collection of qualitative data rather than quantifiable information.

III. FOREST COMMUNICATION STRATEGIES AND APPROACHES

A. Raise Awareness and Building Knowledge

A strong forestry learning community of school children is a social process for turning forestry information into knowledge. It brings together the

knowledge, skills and dispositions of children in a school, or across schools, to promote shared learning and improvement of the forest resources. Schools in Sri Lanka are best started in cooperation with students from the very beginning with upper primary and secondary education given attractive curricular and teaching materials on forest and environment (Sri Lanka Curriculum design and implementation for upper primary and general secondary education A. Karunasinghe and K.W. Ganasundara). Forest communication draws attention of the children and support the school curriculum creating critical thinking and applying knowledge and other core competencies. Environment Science primary school curricula and teaching offer not only opportunities to raise awareness but also has shifted towards forest and environmental management with the ideas for environmentally friendly living. The government of Sri Lanka making effort to develop basic understanding of the environment by the children and their skills relevant to the needs of life and society through the new curriculum development related to environmental studies [39]. Understanding of children's conceptions about the environment is the foundation for their curriculum development in environmental education [30]. Forest communication provides an ideal context for introducing students to complex systems of the real world which they use and apply concepts from the science disciplines. A scientific perspective is essential when designing a curriculum based on students' conceptions (NRC, 1996). Teachers use a mix of communication with limited tools such as brochures, newsletters, websites, advertisements etc., included with images and text in combination. Photographs are widely used in campaigns and other communications efforts. Use a mix of communication is strengthening the forest knowledge base of the children to understand the complex environmental and societal challenges facing the forest sector. Forest communication deepen the knowledge with hands-on experiences of school children on forest and forestry, and improve their relations with neighborhood concerning the environment. A curriculum that combines students' conceptions with current scientific understanding in a meaningful fashion moves students toward higher levels of scientific literacy [9].

B. Increase Interest and Positive Emotions

Children able to receive and understand a message when they are interested. Building awareness and appreciation for trees among school children through forest communication is important to increase their interest in forest and environment. Visual methods evoking positive emotions and positive imagery help to make important emotional links to forest communication messages. Many personal and academic

outcomes are associated with the capability of processing emotional cues effectively [23]. Positive messages which are understandable, credible and supportable such as 'Forests and Children' 'Children's action toward forest management' create interest and positive emotions of the school children. Children develop superior skills and form more positive peer relationships by understand emotional cues [6]. Children raise awareness of not only the challenges, but also the opportunities around a specific forest and environmental issue such as messages comply with crisis and conflict situations. Forest communication raise awareness of children on forests as provide shelter to people, create habitat for biodiversity, a source of food, clean water and medicine, and maintain a stable global climate and environment. Positive stories make complete picture of forests and their values. Positive forest stories, environmental values, importance of forests etc., are challenges of forest communications for children's awareness. The message that "forests and trees are vital to the global environment" have been effectively conveyed by the environmental activists for decades (The IUCN Forest Conservation Programme Newsletter Issue 42 2010)

C. Change of Attitude and Constituency Building

Understanding and change of attitude of school children reinforce the positive message and spread information concerning the forest and environmental issues. Mutual understanding and long-term attitude change through long-term forest communication such as school forest gardening achieved constituency building process of children with their teachers, parents and neighboring community. Understanding of children about environmental issues increases the likelihood that they will engage in environmentally friendly behaviors [31]. They talk about experiences of good practices in communication, education and innovation, disseminate messages of benefits that sustainably managed forests provide to the society. The stories such as learning outdoors collaborate with other students in garden, farm, forest, positive opinions on nearby forest, children make reach the masses. Children communicate their experiences in income generation from their agroforestry systems in school gardens, producing fuel-wood, timber, fruit, fodder and other non-timber forest products influence the change the attitude and build constituency of their parents and neighboring community towards forest gardening.

D. Greater Participation and Establish Consensus

Learning by doing and by experience gives meaning for academic lessons on forest and environment in classroom. Hands-on forest and environmental education give children knowledge and

skills to understand meanings of what they learnt inside and from the book. On science achievement tests, children who participated in school gardening scored significantly higher than the children without garden experiences [18]. Forest communication has a positive impact on confidence of the children and their disposition for learning. Miscellaneous tree planting campaigns arranged for school children increase student interest in their local environment and achieve academic goals. They build momentum towards greater participation in forest activities around their villages and localities. Tree planning by school children provide them a platform to sustain the forests by protecting them personally. Conducting classes in the woodlots closer to the school provides very good learning of the natural environment and social development experiences for children [17]. Study tours, site visits and workshops organized for school children facilitate communication and learning about forest issues in a participatory manner. Children learn better from live interactions than from other source of learning aids [11]. Linking similar groups of children with common interests promote exchange of their knowledge and practical experiences of forest issues. Communication involves creating an environment for dialogue and action in a broader sense than mere producing and disseminating information [13].

IV. EFFECTIVENESS AND STRENGTH OF FOREST COMMUNICATION

A. Knowledgeable and Input Relation Target Group

School children are knowledgeable and most important target group for forest communication especially in the awareness program for school children organized by the IUCN in collaboration with forest department. Children's knowledge on school subjects and their environmental concern have a significant positive relationship [31]. Children attending the School photo competition events shows their knowledge and interest in nature and thus likely to have a high degree of awareness of forest natural environments. Children's environmental knowledge and their learning outcomes have a strong tendency to focus on knowledge and understanding about the science of environmental issues [31]. Knowledge of the school children about forestry will enable their communication strategies to foster existing positive attitudes toward forest conservation. The written words and drawings of school children contain a number of individual concepts embodied with meaning which are conceptual visualizations or representations of their understandings [1]. Concepts on environmental conservation are integrated into social studies and other relevant subject content of new school curriculum design and implementation for upper primary and

secondary education (Sri Lanka Curriculum design and implementation for upper primary and general secondary education A. Karunasinghe and K.W. Ganasundara). Children are relevant and high-level key participants in forest communication and influences the public to involve in forest conservation. The signs and symbols view as crucial and salient for their purpose representing the interests and motivation, and reflect the unique social, educational, and cultural experiences of the students [29].

B. Hands-On Experiences and Deeper Understanding

Forest communication through school gardening provide children basic everyday knowledge and understanding with hands-on experiences of nature and forests. Children actually visiting natural environments improves their understanding of the natural world [35]. Eco literacy developed through hands on approach inspires, awakens the senses and builds a positive relationship with nature [36]. They learn to justified their own knowledge and skills, and enlarge thinking to processes about nature which lead to implications in the future suited to reach goals of sustainability. Children are free from cultural influences and thus closer in relationship to nature than adults [32]. Outdoor forest school develop children's self-esteem crucial to future learning, self-confidence to have a strong belief in their capabilities and independence skills to regulate and determine own actions [25].

C. Foster Environmental Stewardship and Make Intelligent Decisions

Forest communication provides learning opportunity to get children involved in the environment and conservation of natural resources. Children are well aware that humans are part of the environment, and their activities can be detrimental to the natural world [33]. Children are pursued to play an active role in protecting the environment. Self-discipline in children is achieved through increased exposure to nature. They concentrate on conservation, complete their tasks, and follow directions in natural settings. School forest programs encourage children to appreciate, care for and respect the natural environment without immediate adult intervention [25]. School children of forestry learning communities promote teamwork, inquiry and continuous learning. They work best when they are combined with different groups of caring forests and are grounded in long-term relationships of trust, foundations of security and commitments to active care among forest interested communities.

Planting trees in school gardens give opportunities for the children to understand the benefits of trees and foster environmental stewardship creating outdoor

classrooms, shade recreation spaces, and making schools more welcoming with pleasant environment. Children increase their understanding of ecology, experiences in nature, and responsibility to care for the environment conservation after participating in forest gardening project [21]. Forest communication develops levels of skills and judgment of school children far beyond merely delivering prescribed curriculum and standardized test scores. It develops qualities of personal and intellectual maturity of the schoolchildren. Activities in the outdoor forest environment provide children to satisfy their need for excitement and challenge, and learning how to deal with risk [34].

D. Competent in Communicating with Wider Audiences

Forest communication reinforce the value of listening of the children, facilitating and building their consensus, and creating an environment for dialogue with wider audiences. The new school curriculum in Sri Lanka establishes a comprehensive set of basic competencies in environment in terms of sensitivity and skills linked to the living world, and the ecosystem as well as communications in terms of literacy, numeracy, and graphics (Sri Lanka Curriculum design and implementation for upper primary and general secondary education A. Karunasinghe and K.W. Ganasundara). School children with the participation of teachers, parents and public organize seminars, conferences, environmental days etc., focusing on forest and environment. These public events discuss environmental issues and explain its importance and urgency to the children, friends and families. Perceptiveness of children demonstrates the public awareness and understanding of consistence of forest environment, and its importance in conservation with expectation for the future. Forest communication by school children is more peer-to-peer has great potential to increase information outreach about forestry which influence behavior of their parents and neighboring society.

E. Lifelong Connection and Deep Commitment

Forest communication create nature-based experiences for school children. Forest communication programs effectively promote literacy of the school children, ensuring their ability to read, view, write, design, speak and listen. Promotion of numeracy of the school children through forest communication make them enable to develop logical thinking and reasoning strategies for environment conservation in their daily life. Children demonstrate quality of involvement and attunement with nature, and conveyed a strong relational dimension to the natural world [15]. They, in their childhood thoughtfully consider changes of forests in the future. Forest communication is potentially be an

important factor in life-long learning of the environment. Children feels value and develops a lifelong connection to the natural world. With experience in school gardening children show an interest in gardening, planting trees, taking care of plants. They develop long-lasting positive relationships with gardens and trees as they aged [20]. Experiences in forest communications at the school make significant contribution to growing up them as adults with a deep commitment to the environment. Central ideas related to communication concerning forest resources and environments provide the students the foundation for eventual commitments and actions as citizens (NRC, 1996, p.138).

V. BUILD RELATIONSHIPS AND TRUST THROUGH FOREST COMMUNICATION

A. Creating an Environment for One-To-One Mentoring

School teachers have developed strong personal networks to facilitate leaning of children about forest and environmental issues. Forest communication give teachers a new understanding of their children as they observed them in a different setting. Teachers develop skills and self-confidence of children as they work and learn together. The children share their experience with each other while success of sharing of communication brings them confidence. Children perceive formal and informal communication from other resource persons, foresters and stakeholders satisfactorily to receive information and knowledge on forest and environment. Forest communication, by creating an environment for one-to-one mentoring build relationships and trust among school children, teachers, foresters and other stakeholders [13]. Securing meaningful involvement of teachers and foresters in forest communication early on has the potential to positively influence the children's devotion for forest and nature for their whole life. School wood-lot programs provide opportunities for students, teachers, foresters and the community members to interact each other while teaching students how to work cooperatively with each other particularly with their elders. Eventually teacher directed activities are gradual transferred to children leading and controlling their own activities through self-learning. Relatively small group of school children as forest sector core actors to go to relevant forest communication meetings. They try to strengthen contact with other schools' representatives to create links for future collaborative activities for the promotion of forest and environment.

B. Sharing Information in a Collaborative Way (Two-Way Communication Processes)

Two-way communication structures, where children discuss forest issues with teachers, foresters, parents and other interest groups. Parent involvement in environmental education can lead to a unique two-way intergenerational learning [14]. Children organize communication campaigns to improve the image of the forest sector and develop informal relationship with foresters, stakeholders and other interest groups. Two-way communication make effective dialogue which develops a trust among participants, improves a mutuality of concern, and promote an appreciation of contrasting perspectives [19]. Forest sector core actors particularly the foresters act collectively with school children sharing information, ideas, and views. Two-way communication process improves mutual understanding and change long-term attitude [37]. Collaborating with their neighbors children involve in successful long-term forest communication providing greater benefits for both the society and the environment. Cooperation and networking throughout the society strengthen the impact of their forest communication.

C. Providing Opportunities to Learn Jointly (Forest-Based Technology Platform)

Forest sector is realizing the necessity of communicating pro-actively meeting societal demand by listening as well as speaking to society. Set up a technology platform is a direct effort for a cross-sectoral forum for forest communication with all the stakeholders and, especially, the school children. School children learn how nature is playing part in every stage in forestry. Forest communication empowers children and encourage child-led learning which increases their participation, motivation and take risks through developing trust in themselves and in others. Children who contact with the forest and learn about nature are more likely involve in forest conservation much similar to adults [3]. School children belongs to a knowledge society which is a learning society. A culture of continuous learning of forestry technologies and management innovations depends on the capacity of children to keep learning themselves and from each other. Successful cooperation combine all expertise and learning from each other's best practices, resources, pool of contacts and working on forest communication is important and meaningful. Children, teachers, foresters, forest stakeholders and other interest groups get feelings of success and learn to work mutually together.

D. Practicing Lobbying and Building Public Relations

Forest communication strengthen school children and join them with interest groups and the

public to intensify lobbying activities. Lobbying by school children are their efforts to influence political decision-making favoring the forest and nature. Lobbying of school children create and maintain relations with decision makers to achieve certain objectives related to forest and environment. Outdoor education and out-of school activities related to environment create real world learning campaign for school children and lobbying for connecting people with the natural environment [8]. The forest communication through lobbying gives the opportunity for children to have a voice on environment conservation. Corporate forest communications of school children develop public relations to build a positive public image. Public relations is a use of communications techniques to build a positive public image as well as assist in lobbying to influence a policy-maker's decision and shaping society opinion [37].

VI. SUSTAINABILITY OF FOREST COMMUNICATION AND CONTRIBUTION FOR SUSTAINABLE FOREST MANAGEMENT

A. Cooperation, Networking and Collaborative Partnership

Cooperation and networking strengthen the impact of forest communication combining expertise of school children, teachers, foresters etc., learning from each other's best practices, pooling resources, sharing contacts etc. Children attend cross-sectoral forum with other stakeholders of forest sector develop collaborative partnership and improve communication and networking. They communicate best practices also with other children, parents and society organizing events by their environment clubs of the schools. Documentaries and public events connect people and children particular in conservation of forest and natural resources. Regular communication through collaborative partnership increase the exchange of information and further consultation. Forestry demonstrations for children increase the awareness of the consequences of their actions on nature and other people, and acquired a better ability to work cooperatively with others. Treating children with respect and viewing them as naturally competent, encourage them to collaborate, to negotiate and to make decisions about the experiences they pursue, and to work through conflicts [16].

B. Secure Mutual Understanding and Responsibility of Communication

The forest communication is a powerful tool for developing emotional intelligence of the children and set up children with life-long learning skills as well as their communication skills. Forest communication

provide opportunity for school children to learn about their environment, and understand sustainability and conservation of the environment by themselves and each other. Children realize the requirement of public understanding of the forest and environment. They take responsibility concerning effective forest communication with the public and participate in national initiatives across the district / region or at national level as effective change agents of their parents and the society.

C. Reach Other Groups across the Society

Learning about the environment beyond the classroom entails developing the values of school children's character, building commitments to the society, and develops responsibility within and beyond one's own society. Since school children coming from different families represent heterogeneous society, they transfer messages of forest communication to their different families and talked about the nature to friends then spread to a wider community more frequently and widely. Children interact with their environments and other groups of the society construct their knowledge best through active, engaged, meaningful experiences [10]. They indirectly reach other non-forestry groups also in the society effectively. Forest communication with actors outside the forest sector on a personal basis are successful initiatives to reach wider group of the society. Children who become more familiar with the environment, increase in confidence, talk more about environment, and give ability to work with others and eventually take leadership role in their community [27].

D. Support the Resolution of Societal Problems

School children by participating in forest communication develop new ideas, create knowledge, inquiry and share forestry information which are essential to solving forest and environment problems in a rapidly changing society. Ecological literacy is identified as a key intelligence, in terms of developing the future sustainability of human life on earth, which make children so aware of and feeling responsible for the social problems [28]. Forest communication develop social interaction skills of the children to support each other, work together as a team, creative thinking skills, and their problem solving skills. Successful communication by children promotes sustainable forest management in order to fulfill the aims of society and to support the resolution of societal problems peacefully pursuing their parents and the members of their society. They develop consensus through interactive character of the forest communication process. Children as a group introduce more proactive and imaginative ways of thinking and a collaborative approach to problem solving. School children respect to the indirect nature conservation

themes such as making new laws, punishments for people who do not comply with the laws (Kilinic, et al, 2013).

E. Permanent Change in Behavior and Long-Lasting Adaptation

The children developed an interest in the natural surroundings and respect for the environment after participating in forest communication events. Preferences and perceptions of the children even later in life are highly influenced by their childhood experiences [24]. Children increase attention of their parents for forest communication to achieve their objectives of promoting forest and environment. As the principle outcome, children develop cooperation in communication with individual families of their society. They boost the image of the forest and environment with the public through different communication strategies including environment day, tree planting campaigns, school gardening demonstrations etc. Children's forest communication campaigns lead to a long term and permanent change in attitudes and behavior of the public in general and particularly their family members. Forest communication fascinate the children, their families and the public, and develop a keenness to participate in forest conservation and management as well as the ability to concentrate over longer periods of time. Familiarizing the children with forest and environment, they are more likely to use them as adults during the rest of the life [26].

F. Employment and Job Attractiveness

Forest communication for children develop their deep connection to the nature and eventually lead them to choose their career in forestry. Children's perception of the forest and respect for the environment are important for employment and job attractiveness in forest sector. Children discover what they love to do, learn about environment-related careers and be empowered to pursue them if it is their dream. They will be foresters in the coming generations. Children develop personal communication skills and managing not only trees but also people. They would be able to effectively share their experiences of good practice in communication, innovation and education of forestry which are very important characters in forest sector employment. Forestry would be a career of their first choice, a job for grownup intellectuals, a long-term commitment, a social mission, and a job for the life. Children's knowledge on forest and natural environment is very important in recruiting the next generation of naturalists and conservationists [2]).

VII. CONCLUSION AND POLICY IMPLICATIONS

Forest communication efforts for school children is a new strategy to promote sustainable forests and environment. Forest communication for school children provides a natural context for studying forest science through personal and social applications. Forest communication for school children add trees to schools and other places connecting students to experience the benefits of forest and environment, and foster environmental stewardship. Communication of best forest practices in communicating with school children reach the message to the society at large. School children could be effectively used for forest communication as an entry point as well as a media who carry information home and society and create their interest in forest and environment. School children cooperate and communicate to the public influence the forestry sector's image positively. Arranging forest communication programs for school children offer complementary but not competing approaches to other forest extension communication programs organized for other forest stakeholders. Effective forest communication for school children sustain their deep learning experiences of forest environment, and supporting and promoting the present and future leaders for sustainable forest management.

Creating a strong and generous support structure of forestry trainers, forest management coordinators and consultants to work with school teachers and children are vital on implementing effective forest communication among the priorities within their communication activities. Create forest and nature-based experiences for children need to advocate for policies that support the provision. Commitment of school children for joint action in campaigning for the image of forestry could be promoted by adopting school level communication strategy, in the forest policy. Forest policy strengthening forest communication with school children would improve coordination in their communication with wider society. Policies that support the provision of forest-based learning experiences for school children ensure their lifelong commitment for sustainable forest management. In order to analyze effectiveness communication processes of school children relevant to forest issues under different condition, a details study would have to be set up.

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