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# THE GLOBAL FORUM for Environmental Education

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A Global Network of Secondary  
School Teachers and Students

volume 10, number 2

The Global Forum for Environmental Education is the official publication of Caretakers of the Environment International. The International Board consists of: President Arjen Wals, the Netherlands; vice president Brigitta Norden, Sweden; director/ networking Fatima Matos Almeida, Portugal; director/communications Isabel Abrams, USA; secretary Joke Wals, The Netherlands; director of information technology, David Lloyd, Israel; editor of Global Forum Andrew Cox, Ireland; chair of conference 2001, Maria Moate, South Africa.

#### *Colophon*

This magazine has been printed by the European Platform in Alkmaar, the Netherlands. Duplication of this magazine is allowed, provided it is properly referenced.

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*Subeditors:* Frits Gravenberch & Arjen Wals

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#### *Notes for contributors*

We welcome contributions in the form of articles, poetry, art work or reports related to environmental education in the broadest sense, as long as they are at least of interest to teachers and/or students at the upper secondary school level.

#### *Text*

Text should be in WORD format for windows or else without format in plain text or rtf. An article can have a maximum length of 750 words. Footnotes should be avoided. Please accompany each article by a short summary and an address for further information. If you are unable to use a computer, we still welcome your contributions!

#### *Tables, figures and illustrations*

Do not include tables, figures and illustrations as part of the text. Gather them together in a separate file or on paper. In the text you can point out the approximate position of tables, figures and illustrations. We would also like to receive captions to the illustrations you send us. We always welcome pictures and photographs!

#### *Deadlines*

Global Forum appears twice a year in June and in December. Contributions for the June issue have to be received before May the 1<sup>st</sup>. Contributions for the December issue before October the 1<sup>st</sup>.

Please send your contributions to:

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E-mail: [andrew.cox@eudoramail.com](mailto:andrew.cox@eudoramail.com)



### Editorial

Welcome to Volume 11 of the Global Forum. The focus for this edition is twofold: the follow up and reflections on a job well done, Global Environment Youth Convention 2000; and the long term Biodiversity project first muted in Murmansk, Russia in 1987. It is a mix of articles from teachers, educators and above all students. The Global Forum includes links to webpages where appropriate and should facilitate the online version.

On this occasion, I received enough information to fill the magazine but I know that the pre-conference edition is harder to fill. I would urge you therefore to send material for inclusion as soon as it is complete. Please do not wait until the last minute, just before the second edition is due out in May/June.

The editorial is short on this occasion as Arjen Wals, President of Caretakers of the Environment International has written lengthy reflections on the GEY Convention last June.

My hope is that greater levels of communication can occur between conferences. This is the reason behind the Biodiversity project outlined later in the magazine. The Global Young Reporter's concept is an interesting idea which came of age at the GEY Convention in Lund and was taken a step further in Amman, Jordan in October of this year. On a European level, the Foundation for environmental education (FEEE) in Europe has had in place a Young Reporters for the Environment (YRE) programme for several years.

It would be marvellous if these two ideas could come together in some way and secure ongoing sponsorship to maximize its impact.

There is so many good environmental projects but teachers often get drowned in a sea of good intentions. Now is the time to rationalize the programmes on offer. The annual conference of Caretakers does offer a chance for an exchange of ideas and a chance to highlight all this good work. The children change every year but the teachers struggle on developing the skills needed to place young people in a position to take. The crucial thing to instill in our young people is the ability to communicate effectively. Programmes such as action GYRP, YRE, SAW (Science across Europe) help in this regard.  
Andrew Cox (Editor in chief)

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**The South African Department of Environmental Affairs and Tourism  
and Caretakers of the Environment  
proudly announce the 15th International  
Caretakers of the Environment Conference**

**"Cultural diversity and sustainable tourism"**

**to be held between June 30<sup>th</sup> and July 4<sup>th</sup> 2001  
in Pretoria, South Africa.**

Caretakers of the Environment (CEI) and the SA Department of Environmental Affairs and Tourism will, for the first time, organize an international conference according to the CEI success formula on the continent of Africa. For 14 years now CEI has teamed up with local organizations in countries around the world to provide a stage for secondary school teachers and students who are actively engaged in environmental education.

The overall theme is Cultural Diversity and Sustainable Tourism which will be explored using a number of subthemes which run through the program: eco-tourism and community participation, people and parks, cultural aspects of waste, and cultural heritage. The program will consist of a variety of hands-on learning activities, excursions, workshops and school presentations, focusing on the theme and the sub-themes. Optional post conference excursions will be offered by the Department of Tourism and Environmental Affairs.

Secondary school teachers and students (15-18) who are active in environmental education projects and able to present their projects to an international audience are invited.

The registration fee for the conference is set at 250\$US. This fee includes all meals and lodging, excursions during the conference and membership of CEI. The fee does not include the post conference field trips.

**More information?** Contact: Ms. Maria Moate, Dept. of Environmental Affairs, 315 Pretorius Street, Private Bag X447, 0001, Pretoria, South Africa. Fax: +27 12 322-6287

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Or visit the CEI website: <http://caretakers.boker.org.il/>





## Reflections on the Global Environmental Youth Convention Year 2000

by Arjen Wals

President of Caretakers of the Environment/International

Back in 1986, we – Biology Teacher Ed Radatz, Science Writer Isabel Abrams and I, then a student myself – had a dream of starting a network of concerned teachers and students from secondary schools around the world. People concerned about the environment, locally and globally, and people with the commitment and competence to improve the environment through both education and action. Our goals were ambitious but the idea resonated with policymakers, funding agencies and corporations with an interest in the environment, but most importantly it resonated with teachers and students around the world. Every year since 1986 we have been able to link concerned teachers and students through conferences held in places as diverse as Russia, Peru, Scotland, Costa Rica, Portugal and Canada. Our original dream has been fulfilled, although we never stop dreaming.

Only a few years ago again three people had a dream. This time three teachers from southern Sweden - Ingrid Adolfson, Eva Dessborn and Birgitta Norden – had a dream inspired by their participation in Caretakers of the Environment conferences. They wanted to host the annual international conference some day in Sweden. They established a National Branch of CEI in Sweden and, because they were small, began looking for partners to be able to host the conference. They were very ambitious, they had learned a lot from past CEI conference, not only from their successes but also from their flaws. Their goal was to, for one week, create a community of global citizens from all over the world who would come to the south of Sweden, well prepared through a carefully designed distance learning program, to explore environmental issues and the creative ways to tackle them. Fortunately miracles do happen in dreams, they found an ideal partner with shared objectives, equal ambitions and complementary skills and resources: the International Institute for Industrial and Environmental Economics (IIIEE now known as triple 'I', double 'E') in Lund. IIIEE had the visionary idea of providing secondary

**"It's about marrying the development of cross-cultural partnerships, distance learning, hands-on experience and the exploration of preventative environmental strategies..."**



school students, interested in environmental issues, with images of possible environmental careers. Students need to know that after graduation from high school there are many possibilities for translating your personal interest in the environment into a viable and rewarding career in the environmental field.

And so the organizing began; looking for sponsors, partners, country coordinators, speakers, support staff and participants, putting together a distance learning program, a conference program, public relations packages, etc. and, of course, dealing with all the logistics of arranging for meals, accommodation, airport transportation, field trips, etc., etc. This would be no ordinary conference they all agreed, they wanted it to be impressive both in terms of quality (well prepared participants, excellent workshop leaders, and speakers) quantity (well over 70 countries, possibly over 100...) and impact (it should inspire teachers and become a significant life experience for students, and the stories of the conference were to be shared with many who would be unable to attend).

Admittedly, I was a bit skeptical about this level of ambition. After all, as one of the founders of the Caretakers of the Environment/International back in 1986 I have been privileged to be able to attend all 14

international conferences that have been held up until now. From past experience I concluded that although I sympathized with the ambitions of the local

organizers, I was not very hopeful that they would all be realized. Now, two months after the conference as I reflect on the whole experience, I must say the organizers proved that I was wrong. The conference was a success on all three accounts: quantity (550 delegates from 78 countries), quality (a very successful distance learning program, excellent speakers and workshop facilitators and positive feedback from the delegates) and, last but not least, impact (many stories, pictures, video clips and ideas for future collaboration and networking are emerging from the conference).

As I sit back and close my eyes I see the images and hear the sounds of the many conference highlights: the earth ball rolling over the fingertips of young people from all over the world, the colours, movement and symbols of the water ceremony, the rhythm of the Bruce Copley's bongo, the painting of the Jungle of Our time and the creation of the birds nests, the life history of the Vikings at Vellinge, the colors and diversity of the social evening at Polhem School, the image of the Oresund bridge as a bridge between nations, and the heart felt words spoken at the closing ceremony. In addition to the sounds and images of the past, there are the initiatives for the future that were born in Lund that will also live on: the formation of regional networks of schools, the development of future joint projects between schools, the birth of new National Branches of CEI, the idea of yet another GEYC in 2002, possibly again jointly with CEI but this time in Northern Italy, and the prospect of the first CEI conference to be held on the continent of Africa in Pretoria in 2001. Not to

mention all the relationships that have been formed between people spontaneously just by creating an opportunity for them to meet face to face. On all accounts the conference has been a success and I cannot begin to thank all the people who have made it possible.

Our dream will continue. We cannot stop dreaming now of a world in which environmental and cultural sensitivity go hand in hand and of a world in which social and environmental equity are inseparable. We pave the road to sustainability ourselves by walking, even if we don't always know where the road will lead us. What we do know is that when we stop walking we won't get anywhere. GEYC has given us at CEI the inspiration to keep on walking and to continue dreaming. For this we can only be grateful. May our pathways to sustainability cross again in the future!

Spot Arjen Wals in these old photos from the 1989 CEI conference in Chicago. Ed Radatz shows how everything is bigger in the US!



## Biodiversity around the World

For a number of years, the idea of seeds of biodiversity has been discussed. It was first muted at the Caretakers conference in Murmansk, Russia. At the 1998 conference in Ireland, it finally got moving as teachers agreed to try and encourage the concept of stewardship. This basically meant adopting an area, working out an action plan and carrying out an improvement in terms of biodiversity. Andrew Cox of Caretakers Ireland is the project co-ordinator. At the Swedish conference in 2000, it was encouraging to get a group of volunteers to co-ordinate the project more globally on a regional basis.



Andrew Cox,  
editor of GF and leader of the CEI Biodiversity Project,  
caught relaxing!

### Introduction

The United Nations Environment Programme has divided Biodiversity into three categories:

- Genetic diversity which refers to the variation of genes within species.
- Species diversity which refers to the variety of species within a region.
- Ecosystem diversity which is harder to measure because the boundaries of communities (associations of species) and ecosystems are elusive. If one uses a consistent set of criteria, their number and distribution can be counted.

Mechanisms for the loss of Biodiversity include:

- habitat loss and fragmentation;
- introduced species;
- over exploitation of plant and animal species;
- pollution of soil, water and atmosphere;
- global climate change;
- industrial agriculture and forestry.

The main basis for the Biodiversity project initiated by Caretakers of the Environment is based around the concept of:

### AYLA...Adopt your Local area

*Objective?* to plant seeds of Biodiversity through improving or preserving your local habitat.

*Goal?* Adopt a local area where the student learns to become steward over a local wildlife habitat area on the school campus, a city park, an unused urban area, your local beach, a river watershed or any other Biome.

### Procedures?

- Raise student awareness through a field visit, environmental survey, or audit which will help establish the ecological baseline for students.
- Frame the question by students committees organizing the work and becoming leaders in the community wildlife habitat project.

### Designing an Action plan:

- Carry out the Action Plan on Community Work days.
- Communicate with others around the globe, via the Internet, about progress on your project.
- Write a summary report
- Make a Presentation at the Caretakers of the Environment Conference or post a summary paper to the Project Web page.

### Project Rationale

- to broaden the Caretakers network;
- to establish a profile to aid fund raising for the annual conference;
- to encourage links with existing networks;
- to work locally and think globally; students taking ownership of the project and their actions;
- to maintain the flexibility of each school to carry out its own preferred project;
- to include those schools which do not have access to the internet;
- to utilise Information technology as far as it is feasible for communication;
- to include social and cultural aspects of biodiversity;
- to recognise all the elements outlined in the Rio convention: conservation; equitable distribution ; sustainable use.

### Seeds of Biodiversity

Biodiversity is a priority of Agenda 21 and the Earth Summit. There are too few scientists trained in systematics -



identifying and classifying biodiversity. Students can help scientists accomplish this monumental but vital task. Seeds represent future generations -like youth. Seeds are renewable resources. Sustainable development involves emphasizes the use of renewable resources and preserving resources for future generations. The adventure of "hands on" activities that lead to scientific discoveries will improve science education and encourage students to pursue scientific careers. This will be a global activity - involving students from many ethnic and cultural backgrounds and with a range of abilities. It will also involve exchanges between nations that improve local environments.

#### Benefits of Seeds of Biodiversity International Project:

- Promoting citizenship. Plantings will be done on public property. This requires cooperative effort so it fosters pride in one's work and one's contributions to the community.
- Developing job skills. Setting goals and establishing the steps to accomplish those goals provide students with training for work.
- Motivating youth to pursue science courses and careers.
- Offering "hands on" science experience.
- Involving students of many ethnic and racial groups who have a range of interests and abilities.
- Fostering international understanding.

#### Regional co-ordinators for the Biodiversity project

Latin America: Jose Molina [gala@correo.co.c](mailto:gala@correo.co.c)  
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 Garden: Maria Moate [mmoate@ozone.pwv.gov.za](mailto:mmoate@ozone.pwv.gov.za)

Check out the Global Biodiversity Strategy, a policy makers guide. This report was put together in 1992 by:

IUCN (The World Conservation Union)

In the vast interdependent system that we call Earth, living things interact with and depend on the atmosphere, oceans, freshwaters, rocks and soils. Conserving biodiversity is not just a matter of protecting wildlife in nature reserves. It requires safeguarding natural systems that purify water, cycle oxygen and carbon, maintain soil fertility, yield food and medicine, and provide the genetic richness we tap in the ceaseless struggle to improve our crops and livestock.

Since 1984, the World Resources Institute has focused extensively on issues supporting the conservation, sustainable use, and equitable distribution of benefits of biodiversity -- the totality of genes, species, and ecosystems -- throughout the world.

Their site features resources which outline the causes of biodiversity loss and opportunities to prevent biological impoverishment.

#### Weblinks:

Biodiversity Project Home page

<http://www.iol.ie/~newtownw/caretakers/biodiversity/>

United Nations



<http://www.unep.ch/>



<http://www.iwec.org/>



<http://susdev.eurofound.ie/>

#### Biodiversity web-links (continued)



European Centre for Nature Conservation

<http://www.ecnc.nl/>



The World Conservation Union

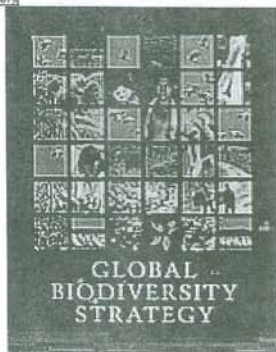
<http://www.iucn.org/>





World Resources Institute

<http://wri.org>



<http://www.wri.org/wri/biodiv/gbs-home.html>



<http://www.panda.org/>

While the state of the Earth's natural ecosystems has declined by about 33 per cent over the last 30 years, the ecological pressure of humanity on the Earth has increased by about 50 per cent over the same period and exceeds the biosphere's regeneration rate. These are the main conclusions of the *Living Planet Report 2000*, based on two indices, the Living Planet Index (LPI) and the Ecological Footprint. This report has two principal objectives: the first is to quantify changes in the state of the Earth's natural ecosystems over time; the second is to measure the human pressures on the natural environment arising from the consumption of renewable resources and pollution, and analyse the geographic patterns in those pressures

<http://www.panda.org/livingplanet/lpr00/>

## Biodiversity Web

Protecting Biodiversity For Our Children, For Our Future

<http://www.casema.net/~devalk/>

Check out the Biodiversity module.

<http://www.scienceacross.org/bio/index.asp>



## CENTRE FOR SCIENCE AND ENVIRONMENT

Gobar means animal dung in Hindi. All of rural India uses it in a variety of ways. Ways that exemplify sustainable existence. That's why we use it, too.

## Gobar Times

ENVIRONMENT FOR KIDS

Why? A name connects you, and your life, to the outside world. The many uses of gobar in millions of Indian homes is a wonderful example of the best use of natural resources. A tradition of wealth from waste. So can we learn to apply these environmental principles in our modern lives to achieve a sustainable lifestyle and save ourselves and our planet?

Gobar Times is a bimonthly children's supplement to the fortnightly magazine *Down to earth*.



With such thought provoking titles as raising a stink; where does it all go? Be a dump detective; peep into your bin; Yamuna river Yuk ride; used till it stinks; the cycle of death; water recipe; jungle jog; and losing our lungs, it will certainly grab youngsters attention.

<http://www.cseindia.org/index.html>



[www.ema.co.tt/biodiversity](http://www.ema.co.tt/biodiversity)

This is the website of EMA, the Environmental Management Authority in Trinidad and Tobago, West Indies. Check out their links page in particular.

National Biodiversity Strategy and Action Plan (NBSAP)

### Welcome to Global Action Plan for the earth

Empowering Individuals to Create Sustainable Lifestyles and Livable Neighborhoods

Global Action Plan for the Earth is an international environmental organization that distributes the EcoTeam Program, a program to improve ecologically relevant behavior within households. The EcoTeam Program is aimed at behavioral change. It consists of three parts: the EcoTeam, behavioural information, and a quantitative feedback system. The EcoTeam Program tries to change behavior.

<http://www.globalactionplan.org.uk/>



#### Foundation for EE in Europe (FEEE)

Young Reporters for the Environment is an environmental and educational programme of the Foundation for Environmental Education in Europe (<http://www.feee.org/>) an NGO created in 1981 by a group of experts of the Council of Europe. FEEE co-ordinate the European Blue Flag programme for beaches, harbours and marinas; the Ecoschools Programme and the Young Reporters for the Environment which was created in 1990, and is designed for secondary school students.

This network works as a press agency (<http://www.ac-grenoble.fr/vre/agency>) specialised in delivering news about the environment in Europe. The mission of the "Young reporters for the environment"

consists in making field investigations on environmental issues. Like real journalists, they have to investigate local environmental issues by meeting the local actors, understand the situation with a problem-oriented approach,



and inform with objectivity the public through the media.

Part of the FEEE Eco schools programme, the Green Schools Project in Ireland focuses on auditing as the starting point for designing action plans.

<http://www.anlaisce.org/greenschools.html>



#### Environmental Education on the Internet



EE-Link is a major starting point for education professionals, teachers and students seeking environmental education

(EE) information and resources on the internet. The most recent addition to the EE-Link site is the Urban Environmental Education pages:

<http://eelink.net/urbanenvironmentaleducation-resources.html>.

EE-Link, <http://eelink.net>, indexes thousands of links into EE related categories making them easily accessible to teachers, students and environmental education professionals. These categories include: Classroom Resources, Environmental Education activities – broken down into environmental topic areas, EE organizations and projects, environmental information, Student (K-12 and higher ed) resources and activities, Grants, EE Jobs (updated daily), and a National EE calendar. The EE-Link site is updated daily by our staff, who continually review links that our users suggest to us, as well as research EE related sites on the Internet for high quality environmental education materials and projects.

The most recent addition to the EE-Link site is the Urban Environmental Education pages. These new pages cover Urban EE activities, grants and awards, community projects, and job and professional development resources. <http://eelink.net/urbanenvironmentaleducation-resources.html>

Although Urban EE resources have always been a part of EE-Link, we feel that by putting these resources into a separate category they will be easier for educators and students to access.

EE-Link is a project of the North American Association for Environmental Education (NAAEE), and is funded through the EPA's Office of Environmental Education, as a partner in the Environmental Education and Training Partnership (EETAP).

For more information about EE-Link, please visit our site at <http://eelink.net>, or email us at: [staff@eelink.net](mailto:staff@eelink.net).

### Biodiversity and Tourism in Swaziland

In Swaziland, tourism is mainly rooted on the richness of the natural part of the country, so that is the reason we have decided to look at biodiversity in relation to tourism. We have identified the environmental problems facing our society, our desires and needs, and preventative environmental strategies to overcome them. (Submitted as part of the preparation for the GEY conference in June 2000)



Swaziland is country that is in the Southern part of Africa. Being a landlocked country, it has no ocean to compliment its beauty but it has very magnificent natural features e.g. the beautiful landscapes that looked as though someone designed them whereas they are just natural, the high peaks, the waterfalls, the hot springs, the indigenous plants and animals in their splendour. Tourism has been boosted by this natural biodiversity of the country. Tourists from all over the world have for years enjoyed this beauty since both Mozambique and South Africa had been at war, so tourists flocked to Swaziland....a real breath taker. Our society is well known for its well guided cultural value which is evident in our everyday life, its most spectacular scenarios that are unspoiled, the Malolotja with the highest mountain and breathtaking waterfalls and indigenous plants and animals, a richness in accommodated ecosystems. The Hawane dam is good for bird viewing and the wetland animal ecosystems.

In the Ezulwini valley, "the valley of heaven" hotels are well laid out and many indigenous plants from all over the country have been captured in this place to put the natural beauty. Down in the middleveld is the industrial site where many animals and plants species have been swept and cleared away in the name of economic development with lots of alien plants e.g. pineapple fields, sugar-cane pulp and many more. The Lowveld, with hectares and hectares of sugar-cane, this is where you see nature e.g. Lusekwane, a culturally respected plant, the African potato that is hoped to have the ability to cure HIV, the layout of nature reserves e.g. Hlane where the BIG 5 Animals are found...this is royalty.

*Identification of major environmental problems that our society faces:* The turnover made in tourism is no longer as it used to be 5 years ago. This is because of littering that has affected most of the ecosystems that for years had adorned our biodiversity status, the mismanagement of waste has destroyed the appearance of the natural beauty of our country. Soil erosion has caused Swaziland to have lots of gullies and dongas due to overgrazing, mismanagement of the land structure by local farmers, the desertification in nature reserves due to overcrowding of tourists at one time.

The destruction of indigenous species due to the making of craftwork that has caused the death of very special and



unique plants that Swaziland used to have. The sellers are now complaining that tourists just come to their stalls and take photos and leave the place without a cent and they are not making a profit. We feel that it is because the more expensive the craftwork, the scarcer and more indigenous is the plant and the whole world is now environmentally cautious.

Loss of cultural diversity and identity: our culture used to be honoured by tourists as they used to respect it but now they come here to take photos of our traditional ceremonies and activities. Then they go to their countries to make documentaries based on human rights. The younger generation is starting to question this culture and it looks like in 25 years, we will have no cultural activities.

Negligence of historical places, buildings and monuments which used to be our main tourists attractions is also a major problem.

*Identifying our needs and desires:*

We long for a Swaziland that will be rich in biodiversity and enhance tourism, with well managed natural reserves, mountains to protect the fragile ecosystems, perfect methods used in irrigation in order to have perfect canalisation so as to maintain wetlands that have many ecosystems, a sound management of industrial sites that both boost our economy and also take into account a sustained environment.

Schools with well planned sustained environmental education which should be integrated into all the subjects.

Comfortable forms of transport with no fuel emissions, air pollution and the noise that causes animals to run away and be destroyed. We see Swaziland having an enriched culture and cultural diversity and identity well restored.

We see more biodiversified places of interest, evergreen country with indigenous species of both plants and animals, for the tourists and more natural forms of energy that are environmentally sustained. We see Swaziland as a peaceful country as there shall be still a king ruling it. We do not imagine our nation involved with political parties. In that way, our country will always be peaceful and that means no destruction of the environment but a sustained biodiversity and tourism.

*Identification of Preventative Environmentally Strategies that can help our society to move from where it is today to where we want it to be in 25 years from now:*

- an education that has its main goal being sustainability of the environment which will produce young scientists, engineers, economists, designers, town planners, manufacturers with preventative environmental management strategies in mind to come out with a sound sustainable economy biodiversity, tourism, energy, products and production, communication, transportation and housing.

- conducting of long term research into the importance of biodiversity and tourism.



### Global Youth Reporters Programme – GYRP

An overview by Birgitta Nördén, President of the Swedish branch of Caretakers, CEI/SE, responsible for the Young Masters Distance Education Programme within GEYC Year 2000, and mentor in the Global Youth Reporters Programme in Amman.

In order to allow young students to influence the global environmental agenda, it is important to suggest tools through which they can promote their visions. This was what the IUCN and Reuters intended to do at the Global Environmental Youth Convention 2000 in Lund. By organizing a workshop in journalism and equipping some of the students with the latest media technology, these two worldwide organizations wanted to help our young GEYC delegates to make their voices heard.



*"Young Caretakers of the Environment mobilize the attention of young people"*

It was particularly interesting to offer this opportunity to the GEYC-youth who, through the Young Masters distance education one year ahead of the Global Environmental Youth Convention in Sweden, had acquired knowledge, skills and confidence to discuss "Preventive Environmental Management Strategies", since they know why prevention is better than cure and that it is better to do right from the beginning - to look at the source and not at end-of-pipe-solutions.





Young reporters at work in Amman



GYRP is a programme to train youths to become young journalists at the service of biodiversity. The programme aims to train an international corps of young reporters that will be despatched to cover major events ranging from conferences on climate change and forest conservation to the olympics and environmental trade fairs.

#### A specific task

All the young GEYC delegates interested in journalism were encouraged in May 2000 to apply for a fantastic opportunity - to turn into international environmental correspondents, if they enjoyed writing and were interested in journalism, had a talent for capturing and communicating the essence of messages, and had some practical experience of communication through photography and video.

To be able to select the most motivated and able delegates, a one-page essay from all interested applicants was required. The essays were to explore the link between cultural diversity and biodiversity. Among our 400 Young Masters in the distance education programme, almost 50 sent their contributions to GEYC headquarters in Lund. The group of lucky students were selected from all over the world, all having a working knowledge of English. During the convention they were given a specific task.



#### From GEYC to GYRP

The GYRP was launched in Lund, Sweden, during the Global Environmental Youth Convention, within GEYC, June 15th 2000 by IUCN, the World Conservation Union, and its partners, the Reuters Foundation, Sony International, the International Institute for Industrial Environmental Economics (IIIEE) and Canadian television producers Via Le Monde.



Photographs by Birgitta Nördén

#### Global Youth Reporters

The introduction to journalism offered at the Global Environmental Youth Convention in Lund was only the beginning. The Global Youth Reporters regrouped at IUCN's World Conservation Congress in Amman, Jordan, in October 2000.

They came from Brazil, China, Russia, India, Bahrain, Slovenia, Argentina, Canada, Mongolia, Mexico, Bosnia-Herzegovina, Iran and Sweden. They were equipped with the latest digital video cameras, dictation machines and laptops, and given free access to scientists, governmental and non-governmental representatives and IUCN executives. In teams of three or four, the young correspondents covered different aspects of the congress and the interactive sessions. With about 2,500 participants from 140 countries this important global event, the largest gathering of conservation experts and decision-makers this year and the biggest ever taken place in the Middle East, generated an extensive media coverage, in which the twelve young GEYC correspondents and the seven hosting Jordanian students had the opportunity to take an important part.

Apart from being invited as journalists, the youth reporters was welcomed as distinguished guests by Queen Noor of the Hashemite Kingdom of Jordan.



The Youth Reporters were greeted by H.M. Queen Noor of Jordan

The Youth Reporters were greeted by H.M. Queen Noor of Jordan, Patron World Conservation Union – IUCN. The above photo is from Queen Noor's inauguration of IUCN's "World Conservation Congress" in Amman, Jordan, 4 October 2000.

(Henrique from Brasil, Hjalmar from Sweden, Tazeen from Bahrain, Marko from Slovenia, Ayelen from Argentina, Queen Noor of Jordan, Hamza from Jordan, Anna-Indra from Mongolia, Aaron from Mexico, Goli from Iran/Sweden, Nancy Odeh, Mirza from Bosnia-Herzegovina and Birgitta Nordén, Swedish mentor.)

### In summary

The Global Youth Reporters acquired their basic journalism skills whilst covering the Global Environmental Youth Convention in Lund, Sweden. Their multimedia reports are assembled on a special website. In Lund the twelve selected students prepared for their participation at the Amman Congress.

Follow the Youth Reporters way from the very beginning and their first journalistic steps in GEYC to their documentary reporting from the Amman congress, under the theme "Ecospace", have a look at [http://iucn.org/info\\_and\\_news/gvyp/index.html](http://iucn.org/info_and_news/gvyp/index.html) or <http://www.iucn.org/>



Birgitta Norden (right) of CEI and GEYC in Jordan

Some of the 50 essays exploring the link between cultural diversity and biodiversity. Enjoy reading the contributions from some of the Young Masters that aspired and initially were selected to participate in the Reuters workshops and in the Global Youth Reporters Programme.



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Some of the delegates at the GEYC/CEI conference in Lund.

## Essays on Exploring links between biodiversity and cultural diversity

Essay 1 by Aibanrihuh Lyngdoh from India



There it was, staring me in the face and I could not see it, as I rambled through the "Sacred Grove" to find the link. Yes the "Sacred Grove" was the link.

We Khasi people of Meghalaya have Sacred Groves or "Lawkyntang". Our ancestors and we believe that if anyone cuts a tree or does anything to spoil the sacred grove, the person would physically be handicapped for the rest of his life. And in this way, by protecting the groves, we help to preserve the biodiversity of our area and at the same time we protect our proud cultural heritage. In other parts of India, people grow, nurture and honour the "tulsi" plant in their individual gardens. The tulsi plant is sacred. It's scent kills germs present in the air; it's leaves, when put into water kills the germs present in the water. And again we see a pleasant "two-in-one": a happy marriage between preserving the environment and preserving culture, a culture that is quite different from the Khasis.

Far away from us, in the stark Kalahari Desert live the bushmen. These people are experts at finding water in the desert. But when they do find the water, they are careful not to take too much. Ignorant, though they might be of the science of ecology, yet they preserve, for their own cultural reasons the biodiversity of the desert and help their own to survive.

And then there are the Apache Indians, so far away from us and yet so close. They allow no one to disturb their sacred piece of land because that would upset the spirits of the dead. It reminds me of our sacred grove. Again the two hand in hand: preserving one's culture and Biodiversity at the same time. The link is clear now: even though we are diverse in culture, our Diverse cultures each have their own, simple and beautiful way of preserving the Biodiversity of the region. It seems that the two have been secretly married for ages. So, that makes us all one. I kind of understand now what Chief Seattle meant, when he said:

"Man does not weave the web of life - he is merely a strand in it - all strands of the same web." That's beautiful.

Essay 2 by Zhang Di from China.



### • Cultural Diversity comes from Biodiversity.

Biodiversity is the total of species diversity, gene diversity and ecosystem diversity. Human and its society come from biodiversity. For cultural diversity is the wonderful variety found among human societies, it comes from biodiversity, too.



Here are some examples. People in different areas play different parts on Earth. They have different ways of life and different cultures. On forelands of Fujian, Taiwan in ancient China, fishermen usually went out for fish. It was dangerous for them to fish in such vast oceans. So they have a custom to supplicate Mazu (a goddess) in order to bless for safety. And in the forests lived the hunters. They regarded eagle to be their God. They respected it and held memorial ceremonies for it. What make the fishermen's culture and the hunters' different? That is the differences between their original environment for survival, which is a part of their particular ecosystems included in biodiversity.

- **Cultural Diversity needs Biodiversity.**

It is the rich biodiversity of ecosystems that makes the earth bountiful: Biodiversity provides food for all life, wood for building, fiber for textiles, energy for fuel, raw materials for manufacturing, chemicals for industry and medicines for health. Human societies can not exist without biodiversity. Every culture, which is a particular form of how people live in particular societies, needs biodiversity to keep it going continuously.

Take our Chinese culture for example. Each of the Chinese has a Shengxiao. Shengxiao is any of the 12 animals (mouse, bull, tiger, rabbit, dragon, snake, horse, sheep, monkey, cock, dog, pig), representing the twelve Earthly Branches, used to symbolize the year in which a person is born. I was born in 1983, so my Shengxiao is the dog. In western countries, different variety of flowers means different emotion. Men send roses to their lovers to express their love while they don't use chrysanthemum. If there are not such animals and flowers on the earth, neither Chinese nor westerners could have their own special culture.

- **Cultural Diversity Influences Biodiversity**

Humans sometimes bring about more change in a short amount of time than plants and animals can adapt to. These changes are unnatural. Especially in the modern world, our culture develops rapidly. Our culture diversity is decreased for people now almost have the same purpose. More land, more food, more fuels, more energies were needed wherever people lives. They prefer to live a more expensive life. So it causes the less of the habitats for wildlife and wild plants, and the result is that biodiversity is destroyed. We then have fewer genes, fewer Humans also decrease biodiversity when they alter plants and animals to share a common characteristic. Or, humans simply prefer one type of tomato, for example, over all other types of tomatoes. Then there is the advantage of a better food crop, but a disadvantage is the lower resistance of the tomato to disease. When species lose their individuality, they become more like one another. Alternatives are lost, and there is less flexibility for adapting to sudden changes. There's only one world. We cherish all the living on the earth, including ourselves.

**Essay 3 by Henrique Schlatter Manfro,**  
**known as Ikey from Brazil**



*A new view on an old problem.....an old solution for the new problem...*

We have seen a lot of people talking about Environment; we hear the same speeches repeated many and many times by different people from different places all over the world. What we don't see is that the environmental problem is directly linked to the origin of the culture in each nation, and that globalized talk about local problems is not the way. The way to perfect organization and understanding is the action of thinking in small groups about big problems. A very known businessman once said - "Think global; Act local", and I believe he's got it somewhat right.

First of all, we should go back to the first local groups, long before globalization or even the first empires. We should take a closer look at the origin of our own culture, and the link between the environment and this culture. The first revolution in the history of mankind, which was the basis of our social system nowadays, was the advent of agriculture, and that was the origin of our cultures. When mankind started to settle down to live in villages, towns, and afterwards cities, it started to depend more on the environment itself. People didn't know that at that time - here the environmental problems start. Since the beginning, we've never achieved that whole conscience of the 'symbiosis', so to say, we have with nature. We lived for millennia ignoring the link between the environment and the mankind, with religion and mythology being the only things to bind the peoples to their own dwelling areas.

At this time of history, cultures begin to be formed. These cultures are the very link between the nature and the people: the Norse cultures have a close relation, even in mythology, to the icy land they dwell in; central african tribes developed a closer link to the forests and animals, while the north african tribes created some kind of 'devotion' to water and rain, since they lived in very dry landscapes. This simple way of life, being centred in small villages, worked very well, and people lived in joy.

People that think alike and live in the same region begin to help each other, and live as a larger community of villages. The Roman and Greek empire, as well as North europe and Asian nations, started this way. Nations start to be formed, and people begin to live under the laws of rulers, such as the roman emperors called Caesars, founders of the biggest Empire of the olde world.



As time goes by, we get near the dark ages. With the first downfall of the roman empire, in the fifth century, the Catholic Church rises into the Middle Ages and manipulates the conscience of many, destroying little by little all the other cultures in Europe. In other places, such American and Asian nations these cultures will remain untouched until the end of the Middle ages. The few links between mankind and environment are destroyed in Europe.

As time draws closer to the fifteenth century and the last downfall of the roman empire, in Constantinople, the merchant revolutions start to grow, and the nations change slowly from agriculture-based to commerce-based. After a century or so, many European nations have already conquered the New world, destroying much of the culture in those places. The world fell in the hands of early capitalism. Colonies in the New World are used only for extraction of ores and valuable goods. The European supremacy reaches its climax in the seventeenth century.

At this time in history, the few bonds left linking the mankind to nature are mostly destroyed in the first Industrial Revolution. The eighteenth century is the beginning of industry-based capitalism, and the nature is forgotten - it's just one more source of profit. And as capitalism spreads around the world, in the nineteenth century the world completely forgets the bonds between nature and people; it just never existed to them. In the beginning of the twentieth century, we get to the limits of negligence - money and power make the world spin 'round.

Environment matters begin to be noticed in mid 1950's, but only in the late 90's it spreads around the world, with the advent of computers and the information revolution. Here a small thought in our minds, that hath been sleeping for thousand of thousands of years in our minds, comes back to life, and we begin to again realize that the life on Earth is only possible with the symbiosis between environment and mankind.

There. And we're here today. What do we need to do now? We hear nonsense in environmental speeches, people trying to unite the ideas of modern democracies, capitalism and (!) Environment. What we just don't seem to notice is that we need not to create theories about how to clean the cities, or how to make agriculture more 'productive' (profitable is what they mean). We need to go back in time and create again, like we did it in the beginning, the bond between nature and mankind.

How? How will we spread these ideas in a capitalism-based world? Hard, but not impossible. Here we draw to the main idea of the text - "Think global; Act local". Shouldn't we go back to the small groups, our modern villages, and start to rebuild the link between mankind and environment? Shouldn't we rescue our cultures, or create them anew?

There we have it, and here is based our project: to create the conscience of symbiosis and the love for nature, and here we need young people. That's what we're here for! Young people, rise! The time is ours now. The old things shall wane, and our new cultures shall wax to full power. But we need to free ourselves from the shackles of selfishness and thoughts of power, that will only bring ruin, like they did to the Roman empire, to the Middle Age's Catholic Church, and to many, many others. Back to the origin of things, back to the simple, the local. Here we have it - our newly devised motto - Think local, act local, to rescue our cultures and recreate the bond between we, the mankind, and our environment, our Mother Earth.

**Essay 4 by Marko Baruca  
from Slovenia.**



**Biodiversity in Salt Pans**

Is it possible to count all the living creatures who share our planet? Ask a scientist, and you will not get a very precise answer. It is simple impossible to count all living beings, all we know is that human beings are only one of 1.4 million living species currently known to exist. It is estimated, however, that there are some 100 million different species. Over the course of thousands of years, nature has chosen among many forms of life and found the most suitable inhabitants for every corner of world. But humans have begun interfering with the laws of nature, and now this million-year-old evolutionary laboratory is starting to collapse. Every day another species becomes extinct, and in the future this figure will increase to one every hour.

I have leapt through books and observed my surrounding. I visited the Secovlje salt-pans near my home, and went walking along the dams made seven centuries ago by my ancestors, whose work resulted in a unique ecosystem. For all those centuries we have obtained salt from the sea by the same process. Families spent all summer on the salt-pans and working in symbiosis with nature, created their own kind of building culture. The characteristics of everyday life are shown especially in material culture: clothes, tools, preparation of food, and process of the sea salt extraction.

The Mediterranean climate and a high concentration of salt in the water have created an environment in which only the most adaptable organisms survive. One group of plants called halophytes can only be found on this part of our coast, among them 45 species already on the Red list of

endangered plant species in Slovenia. In addition to botanical rarities in this area, there are also a small number of land vertebrate, including the small mammal in the world *Suncus etruscus*, and a rare lizard. All in all, more than 200 species of birds have been recorded in this area.

Houses along the canals today stand vacant. Traditional methods of salt extraction have long been economically unsound, and in the last 40 years, the salt-pans have deteriorated rapidly. Part of our precious ethnological heritage can be preserved in museums, but we can not preserve the species who lived in this area for centuries. There is no going back. The area is legally protected under the terms of the Ramsar Convention (1971), but we cannot bring back what is already gone.

The salt basins have been taken over by grass and shrub, causing other species to move in and rare species to be squeezed out. And once they are gone, they are lost to us forever.

*Millions of species.  
billions of molecules  
selected by nature  
to make the world go round.*

*Essay 5 by Mirza Delibegovic from  
Bosnia and Herzegovina*



Recent news from a village in Tuzla Canton about a man who burnt medicaments with expired date on his field, is only one in the series of news about a very low ecological consciousness in BiH, but it also implies that this country, mostly because of such unawareness, but also because of a poor economic situation which endangers existence of the people, became a suitable area for depositing various «world waste».

Besides killing during the war from 1992 to 1995, nature was also destroyed mercilessly. The data on ten million shells with milder radioactive material and the remains of radioactive lightning rod and other similar devices among debris, which exploded on so called territory with majority of Bosniac population is indeed alarming. If we add the fact that 1, 2 million cubic meters of wood was illegally cut down in this period, and that the tree that is cut down presents only 20 percent of a total value of a tree, then it means that

80 percent of our future is being destroyed, which is a kind of economical war against BiH.

18 percent of the BiH territory is a minefield, and the forests make 70 percent of that area. Ten thousand hectares of the arable land cannot be used because of the war.

Various poisonous waste is being deposited by peace forces in BiH and discovered every day, medicaments with expired date are being burnt every day in illegal and dangerous manner, waterflows are being endangered as well as the sources of drinking water. It is all being done by a man, for a small amount of money or because of lack of knowledge, carelessness towards nature or consciously. It is perhaps destiny of not so numerous peoples and small countries?!

It is unreasonable that there is still no strong ecological movement or responsibility of the authorities and legal regulations in our country. It would be reasonable that everyone takes care of the ecology, from a common man to philosophers and scientists.

Unfortunately, nature-lovers and people who see the issue of ecology as a very important one are still rarity in my country. Unfortunately, the war worsened ecological situation and relation towards nature and its beauties in BiH. It is certain that BiH authorities, which see the ecology as the last issue on the agenda, are to blame the most for such situation. However, it is interesting that western culture which reached high level of ecological consciousness as a part of human rights, where any violation is to be punished, does not apply that consciousness here in BiH, which served as a suitable area for various experiments and radioactive waste or medicaments with expired date, etc during the war.

The question is how to teach this man also to care and protect its environment, and nature?! How can a man be taught not to leave garbage after picnic, not to cut down wood, not to turn rivers into junkyards, not to...because everyone has to take care about the ecology, it is a synonym for natural, quality and long-termed life, as the people who take care about the ecology point out.

*It must not be only their concern.  
I cry for help, help Bosnia, because if it continues in this  
way, it is this country today, it is your country tomorrow.  
Nature does not have borders that can be kept.*

Essay 6 by Tazeen Chaudhry from Bahrain.



Planet earth is shared by more than five million species which together form the variety of life we call biodiversity. Although human beings of all colours, races and nationalities make up just one these species, Homo sapiens is the only one that hold the fate of all others in its hands.

People can affect the environment more than any other type of living organism and for many thousands of years have done so. However, it is only in the last century or so that increased globalisation and environmental degradation has threatened the earth's cultural and biological diversity.

These key ingredients in the recipe of our planet are both interdependent and essential to the survival and continuance of life. Advances in technology and medicine have led to an increase in the human population at the expense of the environment and other species. Only now are some people beginning to realise the potentially catastrophic effects of these changes.

As ideals are rapidly revolutionized and profit driven multinationals catalyze this change, what is to become of nature's fragile multiplicity? Capital-intensive agribusiness has become increasingly profit oriented with the loss of tropical rainforests and the introduction of monocultural farming techniques. As crops become artificially synthesised by pesticides, herbicides and fertilizers so is the indigenous tribe's livelihood and deep-rooted ethnicity. The Kenyan Masai, a once proud nomadic tribe, now dance to a suitably synthetic tune for the entertainment of tourists.

Whilst agriculture becomes increasingly analogous so does our culture. Our enthusiasm to embrace the benefits of globalisation has not been matched by a determination to protect our cultural diversity. By all means, people should be encouraged to explore the extraordinary aspects of different cultural heritages, but not at the expense of their own.

The rise in mass media accessibility has lead to 'Americanisation' and the increased influence of western 'values'. People in the less developed world and even in Europe are increasingly turning to American consumerism and materialistic values, resulting in a decline in the appreciation of their own heritage. The pervasive influence of Hollywood has formulated new ideals as to what society should perceive as the norm: not only in fashion and lifestyles but also in the language

we use. Although the global acceptance of English facilitates communications and enables us to transcend cultural borders, it concurrently diminishes the importance of indigenous languages and cultures.

We humans are at least consistent. Not satisfied with eradicating the flora and fauna of our planet we have, for some time now, been eradicating each other. The genocide began, in modern times, with the Incas and the Aztecs. It moved on to the North American tribes, the Aborigines in Australia through the holocaust to the ethnic cleansing in Kosovo, Chechnya and Rwanda.

And now, of course, there's cloning. We will soon be able to choose our characteristics as we choose from a supermarket shelf and in the space of a few hundred years the gene pool will become the gene puddle. We will have lost our diversity and difference in the rush to become 'perfect'.

In Shakespeare's *The Tempest*, Miranda sets eyes on a group of human beings for the first time and utters, in astonishment and delight, "O Brave New World! That hath such creatures in it." In the 1930's Aldous Huxley used it as the ironic title of a novel in which the world was full of homogenous clones. What, I wonder will our response be in a few hundred years time?

### The World Bank Development Education Programme



The World Bank's development education programme is a useful resource. It is in French and Spanish also! It deals with the issue of Sustainable Development and is made up of a number of learning modules, teaching guides, a matrix of learning tools, a resource room, and a sustainable development post (an online newspaper for exchange of ideas).

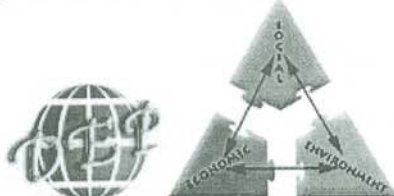
#### What is Sustainable Development?

In the classroom or on your own, you explore some of the values, components and questions of the sustainable development puzzle. As you or your class progresses through this site, you can return to the main page and see how your definitions of and ideas about sustainable development evolve over time.



There are a number of Learning Modules which explore issues of sustainable development with text, maps, charts, data tables, photos, case studies and more. Current modules include: Population Growth Rate, Gross National Product (GNP) per Capita and Access to Safe Water.

In the *For Teachers* area, there are comprehensive teaching guides that accompany each learning module.



In the *Matrix of Learning Tools* there is an overview of the content of the modules. Learners can test their knowledge along the way by selecting the interactive Test Yourself features.

In the *Resource Room* there are hypertext links to related web sites which can be especially helpful to teachers and learners as they work through the Research and Explore activities at the end of the modules. Some of the sites are information sources, some provide curriculum, while others help users find schools and classes around the world with whom to collaborate on projects.

The *Sustainable Development Post* is an on-line newspaper written by students for students and invites individuals or entire classes to report on sustainable development. In the Post, students can tell people around the world what they are doing to promote sustainable development in their own communities, or they can voice their concerns about unsustainable practices where they live. This is also a great place for classes to report on collaborative projects they have developed with other classes or schools.

For more information, check out the Development Education website at: <http://www.worldbank.org/depweb/>



## Activities of CATEK (Caretakers Kenya)

written by Odhiambo O. Rapemo

and edited by Andrew Cox

Oyugis is a young town in Rachuonyo District of Nyanza Province in Kenya. It has a population of about 200,000 and covers about 30 square kilometres. The town is developing fast in terms of population and activities but not in terms of environmental management strategies and structures. The town has no developed sewage system, people still rely on pit latrines which are inadequate. The Council has only one pit



latrine with four doors for the public under their management, the rest are private. Piped water supply is still a dream to be realized in the town. In the 1980's a small project installed a few water pipes but the project stalled as the pipes are dry most of the time. People still rely on water from a seasonal stream "Ayoro" and springs nearby for domestic use.

The garbage situation in the town is no exception. The town Council tries to clean up the business area but with very minimal effect since there is little public support. Residential areas are completely unattended. It has heaps of garbage next to residential houses and a foul smell.

And so CATEK came into being to perform environmental education. The main aims of the organization are to:

- Create public awareness on the need for a joint efforts in tackling garbage problems with individuals, institutions, organisations and the government working together and take their own responsibility;
- Help create an environment free from pollution;
- Assess and identify the pitfalls in garbage collection and disposal in the town;
- Assess the possibility of a better system of garbage collection;
- Assess the possibility of garbage being put to another use in the region or recycled;
- Assess the possibility of using the menace to create jobs





and alleviate poverty.

Actions taken during the public awareness campaigns on world environment day 1999 included:

- Mobilizing people to sweep the entire town and collect garbage in heaps;
- Collaborating with the town council to transport garbage;
- Educative speeches on environmental management;
- Reciting poems based on environmental education and management;
- Brought the responsible government and non-government bodies together in the reality of the garbage problem;
- Distributed educative posters to sensitize the public on the issue of involvement.

In September 1999, there was second clean up. In March 2000, again in association with the Ministry of Health, the Oyugis Town Council and also UNTOK, CATEK initiated a Tree shade project under the "2000 environmental Millenium, Time to Act" programme. Shade trees were planted in front of the post office and at Matata Nursing Home. This will help to green the town and provide shade for residents in the future. CATEK aims to plant shade in all urban institutions and create tree nurseries at the same time.

At the Global Environment Youth Convention in Lund in Sweden in June 2000, CATEK joined forces with Caretakers of the Environment Ireland. Money raised by the Irish branch had been used to fund an Agroforestry project. This involved the promotion of an existing tree nursery. This is an income generating project for CATEK. Seedlings from the tree nursery have been donated to farmers in the community to promote the concept of agroforestry during world environment day celebrations. Seedlings are produced and sold at a subsidised price within the local community. Schools in the area also benefitted when 10 trees were planted in various compounds throughout the region during the millenium celebrations.



Andrew Cox and other delegates of GEYC 2000 planting the seeds of change

A joint project has been established between Waterford, Ireland and Oyugis, Kenya. It will have two parts:

#### Domestic Waste

- carry out an environmental review of the current waste situation;
- collect waste for one week, separating out organic component and toxic component;
- weigh the waste collected;
- categorise the waste;
- take photographs of each stage of the procedure;
- work out a Preventative Environmental Management Strategy to deal with waste in the next 10 years.

This should involve the whole community and include working where possible with the local authorities.

#### Biodiversity

- identify 3 x 10 metre square areas which represent the range of ecosystems available to young people
- map and identify the flora within each area
- research the uses of each of the plants identified
- carry out two diagonal detailed transects in each area
- surveys to be carried out at the end of September, the start of February and the start of May.
- The results of the joint work will be presented in South Africa in June 2001 at the Caretakers of the Environment Conference.



## Eco-tourism and sustainable development: a European project

### Objectives

- to develop co-operation all year long within some European countries involved in Caretakers .
- to raise european fundings for a joint action.

### Procedure

- to carry out local projects on eco-tourism issues in the prospect of a sustainable development.
- to co-operate between European schools throughout the projects. (With that purpose in mind, the schools will be divided into 2 groups according to the proposed environmental issues.)
- to prepare a european charter for ecotourism which will be presented at the SA Conference and shared with youngsters from other parts of the world.

### Countries involved (to date)

Ireland, The Netherlands, Sweden, Denmark, Poland, Portugal, Italy, Cyprus, Turkey, France and Spain.

European Co-ordinator: Denis Charron

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body dealing exclusively with holidays in the Cyprus countryside.

Today, agro tourism is an autonomous, vibrant part of Cyprus tourism hosted in traditional lodgings of historical value throughout Cyprus, ready to offer a new, alternative holiday ideal.

### Description

It seems that agro tourism has a great future in Cyprus. The pupils will try to find out where agro tourism stands today in the island. They will visit the traditional holiday homes and interview the owners and the tourists as well. They will also visit the Cyprus Tourist Organisation and see what are the government future plans. Hopefully, the pupils will make their own suggestions."

Spyros Evlogimenos

Teacher (Science)

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Here is an example sent to us by our friends in Cyprus.

### Agoutis:

#### An alternative for sustainable development in tourism

### Rationale:

The Cyprus countryside is endowed with inexhaustible historical, natural and human riches, generously revealed to the visitor. Its traditional villages, enhance and complement a wonderful natural environment, with their local character, traditional architecture and village planning. Such places are conducive to a harmonious coexistence of man with nature, a coexistence sought by more and more visitors on their holidays.

The Cyprus Tourist Organisation, having considered this new trend of visitors wishing to experience a new, alternative way of holidaying, has set in motion a programme of restoration of traditional houses and Enhancement of the traditional element in Cyprus villages, within the framework of the philosophy of Agrotourism. The need for a better and more organised co-ordination of agro tourism led to establishment of the Cyprus Association of Agro tourism, a



Eco-tourism in Northern Ireland, can it be sustained?

## National branches

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(for more info. See page 4 of this issue)