The Global Forum for Environmental Education

Volume 11, number 2, 2001

CARETAKERS

Caretakers of the Environment
A global network for teachers, educators and students

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/treasurer: Joke Wals, The Netherlands; director of information technology, David Lloyd, Israel; editor of Global Forum Andrew Cox, Ireland; Maria Moate, South Africa; past conference chair, Alba di Carlo and Luisa Viglietta, Italy; co-chairs of conference 2002; Mr Ed Radatz, USA, Emeritus Member.

Frontpage: Looking for game in Shongweni reserve

Editor in chief: Andrew Cox
Subeditors:Arjen Wals and Frits Gravenberch

Subscription information: subscriptions should be paid directly to:
COTEI, RABO-bank Alkmaar, number 376498967
Individuals: Dfl 15,-
Schools: Euro 15,- (4 copies)
Libraries/Institutions: Euro 30,-
Participants in the annual international Caretakers of the Environment conferences automatically receive Global Forum by paying their registration fee.

CEI headquarters:
1 Hornlje 10
1862 BB Bergen NH
The Netherlands
tel.++ 72-5814857
fax.++72-5814858
e-mail: wals36@zonnet.nl
CEI homepage:
www.caretakers4all.org/conf2001

Published with support of:
European Platform,
Nassauplein 8
1815 GM Alkmaar, Netherlands.

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 1st. Contributions for the December issue before November the 1st.
Please send your contributions to:
Caretakers of the Environment Ireland,
C/o Newtown school, Waterford, Ireland.
E-mail: caretakeire@waterfordireland.com

Table of Contents

1. Front page
2. General information
3. Editorial; a song for Caretakers; enviroview song
4. Arts in the Environment
5. How can rural communities benefit from Protected areas?
6. What is Frame?
7. Midrand, ecocity
8-9 Namibia first time
10-11 Sustainable Mobility&ICT, conference 2002 themes
13 Report
14 Time to Move On - Arjen Wals
15 National Branches

Editorial

.uMGUNGU weNDLOVU

...where elephants gather...so did the delegates at the 15th annual conference in Pietermaritzburg, South Africa. From the 1st to 5th July,2001, we had a truly fascinating and stimulating experience. This was the first time that Caretakers had been to South Africa and it was cultural diversity at it's best. How can we forget the spontaneous singing and clapping during pauses for breath in the formal speeches; the support of the Deputy Minister Ms. Rejoice Mabudafhasi; the cheerful hard work of Maria, Judith and both their teams; the maximising of human capital by Dr John Tibane; the ability of young South Africans to express themselves; the vast differences in wealth evident in the suburbs of towns; the involvement of the community in national parks through the levy concept.

My job as editor has been made considerably easier by the wealth of material that the conference generated. Not surprisingly, this edition is heavily focused on Africa. I was delighted by the amount of poetry, which illustrated most clearly the cultural diversity. There are excerpts from Tim Foggin on the issue of sustainable tourism. I hope that delegates were stimulated by the conference (as indicated by the article from Namibia) and am looking at ways that youth can input into their own national process for the World Summit on Sustainable Development 2002 in Johannesburg. We look forward to the next conference in Italy in July 2002 and there are basic outlines of the themes included in this issue.

This issue also includes a message from CEI president Arjen Wals in which he announces his retirement from the organization after having been a part of it since the early beginnings in 1986. His involvement will be dearly missed after the 2002 conference in Italy which will be his last one

A song for Caretakers

by Zora Khan (South Africa)

Today we are proud
as South Africans
To host the youth of the world
To meet you on African soil
To greet and show you our love
The African way
We salute you
The Youth of the world.

You have come to show
and to share
You're special talent and care
Together we've come
for one purpose
To love and sustain our planet earth
To keep it alive for us
to live in future.

Enviroview Song

Look above and see polluted air
Look below the grass is just not there
Where is all the wildlife on our plains?
Nothing else remains.

Lets try again, lets try again
To save this land of ours
Tomorrow it will be gone
For our children
Let's save our land, lets save our land
Lets save our land today

Tell your friends about this land of ours
To litter, burn and dump will just devour
All the treasures of our environment
Conserve, and win.

Delegates getting to know each other in South Africa (below)

Arts in the environment, Theatre in education

by Bernie Levendal (Capetown, S.A.)

The Arts, specifically drama and visual art is one of the most creative and powerful mediums of communication. Through embarking on various environmental initiatives, the Western Cape endeavours to use the creative medium of drama and art.

In terms of the obvious principles of LAZI and community participation, as well as sustainable development, waste management, energy safety and ecotourism were addressed through the following:

- Art competition (primary schools 6-12)
- Learners citywide embarked on an art competition on littering, water and air pollution and recycling.
- Learners did drawings and paintings on the subtheme
- The competition was judged by well known artists.
- One of the outcomes was that the schools who participated started embarking on their own clean-up campaigns and adopting surrounding ponds and forming school committees,etc.
- The work of the winners of the competition was exhibited at the top galleries in Cape Town.
- High Schools
- Learners scripted their own plays on
- Energy consumption
- Energy safety
- Various sources of energy top South African actors served as adjudicators as an incentive to local talent each playlet was 20 minutes maximum and reflected one or all of the themes. The plays were of a very high standard and the result was that many students were selected to go for additional training in the arts (acting and theatre)

Outcomes:

- Youth in high schools started their own cultural and arts societies addressing environmental issues
- There was job creation for local theatre companies performing plays on the environment at top environmental functions.
- Schools and youth in general became more aware and educated about waste and energy issues
- "Adopt a Project" initiatives are being sustained by learners and youth since the creative introduction of arts in the environment.
- Waste and energy roadshow
- The broader community in Cape Town was reached through industrial theatre
- The local municipality provided a truck which served as a stage
- Actors from the local community performed plays on waste management and energy issues
- The target group (the ordinary man in the street) was educated on waste and energy through theatre.
- 500 to 600 people per show were reached city wide
- The actors did rap songs on environmental issues and this served as a means of an icebreaker and re-enforcing the message.

Outcomes

- Community groups have taken ownership of their environment in many suburbs
- Street committees known as "energy concerned groups" have been formed to sustain these projects.
- Kayeleyshe in Cape Town is showing signs of being cleaner
- Local members of the community are phoning local government officials to report illegal dumping and seeking assistance on waste management

In Conclusion:
Theatre is life in action
Theatre is education
Theatre is therapeutic.

Lets use this medium to conscientise, globalise, moralise and equip our world to sustain our environment.

Traditions on display in Ecabazini Village)

How can rural communities benefit from Protected areas?

by Tim Foggin and
Detlev Munster, South Africa

This paper covers the themes of economic development, environmental protection, rural and community development, and responsible tourism. It explains a mechanism for rural communities living adjacent to protected areas to benefit from Conservation based tourism. The mechanism is employed by KwaZulu Natal Wildlife (KZNW) in South Africa. Prior to 1994, the philosophy towards the management of the environment was an exclusionary one, as far as the rural communities living adjacent to protected areas were concerned. This meant that the natural resources within these areas were not for the open utilisation by these communities. This often created much conflict between the conservation agency and the rural communities, consequently building up a legacy of anger and mistrust by the adjacent communities.
The paper seeks to highlight a mechanism that has changed this legacy of mistrust and exclusion and potentially disempowerment to one of mutual working partnerships. Recent political and socio-economic changes in South Africa have led to the continued realisation that conservation requires effort and input from all communities, economic sectors and land uses. Subsequently, conservation planning is increasingly being viewed within the parameters of regional economic development, not only to ensure the success of existing protected areas and conservation projects, but also to ensure socio-economic stability, which is a vital ingredient of sustainable development, and of conservation.

KwaZulu-Natal Wildlife is a key role-player in South Africa's tourism industry, not only by providing the natural resource base upon which nature-based tourism is dependent upon, but by also being the largest provider of bed-nights in the Province of KwaZulu-Natal. In recognition of its commitment to the conservation of biodiversity, its involvement in the tourism industry and its relationship with local communities, the NCS established a community conservation programme to strengthen relations with communities neighbouring protected areas.

A mechanism established by the NCS community conservation programme to promote and enhance local community involvement in local/regional socio-economic development was the introduction of a Community Levy, which would be managed and administered by local area boards. Since February 1998, visitors are required to pay a Community Levy when entering certain protected areas administered by the NCS. Funds raised through the levy would be used by local boards to realise the socio-economic needs of local communities adjacent to protected areas. The Community Levy which is placed in a Community Trust has gathered almost R4 million.

In June 1999, all 10 amaKhosi (or traditional chiefs) surrounding HluhluweUmfolozi Park unanimously agreed to invest just under R750 000 of the Community Levy in a tourism accommodation development inside the Park. The decision by the amaKhosi from the Hluhluwe-Umfolozi region to invest their share of the 1998 levy is a landmark in the history of nature conservation in KwaZulu-Natal - if not the world.

Editors comments:
The above is just an abstract from a fuller paper but the key ideas in the paper are joint participation, model for land use and development, catalyst for rural development initiatives focused on the resource base of protected areas and their tourism potential, and community support for biodiversity by bringing decision making and benefits closer to local communities.

For more information and full copy of the paper, contact Tim Foggin by e-mail at: timf@pmb.ntech.ac.za or write to him at the School of Tourism and Hospitality, Technikon, Natal, P.O. Box 101112, 3209, KwaZulu Natal, South Africa.
www.rhino.org.za/
www.africasafari.co.za/hluhluweparkm.htm
www.natal.co.za/ncoast/umfolozi.htm

What is FRAME?

(www.frameweb.org)

FRAME creates an opportunity for analysts and decision-makers to think strategically about environmental and natural resource management issues as they relate to the challenge of sustainable development in Africa. It builds an exciting dynamic that brings together people, who rarely interact, catalysing new working relationships that facilitate the exchange of information and broadening of perspectives. FRAME is designed to facilitate the increased use of up-to-date information by environment and NRM decision-makers and practitioners as they analyse issues, plan strategically, and advocate their positions.

FRAME seeks to generate and provide information (from within and outside Africa) to help answer several strategic questions facing environment and natural resources management in Africa:

- What are the key environmental and natural resource management issues confronting Africa?
- Where are people addressing these issues in innovative and effective ways?
- What factors helped people achieve this progress?
- What will it take to achieve broad-based changes in the management of the environment and natural resources, which are required to support sustainable development in Africa?

The FRAME website is not only a library of technical reports and country data, but also a gateway to other databases and mechanisms that help you sort through the mountains of data and analyse it in ways that suit your needs. It also helps connect you with others with experiences to share. Simply remember this one web address, because from here you will be able to get where you need to go!

FRAME provides access to a number of different tools to help decision-makers and practitioners analyse and use information more effectively. These include:

- *NRM Tracker* - is a tool for real time learning from local resource management initiatives in Africa. It is a searchable database that allows users to enter their own experiences from local resource management and learn from the experiences of others. It lets stakeholders know what is happening in other regions and sectors, where innovations are happening, and how.
- *Environmental trends analysis* (ETA) - reviews available sources of information and commonly used indicators of environmental and socio-economic changes, linking to these data sets. It depicts trends for selected indicators (using spreadsheets and graphs) and contrasts the situation in Africa with other regions.
- *Systems dynamics modelling* (STELLA) - is a complementary approach to statistical analysis of traditional indicators. STELLA emphasises causal relationships among variables, tracking the stocks of important variables and the flows among them. This approach is particularly useful for developing future scenarios (answers to "what if" questions) and to bring out feedbacks and causal relationships.
- *EIA training modules* (ENCAP/EDM) - are used in a five day course where participants learn an environmental review process and employ an environmental screening form for small-scale development activities. The course emphasises workgroup exercises, role play and the preparation of environmental reviews based on field case site visits. It uses a Participants' Sourcebook and a Facilitators' Guide to structure the workgroup and field trip exercises, while a set of Organisers' Notes helps with pre-planning for the course. Additional material on environmental assessment and mitigation and monitoring, as well as other topics, such as water quality testing and pesticides, is also available.
- *Environmental Valuation* - is a process of placing monetary values on environmental impacts. The World Bank has material to help users incorporate the benefits and costs of environmental effects into the analysis of projects and their alternatives.
- *Environmental Indicators* - can be used as a tool for state-of-the-environment reporting, measuring environmental performance, reporting on progress

toward sustainable development and for clarifying objectives and setting priorities. The World Bank and others provide ideas for environmental performance indicators at the project and national level and how to best use them.

- *Sustainable Rural Development Information System (SRDIS)* -- is an effort by the Centre for International Earth Science Information Network (CIESIN) and the World Bank to a complex body of Internet-based information covering a range of sustainable development issues, with a current focus on natural resource management and decentralisation. The kinds of resources catalogued include: web sites of relevant institutions, case studies, data sources, and print publications. (http://srdis.ciesin.org)

Contact the FRAME Team Leader, Laurel Abrams Neme, at International Resources Group, 1211 Connecticut Avenue, NW, Suite 700, Washington, DC 20036, USA: Tel: (802) 985-9060 or (202) 289-0100; fax: (802) 985-9094 or (202) 289-7601; e-mail: LaurelNeme@aol.com , or at the Africa Bureau Office of Sustainable Development at USAID contact either Mike McGahuey, Tel: (202) 219-0449; fax: (202) 219-0509; e-mail: mmcgahuey@afr-sd.org or Greg Booth, Tel: (202) 219-0250; fax: (202) 219-0509; e-mail: gbooth@afr-sd.org

Midrand EcoCity

www.midrand-ecocity.co.za

"Midrand EcoCity is a needs-driven people's programme addressing poverty alleviation through local economic development. Facing its developing-world challenges EcoCity seeks out innovative, technically relevant and ecologically-sound solutions"

There are some key principles on which the Midrand EcoCity stands. These principles will be integrated within every area of activity driven by the Trust.

- **African renaissance**
  Midrand EcoCity wishes to make a contribution to the rebuilding of Africa as propounded by South Africa's president, Thabo Mbeki. It wants to use Africa-specific solutions, combining knowledge from the West with indigenous African knowledge in developing an environmentally friendly city. It strives to create a living and working space where Africans (both black and white) feel comfortable.
- **Equity**
  Midrand EcoCity commits itself to environmental justice. This means equal access to resources and an equal bearing of environmental costs. Poor people mustn't bear the brunt of 'progress' and its attendant environmental degradation.
- **Enhancing natural resources**
  'Natural capital' such as rivers, soil, biodiversity, air and so on must be improved in the creation of Midrand EcoCity. They should also be rehabilitated and managed wisely.
- **Improving quality of life**
  Basic services should be provided to people who do not have access to potable water, sanitation, waste removal or safe energy. However, these services should be provided in such a way that they improve environmental quality in the city. If not, they ultimately worsen the quality of life for all.
- **Poverty eradication**
  Midrand EcoCity wishes to eradicate poverty by investing in 'social capital'; in other words, in training people and giving them access to the resources and opportunities for setting up their own businesses.
- **Self-reliance**
  While Midrand EcoCity understands its interrelationships with other cities, South Africa as a whole and its neighbouring countries, Midrand must be as self-reliant as possible. People must create their own jobs and upgrade their neighbourhoods using their own resources and initiative.
- **Green transformation**
  Jobs in Midrand EcoCity must be ecologically sustainable. Commerce and industry must subscribe to integrated environmental management systems. This means cutting down on resource use, pollution and waste production. Midranders should produce environmentally friendly products and

services in an environmentally friendly way so that they survive in the long term.

- **People Involvement**
  Midrand EcoCity firmly holds the belief that people must be involved in every aspect of its planning and development. It is for this reason that capacity building and awareness raising as well as public participation is carried out extensively in the implementation of the vision.
- **Providing a future for our children**
  Sustainability means meeting the needs of present generations without compromising the needs of future generations. Midrand EcoCity will strive to make all its interventions sustainable. This means finding the delicate balance between what is desirable and what is achievable in a developing world country.
- **Youth Initiatives**
  The aim of this project is to encourage participation of youth in environmental issues and to use the youth for capacity building and awareness raising in Midrand. A full day workshop was held with the Khayalami Local Youth Development Council at which the youth enthusiastically embraced the concept. As a result of this workshop the KLYDC set up a local forum on environment. The Local Youth Council chose 14 youth and a local co-ordinator was appointed from this group who organises training and awareness raising programs to be held within the community of Ivory Park. The youth will be paid through this project to run such awareness raising campaigns and activities. There are plans to take this project through the whole of Johannesburg City, using the youth as train-the trainers.
  These Fourteen 'eco-activists' have been trained and are embarking on educational activities at youth clubs, clinics, schools to teach young and old about environmental issues. They will give an hour's talk at the venue. More funding for this project is expected from the Department of Education and also the Gauteng Department of Agriculture, Conservation, Environment and Land is setting up eco clubs in schools. It has attracted great interest in government sectors.

Namibia first time to participate in CEI Conference

by Bertha Shilunga, Namibia

This year, I attended the CEI in South Africa and it was my first time to attend this event. I found it very interesting, informative, interactive and educational.

I became aware of the CEI through the University of South Africa. I am enrolled at this university for an Advanced Certificate for Environmental Educators. In one of my Study Guides, my lecturer referred me to Mrs. Maria Moate who works in the Department of Environmental Affairs and Tourism (RSA). When I contacted her, she told me about the event, which sounded very interesting and I later convinced my employer, who funded my participation on the event.

I was then happy to meet Natasha Van Horsten, a student from Namibia, because we never communicated before while in Namibia and each of us thought, " I am the only one from Namibia here". It seemed to be the first time Namibia participates in CEI conference. I realized that we were not so well organized as other countries because we could see that other countries sent at least 2 students and 2 teachers and their presentations and displays were very impressive.

Natasha is from David Bezuidenhout Secondary School, in Windhoek – the capital city of Namibia and currently doing her matric. I came from the School-based Forest Awareness & Tree Planting Project, based in the north-central part of Namibia. The project is implemented by the Ministry of Basic Education, Sport and Culture (MBESC) and funded by Danish Cooperation for Environment and Development (DANCED).

Deforestation is one of major environmental issues in Namibia and severe in the north-central part of the country. This project *raises awareness about the importance of trees and disseminates knowledge and information about the environment especially trees and forests to schools and communities.*

It also focuses on appropriate practices of using woodlands. The project targets schools especially those that offer the Life Science Subject for Grade 8,9 and 10.

From my point of view, I was very impressed by the students and the projects they are involved in, and their contribution to the decision making process on matters concerning environment. I believe if the whole world is going to be involved in combating environmental problems, the environment is going to be in good hands.

The leaders of today had no chance of expressing their ideas when they were young like the future leaders "youth of today", so it is a great opportunity for the youth and they should take it very serious.

I feel that each country in the world must establish a national CEI branch in order to care for its environment because the human impact on environment is very high.

According to my own experience on working with teachers I think teachers, especially those in rural areas, really need more information on environmental issues. They need to be exposed to both local and international environmental issues. They need to network with other teachers and share experiences and exchange the methods/ strategies they use in their education. Inability of teachers to teach environmental issues also affects the learning process of children. Children are curious and if they can't find the link between their subjects and their daily life, it can lead to failure.

I also think that learners need to come together and share their experiences, learn from one another and interact with each other. Youth are the future and they need to understand both local and global environmental issues as well. Through CEI they really get a good chance to be exposed to these issues.

I believe that CEI conference is one of the ways of exposing both teachers and students and offers them a good opportunity to discover, exchange and share ideas and experiences, make decision together and interact with one another.

Namibia is a beautiful country, with a sparsely populated, wide-open spaces, magnificent scenery and with the population of 1,5 million (statistics of 1990). Tourism is the fastest growing industry and is a renowned in the world of tourism for its unspoiled nature and abundant wildlife, both of which are increasingly under threat in today's fast-developing world.

Namibia has about 506 secondary schools countywide and currently there is no network or platform that brings all these schools together in order to address environmental issues in the country. Schools especially in remote areas have little access to information on environmental issues and other useful facilities and, this also affect their learning process at school. Even their school environments/ surrounding does not provide all information required by learners and teachers. It is expensive for schools to take their learners to places where they can practice, get an exposure or learn more about different environmental issues. It also causes some parents to spent lots of money to take their children to better schools especially those in urban areas.

Namibia has a large youthful population. 70% of Namibia's 1.5 million population is under 30 years of age; of this 33% is between 15 to 30.

EE in Namibia is a new concept (±10 years); there is a need for a lot to be done about the environment. I therefore recommend that a CEI branch is needed here in Namibia. The MBESC and Ibis/DANCED are implementing an Environmental Education project, with a pilot phase 2001- 2003. The project will, during the pilot phase, only operate in some areas and will not cover the whole country. I think CEI will target the whole country and will make sure that all schools have access to information about environmental projects that are taking place in the country and in the world.

I am of the opinion that CEI will break the gap between children from rural areas and those from urban areas.

Recycling plant visit during CEI-SA conference

iiiee GLOBAL ENVIRONMENTAL YOUTH CONVENTION Torino Italy 2002

Sustainable Mobility & ICT

Turin, June 29th - July 3rd 2002
16th CEI Caretakers of the Environment International &
2nd GEYC Global Environmental Youth Convention

http://www.lamp.polito.it/globalconvention/

The following sections indicate some of the topics or themes that are being used in the preparation for this year's conference and some of the resources available:

- **Roads and Biodiversity**, Contact: Andrew Cox, Ireland andrew.cox@eudoramail.com
- **Sustainable Transportation for Liveable Cities,** Contact: Alberto Santel, Italy santel.a@atm.to.it
- **Transport, design and marketing** Contact: Anne-Marie Begg, Scotland Annie4sky@aol.com
- **Art on the road, Sustainable mobility and art,** Contact: Fatima Almeida, Portugal nop30514@mail.telepac.pt
- **Communication for a safer world,** Contact: David Lloyd, Israel david@boker.org.il
- **Discussion Area and Youth declaration** Contact: Arjen Wals, The Netherlands Arjen.Wals@alg.vlk.wau.nl
- **Mobility and cyberspace - videoconferencing** Euroview; A manual on the use of video conferencing in the schools is under production and will be available to interested participants. Contact: Tommaso Marino, Italy marino@bussola.it
- **Road safety, Global warming, acid rains** This sub-theme is based on the use of the relevant unit of the Science Across the World project. **Science Across** provides a forum for the students to exchange facts and opinions with young people in other countries through a series of topics on environmental and social science issues.

1. If you are new to SAW and you need to find out about it, please, visit the Web site: www.scienceacross.org
2. Choose a SAW topic relevant to the theme "Mobility and ICT", f.i. Road safety, Global warming, Acid rain, etc.,
3. SAW shall give a booklet with the unit you choose for free to those teachers that will use a SAW unit for preparation to the CEI-GEYC 2002. If you need one, you should write to SAW secretariat Karen Shoebottom sae@bp.com and communicate your intention to us.
4. Prepare your own school project on the basis of the chosen SAW unit or part of it.
   Contact:
   Karl Bracht, Austria
   Karl.brachtl@schule.at
   And Juan Xavier, Spain
   xjuan@wanadoo.es

- **Virtual mobility and mobiles, electric cars, satellites** CONSCI The materials (documents and activities) are available on the Web. Visit the Web site: www.lamp.polito.it/consci

A version on CD is under production and will be sent for free to the teachers that will use it as a basis for their school project.
Contacts: Consci Webmaster: Julie Bradshaw bradshaw@must.it

Project co-ordinators:John Parry
Parryje@hotmail.com
and David Watts
Dmwatts@globalnet.co.uk

Finding out about waste management at Edendale tannery in Pietermaritzburg

➢ **ICT in Sustainable Mobility**
IIIEE has developed a course on: "*Preventive environmental strategies*" to be used in the school as a foundation to the main concepts in sustainability. Teachers that have filled the form for Expression of interest and are willing to participate to the GEYC network will get the course CD Rom for free. Contact: Birgitta Nordén, CEI/IIIEE, birgitta.norden@iiiee.lu.se
Zinaida Fadeeva, Tareq Emtairah, IIIEE,
Ulrich Golüke,
Blue-Way, Germany.

Creativity...

It is a vision of the future for a more just and solidarity mankind ...
It is a dreamt and accomplishable utopia to sharpen the talent and the inventive power in the betterment of our living conditions ...
It is sensibility and a lively understanding capable of creating beauty, art, and the best productions of imagination and fantasy of the genii of mankind...
It is the search and invention of new paths and goals, of new styles of work and relationship, of an active and communicative dynamics of sociability and leisure, of a new style of leadership and organisation which impulses the collective desire of self-fulfilment, releasing the human being from oppressions and repressions, from subtle domination and manipulative impositions which prevents him to be himself, autonomous and free...
It is a critical and creative vision over mediocrity and routine, the conflict and the dissatisfaction, based on the principle that these have infinite solutions if everyone is able of dreaming and imagining, of thinking and acting divergently; and that to achieve this it is necessary to develop, in a generalised way, the inventive thinking and action of every citizen...

from *RECREARTE*
by *David de Prado*

poets corner

Our Earth, our Future, just save it!

by Nomsa Keswa,
NW province, South Africa.

Mother Earth, the woman
The woman who produced
The woman who carried
The woman with multitudes behind her back.

The future that no man can destroy
The future that is wet, sunny and cold
Our future, our destiny
With shapes and latitudes
With nations so bright and beautiful
Glory to the fauna and flora.

Thank you the might one
The creator of all
Who made it possible
Who created this souvenir
Who created the earth.

Alpha and Omega
Take care
Take care of the gift of nature
Take care of our land
Save our pride
Our earth, our future, just save it!

No time to sit and talk Unity

by Melusi Phakati

No time to sit and talk Unity, Unity
Thus far and fine then what
People are united; my brother is Zulu and married to a Venda
A British sister is married to an Argentinian
Yes, we live together in harmony
We are almost saturated by unity.
My brother walks there in style.
Yes, that's how he walks.
Wherever he walks, he almost coughs unity, Kheeeee Unity.
But let me tell you one thing. There is still a war to be fought.
No gun is needed, even a single weapon.
But only a man's natural computer. Boys and girls go to school, yes.
Pass, yes. Graduate, yes. Then what? Go to the street, no. Who will employ you? How many times should I say NO?
In order to cut a long story short.
Hey guy, look at me. In order to eat you must open your mouth. After your graduation, you start grumbling...there is no work, Akuna Msebenzi, Mosebetse Ha oye.
To who are you grumbling?
If you don't want to work for yourself, then eat your own nails. When they are finished, Chau Chau.
This is an economic war.

Nature is joy

by Lumka Luke,

Adopt the peace of nature,
Her secret is patience
There is no time like spring,
when life is everything.

All the seasons run their race
In this quite beautiful place.
The rains come and sink over the earth,
So beautiful and soft.

To us nature seems asleep,
And all its mighty heart is lying still.
Yet it is working day and night,
Giving us smokeless air.

Water and sunlight give life to nature,
And nature gives life to us.
The pure clean air comes sweet to our lungs,
Let us plant trees to show gratitude.

poets corner

Construction is what we are supposed to do,
But destruction is what we do.
Let us have a new light on nature
A light that will light up the shade for us,
To examine nature thoroughly.

If trees could bleed,
Could anyone chop them down?
Our hands are covered with invisible blood.

Have a heart that never hardens,
A temper that never tires,
A touch that never hurts,
Especially to nature.

If we shall take the good we find,
Causing no harm,
Our happiness will grow;
Without trees, nature will never be the same.

Nature is not understandable;
What is not fully understood?
Is not fully known
Nature is mute for a purpose.

With trees how lovely earth can be;
And what is lovely never dies;
But it passes on to other loveliness;
What a mystery nature is.

All nature is but art;
And the true work of art is
A shadow of excellent perfection.
Nature is a masterpiece;
Nature is life giving;
Nature is beauty;
The beauty of nature is joy forever.

Ms. *Lumka Luke* is an educator at Emafini Primary School in Port Elizabeth in the Eastern Cape. She attended the Kids Congress for the environment, which was held in South Australia during October 2000. She accompanied an 11 year old, Ntsike Dimbeze.

national branches

Caretakers of the Environment/ India

by *Ravi Dutt*, Chairman of CEI India

CEI India organised a general open discussion on "Sustainable Development" to celebrate World Environment Day on June 5th, 2001. The venue was Delhi and was attended by almost 100 students from different parts of India. They were able to share their concern and views on environmental degradation in their respective states. The main topic of discussion was "Connect with the world wide web of life" ...see Globescope for more. Other topics included sustainable development, earth and its complex ecosystems. Depleting underground water resources, the increased use of plastic bags and people's participation in environmental management. The event provided a platform for two-way interaction with the public. While it helped to clear myths regarding environmental protection being a costly affair from the minds of the general public, it also gave more idea on how to increase people's participation in managing the environment in their local areas.

The following website gives some idea of the region where tree felling and construction of cement plants are but two of the major threats. www.ibiblio.org/himachal/ If you are interested in Ravi's full paper, please contact him at: CEI India, 16 Northend Complex, R.K.Ashram Marg. New Delhi-11001, India.

Ecotourism in action; Ecabazini village in Kwazulu Natal, South Africa

A Presidential Farewell: Time to move on!

In January of 1986 we lived in a different world. The Berlin wall was still there, the end of the cold war was not even in sight, Tsjernobyl was about to change or strengthen out views on nuclear energy, the Rio Earth Summit was still on the drawing board, nobody had heard of education for sustainable development, the Brent Spar and certainly not of somebody named Bin Laden. I was 22 back then and had just temporarily moved from the Netherlands to the United States to spend time at Oak Park and River Forest High School as an intern with Biology teacher Ed Radatz. It was during that cold Chicago winter that Ed and his long time friend Isabel Abrams, an environmental writer, and myself came up with the idea of Caretakers of the Environment. We strongly felt there was a need for high school students and teachers to jointly explore environmental issues from both local and global perspectives. In the past environmental education conference had always been attended by environmental and education experts and professional policy-makers, but rarely were young people or even teachers involved. We wanted to break that pattern and launch a network of grassroots education and action carried out by intrinsically motivated teachers and students. None of us could have imagined back then what our thoughts would be leading to.

We now live in 2002, sixteen years later. CEI has been, and still is, the driving force of many international conferences that link environmental and cultural sensitivity through hands-on education, critical thinking and constructive action. We have been in Holland, Spain, England, USA, Portugal, Peru, Canada, Scotland, Russia, Ireland, Northern-Ireland, Costa Rica, Sweden, South Africa and are about to go to Italy. Well over one thousand teachers and students have attended our conferences. National branches have been established all over the world, and the Global Forum is still quite popular among environmental educators world-wide.

It is hard to leave an organization like CEI. CEI has become a part of me. I was 22 then and am 37 now. The students who will come to Italy this year were not born yet when Ed, Isabel and I came up with CEI or even when Joke and Harry put together the pieces for the first conference in the Netherlands in 1987. The students who attended the first conferences are now in their early thirties. They have gone through college and have started a career which hopefully will be characterized by a refreshing environmental and cultural conscience that positively influences the organization within which they work. Most of the teachers who were at the first conference in 1987 will have retired by now. Reflecting on their past career in education, they may look back at the CEI conferences as one of their career highlights. The conferences all were highlights for me, and at the last one in South Africa I thought to myself 'why should I want to quit something so superb like this?' But I feel it in my bones now: I must move on and create space for youth, renewal and innovation in our organization. New people need to step up to bring that energy that we need to move forward.

My current work as a researcher in the communication and innovation studies group of the Wageningen University, my attempts in being a good father to our two children, Brian and Kendra, and being a good husband to my wife Anne, take up most of my energy, leaving insufficient energy to give to CEI and to do my job as president properly. I once read somewhere that 'the secret to a long life is knowing when it's time to go'. It's time, I know it. I would like for all of you to think of ways to renew CEI in the coming years, so that yet thousands of more young people can benefit from the richness of cross cultural exchange in working towards sustainable solutions to the important issues of today which, like in 1986, still have to do with environmental and social equity, social and environmental justice, respect for diversity, pluralism and life itself, and the sustainable use of the earth's natural resources. I will continue to work on these issues in my everyday life, and trust you will all do the same. Thank you all for keeping the CEI spirit alive and for enriching my life.

Take care,
Arjen Wals

Caretakers Cameroun
Augustine Njamsnhi
BT 292 Yaounde
CAMEROUN
Tel/fax: +237 314125
E-mail: Abnjamnshi@yahoo.com

Caretakers Pakistan
Mr. M. Majid Bashir
Atorney at Law 48/16
M.A. Road, Dohatta Colony, Ichra, Lahore PAKISTAN
Tel.: +92425752239/
Fax:+9242 5753268
E-mail: bashir majid@hotmail.com

National branches

Caretakers Canada
Ms. Kathryn Graves
1657 Barrington Street, Suite 125
Halifax, NS, CANADA
Tel.: +1-902-477-5003/Fax: +1-902-454-6605
E-mail: ah718@chebucto.ns.ca

Caretakers Costa Rica
Mr. Jose Miquel Molina
P.O. Box 1000-1000, COSTA RICA
Tel.: +506-2335016
Fax: +506-2554527
E-mail: jmolina@vida.org

Caretakers India
Mr. Ravi Dutt
16 Northend Complex
Ramakrishna Ashram Marg.
New Delhi-11001, INDIA
Tel.: +91-11-3364957/Fax: +91-11-9411111

Caretakers Ireland
Mr. Clark Houston
C/o Ballee Community Highschool
Ballee Road West, Ballymena BT 42 JU
NORTHERN-IRELAND
Tel.: +44-126649327/Fax: +44-126645136
And Mr Andrew Cox
C/o Newtown School,
Waterford, IRELAND
Tel. 35351841337
E-mail: andrew.cox@eudoramail.com

Caretakers The Netherlands
Ms. Joke Wals
1 Horntje 10
1862 BB Bergen NH
The Netherlands
tel.++ 72-5814857
fax.++72-5814858
e-mail: wals36@zonnet.nl

Caretakers Portugal
Ms. Fatima Matos Almeida
Aspea, Apartado 4021
1501 Lisboa-Codex, PORTUGAL
Tel.: +351-1-3011902/
Fax: +351-1-3018697
E-mail: nop30514@mail.telepac.pt

Caretakers Scotland
Mr. Raymond Jowett
Dyce Academy, Riverview Drive
Dyce, Aberdeen AB2 0NF, SCOTLAND
Tel.: +44-464-6306181/Fax: +44-464-6131647
E-mail: dyceacademy@gr.asc.org

Caretakers South Africa
Ms. Maria Moate
C/o Dept. of Environmental Affairs & Tourism
Private Bag X447, Pretoria 0001
South Africa
Tel: +27 12 310 3628
Fax: +27 12 322 5056
E-mail: OPV mm@ozone.pwv.gov.za

Caretakers Sweden
Ms. Birgitta Norden
Sparnosgatan 7
22652 Lund, SWEDEN
Tel.: 46462220248
Fax: +46-46306181
E-mail: birgitta.norden@tunaskolan.lund.se

Caretakers Israel
Mr. Izra Pimentel
Midreshet Sde Boker
Har Ha-Negev, 84990 ISRAEL
E-mail: pimentel@boker.org.il

National branches

Continued... see also page 15

Caretakers Italy
Ms. Alba di Carlo
c/o Liceo E-Majorana
C.so Tazzoli 188
10137 Torino, ITALY
Tel.:+90113099128/Fax: +390113118900
E-mail: albadica@tin.it

Caretakers USA
Ms. Isabel Abrams
2216 Schiller Avenue, Wilmette
Illinois 60091 USA
Tel.: +1-708251-8935
Fax: +1312-6708301
E-mail: aqua847@aol.com
And Mr Ed Radatz (Chair)
E-mail: Azecr@aol.com

Caretakers Kenya
Mr. Odhiambo O. Rapemo
Catek, P.O. Box 497
Oyugis, Nyanza Province, KENYA
Tel. 25438431009/31037
Fax: 254 381 31194
E-mail: catek@oyugisnet.co.ke

Caretakers South Africa
Caretakers Indonesia

CEI-International office
't Horntje 10
1862 BB Bergen NH
The Netherlands
tel.++ 72-5814857
fax.++72-5814858
e-mail: wals36@zonnet.nl
CEI homepage: http://www.caretakers4all.org/

"Of course, everything needed locally cannot be produced locally. But a viable neighborhood is a community, and a viable community is made up of neighbors who cherish and protect what they have in common. This is the principle of subsistence. A viable community, like a viable farm, protects its own production capacities. It does not import products that it can produce for itself. And it does not export local products until local needs have been met. The economic products of a viable community are understood either as belonging to the community's subsistence or as surplus, and only the surplus is considered to be marketable abroad. A community, if it is to be viable, cannot think of producing solely for export, and it cannot permit importers to use cheaper labor and goods from other places to destroy the local capacity to produce goods that are needed locally. In charity, moreover, it must refuse to import goods that are produced at the cost of human or ecological degradation elsewhere. This principle applies not just to localities, but to regions and nations as well." (Wendell Berry, The Idea of a Local Economy, *Orion Magazine*, www.oriononline.org)

Source of drawing: Berry, Orion Magazine www.oriononline.org