The Global Forum for Environmental Education is an official publication of Coeducate of the Environment International. The International Board consists of: President: Arjen Wels, The Netherlands; Vice President: Birgitta Nordén, Sweden; Director Networking: Fatima Almeida, Portugal; Director Communications: Isabel Alkemade, USA; Secretary Treasurer: Johan Wels, The Netherlands; Director of Information Technology: David Lloyd, Israel. Editor: Global Forum Andrew Cox, Ireland; Maria Mota, South Africa; Paul conference chair: Alfio di Carlo and Luke Vigiella, Italy; Co-ordinator of conference 2002: Mr. Ed Paulus, USA; Editor-in-Chief: Annalisa Mancini.

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Note 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 of interest to teachers and students at the upper secondary school level.

Text:
Text should be in WORD format for windows or also 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!
Editorial

...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 its best. How can we forget the spontaneous singing and dancing during breaks for breath in the formal speeches; the support of the Deputy Minister Mo, Rejoice Mabudafhasi; the cheerful hard work of Merle, Judith and both their teams; the maximising of human capital by Dr John Tlatlane; 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 Fogg on the issue of sustainable tourism. I hope that delegates were stimulated by the conference (as indicated by the article from Ntabisa) and are 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 DEI president Arjen Wals in which he announces his retirement from the organisation after having been a part of it since its early beginnings in 1969. His involvement will be deeply missed after the 2002 conference in Italy which will be his last one.

A song for Caretakers

by Zora Khae (South Africa)

Today we are proud as South Africans
To hold 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 have 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.

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

Let's save our land, let's save our land
Let's save our land today.
Tell your friends about this land of ours
To Mar, burn and dump will just destroy
All the beauty 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 Lavendel (Cape Town, 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 LAD and community participation, as well as sustainable development, waste management, energy safety and eco tourism 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 theater 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 those projects.
- Keyhole Theatre in Cape Town is showing signs of being diner.
- 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
Let’s use this medium to connect, conscientise, globalise, moralise and equip our world to sustain our environment.

Traditions on display in (Cape Town) Village
How can rural communities benefit from Protected areas?

by Tim Foggie 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 for the 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 1996, 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 amaKhasi (or traditional chief) surrounding Hluhluwe-Imfolozi 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 amaKhasi from the Hluhluwe-Imfolozi 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, moral for land use and development, catalyst for rural development initiatives focused on the resources base of protected areas and their tourism potential, and community support for biodiversity by bringing decision making and benefits closer to local communities.
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, catalyzing 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 analyze 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 resource 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.
- System dynamics modelling (STELLA) - is a complementary approach to statistical analysis of traditional indicators. STELLA emphasizes 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.
- ETAA 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 emphasizes workgroup exercises, role play and the preparation of environmental reviews based on field, case study visits. It uses a Participants’ Sourcebook and a Facilitators’ Guide to structure the workshop 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 materials 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) – 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://erdi.ciesin.org/)

Contact the FRAME Team Leader, Laurel Akrane Nnene, at International Resources Group, 1211 Connecticut Avenue, NW, Suite 700, Washington, DC 20005, USA: Tel: (202) 879-0650 or (202) 289-0100; fax: (202) 879-0594 or (202) 289-7601; e-mail: laurenennene@iorg.com. or at the Africa Bureau Office of Sustainable Development at USAID contact either Mike McSwatney. Tel: (202) 219-0466; fax: (202) 219-0599; e-mail: mmpartsley@atrl-ad.org or Greg Booth, Tel: (202) 219-0599; fax: (202) 219-0599; e-mail: dpoa@atrl-ad.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 re-building of Africa as propounded by South Africa’s president, Thebo 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 Khayelitsha 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 Stikule, 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. Marie Mosia 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 Bezuilenhout Secondary School, Windhoek – the capital city of Namibia and currently doing her matric. She 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 occurs 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 seriously. 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 and 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 decisions 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 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 500 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 affects their learning process at school. Even their school environment/ 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 spend 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 50 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 be needed here in Namibia. The MBEIC and Rest/DANGED are implementing an Environmental Education project with a pilot phase 1991-1993. 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
Sustainable Mobility & ICT
Turin, June 26th - July 3rd 2002
16th CEI Caretakers of the Environment International & 2nd GEYC Global Environmental Youth Convention

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

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@eudora.com
- Sustainable Transportation for Liveable Cities, Contact: Alberto Santal, Italy santal.a@atm.lod.it
- Transport, design and marketing, Contact: Anne-Marie Begg, Scotland Anniebekr@aol.com
- Art on the road, Sustainable mobility and art, Contact: Fatima Almeida, Portugal poc30514@mail.msn.com
- Communication for a safer world, Contact: David Lloyd, Israel david@bouwer.org.il
- Discussion Area and Youth declaration, Contact: Arjen Wals, The Netherlands Arjen.Wals@apo.vtk.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: Tonino Marino, Italy tonino@tusap.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", e.g. 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 p뾰@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.bracht@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 of CD is under production
and will be sent for free to the teachers
that will use it as a base for their school
project.
Contact: Coasci Webmaster: Julie
Bradshaw beredshaw@must.it
Project co-ordinator: John Perry
Perrye@hotmail.com
and David Watts
Dwatts@globalnet.co.uk

Finding out about waste management at
Edendale tannery in Pietermaritzburg

Interest and are willing to participate to the
GEYC network will get the course CD Rom
for free. Contact: Birgitta Norden, CEMIEE,
birgitta.norden@iiee.eur.de
Zinaida Fadeeva, Tanro Emiafah, IIEE,
Ullrich Gelueke,
Blue-way, Germary.

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

Creativity...

It is a vision of the future for a more just and solidarity mankind...
It is a dream that is 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
products of imagination and fantasy of the genius 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 impulsive the collective desire of self-fulfillment,
relieving 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 there are infinite solutions if everyone is able
do 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
Our Earth, our Future, just save it!
by Nomusa Keawa.
NW province, South Africa.

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

The future that no man can destroy
The future that is wet, sunny and cool
Our future, our destiny
With shapes and syllables
With nation 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!

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.
Plea, 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. Axuna Msebenzi, Mosobela Ha eye.
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

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 askew,
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.
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 shades 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 taste the good we find,
Casting no harm,
Our happiness will grow.
Without trees, nature will never be the same.

Nature is not understandable;
What 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. Lumkile Lusis 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, Ntsikelelo Dibhante.

Caretakers of the Environment/ India
by Ravi Dutt, Chairman of CEI India

CEI India organized 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 Globeoscopes 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.laslido.org/bmaharifa

If you are interested in Ravi's full paper, please contact him at: CEI India, 16 Northend Complex, P.K.Ashram Marg, New Delhi-11001, India.

Ecotourism in action: Esabazini 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. Tajemnicy was about to change or strengthen our 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 Radosz. It was during that cold Chicago winter that Ed and his long time friend Isabel Abramson, an environmental writer, and myself came up with the idea of Carttakers 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 conferences 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 intricately 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. With over one thousand teachers and students we 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 Joe 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 careers 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 key 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, cultural 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,
Arjan Wals
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"Of course, everything needed locally cannot be produced locally. But a viable neighborhood is a community, and a viable community is a 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 capacity. 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 short, 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." (Wenonah Hurey, The Idea of a Local Economy, Orion Magazine, www.orionline.org)

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