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# **THE GLOBAL FORUM**

## **for Environmental Education**

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**Global Network of  
Teachers and Students**

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**volume 2 number 1, November 1991**

#### Colofon

This magazine has been printed by the Department of Town Management of the city of The Hague, The Netherlands.

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#### Editorial.

Having absorbed the fifth international CEI conference held in Peru we now present you the first issue of Volume 2 of the Global Forum. We are pleased more students are willing to publish their articles in the Forum. We have one article from a Zambian student and two reactions to the fifth conference. Apart from that we have a description of the activities in India and from Sweden. From the International Board we received an article describing the fifth conference in Peru, and we have the announcement of the sixth conference in Portugal.

The editors of the Forum present in Peru held their yearly meeting, and evaluated the first volume. We think we are on the right way

#### Editorial

Tras la celebración de la quinta conferencia en Perú llega el primer ejemplar del volumen 2 de Global Forum. Nos alegramos al comprobar que son cada vez más numerosos los estudiantes que desean publicar sus artículos en Forum. Disponemos de un artículo de un estudiante de Zambia y dos comentarios al Quinta Conferencia. Además describimos las actividades en la India y en Suecia; de la Junta Directiva Internacional hemos recibido un artículo sobre la Quinta Conferencia en Perú y el anuncio de que la Sexta Conferencia tendrá lugar en Portugal.

Los editores de Forum, presentes en Perú, celebraron su reunión anual y valoraron

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As has been the case at all prior CEI conference, participants displayed their own environmental education projects in an exhibit



Photo 2. The display area

tion hall. Delegates were asked to bring environmental education related documentation from their home countries to contribute to a newly formed documentation center on environment and development in Cusco.

The demographics of the 5th conference were quite inconsistent with previous Caretakers conferences. In the past, the general composition of the participants has been approximately 40% high school teachers, 35% students, and 15% EE professionals all of whom were actively involved in environmental education projects. Most of the delegates, approximately 65%, commonly came from countries outside of the host country. In contrast, at Peru's conference there were approximately 12 students and 50 teachers/EE professionals and well over 250 environmental scientists, ecologists, politicians and university students. Less than 20% of the delegates (approximately 325 people) came from outside of Peru. These different demographics had a negative bearing on the conference in that the secondary school teachers and students were not at the center of the events, while the dominance in numbers of the Peruvian participants made mixing difficult.

During the course of the conference I came to realize that the reason that there were so many participants who were not involved in environmental education, but instead in environmental science and ecology, was because of different interpretations of environmental education. The local organizers and many of the participants appeared to regard everything that deals with tackling environmental problems -- be it by means of research, legislation, or education -- to be a form of environmental education. It seemed that while our hosts emphasized the environmental side of environmental education -- perhaps because of the scope and urgency of the environmental problems a country such as Peru faces -- most participants from outside of Latin America (and some from within) emphasized the educational side of environmental

education. As a result of this difference in interpretation, the majority of the attendees were professionals and university students involved in ecology, chemistry, biology and hydrology, while the seminars in the conference took on an academic nature to the dismay of many of the secondary school teachers and students in attendance.

During the conference I also became aware of the political significance and importance for the local organizers of having international representation. The host university was celebrating its 300th anniversary and the international conference was seen as the perfect opportunity to highlight this event. Much attention was given to the ceremonies and publicity of the conference. For the Peruvians this conference was a rare opportunity to meet environmental experts from other regions of the country and to draw the attention of politicians and decision-makers to the acute environmental degradation the country is experiencing.

This environmental degradation is very serious in Peru. I was struck by the poverty and environmental degradation that seems to be the result of people's struggle to survive in an imbalanced and unfair world. In the community where we stayed less than half of the town has access to potable water from a primary treatment facility. The sewage from this town of 25,000 is discharged directly into the river. Every two to three years, stray dogs are gathered in the city, killed, and piled up in the river. The banks of the river are filled with debris including used pesticide containers that originated in plants of western chemical companies. The average income of the peasant is less than \$30 a month, while land is very expensive to buy (over \$5 per square meter). Many farmers burn their fields in the month of August in an attempt to return nutrients to the soil. The resulting smog in combination with smog generated by the slash and burn activity in the rainforests, filled up the entire valley and actually made it impossible for some of the participants to fly out of Cusco after the conference due to lack of visibility. With political tension, terrorist actions and cholera epidemics, little time or resources can be devoted to environmental protection or infrastructure.

All international participants witnessed the dilemmas of poverty and sustainable development first-hand and were visibly moved by the degrading conditions under which many of the local people live. Despite the shortcomings of the conference from a CEI perspective (e.g. lack of secondary school student participation and program activities, an imbalanced ratio between international and national participants, and, at times, a too academic program), many lessons were learned that are bound to influ-

ence delegates' personal and professional lives (see the San Antonio Declaration printed in this issue the Global Forum as well). Many new friends were made and several delegates agreed with one another to set up joined international EE projects. The small group of secondary school students deserves a lot of credit for overcoming the, for them, unfriendly and uninviting program by creating their own discussion groups, formulating their own closing statement and demanding that future conferences will give them equal representation in the program. They reminded us that CEI is above all a

network for secondary school teachers and students.

As one of the three CEI board members attending the conference, I would like to thank the organizing team and particularly its chair, Mr. Eduardo Gil Mora, for hosting delegates from around the world. It is not until one experiences the conditions under which Eduardo and his colleagues organized the fifth conference, that one can truly appreciate the amount of time, energy and resources it takes to be able to organize a conference like this in a country such as Peru.

### **The Peru Conference ...A student's view, by Duncan Taylor**

*Duncan Taylor is a senior secondary school student at the Dyce Academy in Aberdeen, Scotland. He attended the Bristol Caretakers Conference and this year made the journey to attend the 5th Conference in Cusco, Peru.*

Before I left to go to Peru, I was worried about what effect it would have on me. Would I return with a horrible disease and with all my personal belongings stolen? Would I be totally depressed about the corruption and poverty?

When I got to Cusco (after a fairly hairy flight from Lima) we were driven to a hotel where we were to stay for a couple of days before the conference started at Urubamba. The place had toilets, toilet paper, baths and showers, a restaurant and TV's!! What was I worried about? When I looked around the hotel more closely however differences began to appear. There was an armed guard outside all the time and conference delegates seemed to be the only people staying in the hotel.

Throughout the two weeks however my images of what Peru was going to be like were, most of the time proved wrong. I expected lots more Peruvians to be sad and ill. The people we saw smiled, laughed and greeted us much better than we would have greeted them in our own country. I know that I saw only a part of Peru, but my idea's of wealth and poverty have changed after seeing the "poor" Peruvians with a certain sort of "wealth".

The conference received many complaints and criticisms and I too had my fair share of grumbles. It was criticized for being too political, dwelling on Peruvian rather than global issues and not giving any scope for the young delegates to become involved. Many people, myself included, compared the Peru conference to the one in Bristol last year. Looking back this was a very silly thing to do. Bristol is in a country where people don't have to worry about things such as where their food is going to come from, about the political stability of the country

and whether civil war is going to break out. If we did have these worries and didn't have much opportunity to discuss them wouldn't we use something like a conference as a platform?

After arriving home I played my records, which I had missed a lot while in Peru. The needle jumped. Normally that would have bothered me - but it didn't now!

### **Commentary by a Soviet student from Murmansk who attended the fifth CEI conference in Cusco, Peru.**

**By Lyuba Migun**

I am grateful to having had the opportunity to visit another part of the world. I don't mean another country; it's kind of an unknown, spiritual world. It seems to me that our camp was a small island of love and kindness in a great ocean. As a result of the visit, I began considering relationships between people in another way. I made friends with a lot of people and it was hard to leave them.

The conference was superb. The only concern I would like to mention is the following. There were more adults than pupils and because of that and the highly academic program, we eventually separated from the adults to form our own mini-conference. I would like to suggest that in the future two separate simultaneous conferences (one for teachers and another for pupils) should be organized.

*a footnote: This commentary was sent to the Midwest Center for U.S.-U.S.S.R. Initiatives in Oak Park, Illinois. This center sponsors teachers and students from the Soviet Union attending CEI conferences.*



## "Propuesta de San Antonio" "The San Antonio Declaration"

*This declaration reflects the outcome of the seminar discussions held at the fifth international Caretakers of the Environment International conference. The statement was drafted by representatives from the Soviet Union, South Africa, Peru, Nicaragua and the Netherlands and is to be presented, along with a youth statement at the UNCED I (United Nations Conference on Environment and Development) conference to be held June 1-12, 1992 in Rio de Janeiro, Brazil.*

*The primary goal of this conference will be to lay the foundation for a global partnership between developing and more industrialized countries, based on mutual need and common interest, to ensure the future of the planet. A highlight of the conference will be the observance of World Environment Day on June 5 1992, the twentieth anniversary of the opening of the United Nations Conference on the Human Environment, held in Stockholm, Sweden in 1972.*

*The relationship between economic development and environmental impact was recognized at the Stockholm Conference. It was also the focus of "Our Common Future", the 1987 report of the United Nations World Commission on Environment and Development. However, between 1972 and 1987, too little was done to integrate, in practical terms, concerns for development and the environment in economical planning and decision making. The environment of the planet deteriorated. Poverty in developing countries, levels of economic growth, unsustainable patterns of consumption, demographic pressures and the impact of the international economy are development issues that will be addressed at the UNCED-conference.*

*At the fifth Caretakers of the Environment International conference in Peru, we also discussed these issues, with an accent on education. We see Environmental Education as one of the most important ways to change attitudes. We are sure that the following statement, that was made in Peru can contribute to the UNCED-conference next year. (the editors, Joke Wals)*

We, the drafting Committee preparing the proceedings of the **"Fifth International Caretakers of the Environment International Conference"**, conclude that our planet is facing destruction, as a result of symptomatic environmental problems such as overpopulation, deforestation, excessive waste and degradation of water, air and soil, which are rooted in the unequal distribution of wealth, the uninhibited strife for economic growth, and lack of effective education.

Acknowledging that we are in dire need of a generation of decision-makers, capable to address these problems, we urge educational authorities and teachers, working in formal as well as non-formal settings, to create an educational ethos that incorporates the principles of sustainable development and demonstrates the interdependencies among nations and the need for solidarity among all people.

In light of the tremendous problems facing humankind we can no longer afford to ignore what perhaps is our most valuable resource: **our youth.**

Having concluded the **"Fifth International Education Conference"**, the main subject of which was "Environment and Development", we conclude that:

-There is no equitable sustainable development model that accommodates the interests of the nations that have attended this event, due to the different existing levels, degrees and concepts of development.

El Comité de Redacción encargado de elaborar los anales de la **"V Conferencia Internacional de Caretakers of the Environment International"**, concluyo que nuestro planeta enfrenta su destrucción como resultado de evidentes problemas ambientales como la sobrepoblación, la deforestación, los excesivos residuos y la degradación del agua, del aire y de los suelos, problemas que están enraizados en la distribución desigual de la riqueza, la burocracia desenfrenada de un crecimiento económico y la falta de una educación efectiva.

Reconociendo que existe una urgente necesidad de una generación de líderes capaces de matizar estos problemas, instamos a las Autoridades Educativas y a los Profesores, quienes trabajan tanto en medios formales como informales, a crear una ética educativa que incorpore los principios del desarrollo sostenido y que demuestre la interdependencia entre las naciones y, así mismo, la solidaridad entre todos los pueblos.

A la luz de los grandes problemas que enfrenta la humanidad, no podemos ignorando lo que tal vez sea nuestro más valioso recurso: **nuestra juventud.**

Habiéndose realizado la **V conferencia Internacional de Educación Ambiental**, y siendo el tema central para este Certamen "Medio Ambiente y desarrollo" luego del debate concluimos:

-Que no existe un modelo de desarrollo sostenible equitativo en el cual confluyan los

-Environmental education must be considered as a continuous process throughout the entire life of a person and is also a strategy which allows the nations to seek a sustainable development.

-This strategy consists of conducting programs at all educational levels and modalities, in the understanding that for each region, there is also a cultural heritage to be salvaged and preserved.

-The people of the world and, in particular, those living in the countries of the Southern Hemisphere, should strive to ensure that education becomes a tool to change the current development models so as to attain a more just international order and to create an awareness that natural resources are the heritage of the present and future generations, as shown by the presence and creative action and committed participation of the youth which has attended this Fifth Conference.

-Education should create a state of awareness and, as such, must defend the right to live under dignified and equitable conditions.

-The inadequate distributions of the world's population tends to generate different forms of environmental deterioration. In view of the foregoing, Governments must tend toward a careful distribution and planning of their population and use of their resources.

Therefore, we propose that:

-Environmental Education must become an integral process linked to overall education.

-Communication in aspects of Environmental Education brings about involvement of the population, so as to encourage its participation vis-a-vis current environmental problems.

-Natural protected areas must not be used for purposes other than those for which they were originally created. In this respect, for example, the Pacaya-Samiria National Reserve (threatened by a possible oil exploration, ed) must be respected in its entirety.

-Pocket economies must be banished, since they affect the health of the population, generating a negative impact which is often irreversible.

-Governments make political decisions and abide by the laws in force which guarantee an adequate sustainable development.

intereses de las naciones que concurren a este certamen, debido a los diferentes niveles, grados y conceptos de desarrollo existentes.

-Que la educación ambiental debe considerarse como un proceso continuo a través de toda la vida del individuo, así como una estrategia que permita a las naciones concudirse hacia un desarrollo sustentable.

-Que esta estrategia es, conducir programas en todos los niveles y modalidades de la educación, haciendo entender de que junto a cada zona de vida existe un patrimonio cultural que rescatar y preservar.

-Que los pueblos del mundo, en particular los países del Hemisferio Sur, deben anhelar que la educación se constituya en una herramienta para el cambio de los modelos de desarrollo vigentes a fin de lograr un orden internacional más justo a la vez que generar conciencia de que los recursos naturales constituyen patrimonio de las presentes y futuras generaciones demostrada por la presencia y acción creativa y comprometida de los jóvenes asistentes a la V conferencia

-Que la educación debe crear un estado de conciencia y como tal debe sustentar el derecho a la vida en condiciones dignas y equitativas.

-Que la inadecuada distribución de la población en el mundo tiende a generar diversas formas de deterioro del Medio Ambiente. Ante ello los Gobiernos deben tender a una cuidadosa distribución y planificación de la población y el aprovechamiento de los recursos.



Photo nr.4. Conference-scene.

Por lo tanto, planteamos:

-Que la Educación Ambiental sea un proceso integral, ligada también a la educación en general.

-Que la comunicación en materia de Educación Ambiental, debe involucrar a la población para encarar su participación ante problemas ambientales existentes.

-Que las Áreas Naturales protegidas, no deben ser utilizadas para fines ajenos a los que fueron establecidos. En este concepto, la situación de la Reserva Pacaya-Samiria debe ser respetada en su integridad.

-Que la economía de enclave debe ser desterrada, toda vez que afecta a la salud de la población causando impacto negativo, muchas veces, irreversible.

-Que los Gobiernos tomen decisiones políticas y cumplan con la legislación vigente, a fin de garantizar un adecuado desarrollo sustentable



## The Zambian Conservation Challenge

By Vinit Kutty<sup>1</sup>

Vinit Kutty, a pupil from Mpelembe Sec. School describes a number of problems in Zambia. She explains that poaching is a big threat to Zambian wildlife, especially for the black rhinos and elephants. The Zambian game rangers have great problems controlling the poachers because of the large area they have to patrol, and the advanced weapons of the poachers. Another problem is the cutting of woodland for heating purposes, for pasture and for agriculture. Associated with this problem is the problem of erosion. She describes the conservation measures taken and the start of the National Conservation Strategy for Zambia. Part of these was the start of the Chongololo or "Millepede" clubs, to educate young people on how to conserve nature.

**El desafío de la conservación en Zambia.** La srta. Kutty, alumna del Instituto de Enseñanza Media de Mpebelembe, nos relegata una serie de problemas que afectan a Zambia; la caza furtiva supone una grave amenaza para la fauna de Zambia, especialmente para el rinoceronte negro y los elefantes. Los guardas de las reservas de Zambia tienen grandes problemas para controlar a los cazadores furtivos porque el área que deben controlar es inmensa y las armas que utilizan los cazadores furtivos son muy sofisticadas. Otro de los problemas es la tala de zonas arboladas para conseguir leña, pasto y tierra agrícolas. Anejo a este problema tenemos el de la erosión. Ella nos relata las medidas conservacionistas que se han adoptado y el comienzo de la Estrategia Nacional de la Conservación para Zambia. Una de estas medidas fue la fundación de los clubes "Millepede" o Chongololo que son el centro de educación de la juventud para que aprendan a conservar la naturaleza.

"Zambians have good reason to be proud of the array of their natural resources: clean air and water, valuable minerals, good soil, magnificent landscapes that range from the Nyika plateau across boundless plains to the great valleys, great water resources such as the Banweulu swamp and Mostoa-Tunya (Victoria Falls), forests and wildlife." These are the words of Mr. S.R. Stevenson, secretary of the National Conservation Committee and the International Union for the Conservation of Nature and Natural Resources (IUCN), and senior consultant in Zambia. Indeed, these words carry great truth and meaning. Not only is this immense wealth a source of pride for Zambians but it is also a source of income through the tourism industry. Every year, hundreds of tourists pour into the country to see for themselves the abundant wildlife of Zambia and to visit places like the famous Victoria Falls.

However, it is no secret to Zambians and tourists alike that Zambia's natural resources are rapidly deteriorating. Animals suffer tremendously from poaching, while the coun-



Map of Africa with Zambia

try's vegetation and soil suffer for a variety of different reasons. All these reasons will be elaborated upon later. At the moment, poaching is the biggest threat to Zambian wildlife. The once large population of black rhino's and elephants has dwindled to astonishingly low levels. During the last two decades, the prices of ivory and rhino horn have risen sharply, resulting in more people taking to poaching. The rural people, who aid poachers or poach themselves are difficult to educate about the evils of poaching because they know that they can earn much more money through this illegal activity than from activities like farming. Furthermore, poachers, especially those from neighboring countries, have started using advanced weapons in comparison with the mere hunting rifles of Zambia's game rangers. These rangers face a great challenge - they have to patrol some 10000 square kilometers of Zambia's wilderness on foot, without even a radio. They have a tough time and on top of this they earn a basic salary of about only 30 US dollars per month. Another problem is that poachers sometimes work for rich busi-

<sup>1</sup>Grade 12, Mpelembe Sec. School This article was sent to us by Mrs M. Thompson, Chipembele co-ordinator, Executive Committee of General Council, P.O. BOX 30255, Lusaka Zambia. The Society and the Chongololo and Conservation Clubs of Zambia (CCCZ) network operates at a national level with a full time staff of five based in Lusaka. The National Office is the administrative body of the society and regularly sends out educational materials to over 1500 schools with registered Chongololo and Conservation Clubs. One of these is the Chipembele Magazine. Grade 12 is the final grade of secondary school. The Mpelembe school is located in Kitwe, a town in an industrial area north of Lusaka.

nessmen and with their help and that of middlemen manage to smuggle their trophies out of Zambia and on to the worldmarket.

Every year, Zambia loses about 0.5% of its woodland. Actual figures could be even higher. This is of nation-wide concern to conservationists. The causes of this deforestation are many. Firstly, firewood and charcoal (a fuel made by the slow burning of wood) are traditional fuels. People cut down trees for their own use and also for sale, especially around urban areas. The cutting of trees has to an alarming extent been commercialized throughout the nation. Overcutting occurs in many areas. Forest fires play a large part in destroying Zambia's forests as well. Some are started through carelessness, for example, those caused by discarded cigarettes, while others are started deliberately, perhaps to chase animals into traps or to rob bee nests. Most serious of all is late season burning for maintaining pastures. When the vegetation is dry, fires can spread very quickly. Clearing land for large scale agriculture often leads to wastage of firewood, since most of the trees cut down are burnt down to ashes instead of being put to good use. Finally, in Zambia, there is a form of cultivation called 'chitemene'. Trees are lopped or sometimes felled and this wood is burnt to produce mineral ash for fertilizing the soil. The area is cultivated for about six years, after which it is abandoned.

Another widespread problem in Zambia is soil erosion. Millions of tons of top soil are needlessly lost every year from cultivated lands. This top soil is a valuable necessity for all life. Zambia's soils are generally of poor fertility, although there are many exceptions, this increases the rate of erosion. Deforestation, overgrazing, burning or bad agricultural practices also contribute. Certain cultivation techniques like ploughing up and down slopes instead of across or planting crops that do not give complete ground cover are examples of bad agricultural practices.

With all these problems acting in unison against conservationists, what has been done to preserve Zambia's natural resources? The most significant step was the formation of the National Conservation Strategy for Zambia(NCSZ), adopted by the government in 1985. It stems from the World Conservation Strategy(WCS) and was prepared as a result of an intensive program of consultations carried out by the Ministry of Lands and Natural Resources, with technical assistance from the International Union for the Conservation of Nature and Natural Resources(IUCN) and funding from the Swedish and Dutch governments and the World Wildlife Fund(WWF). Its goal is to satisfy the basic needs

of the Zambian people through the conservation and wise management of natural resources. To help in achieving these goals, there are a number of agencies in Zambia which promote conservation. Among the notable international agencies are the WWF and the "Save the Rhino" trust. These agencies fund and organize a number of projects in various parts of the country.

The main Zambian agency is the Wildlife Conservation Society of Zambia(WCSZ) which has basically the same functions as its foreign counterparts. WCSZ set up Chongololo or 'Millepede' clubs to educate young people on how to conserve nature. Most conservation clubs in schools, including the Conservation Club of Mpelembe Secondary School, are affiliated to the WCSZ. Zambia's nineteen national parks are managed by the National Parks and Wildlife Service which is a government agency within the Ministry of Land and Natural Resources. These parks contain most of Zambia's wonderful wildlife.

The main setback to any conservation group in Zambia or, indeed, any other country is the problem of availability of funds. However, with fundraising projects, donations and good coordination, most of them are able to pull through. It must be mentioned that achievements of these agencies are only noticeable in the long run. If one rhino or elephant is saved today, then the generations which would descend from this animal will be alive in the future.

Lastly, it is hoped that people, both

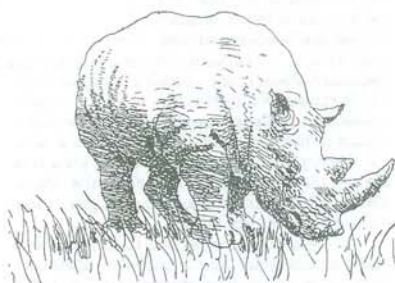


Photo 5. Zambian wildlife

Zambians and foreigners, will realize that Zambia's natural resources are not there to be destroyed but to co-exist with peacefully. They should learn that destroying it would be a crime against mother Zambia and the world as a whole.



## An action plan for Environmental Education by the Indian Assembly of Youth, with the support of Caretakers of the Environment International

By Ravi Dutt, Unesco awarded Community leader,  
16, Northend Complex, Ramakrishna Ashram Marg, New Delhi, 110001, India

Mr Dutt outlines the plans for an environmental education project to be set up in India. He first explains the importance and goals of EE, secondly the goals of the project, i.e. to encourage students to think globally and act locally, to promote environmental awareness, to develop links between educators, curriculum developers, politicians and government. Finally, he explains the first steps taken to set up the project, the finding of pilot schools, the searching for financial support, and obtaining expert advice from various organizations. Additionally he gives a few examples of the type of work that can be done: the planting of trees, cleanliness campaigns science fairs etc.

**Plan de actuación para educación ambiental realizado por la asamblea joven de la India, con la ayuda de Caretakers of the Environment International.** El señor Dutt expone los planes de un proyecto de educación ambiental que se llevará a cabo en la India. En primer lugar explica la importancia y los objetivos de la EA, en segundo lugar los objetivos que persigue el proyecto, como por ejemplo, animar a los estudiantes a que piensen de una manera global y actúen localmente, fomentar la concienciación ambiental, desarrollar vínculos entre los educadores y los responsables de los planes de estudio, políticos y el gobierno. Y por último explica los primeros pasos que se han dado para realizar el proyecto, como son localizar las escuelas piloto, la financiación y el asesoramiento de expertos de diversas organizaciones y ofrecen algunos ejemplos acerca del tipo de trabajo que se puede hacer: plantar árboles, campañas de limpieza, ferias científicas, etc.

### Title of the Project:

Developing a network of Environmental Education in Secondary Schools in India.

### Executing Agency:

Caretakers of the Environment/India (proposed), under the aegis of Caretakers of the Environment International and the Indian Assembly of Youth.

### Background of the Project:

The Indian Assembly of Youth has been entrusted the responsibility of acting as the national coordinator of Caretakers of the Environment International in India. Like

CEI we also believe that both the environment and sustainable development are inexorably linked. Development cannot be sustained upon a deteriorating environmental resource base. The environment cannot be protected when growth does not take into account the costs of environmental destruction. The degradation of natural resources and the increase in environmental problems has been a matter of increasing concern for the whole world over the past few years.

Environmental education, which is a life long process, can help people lead a meaningful and environmentally sound life by enabling them understand the major problems of the contemporary world and empower them to play a productive role towards improving and



Map of Central Asia with India

protecting the environment. In consonance with the aims of CEI, the Indian Assembly of Youth believes that by linking schools through a network and by promoting cross-cultural education, the interdependencies among nations and the need for solidarity among all people may be demonstrated.

The students of today will be the responsible citizens of tomorrow. It is, therefore, essential to imbibe in them, a sense of responsibility and enlightenment for a clean environment not only in their nation, but at an international level. Environmental education is of fundamental importance in facilitating the development of a global citizenry that is capable and willing to act on existing environmental problems and to prevent new ones.

### Aims and objectives of the project:

In consonance with the aims and objectives of the Caretakers of the Environment International, CE-India will work:

- To develop a national network of secondary school students and teachers who share environmental concerns and who face environmental challenges.

- To encourage the students to think globally and to act locally to protect the environment.

- To develop among students concern for



the environment as well as the skills that will enable them to act as responsible citizens.

- To educate the students so that they may promote environmental awareness, and to develop a national environmental education network.

- To afford them an opportunity to share successful and innovative environmental education programs.

- To facilitate joint educational projects on the environment.

- To develop links between environmental educators, curriculum developers, politicians, government representatives, and representatives from commercial enterprises.

- To ease any other allied activity which could play a vital role in achieving the aims and objectives of CEI, in consultation with the International Board.

#### **Initial approach to environmental education**

As a first step the various school administration authorities have been approached to identify some schools where the pilot project on environmental education can be taken up. The names of the teachers and students who can be trained are being collected.

Various government, private departments and educational and training institutions involved in the field of environment are being contacted to provide expert advice and literature for developing curriculum on environmental education. A curriculum committee is being constituted. It is proposed to organize workshops, conferences and seminars for sharing

views before curriculum is prepared.

#### **Existing Areas of cooperation between government and the other agencies in environmental educational project:**

It is proposed to arrange study and excursion tours to places having a clean environment, and an ecological balance.

The Ministry of Environment, Govt. of India, gives priority to promoting environmental education, creation of awareness and dissemination of information among all age groups of the country's population through training programs, seminars, workshops, eco-clubs, environmental camps etc. The Ministry may provide grants for holding such camps, conferences, seminars and also workshops.

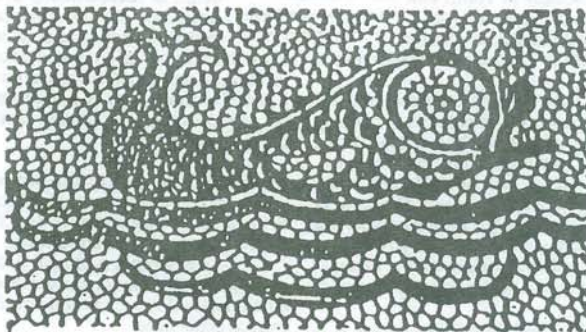
The State Development Departments provide saplings for planting in school premises.

Cleanliness campaigns and competitions will be held in schools to increase awareness of a clean environment, health and hygiene.

Science Fairs/Exhibitions will be organized at district, state and national level, in which the ecology and environment are the themes. Working models, posters, lectures and audio visual mediums will be used for demonstrations.

There are many non-governmental voluntary organizations involved in the field whose cooperation is being solicited.

We hope the above will lead to a fast growing active network of schools working together in the cause for a better environment.



The Logo of the Sixth Annual CEI Conference to be held in Portugal, June 15-19, 1992.

**VI International Caretakers of the Environment: Environmental Education Conference: Environment and Tourism Troia-Portugal, 15 to 19 June 1992VI**  
**Conferência internacional de educação ambiental- ambiente e turismo**

**1.Aims.**

- .To strengthen the dialogue between educators and political authorities in the field of environmental protection and improvement.
- .To share experiences within the framework of Environmental Education.
- .To develop international co-operation in the search for common solutions in Environmental Education.
- .To discuss strategies that emphasize the important role of Environmental Education in the development of Tourism.

**2.Program.**

- First day - Reception/Presentation of participants/Opening session
- Second day-Plenary sessions/Seminars
- Third day - Poster presentation of projects/ Discussion/Field work excursions
- Fourth day - Field work excursions
- Fifth day - Conclusions and Recommendations/Closing session
- Sixth day - Departure

**3.Optional Excursion**

- .After the Conference participants may take part in one of the two excursions mentioned below:

- A - North: Troia-Santarém-Fátima-Coimbra-Aveiro-Porto-Régua-Porto-Lisboa
- B - South: Troia-Sines-Odemira-Sagres-Portimão-Faro-Mértola-Évora-Lisboa

**4.Participants**

- .Teachers of all schooling levels and student teams with projects in Environmental Education.
- .Experts involved in Environmental Education.
- .Political authorities in the field of Education and Environment.

**5.Fees.**

- .The enrollment fee in the Conference is US \$150. This includes lodging, meals and participation in all the working sessions.
- .The enrollment in the optional week is US \$ 220.
- .Space in the optional excursions is limited. Please indicate your preference when completing Conference Registration Form.

**1.Objetivos.**

- .Reforçar o diálogo entre educadores e responsáveis políticos no domínio da defesa e melhoria do Ambiente.
- .Partilhar experiências no âmbito da Educação Ambiental.
- .Desenvolver a cooperação internacional na procura de soluções concertadas em Educação Ambiental.
- .Debater estratégias que acentuem a componente de Educação Ambiental no desenvolvimento do Turismo.

**2.Programa.**

- 1º dia - Acolhimento/Apresentação dos participantes/Sessão de abertura
- 2º dia- Conferências/Seminários
- 3º dia - Apresentação de projectos/Debate/ Visitas de Estudo
- 4º dia - Visitas de Estudo
- 5º dia - Conclusões/Sessão de Encerramento
- 6º dia - Partida

**3.Visitas opcionais**

- Após a Conferência será possível aos visitantes efectuar em Portugal, uma visita com dois percursos opcionais:

- A-Norte:Troia-Santarém-Fátima-Coimbra-Aveiro-Porto-Régua-Porto-Lisboa
- B-Sul:Troia-Sines-Odemira-Sagres-Portimão-Faro-Mértola-Évora-Lisboa

**4.Participantes**

- .Professores de diversos níveis de ensino e equipas de alunos com projectos de Educação Ambiental.
- .Profissionais que desenvolvam projectos em Educação Ambiental.
- .Responsáveis políticos no domínio da Educação e do Ambiente

**5.Custos.**

- .A inscrição na conferência é de 20.000\$00 incluindo alojamento, refeições e participação em todos os trabalhos.
- .A inscrição na semana opcional de 30.000\$00.
- .A inscrição para cada uma das opções é limitada, devendo ser efectuada aquando da inscrição na Conferência. (p.14)
- .O secretariado da Conferência funciona na D.G.E.B.S., devendo a

**Correspondence must be addressed to:**

**Clarisse Mendes**

**Direcção Geral dos Ensinos Básico e Secundário**

**Av.24 de Julho, no 140,4º**

**1300 Lisboa**

**Phone: (351) (1) 605291**

**Fax (351) (1) 3970249**

**Correspondência ser dirigida a:**

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## Globe



## Scope

### **Youth'92 World Youth Preparatory Forum for the United Nations Conference on Environment and Development(UNCED).**

The world Youth Preparatory Forum for the UnCED will be held in San José, Costa Rica from March 22-29, 1992. The conference will bring together 250 representatives of non-governmental youth organizations actively involved in environment and development issues in order to generate a world youth statement for UNCED, to network between organizations internationally, and to coordinate youth actions and strategies up to and after the Earth Summit(UNCED) in Brazil in June 1992. The conference is being organized by the Youth'92 Preparatory Committee composed of representatives of non-governmental organizations from around the world. Funding from the conference has been provided principally by Environment Canada and the Canadian International Development Agency. A more detailed information sheet is available.

Applications will only be accepted from organizations, and not from individuals, all representatives must be 15 to 30 years old on March 31, 1992. Apart from own travel cost, a registration fee of US\$100 must be met.

**For more information send to Youth'92 secretariat/Secrétariat Jeunesse'92; 55 ave Parkdale Ave., 3rd Floor/3ième étage; Ottawa, ON, Canada K1Y 1E5.**

### **Sustainable city, a European forum, Brighton, 2Nd-5th April 1992.**

The Sustainable city Forum will encourage inter-professional dialogue, networks and action plans for creating sustainable cities. An exciting program offers authoritative speakers, workshops, case studies, an exhibition of good practice and an optional day of study visits.

The Forum will take place in the Faculty of Art, Design and Humanities of Brighton Polytechnic, near the famous Royal Pavillion and within a few minutes' walk of seafront hotels.

Organized by the Lewis Cohen Urban Studies Center at Brighton Polytechnic in collaboration

with Friends of the Earth, the National Association for Urban Studies and the World Health Organization.

For more information contact

**The conference coordinator, Lewis Cohen  
Urban studies Center, Brighton Polytechnic,  
68 Grand Parade, Brighton BN2 2JY  
England.**

### **Jeunes Reporters/ Projet Ozone.**

In France a permanent network of investigations about international environment(natural, scientific, cultural as well as political) has started, based on inquiries made by students about specific subjects. Ozone, and the problems of the ozone layer has been the launching subject, but all kinds of new subjects are welcome. The principle of the permanent network is that participating groups inform each other on their local environmental situation, with regular events as special missions for the deeper understanding of a special problem. A group of young reporters will be representing the network in Kiruna in Sweden, where investigations on the ozone layer at the North pole are taking place. In May 1992 the environmental situation in Latvia will be investigated.

Interested school are asked to write to

**Mr P Saugier, Projet ozone, Ecole F-74130  
Brizon, France. Fax (33)50969592.**

### **"Towards Ecological Sustainability",**

**Nena Bierbaum, editor,** is a book published by the Flinders University of South Australia, it contains a fundamental and comprehensive debate by 41 authors on the complexity of sustainable development. Most of the authors are senior academics from Flinders, but outside experts like Sir Mark Oliphant, Janine Haines and government executives also made contributions. The book contains forty one papers, and is 232 pages in length. It is available from the Flinders University Bookshop, at \$25.00 per copy.

**Write to The Flinders University of South  
Australia Bookshop, GPO Box 2100, Adelaide  
5001, South Australia.**