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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 3 number 2, March 1993

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*Secretary:* Joke Wals, Netherlands,

*Editor:* Arjen Wals, Netherlands,

*Translator:* Amalia Bosch Benítez, Spain

*Editorial Board:*

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*Junta Editorial:*

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Editorial

Dear Caretakers,

As this issue of the Global Forum is being prepared, we are burdened with the news about the civil war in former Yugoslavia. You can only guess what the impact is of the events there on the people and on the environment. Without being gloomy, it seems to me that all over the world people-induced threats are emerging. It once more illustrates the pressing need for the development of environmental awareness and cultural sensitivity among the people of the world. I sincerely hope that Caretakers of the Environment International are able to participate in the development of both, at the least among the youth we are working with. The program that we received from the Conference in Canada gives some confidence in that respect. Caretakers will be successful in June this year. The way the organizers are directing themselves towards the students rather than the teachers is an illustration of the importance they attach to the participation of students in this Conference. After all Caretakers is an organization built upon teachers and students.

For the first time we had more than enough material while preparing this Global Forum. Even though we would have liked to have more student material in this issue. We would like to publish a new issue just prior to the conference in Canada. So if you have any material. For instance the things you will present in Canada anyway, why not write it up in an article, or better still, let your students write up the article, add some photographs, art work or other illustrations, and send them in to the editors, to be published in the next issue. For students it may be an extra stimulus to publish an article in the Global Forum and for teachers it may be just the edge they need to get that grant they are hoping to get.

We would like to wish you all the best in preparing for the Conference in Canada and we hope we will be able to meet each other there, to renew the friendship with old acquaintances, and have the chance to strike up new friendships with new colleagues, and also to learn from each other's environmental education experiences.

We would like to wish you much pleasure in reading this Global Forum,

Jan Apotheker.

Editorial

Queridos Caretakers:

Mientras preparamos este nuevo número de Global Forum nos llegan preocupantes noticias de la guerra civil en la antigua Yugoslavia. Apenas podemos hacernos una idea del tremendo impacto que estos sucesos causan en las gentes y en el medio ambiente. Sin ánimo pesimista se me antoja que los peligros originados por el ser humano se multiplican por doquier. Esa demuestra la acuciante necesidad de desarrollar una conciencia ambiental entre los pueblos del mundo. Espero que "Caretakers of the Environment International" sea capaz de participar en el desarrollo de una metalidad ambiental, al menos entre los jóvenes con los que trabajamos. El programa que acabamos de recibir de la conferencia en Canadá nos da cierta confianza en el éxito de "Caretakers" en junio de este año. El que los organizadores se hayan dirigido, directamente, a los alumnos en vez de a la profesora pone de manifiesto la importancia que conceden a la participación de los alumnos a esta conferencia. Después de todo Caretakers es una organización de profesores y estudiantes.

Es la primera vez que disponemos de material más que suficiente para la elaboración de "Global Forum". Sin embargo, nos hubiera gustado recibir más material de los alumnos. Queremos publicar otro número justo antes de la conferencia de Canadá. Así que si tienen material, por ejemplo, sobre el tema que se va a presentar en Canadá por qué no nos mandan un artículo o, mejor aún, que los alumnos nos envíen un artículo acompañado de algunas fotos u ilustraciones para que lo podamos sacar en el nuevo número. Para los alumnos será muy estimulante saber que se va a publicar su artículo en el "Global Forum" y, tal vez, sea justo el granito que faltaba para obtener la subvención que esperaban.

Los deseamos mucha suerte en la preparación de la conferencia en Canadá y esperamos tener la ocasión de volver a ver a los viejos y conocer a nuevas colegas.

Que disfruten la lectura de este nuevo ejemplar de "Global Forum"

Jan Apotheker.



## Global Environmental Studies at the Avasi Gimnazium

by

**Ágnes Schramkó**

Head English teachers department,  
Miskolc Pf 20, Klapka U, 3529 Hungary

*Abstract: A description is given of Global Environmental Studies at the Gymnasium. The article gives details of the objectives, the planning, background and problems of the project*

*"Estudios generales de medio ambiente" en el Instituto de Enseñanza Media de Avasi. Se describen los Estudios Generales sobre Medio Ambiente en el Instituto. El artículo se extiende sobre los detalles y los objetivos, la planificación, antecedentes y problemas del proyecto.*

### Miskolc

Miskolc is situated in the north-east of Hungary, in a place where one of the country's biggest national parks gives way to a huge industrial agglomeration full of environmental problems such as air pollution, heavy metal contamination of the Sajó River, and waste management problems. In other parts of the town, mostly in the north and west, in Lillafüred and Tapolca, air quality is excellent and a number of natural beauties attract tourists from abroad. Indeed, there are few cities in the world where these two extremes meet in such a unique manner.

The contrast of these two extremes and the shortage of environmentalists with a good command of foreign languages played a decisive role in starting our special form of education, called GES (Global Environmental Studies).

### Objectives of GES

GES, as an optional subject, was introduced at the Avasi Gimnázium three years ago. The proposed four-year curriculum, which is officially approved by the Ministry of Education, was introduced in 1990.

Among our objectives are:

- \* Writing a new curriculum on environmental



issues for secondary school pupils

- \* Completing the methodology of global education
- \* Spreading the curriculum in the region
- \* Encouraging students and teachers to think and act in an environmentally apt manner
- \* Taking part in nature conservation
- \* Promoting local actions
- \* Gathering and passing on information about the state of the environment in and outside Hungary
- \* Paying special attention to foreign languages
- \* Integrating school subjects with each other.

### Contacts and Supporters

We received support from the Borsod Environmental Protection fund, the Borsod Fund for Educational Innovation, from a local NGO called the Green Action Association, from the Municipality of Miskolc, the Independent Ecological Center Budapest, the Ministry of Environment and from the Pro Renovanda Foundation.

Some help was given by WWF UK, the Field Study Centre and Milleukontakt Oosteuropa NL.

### Project Staff

*Dr. Gyulainé Szendi Eva*

Biology and Geography teacher, initiator of the project.

Experience: primary and secondary education

Responsibilities: Teaching three GES-lessons a week in each age group in Hungarian.

Organizing outings, field trips, exhibitions and other outer school activities

Developing new teaching materials and aids

*Gulyás Róbert*

Teacher of English and German

Experience: secondary school education

Responsibilities: Teaching one GES-lesson a week in each age group in German

Facilitating student correspondence in German in connection with GES

Developing and adapting new teaching aids and materials

Extending the library

Computer work

*Schramkó Agnes*

Teacher of English and History

Experience: secondary school education

Responsibilities: Teaching one GES-lesson a week in each age group in English

Facilitating student correspondence in English in connection with GES

Developing and adapting new teaching aids and materials, especially ESP

The range of staff involved in the project shows the nature of environmental education and shows how this project tries to integrate school subjects.

### The 4-year curriculum

*Year 1: Understanding the world around us*

- Introduction to the global system
- Introduction to the elements of the global system (species, classification, habitats, protected species, areas and plant communities)
- Regional field study trips

*Year 2: Classical ecology*

- Biotic and abiotic factors of life
- Global Cycles and the development of ecosystems

- Monitoring the environment (see photo)
- Field study trips in and outside Hungary (vegetation mapping, biodiversity)
- In and out-of-school projects

*Year 3: Use and abuse of the environment: the human factor*

- Global environmental crises and the threatening catastrophes
- Nature and origin of pollution sources in Hungary
- Simulation games
- Individual research - local projects

*Year 4: Finding solutions*

- Learning about environmental policy, environmental legislation and decision-making (Governmental and NGO-activities)
- International and national environmental organisations, lobbyism, pressure groups, environmental law
- Getting acquainted with the major reports on the state of the environment
- Global strategies
- Environmental management
- Involvement in public activities
- Completion of an individual research paper

On the average there are five GES-lessons a week throughout the four years of study and two larger field trips every year, each lasting four or six days. The pupils are expected to take part in summer camps, as well. GES-classes in English/German are held once a week and there are regular informal meetings and outings for language practice.



*Students monitoring water quality*

### Methods

A special feature of the education is the global method which is not wide-spread in Hungary. The teacher's constant task is to have the students identify global and local problems as well as to connect theory with practice. The process of learning starts with experience and is reinforced by recognition.

Because of this the framework of learning is not traditional. The problems are identified by the pupils in the world around them. Then comes the elaboration of the problem: *analysis, synthesis, thinking in a holistic manner, looking for alternative solutions and thinking about alternatives in decision-making.*

The process of learning takes place outside the school and is closely related to getting acquainted with the environment, revealing problems and searching for solutions.

### Field Study Trips

Field study trips are always adjusted to the curriculum of the year. They take place in the neighbouring national parks or protected areas. The students are required to solve different tasks such as:

- observing the environment
- making vegetation maps
- using their senses: touching things
- identifying trees blindfolded
- earthwalk with mirrors
- measuring the environment (microclimate, pH of the soil, water pollutants, air pollution)
- biodiversity studies (biotope and plant community mapping)
- taking part in project work (recultivation of the Kelemér peat bog, Tokaj Kopasz hill)

Besides learning a lot about nature, these camps provide a good opportunity to play games and to have fun.

In order to develop our students' language skills and knowledge about environmental problems we organised an environmental study trip to Britain. The programme included visits to national parks, a wind turbine, a bio-farm, an aluminium recycling plant, a special movie, IMAX.

### Past and Present Activities

*On-going project activities:* Occasional actions reflecting actual problems

*Air pollution:* Norwegian Air Pollution Project Europe and Japanese air monitoring project  
*Water pollution:* The heavy metal contamination of the Sajó river

*Site remediation:* Kelemér peat bog, Tokaj Kopasz hill and Greening the Ávas hill

*Waste management problems:* Surveying the municipal solid waste situation, Public awareness in connection with waste and "Waste exhibition"

*Environmental & nature studies:* Essays about unprotected areas (Esztramos hill), Correspondence in English and German

*Awareness building projects:* Green school project, Media room, Green shop, Formation of a youth environmental group, Environmental competition on TV (ECHO)

### Problems of GES

#### 1. Funding

There is no constant source of finances for the project. The help we got from the different funds and organisations was only enough to start work and cover the initial expenses of books and field studies of the first two years. The local sources are limited and neither the Ministry of Education nor the Ministry of Environment focuses on environmental education.

#### 2. Teacher Training

There are few opportunities for teachers to develop and improve their skills and teaching techniques in the field of environmental and global education.

#### 3. Legislation

There is going to be a new education law in the near future, and our project does not seem to fit into the new system.

### Conclusion

We hope the description of the GES program will give readers a good idea of how the essential issue of environmental education has been tackled in the Ávasi Gymnasium.



## The "SADO" Environmental Education Project

by

**Maria Helma Valente Rosa**

Director General of Ministry of Education, Portugal

*Abstract: The article gives detailed information on the curriculum plans for a project concerning the river Sado in Portugal. It deals with the background and themes used in the project such as: local environment, using and conserving natural resources, today's worlds problems, etc.*

*El proyecto Sado sobre Educación Ambiental segundo ciclo de educación recurrente informa, detalladamente, de los planes curriculares sobre un proyecto que afecta al río Sado en Portugal. Se explican los antecedentes y los temas que se han usado en el proyecto como 'medio ambiente local', la utilización y conservación de los recursos naturales, problemas mundiales actuales etc.*

This project described here is to be inserted in the framework of Recurrent Education (a particular feature of school education geared to people who are no longer of the normal age for attending the regular education).

### Curriculum Plan Subject Areas

Portuguese

Mathematics

People and Environment

Foreign Language Supplementary Formation

This curricular plan allows an integrated multidisciplinary approach to the environmental problems assured in the field of:

- *People and Environment* by means of the through comprehension of the relations between MAN and his surrounding world by starting from close reality and contemporary life.

- *Supplementary Formulation* Developing the



skill learning how to learn by starting from themes in which students are interested and bearing in mind the problems of his community.

The Sado-project was launched in a 2nd cycle course of Recurrent Education and its connection with the environment. It aims at becoming aware of the

interactions between humans and the physical and cultural environment towards its improvement, respecting nature and protecting patrimony and the common good.

It was presented at the 6th International Conference on Environmental Education which was held in Troia (Portugal) in June of 1992. What follows is an outline of the various cycles that seek to integrate environmental education in curricular plans of *Recurrent Education*.



**The Sado Estuary.**

### 1st Cycle

*Today's World* area includes some themes which, broadly speaking, may be considered as environmental education through a multidisciplinary methodology together with local activities.

### 2d Cycle

*Humans and the Environment* consisting of the following organizing themes:

- The local environment
- Using and conserving natural resources
- Today's world problems

The aims and contents of this cycle are developed both in its *social* and *natural* features, which allows a global and contextual comprehension of the studied situations.

*Supplementary Formation* which provides a syllabus organized according to themes that can be considered as environmental education.

This cycle has the following themes:

- Cultural and Natural Patrimony
- Environment
- Health
- Food
- Consumerism

In this area guided works are the norm, allowing the integration of acquired knowledge in the several subjects and subject areas.

### 3rd Cycle

*Modular Teaching* in the area of Environmental Science which is based on the study of the environment. Here, all the elements that link people to their surrounding world can be found. The environment is seen in all its natural, biological, geographical, physical, chemical and technological features.

*Modular Teaching* in the area of social science and civics which includes geography and history aiming at contributing to make people aware of their role in solving the serious problems which they are facing in today's world. Thus, they must be aware of the need of a clarified, conscious and responsible participation.



*The estuary of my river  
is very, very, wealthy  
Pity that factories  
pollute it so awfully*

*The marshland of the estuary  
is of great importance  
in it can be found  
fish in abundance*

*The water in its channels  
has an important utilization  
with it is irrigated  
a great deal of rice plantation*

*All over the estuary  
migratory birds flap their wings  
flamingos change their color  
because they eat shrimps*

*The beautiful white stork  
was about to be extinct  
since eighty-four however  
The situation has become quite distinct*



## Canadian Corner

This section of the Global Forum has been written by Canadians who are all involved in environmental education programs in Canada which have a strong international component. Canada is featured here for two reasons: 1) it has a longstanding tradition in EE which is illustrated by some landmark EE-conferences that have been organized there, the most recent one being ECO-ED and by the participation of many Canadian schools in the annual CEI conferences, and 2) the province of Nova Scotia Nova will be hosting the seventh international Caretakers of the Environment conference. Subsequently, Rochelle Owen will report on the involvement of youth in the UNCED process by interviewing Lisa Mitchell, a key Canadian in mobilizing youth; Pam Harrison reports on an exchange between students from Nova Scotia and students from Sweden; and, finally, Rick Gilbert, chair of the 1993 CEI conference will provide a conference update.

Esta sección de "Global Forum" ha sido redactada por canadienses comprometidos con programas de educación ambiental en Canadá con una vertiente internacional muy fuerte. Canadá aparece por dos motivos:

1. tiene una larga tradición en EA que se ha reflejado en conferencias muy importantes de medio ambiente organizadas en dicho país, siendo la más reciente la ECO-ED, y por la participación de diversas escuelas canadienses en las conferencias anuales de CEI, y
2. la provincia de Nueva Escocia Nova será la sede de la séptima conferencia internacional de Caretakers of the Environment. Rochelle Owen informará sobre la participación de la juventud en el proceso de UNCED y entrevistará a Lisa Mitchell, una canadiense clave a la hora de movilizar a la juventud. Pam Harrison informa sobre un intercambio entre alumnos de Nova Scotia y otros de Suecia, y finalmente, Rick Gilbert, presidente de la conferencia de CEI de 1993 nos actualizará los datos sobre la misma.

## AYCED: an example of a Youth Driven Initiative

by

**Rochelle Owen**

Youth '92, Canada

*Canadian youth that represented their country at the United Nations regional conference in 1990 had only their energy and idealism to assist them in bringing together youth from all over the world and show everyone the urgency in their voices at UNCED, Lisa Mitchell, Youth 92 member.*  
*Los jóvenes canadienses que representaron a su país en la conferencia regional de las Naciones Unidas en 1990 se volcaron con toda su energía e idealismo para reunir a los jóvenes de todo el mundo y explicarles la necesidad de que se oyeran sus opiniones en la UNCED. Lisa Mitchell, miembro de "Youth 92"*

### Youth at UNCED

Many people are aware and concerned about a variety of issues that effect their community. One issue that has received a lot of attention recently is the environment. In order to voice opinions and effect a change organizations are formed to try and successfully forward a concern. The following interview discusses a youth driven initiative that was created in response to values and ethics on the environment and social justice within their community at regional, national and international levels.

Three years ago, youth from Canada travelled to an United Nations regional conference in Bergen, Norway. At this conference the United Nations Conference on Environment and Development (UNCED) to be held in 1992 was discussed. Many youth felt their concerns should be represented at UNCED. The Canadian participants from this conference initiated a process to aid in that goal of youth representation at UNCED. The whole project from beginning stages from applying for grants, to budgeting, to the final document was youth driven. All participants

were under the age of 29. The project and process of meeting their goals was a complicated process with no systems established; a very large task, and a successful one. Lisa Mitchell, a Nova Scotia youth who was involved at regional, national, and international stages of this process talks about her participation in this process and how AYCED (Atlantic Youth Coalition on Environment and Development) was founded.

*How did the process begin?*

In order to prepare a national declaration on the environment and development; regional workshops were planned to compile ideas from all regions of Canada. In the summer of 1991 six regional workshops were conducted throughout the country. From about 30 youth, 10 were selected from each region to attend the national conference in Churchpoint, Nova Scotia in August 1991. A total of about 75 delegates from the regions and national youth groups attended this conference. Each region put together a summary of their regional workshop. The Canadian Youth Declaration on the Environment and development was developed. This document contains a youth statement about three topics and issues under: Social Justice, Development and Environment. The rest of the document highlights ideas of action and declares a statement of commitment. A summary paper of this document was also developed.

Each region at the national conference selected one person to represent them; creating a committee of six Canadian youth that travelled to the World Youth Forum on the Environment and Development in Costa Rica in March 1992. They presented the Canadian position and aided in the development of an International Youth Statement on Environment and Development to be presented at UNCED.

*Why did the Canadian and international youth feel the need to be represented at UNCED?*

Youth describes individuals that are between the ages of 15 - 24 nationally, or 15 - 30 internationally. Traditionally people in this age group are not involved in decision making policies of their community or country. As younger people are seeing events happening that aren't reflecting their ideas they feel a need to represent themselves.

*How did AYCED evolve from this process?*

AYCED was developed as a result of the Youth 92 Atlantic Regional Workshop. The 32 youth representatives from Atlantic Canada wanted to carry on from the conference; to keep on with issues and establish a permanent network; to

represent their concerns on local issues, pass information on to each other, and not duplicate resources.

*What is a network and how does it differ from an organization?*

A need was conveyed among Atlantic youth to come together and discuss issues of the environment and social justice and provide strategies to create a positive change towards equality and betterment of the environment. AYCED lacked funding and resources to maintain an established organization. It was not defined as either as a network or organization and fluctuated between the two. Organization such as Non-governmental Organizations, can make a valuable impact in society providing often alternate possibilities and ideas. In order to establish an organization a base must be established where at least one person is fully involved with the activities. With many youth driven initiatives, individuals are transient and nobody is ultimately responsible. AYCED still exists but as a network which is flexible enough to allow for transitions. A list of contact names and addresses has been established so that new or old members can readily identify a pool of people concerned about the environment and social justice.

*Has Youth '92 dissolved now that UNCED is over and its goal has been met?*

Since UNCED this summer, Youth 92 has been active in sending youth participants involved in the process to speak at conferences, in schools, and to the public about Youth 92. They have also been involved in the release of a Youth 92 participant held political prisoner in his country. Through contacting individuals involved with Youth 92, a massive letter writing campaign helped put pressure on his government for his release.

Youth 92 as an organization has funding until March 93. In order not to lose valuable contacts established, plans are under way for Youth 92 to be changed into an umbrella organization that would nationally network environmental and developmental groups.

If you are interested in obtaining a copy of the Canadian Youth Declaration on Environment and Development please write to:

**Youth 92 Secretariat**  
**55 Parkdale Ave, 3rd Floor**  
**Ottawa, ONT, CANADA K1Y 1E5**

## Caretakers at Work Between Conferences

by

**Pam Harrison**

Cumberland Development Authority,  
Nova Scotia, Canada.

*Canadian and Swedish students study Ecology on the Ekologibussen*

In August 1991, at the Caretakers of the Environment Conference in Peru, Bjorn Idestrom and I (Pam Harrison, Canada) spoke at great length regarding his Ekologibussen. The idea of students being transported to a wilderness area to observe nature and study its many wonders was a wonderful idea. The bus could not cross the ocean to Canada, so we crossed the ocean to the bus in Sweden. We hoped that maybe teachers and students from Russia would join us, but it was not possible.

The Canadians were from the Province of Nova Scotia, fifteen students, teachers, two community leaders, and one School Administrator. Our group has one common goal - we all care for our world and want to be "Caretakers of the Environment".

Bjorn arranged the agenda for our trip and I arranged the travel. Working together we decided this was an opportunity to learn about our cultures, educational systems, environmental concerns and the country of Sweden. When we arrived in Stockholm we drove to Uppsala and toured the University which was so new to us and so old to Sweden. Our first evening we stayed at the "Nature School" and enjoyed learning how nature was taught in Sweden. We cooked our meal over an open fire and then settled in for an evening rest after a long trip from Canada.

The next morning we drove to Stockholm and toured the beautiful capitol city. Our trip began at City Hall, the location of the famous Blue Room where the Nobel Prizes are awarded. This was to set the tone for the entire trip, it was "top quality all the way". We visited the Vasa Museum and many other interesting sites which included the Canadian Embassy. Our first time to shop - a Canadian custom that is active in every country.

That evening we arrived in the Orebro Region and stayed in lovely log cabins in the moun-

tains. We spent the next three days with Swedish families in their homes experiencing their life style. During the first day we travelled on the Ekologibussen to the lowlands where we broke into small groups to study the birds, water testing and small animal life. After our study time we enjoyed a wonderful chicken meal around an open fire. The weather was cool, so the fire felt great. All the students mixed very well and friendships began almost at once. On the bus we reported what we found during our study time. This was possible because of the laboratory equipment on the bus. The specimens were placed under the microscope and viewed on TV monitors which were placed high in the bus. Each group then hosted an open discussion on action in Canada and Sweden, so we could compare our progress.

After a busy day we returned to the homes of our wonderful Swedish families for a typical meal and lots of conversation. The young people visited a disco and had a great time.

Early the next morning we met at the school and travelled to the mountains to study nature. Each person had time to be alone in the forest and listen to the birds, see the trees and plant life and get in touch with nature. Then we hiked to the top of a beautiful waterfall where we enjoyed lunch. The sun was shining, the water was rushing from the mountain and you felt peace with each other and with the nature around us. This was a very special day as we talked about trees and how we treat our forest in Canada and Sweden.

That evening we attended Church in an old Lutheran Church, approximately 700 years old. The Service was in English for our benefit, however, we sang the hymns in Swedish to tunes that were familiar to us. After the service we saw slide show about Sweden. We danced and sang and enjoyed the happiness of our new found friends.

On Monday morning we all went to School. Some of us had prepared topics so we could teach and some attended classes. Some of the topics we discussed were Canadian forests, Bay



of Fundy, fossils, what its like to be a teenager in Canada, the Sackville river clean-up, the Student provincial environmental conference held in Nova Scotia, slide show on Nova Scotia and Canada and this concluded with questions and answers. We were amazed of their School and the student lounges that were in use. These students learn in a very relaxed environment and it showed in their life style. The School building was respected and the teachers and students respected each other.

The community and its people are so very caring of their education and health. On Sunday we were able to swim in a wonderful indoor pool and we were all impressed with the family life style. The Swedish people we met enjoy sharing and seem open to enjoying life. On Monday evening the students met for a house party and the teachers (leaders) met to discuss how we might continue developing our relationship. A news letter will be exchanged between groups and an address list will be established so our youth can write directly to each other. (Bjorn and Pam will discuss follow-up trips with student exchanges being considered).

Our last day was plagued with bad weather, however, we visited a glass-blowing business and shopped in Orebro until dinner. Our final evening was well planned as the grand finale - dinner in the Governor Castle. The Governor greeted us and toured us through his wonderful residence. A Canadian Flag greeted us as well and we felt like celebrating a wonderful trip and sad because we must leave Sweden and all our wonderful new friends.

Each Canadian learned more than they had thought possibly because we were so impressed with Sweden. The part we experienced is clean, friendly, historic, caring, and our list goes on and on. The people we met were open and accepting beyond describing. We will always remember our time in Sweden.

Now back in Canada we speak of Sweden frequently and many of our youth have made public presentations. Everyone highlights something different but we all hope to return some day.

Once a year is all we may be able to organize but as leaders in the world of Caretakers of Environment we should build bridges and arrange exchanges whenever possible. Action is the way we can grow, so I challenge the readers of this article to consider some type of activity between conferences where we involve a global exchange of information or travel.

Bjorn Idestrom and the Ekologibus must be experienced to be appreciated and without Caretakers of the Environment we would not have met. What a terrible loss that would have been.

When I see you in June I will be able to tell you about our GREEN project where we have 22 schools and hundreds of students from age 8 to 18 monitoring our rivers.

*Pam Harrison works with the Cumberland Development Authority and is responsible for Youth Development, Environment, Trade and Women's Programs. She has attended two Caretakers of the Environment Conferences and is dedicated to the goals and objectives of the organization.*

**Are You coming to the Conference in Canada ?**

**Are you presenting a project ?**

Send in an article to the editor of the Global Forum for Environmental Education, together with student material, illustrations, photographs etc. We may publish it in our June issue.

## **7th Conference of the Caretakers of the Environment, Truro, Nova Scotia, Canada. June 25-29, 1993**

by

**Rick Gilbert**

Dennis Building, 1740 Granville Street  
Halifax, Nova Scotia, B3J 1X5, Canada.

### **Greetings from Nova Scotia**

Nova Scotia is one of Canada's smallest Atlantic Provinces. It has many different landscapes and habitats in its 21,000 sq. mi. (55,000 km<sup>2</sup>) area. Located at the edge of the North American continent and the Atlantic Ocean, Nova Scotia's resources are influenced by its position between the milder region of the southern United States and the boreal region of the Canadian north. Its economy is based on agriculture, industry, mining, forestry, fisheries, transportation, energy and tourism. Nova Scotia's aboriginal people are Micmac. Settlement, which began in 1605, has introduced a variety of cultures. About 72% are of British descent, 8% French and the remainder are Asian, African or aboriginal in origin. The present population of Nova Scotia is approximately 900,000.

### **What is Caretakers?**

Caretakers of the Environment International is an organization which promotes environmental education in high schools. Caretakers of the Environment, Canada, will host the seventh annual conference in Truro, Nova Scotia. This year's theme, Environment and Natural Resources, will be examined by teams of high school students and their teachers through group sessions and field trips. By sharing common concerns we hope they will link local and global perspectives.

### **Conference Program**

During the five days of the conference you will hear from many interesting speakers including Alexander Baserati of the United Nations. You will participate in field trips and workshops to learn more about Nova Scotia's natural resources and may visit a salt mine, a working sawmill or a paper-making factory. Evenings will be filled with a wide range of optional recreational and social events including a closing dinner and dance.

### **How Do You Get Involved?**

We would like to receive a brief description of your project by March 31, 1993. Students in Nova Scotia suggest you answer these questions about your project:

1. How does your project relate to the theme: The Environment and Natural Resources?
2. Does your project create a change in awareness towards the environment?
3. Does your project show cooperation between your school and the community?
4. What is the role of students in this project?
5. Can your project be used by others?
6. How are you documenting your project?
7. What form will your presentation take at the conference?

### **More About The Program**

#### **Case Studies**

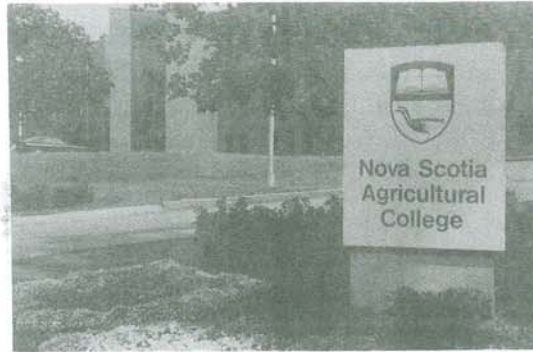
Part of the conference will include an examination of examples of the use of natural resources in communities. Please tell us about their use in your community. We need to know as much as possible. What is the natural resource; how is it managed; by whom; how it helps people in the area, etc. If you have photographs, videos or publications please send them to us.

#### **Eco-Pro Hunt Game**

Eco-Pro Hunt is a game of exploration which will help participants learn about the projects other delegates have prepared. The projects will be displayed in the exposition room.

### **Come Prepared!**

Part of the upcoming Caretakers of the Environment, to take place in Nova Scotia, Canada, will include an examination of examples of the use of natural resources in your communities. Please send The Program Committee a Case Study. To help you with this task we have prepared a set of questions.



**site of the conference**

1. What is the main natural resource the community is dealing with? Mention any other natural resources used by the community. Describe the local ecosystem.
2. How do they manage the natural resource? Are there past and present management plans? Is the same resource used in a variety ways? (E.g. use of a forest for cutting logs and pulp, for recreation, furniture). What tools are used in managing the natural resources.
3. What are the basic values of the group/community?
4. Tell of the history of the community, and how they deal with change.
5. What distinguishes this group from others using this resource? (E.g. describe their quality of life, energy/wealth source and use, health considerations, cultural considerations and political patterns).
6. How does the resource connect with business in the area? Could you suggest any changes in how the group deals with the natural resources of the area? (Mention interesting success stories as well as problem cases!).
7. What are the goals for the future of the community? (What would be their future given international trends? What will the landscape look like in 100 years).
8. Identify a public education component. How is this impacting the use of natural resources.

Please send any videos, pictures or publications regarding community use of resources.

Thanks for the time and energy you spend on this matter.

**We Need to Know**

Please let us know your flight and arrival time for pick up and transportation to the Agricultural College in Truro (it is 80 km away). Look for the Caretakers Sign at the Halifax International Airport on your arrival.

**You Need to Know**

\*Our telephone number is 902-422-7671

\*Our Fax 902-429-1274

\*Accommodations are available at the Agricultural College June 22-30 if required.

\*If you need financial support your request should go to the District Governor of the Rotary Club in your country. They have been notified of this conference.

\*We would like you to help us make this the most environmentally friendly conference in the world. Any suggestions are welcome.

\*Please bring a musical instrument if you play one.

*\*We need to know as soon as possible if you are coming to the conference! Provide at least the following information: name, function (teacher or student), school name, address, how sure you are that you are coming, description of the environmental education project you are involved in.*

*See you in June!!*

**Note:**

The official travel agency for the conference is Staples Quality Travel, Truro Mall, 245 Roble St., Truro, N.S., Canada. B2N 5N6. 902-895-5333. FAX 902-893-7432.

This agency can help you with all your travel connections to Nova Scotia.



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## Environmental Briefs

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### International Conference on Environmental Education Centers

Gruppe Naturschutz,  
Aktion Fischotterschutz,  
Sudendorfallée 1 W-3122 Hankensbüttel  
Germany  
Tel. 0 58 32 - 60 57  
Fax. 0 58 32 - 62 88

"Environmental Education Centers in re-united Germany and Future Europe" is the theme of an international conference to be held at the German OTTER-ZENTRUM Hankensbüttel from May 24 through May 28, 1993. The organizers are the German Campaign for Otter Protection, the German Working Group for Nature and Environmental Education and the German Society for Environmental Education. The occasion is the fifth-year anniversary of the OTTER-ZENTRUM that in this time has become one of the most important German environmental education institutions.

The central question of the conference is: What can environmental education centers of Europe merging together learn from the experiences of environmental education centers in re-uniting Germany? In light of the fact that environmental centers play today an instrumental part in the environmental movement as well as in environmental education, a clearer picture of the diverse educational concepts, organization forms and financial models of European environmental centers shall be constructed. Active in this role are institutions working in the areas of technical conservation consultation, continuing education, nature study, conservation stations, school outreach, youth hostels, zoo schools and community education.

Within the framework of this conference the possibility for a practical systemization of this spectrum shall be considered, goals and target groups defined and a catalogue of organizational and economic considerations outlined and made useful for already operating centers as well as newly forming centers. Perspectives shall be discussed for the possibilities of cooperation among European centers in the areas of conceptual work and organization.

A host of renowned and enthusiastic participants from throughout Europe are taking part in this effort. Jacob von Uexküll, founder of the "Alternative Nobel Prize", will open the conference.

The conference has been made possible by the German Environment Foundation. Sponsors include Commerzbank AG, Sennheiser Electronics and Feldschloßchen Brewery. More information and registration forms for the conference are available through the Aktion Fischotterschutz e.V. (German Campaign for Otter Protection), OTTER-ZENTRUM, W-3122 Hankensbüttel, Germany.

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### Scientific Installation Enterprise "Aquavita"

A/B 63, Sevastopol  
335055, The Crimea  
Ukraine  
fax: (0690)523668

We address those who want to try to contribute to ecological problems decisions.

Scientific installation enterprise "Aquavita" invites you to take part in competition "Water Alive!". Those younger than 17 may participate.

There are a lot of ecological problems around us, small ones from the first sight and great ones. Your task is to define the problem and to propose realistic solutions. The solution may be both technical, organizational or psychological. Your competition paper may contain not more than 5 pages with pictures, drawings, samples to be added. Your clear definition of the problem and your clear style in description of the decision will be taken into consideration.

Your papers will be accepted until May, 1st, 1993 and should be sent to the address listed above. We wish you success!

## Globe



## Scope

### 'Reaching Out' of the classroom

Living Earth and ICI have combined forces with fieldwork experts to produce an accessible outreach handbook. 'Reaching Out' addresses the needs of school managers, teachers and the providers of outreach resources in planning and executing out-of-school projects.

Reaching Out analyses how schools can make the most of outreach work. It looks at planning, implementing and assessing activities, investigates the responsibilities of school teachers and gives expedient advice for providers of resources.

Reaching Out is a practical handbook containing case studies, check lists, a guide to relevant legislation and useful insight from a wide range of sources. Designed to be user-friendly, it is a valuable asset to everyone involved in outreach work.

Reaching Out is available from ICI Educational Publications, telephone 0937 844515, price £10.00 (inclusive of postage and packaging).

### In Touch

This book incorporates the knowledge, attitudes and skills of educationalists from East, West and Central European countries who are 'in touch' as a result of major conferences held in 1989 and 1990.

A conference to explore the different approaches to Environmental Education in Europe was held in October 1991 and it is hoped that the 'Touch' conferences will become yearly events. The book, however, is more than a conference report. It includes practical ideas for teachers and is of great value to educationalists in general, including those beyond Europe's boundaries.

**WWF UK in association with the Centre for Global Education**

**ISBN 0 947613 44 7**

**£ 9.99**

Order enquiries to:

WWF, Education Distribution

PO Box 963

Slough SL2 3RS

### The Peaceable Kingdom

The Peaceable Kingdom, Inc. is a newly organized non-profit corporation encompassing two broadly defined goals:

1. The resolution of environmentally related conflicts through education, mutual understanding, research, mediation, and seminars.
2. The fostering of "environmentally friendly" educational programs and adaptive techniques which incorporate local ideas and customs of the populations concepts and perceptions of their place in the environment.

For further information please contact:  
The Peaceable Kingdom, Inc.,  
P.O. Box 210,  
HACKETT, Arkansas 72937-0210.

### Environmental Audits for Schools

Dyce Academy in Aberdeen Scotland is one of the schools active in auditing the energy flow in their own schools. Using a questionnaire developed in conjunction with the Scottish Environmental Education Council (SEEC), they study energy and lighting, pollution, transportation, waste generation, purchasing behavior, etc. all in relation to their own school. How environmentally sound are schools themselves? Dyce would like to make comparisons with schools in other countries. Interested? Contact Jim Presley at Dyce Academy, Riverview Drive, Aberdeen, Scotland, AB2 0NF, U.K.

