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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 4 number 1, September 1993

**The Global Forum for Environmental Education Vol 4, Number 1, Page 2**

The Global Forum for Environmental Education is the official publication of **Caretakers of the Environment International**. The International Board consists of president Arjen Wals, Netherlands; vice-president: Ana Aranda, Spain; secretary: Joke Wals, Netherlands; treasurer: Ed Radatz, USA; director/networking Fatima Matos Almeida, Portugal; director/communications: Isabel Abrams, USA; 1993 conference board representative: Rick Gilbert, Canada; 1994 conference board representative, Raymond Jowett, Scotland.

**Colofon**

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

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### From the International Board

As the successor of Richard Parish as President of CEI, I wish to write a few words about our organization by means of introduction. When we came up with the idea of linking secondary schools with strong environmental education programs from around the world, back in 1986, we would never have thought that today there would be a large organization that has already organized seven major international conferences, created its own periodical and established several national branches. Over fifty countries and well over 1000 teachers and students have participated somehow in the network. This is an achievement to be proud of.

Nonetheless, we have to remain critical of ourselves and our organization. One of our primary goals is to involve schools more actively in setting up joint international EE projects. A network is only strong and worthwhile when its participants are active. Active in reporting on their work through *The Forum*, active in exchanging information with other schools both nationally and internationally, active in trying to reform the school community to integrate environmental issues in more and more school subjects, active in setting up a national CEI-branch, etc. There are lots of ways to become active in CEI, but it does require time and creativity.

It is nice to see that CEI is still in motion: the Bristol report of 1990(1) finally was published (write the secretariat if you wish to receive a copy), the reports of Portugal and Canada will appear soon as well and Scotland is making preparations for the 8th annual conference which will be held June 13-18, 1994. You will be pleased to know that it was decided to have a youth representative from the hosting country serve on the International board every year.

I wish to commend Richard Parish for his leadership over the last few years, particularly in view of the uneasy task of balancing his teaching job, family life and CEI-life. I also wish to welcome to the Board Fatima Almeida Matos of Portugal who has become the current Director of Networking.

The challenge is ours to provide some hope, energy and inspiration through our environmental education, especially in the bleak background of some of today's world events. It cannot be emphasized enough that as we carry on with our quest for a more sustainable lifestyle, cultural and environmental sensitivity will have to go hand in hand.

Arjen E.J. Wals, President/CEI

Como sucesor de Richard Parish en el puesto de presidente de CEI quisiera escribir unas líneas acerca de nuestra organización. Cuando conservamos sobre la idea de unir escuelas de enseñanza secundaria con proyectos y programas de educación ambiental en todo el mundo allá por 1986, jamás imaginamos que nos convertiríamos en esta gran organización que ya ha celebrado siete importantes conferencias internacionales, ha fundado su propia revista y ha establecido varias secciones nacionales. En más de cincuenta países hay más de 1000 alumnos y profesores que han participado de alguna manera en esta red. Es un logro del que estamos muy orgullosos.

Sin embargo, debemos mantenernos alerta y críticos con nosotros y con nuestra organización. Una de los objetivos primordiales fue el implicar a las escuelas más activamente en la creación de proyectos de educación ambiental internacionales. Una red internacional demuestra su fortaleza y su valor únicamente si sus participantes son activos. Activos cuando informan acerca de su trabajo en *el Forum*, activos cuando intercambian información con otras escuelas nacionales e internacionales, activos en la reforma de la comunidad escolar para lograr que se incluyan los temas ambientales, en los planes de estudio, activos en la creación de una sección nacional de CEI etc... Hay múltiples maneras de ser activo en CEI pero exige tiempo y creatividad.

Es agradable ver que CEI signe en marcha: el informe de Bristol 1990(1) ya ha sido publicado por favor, diríjanse a la secretaría si desean recibir una copia- los informes sobre Portugal y Canadá (véase el artículo en este número para hacerse una idea del éxito de la conferencia) aparecerán en breve. Escocia está haciendo los preparativos de la 8 Conferencia Anual que se celebrará del 13 al 18 de junio de 1994. Les encantará saber que un representante joven del país anfitrión formará parte de la presidencia internacional todos los años.

A nosotros nos hacer frente al desafío de imbuir esperanza, energía e inspiración con nuestra educación ambiental, especialmente ante el sombrío panorama de los acontecimientos mundiales. No nos cansaremos de recalcar que nuestra búsqueda de un estilo de vida más sostenible irá forzosamente de la mano con una mayor sensibilidad cultural y ambiental.

Quisiera expresar mi agradecimiento a Richard Parish por su labor de presidente en estos últimos años, sobre todo a la vista de la difícil tarea de compaginar su trabajo docente con su vida familiar y su vida en CEI, y aprovecho la ocasión para dar la bienvenida a la presidencia a Fatima Almeida Matos de Portugal que se ha convertido en el actual director de la red.

Arjen E.J. Wals, Presidente de CEI.

## Environmental Education in Developing Countries: some examples from India

by

**Ravi Dutt**

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110 001 India

**Abstract:** Mr. Dutt reports on three projects supported by the Indian Assembly of Youth which also acts as a national coordinating point for CEI/India. Subsequently he reports on an inter-school workshop, a clean-up campaign by high school students and an environmental art exhibition.

Mr Dutt describe los preparativos de una exposición relativa a la protección de medio ambiente y del bosque. Informa también de una campaña de limpieza a cargo de escolares, en una zona que estuvo habitada por chabolistas. Por último, detalla el seminario en el que se respaldaron las metas y objetivos principales de Caretakers of the Environment.

### **The Indian Assembly of Youth and CEI/India**

IAY has been entrusted with the responsibility to act as the national coordinator of 'Caretakers of Environment International' (CEI), an organisation supported by UNO and its allied agencies.

The main aims and objectives of CEI, duly endorsed and proposed to be achieved by IAY are:

(a) to develop a world wide network of secondary school students and teachers who share environmental concerns and who face environmental challenge.

(b) to encourage delegates to think globally and act locally to protect the earth's environment.

(c) to develop links between environmental educators, curriculum developers, politicians, government representatives and representatives from commercial enterprises.

(d) to facilitate joint educational projects that encourage International data exchange and inter-disciplinary activities through an international computer network.

(e) to develop among students a concern for environment as well as the skills that will enable them to act as responsible citizens etc.

In order to achieve the above aims, IAY has offered its services for providing advice to any school/institute/voluntary organisation or any other agency engaged or desirous of taking up any activity/project connected with improving and protecting the earth's environment.

### **The Inter-School Workshop**

The Indian Assembly of Youth (IAY) organised a workshop on environment at the Air Force Golden Jubilee Institute, Subroto Park, New Delhi on 21st and 22nd October with the sincere cooperation of Mr. Nigam, Principal, Ms. Shipra Sircar, Ms. Rampal of the Interact club of the Institute.

Arrangement of the above workshop was one of the activities aimed at achieving the stated goals. The theme of the work shop was 'Role of Students in dealing with Environmental Problems'.

The programme comprised of:

- a) Quiz Contest on various aspects of Environment
- b) Declamation Contest on topic 'Environment Protection should be Government Oriented'
- c) Group Discussion on topic 'Role of students in dealing with Environmental Problems'
- d) Poster and Slogan Contest on topics: Space Pollution, Ecological Disaster Population & Pollution, Chemical Pollution



**Mr Ravi Dutt addressing the meeting**



The Chief Guest Mr. Purushottam Goyal, Chairman, Metropolitan Council, was welcomed by the Principal, Mr. Nigam. Mr. Ravi Dutt, Chairman, IAY presided over the function. The keynote address was by Mr. M.C. Mehta, Senior Environmentalist. The other guest speakers were Mr. Yasuye Hase (Japanese Environmentalist), Mr. Rakesh Gaur (Secretary, Projects IAY), Mr. Mukul Bawa (General Secretary IAY). The Chief Guest for valedictory function was Mr. P.S. Sharda, President, Rotary Club South West. The workshop's main aim of creating environment consciousness among students was achieved.

#### The High School Clean-Up Campaign

Each year developing countries have to absorb an additional population of more than eighty million



#### Clean up the city, unity at work

and civic amenities are unable to cope with this demographic explosion. This results in an urban sprawl and at worst a steady increase in the size of urban slums. Most of the immigrants to the urban areas have to live in crowded unsanitary conditions. According to UNEP's estimates about one-third of the urban population in developing countries live in urban slums and shanty towns. While governments' all over the world are giving increasing importance to environmental issues, common people are playing an important role in protecting and restoring urban environment. They are recycling and buying environmentally sound products and conserving fresh water and energy. In recent years hundreds of clean-up campaigns have been held around the world.

One such clean-up campaign was undertaken by the group of students of Padma Seshadri Bal Bhawan Secondary School, Madras, which is the regional focal point and a part of network of main youth focal point, viz. Indian Assembly of Youth, New Delhi.

The main task of the campaign was to clean up part of an area that had been soiled by slum dwellers. The students were successful in convincing the slum dwellers about the hazards of such open filth and converted the selected area into a recreation park.

If each one of us realises the importance of such group efforts and voluntary action the world would definitely change into a better place to live in, and such campaigns may contribute towards similar efforts towards environmental protection.

#### The Environmental Painting Exhibition

A painting competition was organised by the Bhartiya Kala Sangam Trust, Jabalpur which is a member organisation of the Indian Assembly of Youth. The theme of the environmental art projects was 'Environment and Forest Protection'. The final exhibition was held at the art gallery of Rani Durgawati museum at Jabalpur. About 30 paintings were selected for exhibition out of 85 entries.

The Chief Guest, Mr. D.S. Mathur, Commissioner of Jabalpur inaugurated the event. The programme was conducted under the Chairmanship of Mr. Raghuvendra, Collector of Jabalpur. The Chairman of the trust Mr. Rajesh Maheshwari

welcomed the guests and lovers of the art and expressed the hope that such exhibitions would be organised every year on the Environment and Forest Protection Day to encourage young artists.

Mr. Ravi Dutt, Chairman, Indian Assembly of Youth, attended the programme as a special guest. Expressing his views he stressed the significance of environment protection to save our planet for future generations. He pointed out that environment protection was not the sole responsibility of the government or of individuals alone but a joint responsibility of all. He concluded by saying that environmental problems need to be discussed globally and solved through local, individual or collective action. The first prize was bagged by Rajesh Jiwan, second prize by Surendra Kuma Khatri and third prize went to Mahesh Srivastava. Three consolation prizes were also given away. The programme concluded successfully on 15th April 1992.

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

**Abstract:** Kate Graves and some of the students who helped organize the seventh conference present some of the activities that occurred during the conference in Truro: the Caretakers network, the key concept questions, the peat bog report, energy resources, environmental racism, environmental ethics and education-skid crease, utilization of marine resources, ethics ecology and natural resources, Karimalen, a 'Simulation Game on sustainable development', youth mobilization: case study, teachers' sessions, future possibilities, native traditional approaches to management, and the 1994-conference in Aberdeen

Kate Graves relacionó una serie de temas de la conferencia de Truro: la red Caretakers, las cuestiones conceptuales clave, el informe sobre las turberas, los recursos energéticos, el racismo ambiental, ética y educación ambiental, utilización de recursos energéticos marinos, ética ecológica y recursos naturales, Karimalen, un "juego simulado de desarrollo sostenible", movilización de la juventud: estudios de caso, sesiones de docentes, posibilidades futuras, enfoques nativos tradicionales, y sobre la conferencia de 1994 en Aberdeen.

### Setting up Caretakers

Key factors noted in maintaining a Caretakers network were:

- Students and teachers working together with committed Caretakers from other countries 'cross pollinate' ideas.
- As with all projects fund raising is never ending and the international board now has an English fundraising package available on disk.
- Partnership with city government, country government as well as bank and corporations are encouraged once the goals for the quality of the network has been established. 'Look sideways for partnership possibilities!'
- Dedicated people establish the effectiveness of the network and to encourage ongoing participation acknowledgement of work well done is as much as well as having a colleague to commiserate with.

- National Environmental Education along with the global forum are networks which can raise the profile of Caretakers.

- Caretakers/National have been most effective where there is funded 'hub' for co-ordinating activities. 'Remember network growth is important to sponsors'.

### Key Concept Questions

Participants were asked to rank their involvement in natural resource use and management on the following scale:

low 1 2 3 4 5 6 7 8 9 10 high

The following questions were asked:

1. Within your community are goals for the use of natural resources set collectively?
2. How great is your involvement?
3. How would you rate the balance between import and export of natural resources in your community?
4. To decrease community use of limited resources do you set goals?
5. The damaged ecosystem in your country is being repaired using appropriate technology?



The project display from Ghana

The discussions led to many questions concerning participants awareness of natural resources.



Some of these include: How does technology effect your uses of natural resources? How do people in each area create energy using natural resource to sustain a living? How do we halt desertification? How do we find a balance between people and the environment? If man plants forests, are they unnatural?

#### Case Studies

##### *Peat Bog Report from Ireland*

A small but enthusiastic group of Caretakers enjoyed a well delivered project by two students and a teacher from an all girls school in Northern Ireland. The project has been unfolding over the past four years, focused around the Peat Bogs of Northern Ireland and their demise. Peat is used as a source of fuel in Ireland, which has lead to four-fifths of its bogs being lost.

The dedication and overall compassion for the environment was very contagious. Discussions followed including:

- community support project
- involving others
- pro-action

##### *Energy Resources*

Format - A tour of the Westville Strip Mine. A discussion of the facility and then a further tour of the N.S. Power Commission. Comments - The tour was extremely informative. I (Kate Graves, Ed.) personally gained a lot of insight about how N.S. Power works. It was more of an informative session than a discussion on environmental issues.

##### *Environmental Racism*

Alan Knockwood of Indian Brook, Asa Shight and Lea Bockstein of Chicago organized a discussion workshop for 30 participants. The discussion was based around individual's 'perceptions' of the terms environmental racism which may qualify by sharing experiences from their home communities. There seemed to be agreement that environmental racism is imposed upon those who do not have the power (i.e. money) to protect their community's environmental interests.

*Environmental Ethics and Education - Skid Crease*  
Skid Crease offered a sensational slide presentation based on a visually dramatic technique he developed by sequencing slide around the theme of celebration - issue - and celebration.

The presentation lasted approximately 15 minutes and the group had the opportunity to discuss approaches to audio visual techniques. Skid's approach to Environmental Ethics and Education is based on the commonly known used phrase 'think globally, act locally' but with a third component 'be personally'. Hence his approach to environmental education is to each the heart of the learner, not the brain. He raised the question 'if not you, who?' We were reminded that the globe as we know it is managed by 'politics, princes and power', but we as children of the earth right and duty to challenge the abuse of power. It was a highly charged and inspirational workshop and I left reconfirmed that perhaps Atlantis isn't a myth after all.

##### *Utilization of Marine Resources*

This workshop presented by a teacher of the Irish Delegation, focused on a case study of Irish coastal problems. It included a fascinating introduction to the environmental initiatives and also social problems in Ireland, and the explaining of some constructive solutions.



Low tide: participants study marine life

**Solutions:**

- School group beach cleanups and notification of authorities
- Lobbying for better and more complete sewage treatment
- Sustainable fishing, industry and education programs
- School programs to encourage communication

**Ethics, Ecology and Natural Resources**

This was a philosophical workshop, which made us question our value and the way we see nature. We focused on a particular resource management decision, a plan to log a forest near an economically depressed area, and establish a paper mill. We role played and learned about how important economic development is to local areas and considered the possibility of sustainability. Basic values inherent in our vision of a future society.

**Kartmalen 'A Simulation Game on Sustainable Development'**

This issue based game was very active and realistic. Thirteen people formed a dramatic, focused group. Land use, Aboriginal rights, economics versus development and the role of non-governmental organization in international development are addressed in this game.

**Youth Mobilization: Case Study**

The participants attending this case study raised a number of concern in terms of mobilizing youth in their schools. Some brainstorming was done to overcome apathy and the general lack of participation in student environmental groups, field trips, etc. Some suggestions are:

- make environment part of the curriculum
- act as an example (for both students and teachers)
- make the activity fun
- educate teachers

There were some interesting discussions on the way, in which students are educated, in that they are encouraged to take initiatives. Not all

participants agreed, creating some debate. Participants were also able to share examples from their countries, as we had representation from Portugal, Ghana, Italy and Canada. This workshop made the following recommendation to the International Board of Caretakers:

- We would like greater involvement by students at this international level and to this end we suggest the appointment of a student to the International Board of Caretakers.

**Native Traditional Approaches to Management**

The session began just after nine o'clock on Sunday morning with David Nevin introducing himself and his culture to a group of 25 delegates with a friendly handshake. He explained that this non-aggressive handshake which was symbolic of the Mi'kmaq lifestyle. Accompanying him were five drummers who played four traditional songs allowing us to experience the traditional chanting and drumming of their culture.

One of the interesting points raised during the conference was a tale that David Nevin's father told him in his youth. Young David was sent on the task of picking blueberries and his father instructed him not to pick the first blueberry he saw, nor the second, but when he came to the third to pick it. When a person thinks about and examines this story, it truly makes good sense.

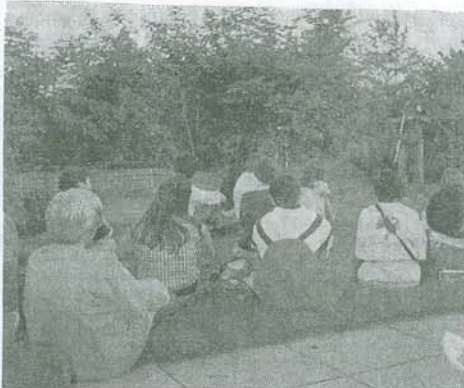
This way, there will always be natural resources for others.

There were many interesting questions raised. People inquired about various aspects of Mi'kmaq life and of challenges facing the people, both today and tomorrow.

**Teachers' Sessions**

The teachers gathered together for two sessions during this conference to exchange ideas and explore opportunities for joint projects.

School-wide environmental policies were adopted by an entire staff. Student contracts and goal setting highlighted an energy monitoring program. Synchronized watershed monitoring characterizes projects coordinated by the Global Rivers Environmental Education Network. A



Alan Knockwood raises participants awareness of the Mi'kmaq Indian Heritage



school from Northern Ireland has semi-annual exchanges with a school in Ireland to gain both environmental and cultural sensitivity. Local community perceptions of environmental issues are surveyed and students' feelings are expressed through poetry and art in The World Classroom Project. Coca Cola of Spain supports national environmental education projects and suggests that offices in other countries might do the same.

The teachers discussed the possibility to modify the World Classroom Survey to accommodate the concept of 'sustainability' which is the theme of next year's conference.

To give all the participating schools a sense of each other's environments, it was decided to explore the use of student generated slides and/or



Holding hands during an icebreaker game

or video's for exchanging visual images. To provide an outlet for students' feelings towards the issues they encounter, the use of art and poetry will be emphasized. The workshop organizers, Frits Gravenberg and Arjen Wals, will develop the new survey based upon the teachers' recommendations and will develop a timeline for a pilot project.

1994 Caretakers Conference, Scotland

The conference is being hosted by the Dyce Academy. The theme chosen for the conference is sustainability. The conference programme will give delegates the opportunity to focus on what sustainability means by making use of the varied environments in the Aberdeen area. We hope also that the shared perspectives of delegates will enable the conference to provide recommendations on the best route to sustainability.

### A. I. D. S.

Let us protect ourselves  
from the AIDS disease  
We want to live  
not to die

Children, youth and adults  
all need a world  
full of peace and free  
all need a world  
full of peace and free  
from the AIDS disease

When we make love or take blood  
AIDS can pass to any one  
AIDS will destroy  
our body's immunity  
bring a painful death  
and has no cure

If there is love and truth  
between the two of us  
and if we protect ourselves  
when making love, making love  
whatever touches our blood  
must not be shared with others  
then the world will be free  
from the AIDS disease

Lyrics and Music Woube Kassaye

Third prize winner of the Red Cross International AIDS song competition in 1989

## The People, Plants and Kindness Program

by

Wayne Schimpff

Hubbard High School  
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U.S.A.

This article describes the peoples, plants and kindness program, as developed at Hubbard Highschool by Horticulture science teacher Mr. Wayne Schimpff. It involves, a number of objectives. Some of these are: To beautify the school while learning scientific facts about indicator plants found in major plant habitats of the Chigago region, to plan and conduct a variety of Community Serviced Field Trips in order to involve community residents and business in the school, to have students learn how to set goals, team build and develop the deire to want to achieve their set goals.

Este artículo describe el programa de pueblos, plantas y amabilidad desarrollado en la Hubbard Highschool por el profesor de horticultura, Mr. Wayne Schimpf. Abarca una serie de objetivos. Entre otros: embellecer la escuela a la par que se estudian los datos científicos de los marcadores en las plantas principales que se encuentran en la región de Chigago, a fin de poder planificar y realizar una serie de excursiones a la parcelas de servicio comunal con los residentes y que forme parte de la actividad en la escuela, para que los alumnos aprendan a establecer sus objetevos , a crear equipos y saber como alcanzar sus objetivos.

### Hubbard High School and the Community

Hubbard High School is located in the West Lawn Community in the southwest side of Chigago. The student body is characterized by racial and cultural diversity. Hubbard High School has many students whose lives are not very beautiful. Some students have failed their first science class, have identified learning problems, have low reading scores, or have mild discipline problems. The physical surroundings in the community are often ugly to look at and are poorly maintained (see photograph).

### Description of project

The Project Beautification supported People, Plants, and Kindness (PPK) Program will use plant related activities to add beauty to the student's lives. As the title indicates, the PPK Program's goal is to use working with plants in a supportive environment as the vehicle for the students to achieve beauty and success within themselves, their clases and the community. The Project Beautification activities will use the total resources of the school community as a teaching learning resource.

### Educational objectives

The planned activities will challenge the students to achieve in traditional science and writing content areas. Activities will also focus on challenging the students to set goals, to develop skills necessary to achieve their goals, to develop pride and self worth in the activities tried, and to develop citizenship and work ethic skills by using learned skills and attitudes in working in the school and in the community.

### Program resources

The student's personal growth will be made as a result of a sequence of experiences that are not available in the traditional Chicago Public School classroom. There is no standard curriculum that can be used as a guide for these activities. That is the beauty of this program. It gives the students a chance to ask questions, explore, and develop opinions about the looks and condition of local environments. The teacher then uses the students interests to teach the science that relates to the question.



City students in front of an abandoned home



#### PPK Program objectives and activities

1. To beautify the school site while learning scientific facts about indicator plants found in major plant habitats of the Chicago Region. Miniature habitats will be planted with indicator plant species native to Chicago's major habitat areas. Plantings will be put into the appropriate school laboratory. Knowledge and necessary skills will be gained by visiting natural areas in the Chicago region, video taping them for future reference use, participating in hands on habitat management activities at the natural areas, and working with specialists in native plant gardening. The expanded scientific resources will be made available for use by other classes.

2. To plan and conduct a variety of Community Serviced Field Trips in order to involve community residents and businesses in the school. This will be done by planning and working with various members of the public and private sectors in the community. Activity done at various times.

3. To have students learn how to set goals, team build, and develop the desire to want to achieve their set goals. After achieving their set goals, highly motivated students may participate in the following activities: (1) the National Science Teachers Association Conference and the American Horticulture Society's national conventions in order to share their PPK Program experiences and to meet top scientists and horticulturists; (2) Netherlands PPK Program Study Course activities will be conducted at a horticulture high school in The Hague.

4. To use the students PPK Program skills and facts by sharing their knowledge with teachers,

students, and members of the community. Students will team up with workshop participants in conducting make and take workshops after they have learned certain floral design skills or planting skills. The workshops will be offered after school for mixed groups of students, teachers and community residents. Participants will pay for consumables used in workshop activities. Activity conducted periodically through the school year.

5. To have the PPK Program students create a positive identity for their PPK program. Art and graphic arts classes will design and print a PPK Program T-shirt and jacket that will be given out to students earning them by meeting certain goals and also to community members that work with the students on Community Service Field Trips.

6. To develop and operate a PPK Program Communications Center. A Lap Top Computer and related hardware and software will be purchased and used to network electronically with appropriate resources to obtain plant information, keep plant growth and care records, to prepare print communications and keep records about program activities. The students will create their own PPK Program Communications Center in the Window into Science Laboratory.

#### Activity Evaluation

1. The PPK Program objectives and activities have been stated in measurable terms.

2. The students will keep an activity notebook.

3. Photographs, video tapes, and newspaper clippings regarding the program will be saved.

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#### WHAT IS A TREE?

Children and trees,  
Auroville 605101  
Tamil Nadu, India

To a carpenter, it is a table. To a fisherman, it is a boat that carries him across the waters. To a plowman, it is a yoke to harness his oxen. To a village woman, it is firewood to cook the evening's rice. To a herder, it is fodder for cows and goats. To a farmer, it is what prevents the good soil from being washed away. To a child, it is a place to play amidst the squirrels and birds. To a tired and weary traveler, it is shade from the sun and shelter from the rain. To elephants and monkeys, it is home.

For Humankind, it is part of a vast green blanket that protects the earth from the intense rays of the sun. To our planet Earth, it is lungs. Trees produce oxygen that we breathe. A tree is the very breath of life itself.

## Globe



## Scope

### The 1994 CEI-conference

In 1994 the annual conference of Caretakers will be held in Aberdeen Scotland. The conference will be organized by the environmental education team at Dyce Academy secondary school. This school has participated in all Caretakers conferences so far and looks forward to having this opportunity to host the 1994 conference.

The theme of the conference will be "Sustainability" and it is the intention that the conference participants will be involved in a wide range of practical, fieldwork and seminar type activities related to this theme.

The conference will run from 13 - 18 June 1994. Accommodation will be in a University residence in the city of Aberdeen. Further details, a detailed program and registration form will be distributed soon in the Global Forum.

In the mean time please note the above dates. Should you have any initial queries then please contact:

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### Share - net

A collaborative network for environmental education

Share-net encourages collaborative structures through which participants can both contribute to, and benefit from environmental education resource development activities in southern Africa.

Share-Net participants attempt to provide :

Support services and  
Help at 'grass-roots' to produce  
Activities for fieldwork and  
Resource materials for  
Environmental Education

*This is done through collaborative networking structures, to foster :*

National and international  
Exchange and resource development within  
Teacher support projects and community structures.

The support services are comments on, pilot testing of materials before publishing, opportunities to meet and to exchange ideas, the help consists of advice in choosing appropriate technologies, the activities and resources for EE comprise co-operative structures for greater provincial and regional exchange, and a number of publications.

For information, address lists, resource development collaboration and environmental education support, contact:

**Share-net, P.O.Box 394, Howick 3290.  
S.Africa**