THE GLOBAL FORUM
for Environmental Education

Global Network of
Teachers and Students

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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 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 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
Environmental Education in Developing Countries: some examples from India

by
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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 describes the preparatory seminars for an exhibition relative to the protection of the environment and the forest. He also mentions a seminar on the role of students in dealing with Environmental Problems.

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 worldwide network of secondary school students and teachers who share environmental concerns and who face environmental challenges.

(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. Shupra Sririca, 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 workshop 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
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The Chief Guest Mr. Purushottam Coyal, Chairman, Metropolitan Council, was welcomed by the Principal, Mr. Nitam. 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. Yasuke 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 environmental 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 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.

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 Bharatiya 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. Raghunendra, 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 Jwan, second prize by Srandna Kumra 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 post log report, energy resources, environmental ethics, environmental ethics and education, kid crease, utilization of marine resources, ethics ecology and natural resources, Karmalen, a Simulation Game on sustainable development, youth mobilization case study, teachers' sessions, nature possibilities, native traditional approaches to management, and the 1994 conference in Aberdeen.

Kate Graves related a series of themes from the conference: Truro: the Caretakers, the key conceptual themes, the report on the activities, the resources, the racism, the environmental ethics. Kate Graves, a Simulacion Game on sustainable development, mobilization of the youth: study of cases, sessions of documents, possibilities. A theme was the Native People's Conference and the 1994 conference in 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-pollination 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 banks and corporations are encouraged. The goals for the quality of the network have 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 a must 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?
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 Carcitakers 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 Knoblock of Indian Brook, Ann Shight and Lea Bocketstein of Chicago organized a discussion workshop for 30 participants. The discussion was based around individual’s perceptions of the term 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 Breese

Skid Breese offered a sensational slide presentation based on a visually dramatic technique he developed by sequencing slides around the theme of celebration of nature 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 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 felt 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.

Karakalen: '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 concerns 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 hand shake 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 characteristics projects coordinated by the Global Rivers Environmental Education Network. A
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 video 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 Anne 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.

AIDS

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.

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.
When the world will be free
from the AIDS disease.

From the AIDS disease.

Lyrics and Music: Woubu Kasaye
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
6200 S Hamlin, Chicago, IL 60629
U.S.A.

This article describes the people, 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 Chicago region, to plan and conduct a variety of Community Service 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 desire to want to achieve their set goals.

Este articulo describe el programa de pueblos, plantas y amabilidad desarrollado en la Hubbard Highschool por el profesor de horticultura, Mr. Wayne Schimpff. Incluye una serie de objetivos. Entre otros, se trata de mejorar la escuela, aprender algunas claves científicas sobre los lugares donde se encuentran las plantas encontradas en la region de Chicago, y hacer que los estudiantes sean parte de la comunidad en la escuela, para que los alumnos aprendan a establecer sus objetivos, 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 Chicago. The student body is characterized by racial and cultural diversity. Many Hubbard High School students do not live in very beautiful homes. Some have failed their first science class, have identified learning problems, have poor 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 classes 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, 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 Service 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, learn builds, 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 Horticultural Society’s national conventions in order to share their PPK Program experiences and to meet top scientists and horticulturists; (2) summers in 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 basic 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 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, videotapes, and newspaper clippings regarding the program will be saved.

WHAT IS A TREE?

Children and trees,
Auradile 600101
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 planman, it is a net so he can catch his oxen. To a village woman, it is firewood to cook the evening’s rice. To a hunter, 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 humanity, 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.
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 hosting 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 meantime please note the above dates. Should you have any initial queries then please contact:

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Dyce Academy
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Dyce Aberdeen, AB2 ONF Scotland

Telephone: 44-224-725118

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 common 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

[Image of Caretakers]