
THE GLOBAL FORUM

for Environmental Education



**Global Network of
Teachers and Students**

volume 5, number 2&3, June 1995

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; 1994 conference board representative, Raymond Jowett, Scotland. 1995 conference board representative, Ludmilla Polozova, Russia.

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This magazine has been printed by the European Platform for Dutch education, Alkmaar, The Netherlands.

Layout: apocare

Frontpage: Murmansk

The Global Forum for Environmental Education is a publication of Caretakers of the Environment International. The Forum is to be published three times a year. Contributions, articles, drawings, cartoons, pictures are actively solicited and suggestions are most welcome and invited. Any of the above or inquiries should be sent to:

**The Global Forum for
Environmental Education**
c/o Orema b.v.
Van der Valk Boumanweg 180 Y
2352 JD Leiderdorp, The Netherlands

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Subscription Information: Subscriptions should be paid directly to COTEI, RABO-bank Alkmaar number 376496967.

Individuals: Dfl 15,-

Schools: Dfl 30,-

Library/Institutions: Dfl 60,-

Participants in the annual international Caretakers of the Environment Conferences automatically receive The Forum by paying their registration fee.

Colofón

Esta revista se ha impreso en la Plataforma europea para la Educación, Alkmaar, Países Bajos.

Composición: apocare

Página delante: Murmansk.

El Foro Global de Educación Ambiental es una publicación de Caretakers of the Environment International. El Foro será una publicación trimestral. Estamos abiertos a todo tipo contribuciones, artículos, y fotos, dibujos, invitándoles encarecidamente a que nos hagan sugerencias. Si desean información o participar en cualquiera de las posibilidades arriba mencionadas, deberán dirigirse a:

**The Global Forum for
Environmental Education**
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Van der Valk Boumanweg 180 Y
2352 JD Leiderdorp, Países Bajos

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Información suscripción: pague la cuota de suscripción para traslado directo a nuestra cuenta, COTEI, RABO-bank Alkmaar nr: 376496967.

Persona individual: Dfl. 15,-

Escuelas (cuatro copia): Dfl: 30,-

Bibliotecas/instituciones: Dfl: 60,-

Los participantes de las conferencias anuales reciben "The Forum" el primer año, junto con la cuota de inscripción

Published with support of:

The European Community, Brussels, Belgium,
The 1993 Caretakers of the Environment, Canada,
Caretakers USA.

Publicado con el apoyo de:

El Comunidad Europea-Bruselas-Belgica
Caretakers of the Environment, Canada, and Care-
takers USA

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From the editors

We are pleased to present you a double issue of the Global Forum. Contributions come from Ghana, India, Costa Rica, Netherlands and Sweden. For those of you who will be attending the ninth CEI conference we refer to the feature article on Arctic Ecology & the Environment which provides basic information about the upcoming conference.

There are a few changes in our organization you should be aware of. First of all the CEI secretariat is no longer with CEVNO, but has moved to a new location (see opposite page). Secondly, the preferred method of payment for subscriptions fees is no longer by cheque or money order but by direct transfer to our account. Finally, our financial situation does no longer allow us to print three issues a year and to send multiple copies to schools. From now on we will print two issues a year which will consist of at least 20 pages (was 16). Each subscriber will receive one copy of each issue. We do encourage subscribers to make copies for others who are interested in the journal.

We wish the organizers of the ninth CEI conference in Murmansk much success with the upcoming conference. In the next issue of Global Forum we hope to publish reports from the conference.

Finally we wish to thank our new sponsors: OREMA management and legal consultants, based in the Netherlands and CEI/USA which with the help of several USA-based corporate sponsors donated money to both the Global Forum and CEI.

Jan Apotheker en Arjen Wals

De los editores

Somos gustados presentarle un número doble del Foro Global. Contribuciones vienen de Ghana, India, Costa Rica, Los Países Bajos y Suecia. Para esos de Ud. que asistirá a la novena conferencia de CEI referimos al artículo de característica sobre Ecología Ártica & el Ambiente que proveemos información fundamental sobre la conferencia próxima.

Hay cambios de algunos en nuestra organización tiene que estar enterado de. Primero de todo el secretario de CEI está no más largo con CEVNO, pero ha cambiado a un sitio nuevo (vea página de contrario) Segundamente, el método preferido de pago para honorarios de abonos está no más largo para cheque o giro postal pero para traslado directo a nuestra cuenta. Finalmente, nuestra situación financiera hace no más largo nos permite imprimir tres números un año y mandar copias múltiples a escuelas. De ahora en adelante imprimiremos dos números un año que consistiremos de por lo menos 20 páginas (era 16). Cada aprobador recibirá uno ejemplar de cada número. Animamos suscriptor fabricar copias para personas que tenemos interés en el diario. Deseamos el organizador de la novena conferencia de CEI en Murmansk mucho éxito con la conferencia próxima. En el número próximo de Foro Global esperamos publicar informes de la conferencia.

Finalmente deseamos agradecer nuestros patrocinadores nuevos: OREMA dirección y consultantes legales, basaron en el Los Países Bajos y CEI/E.E.U.U. que con la ayuda de varios patrocinadores corporativos de E.E.U.U. contribuyó dinero a ambos el Foro Global y CEI.

Jan Apotheker y Arjen Wals

Mahim Nature Park

**Maharashtra Nature Park Society, Opp. Dharavi Bus Depot, Dharavi,
Bombay 400017, India**

Abstract: In this article a description is given of Mahim Nature Park which has been situated on top of a garbage dump, in the middle of the city of Bombay. It is based on the theme: "there is a web of life, we are part of it". It has extensive programs for environmental education directed to, among others, decision makers, mothers and educational institutions.



Resumen: En este artículo se da una descripción de Mahim Parque de Naturaleza que ha estado situado encima de un depósito de basura, en medio de la ciudad de Bombay. Es basado sobre el tema: "hay una tela de vida, somos parte de lo". Tiene programas extensos para educación ambiente dirigido a, entre personas interesadas, fabricantes de decisión, madres e instituciones educativas.

The beginning

Mahim Nature Park began with a suggestion to Bombay Metropolitan Region Development Authority (BMRDA) who in 1977 had called for ideas for the development of the Bandra-Kurla area. Considering the ratio of open spaces for every thousand persons of 2.8 hectares for London, 1.62 ha. for Delhi and only 0.40 ha. for Bombay, the city needed a nature break. It led to the proposal for creating a 150 ha. Mahim Bird Sanctuary of which the 15 ha. Mahim Nature Park is a public use area. The sanctuary is unique in that it is situated in the middle of a highly commercialized city.

The Park is developed on a 5 meter deep garbage fill which reclaimed part of the Mahim Creek. After the landscaping, contouring and tree planting the initial building with facilities was implemented.

The Park developed by BMRDA is being handed over to a separate body - a registered society. This society will manage and operate the Park.

Aims and Thrust Areas

Mahim Nature Park aims:

*To demonstrate the reversal of pollution in Mahim Creek through collaborative efforts of the government and people.

*To provide a thickly wooded area as an additional lung for the city.

*To develop appropriate programs and materials for generating environmental concerns and actions through the education system and training programs.

The theme **'There is a web of life, We are part of it.'** unifies the aims and the strands of this web of life radiate to cover five thrust areas.

1. Our Natural Heritage:

India is blessed with an abundance of natural resources. Perhaps no other country in the world has the variety of biogeographical habitats or biomes like India. The 16 major biomes range from the marine to the sub alpine scrub.

Maharashtra has 5 out of the 16 major biomes and these are represented as sample habitats on the Nature Trails. The programs in this area are planned to emphasize the discovery of our natural heritage with special reference to the interactions of the five elements or the panchamahabhutas consisting of the soil, air, water, sun and space described in our culture.

2. Our Cultural Heritage:

The Indian culture is probably the oldest continuing culture in the world. It is based on reverence for all life. Nature and natural resources are worshipped not out of fear but out of love and respect. We are fast coming away from this cultural heritage towards nature, which we know, sustains all life. The aim is to spread an awareness of our ancient and rich heritage in consonance with environmental concerns.

3. Our Urban Environment:

History is basically a story of progress. This progress however has exacted its cost on the five elements and the overall environment. The necessity of having urban centres is part of the basic parameters on which modern progress depends. It is therefore imperative to understand the context of urban development and progress.

4. Interpretation:

Putting the three heritages, namely, the natural, the cultural and the urban heritage together and interpreting them from diverse perspectives leads to gaining insight into processes which have shaped our evolution and progress.

5. Education and Training Programs:

Interpretation in the context of environmental concerns needs to reach every member of the public. The best place to begin is with children and youth in educational settings. Educational institutions provide a large and organized audience for the catalytic interaction to optimize outreach. Apart from the educational system, special training programs are aimed at beneficiaries who would best spread and consolidate

the environmental cause.

Beneficiaries:

In order to maximize the outreach with the efforts of a voluntary organization like ours, three major types of beneficiaries have been selected.

Educational institutions:

The focus here is on teacher trainers, teachers and students. The best area would be to concentrate on teacher trainers and teachers who would then reach their respective students downline. The Park's facilities are designed for the use of varied learning approaches without faulting the classroom and chalk-and-talk methodology.

Women:

True learning begins at home through the mother. Reaching the home-maker is essential. Apart from the educational institutions, the basic unit of society needs to be addressed. Special programs are planned here, the emphasis of which is on individual and small group actions.

Decision Makers:

Opinion molders and decision makers both in the government and non-governmental sectors provide a wider acceptability and reach for their beneficiaries. Some of the downline focus groups are hotels, the police, army, industry, railways, rural folks, slum dwellers etc.

Educational institutions, women and decision makers form a triad through whom a maximum ripple-effect outreach is possible. Through this students, homes and society at large share environmental concerns and participate in taking individual and collective actions.

Facilities and Approaches

A variety of indoor and outdoor facilities are available at the Park.

Nature Trails:

The 15 hectare Park is based on the 'Web of Life' theme. The Education Centre building is in the shape of the energy giving Sun which radiates rays of knowledge interacting with the other elements. Two major nature trails focus and connect the elements. These begin with the soil section and pass through the air and water sections. The first trail strings together the five life giving and sustaining elements and the interplay of life. The Marine trail is an off-shoot of this and takes advantage of the creek and water for an in-depth interpretation of that element. The second nature trail is meant for walking through the area in silent contemplation.

Education Centre Building:

The Sun shaped building occupies 1400 square meters and houses various facilities.

The Audio Visual Hall has a capacity for 300 persons. Apart from showing films, video, slide shows etc., the hall can also be used for conferences, seminars, workshops, training programs etc.

The Exhibition Hall is for displaying a variety of exhibit items. The exhibits are in part permanent, while other parts will change with the seasons; for specific audiences; and, particular topics and concepts to be communicated. These will consist of models, dioramas, pictures and similarly compatible displays. Some of the items are designed to be interactive in nature so that the visitor can also learn through curiosity and by manipulating the exhibits.

The Library goes beyond the scope of usual collection of book. In fact, it is designed to be a resources centre with a data base and non-book references and learning kits apart from the usual quota of books.

The Amphitheater with over 2000 audience capacity is for the use of performing arts as a methodology for communicating about environment. The fan-shaped stage has an area of 178 square meters apart from separate green rooms for ladies and gentlemen. It can also alternate as an open exhibit display area when not in use as a theatre.

The Activity Space is meant for encouraging both arts and crafts. Here the emphasis is on learning by doing. A small workshop with appropriate tools and equipment is attached to this unit.

Apart from the main building, the open areas consisting of nature trails and other spaces provide for programs like field trips and camping, a botanical field reference, guided and self-guided nature trails, a pond, learning through games, local-specific exhibits and activities, recreation and training programs.

The nursery provides a wide range of indigenous species. Over 12500 trees covering 182 species have been planted on campus. Samplings of most of these are available for sale to promote tree planting. Apart from the samplings, over fifty five varieties of medicinal plants are part of a separate section to encourage the use of ayurvedic plants commonly found in Maharashtra.

From Truro to Aberdeen - a change of a lifetime

by Dick Gebuys,
Sintermeertencollege, Heerlen, The Netherlands

Abstract: The author describes the feelings he experiences during the conference of CoEI in Truro Canada. He relates what happened with him, when he attended the ceremonies with Alan Knockwood of the Mi Kmaq Indians and received his ceremonial feather. He then tells us his emotions on seeing all the old friends again at the conference in Aberdeen.



El autor describe las sensaciones experimenta durante la conferencia de CoEI en Truro Canadá. Relata qué pasó con él, cuando asistió a las ceremonias con Alan Knockwood del Mi Kmaq indios y recibió su pluma ceremonial. Después nos dice su emociones en les ver a todos los amigos viejos otra vez en la conferencia en Aberdeen.

I am in Shubenacadie. A Reservation of the Mi Kmaq People in Nova Scotia. I'm standing next to Ed Radatz, a representative of the Chief has given him the eagle-feather. I see tears in his eyes. I feel tears in my eyes too, and in my throat. At the same time I feel warmth. I put my hand on the shoulder of Alan Knockwood, of the nation of Mi Kmaq, who became my friend since I came here in Canada eight days ago. And yet, Ed, I feel deep inside a little bit of jealousy. I do not have so many wishes, but once, really, once in my lifetime, I want to have that feather...

Can someone change more than I did here, during the Caretakers-conference in Truro? I took the plane in Amsterdam without knowing to expect here. I was accompanied in the plane by uncles who had visited their nephews and nieces, and cousins who were going to visit their aunts. When we flew across Newfoundland I saw the uncles looking down very moved: 'It's good to be back home again...'. Many Dutch people emigrated to Canada this century.

As far as environmental problems were concerned, it was a tough trip: plastic forks, knives, spoons, plastic dishes, plastic glasses and cups, plastic wrappings, plastic bags to throw things away, it became so general that you expected to get plastic food at any moment! And if all these experiences didn't shock me enough, I had to make all kinds of moves with my watch, so I had to make all kinds of moves with my mind, with my biorhythm...

'Hello Dick, come over here!' Toronto Airport. A voice I don't know. Trevor Owen, a colleague in Toronto who has lodged my two students for one week already. There they are, Trevor and Wendy. Within a few moments I've got two more friends. That's something that most attracted my attention here: how easy it is to get to know people, how easy it is to make good friends. Most of the Canadians and Americans I met seem so open-minded. Dutch people seem far too 'arrogant' (or is it shy, but are we afraid to show that?) to

communicate in such a way. At first we tell our profession, before we show who we really are. Is pretension a word that doesn't exist in the New World?

I lie down in the grass with Wayne Shimpff from Chicago-'town'. Teacher at Hubbard High School. Loving his students, fighting for them, trying to prevent them to drop out.

He lives so far away from me, in a social setting so different from my own agricultural province. But he has the same ideas, the same ideals in education and is the same friend and father of his students.

Looking back I perhaps only once experienced the same during a conference. A woman was making an interesting speech about the UNCED in Rio. How no nations would be interested in our future, but people would. People should be what mattered.

I nodded enthusiastically 'yes' and if could have seen myself in a mirror, I would have noticed a sparkle in my eyes. Perhaps even my cheeks would have glowed. But then suddenly a tall guy stood up. 'An Indian' I knew, although the Indians from South-America, I have met in Holland, are small and tiny. But I saw his face, his hair, his ponytail, his ponytail, his beautiful brown eyes...

'I am Alan Knockwood, representative of the nation of the Mi Kmaq, one of the nations of the Native People of this country. For more than three centuries we have been occupied by the Canadian Government. But, what are you as a government representative planning to do for us, for our people?'

I saw the pale face of the woman, I saw her stiffen. She only uttered some words:

'Well, you've asked me that before, I cannot answer here and now your question, and you know that ...' She ignored him, cut him off... What happened to her story about the people, about the humanity in policy? Her speech became rhetoric.

I learned my lesson, I had been as naive as ever. But I had also found my conference hero.

Alan initiated us in the way of thinking of the

Native People.

We had the purifying sweet-grass-ceremony, and I wish I could start every day like that, to help me forget in the morning the faults I made yesterday. We got the history of the Mi Kmaq people. We had the visit of the Mi Kmaq policeman with his ideal that the youth of today would finally have their equal opportunities in Canadian society. We just spoke about the nature, the nature my grand-father and my father already tried to initiate me in, but that I didn't understand much, born in a very small house in the city of Rotterdam!

Alan taught me to have respect for Mother Nature. Did I ever walk in such harmony in our fields and woods? Did I ever spit so ashamed on the earth early in the morning?

Yes, things had happened here. Environmental consciousness was not just a soft business of idealists with those sandals we used to call 'Jesus-nikes' in Holland. Your environment was something of your own, something all of us have to take care of at least in our own surroundings. I had learned so much of other countries and other cultures.

I had learned so much about myself. And I was sure many things never would be the same as I came back.

I'll never be an expert in Mother Earth, Alan. When I threw tobacco in the fire, I threw it against the wind. North, South, West, East... I never have been a talented Scout! But the bread your wife made, the songs and music of the boys,

the hands and kisses of your people *nemultisap*

have put me back on earth. Thank you for that... and that eagle feather-dream...

It was hard to leave Truro. It was even harder to come back and to tell all those stories people at home didn't understand at all. What on earth had happened to us? Did the camp of the gliders in Truro make that we ourselves flew away?

Every day when I came home from home I checked the mail. Nervous about who may have written. Happy to read news from Paul in Dartmouth, from Anagha in Madras, from Jim on Cape Breton Island. But how can you explain to other people what global citizenship means? How can you explain those things, when the most popular radio-station is that of our own province, when the nationalistic parties are becoming much too strong, when people are celebrating when Holland wins the soccer match and fighting when Germany does, when all the foreigners are mistrusted on the borders...? Could this feeling sustain against all those head winds? Could I have some of the sweet-grass-purity in all this egoism, collective hype and materialism?

We worked on a nice project about 'sustainability'. We had contacts with people in other countries. We learned a lot. We learned that even environmental specialists and politicians can be pretentious and arrogant. That they know a lot about self-promotion, but that they don't know much about promotion of the environment. We learned how important communication is. We learned how nice it is to express your feelings through art; to write stories, poems and to make draw-

ings or music. We saw how good it is to present your own ideas. We experienced that you can learn a lot through language and about yourself in a very different way from the way we are used to in traditional education.

And we had a splendid group with a wonderful atmosphere.

And now Jos and I are sitting in an Indian restaurant in Aber-

deen. Although I've never been in India, eating a dish from Madras, I've the same feeling the uncle



Scene from Aberdeen

above Newfoundland had: 'back home again...'. It's nice to see Paul Schwartz again, and Fatima Almeida, and Rick, Kathryn, Arjen, Ed, Isabel, Raymond, Joke, Blair, Fiona, Clarke, Pamela, José and all those others. Glowing cheeks, yes! It is no surprise that in such an atmosphere you meet people for the first time and think you've known them your whole life. Because you know the ideas that matter, you feel each other's ideals, you know what you're looking for in life. Spending weeks like these are more worth than three months of lessons. Spending such a week, meeting all those people, sharing activities means more than a year in lifetime. People learn so much, change so much, have such golden experiences...

Without losing anything of your own identity and your own culture, you discover over and over again how small the world really is, how we can build a new house of united nations.

Tell me what is the secret of such a conference? Is it to be removed far from your normal circumstances, to be isolated from the problems of daily life, to forget the differences we've got? Is it the main goals we all share?

- Dick, can you come for an interview on Grampian-Television?

- Dick, can you participate in the talk-show of Grampian-Television?

- Dick, your workshop will be on Friday-morning...

Is this my eagle-feather? Am I becoming a Green-VIP? My Lord, how on earth can this be? With my subject,... Dutch. What has language and literature to do with Environmental Education?!

But I know it's my own 'fault': when you always try to persuade people of the importance of getting others involved, you will be asked to talk about that. And even I am not nervous to do so

anymore, but if you'd asked me before in Truro, a year ago... Now I even get angry at Steve van Matre when he's making jokes about teachers who think that writing an essay or a report or a poem about the environment and means they are doing Environmental Education... Well, Mr. Expert... I'm not suggesting I am an Environmental-Education-Teacher and I never will be... but I've got the right to pay attention to problems in our society. I've got the right to pay attention to the Ecological Problems... and I see that it can change the normal, materialistic way of thinking of my students and that they get a little bit more consciousness... Is that so bad? Does the meal of Environmental Education have to be served only in your fast food school of thought?

When we have our delegation meetings every day, afternoon, night, in the King Street Mill, in our rooms, in the Hall, we're realizing how unique again this conference is.

Clarke and I drink a Guinness at the victory of Ireland against Italy. People from Northern Ireland and the Republic talk about vanishing borders and boundaries, but the same night in Ulster six people killed while watching the match of the Republic. When I read such messages, I know we still are a very small forefront. Again people at home laugh a little bit at us. We are day dreamers... Well, Jan, Joana, Emma, Maria, Inessa, Alina, Bill, Ashley, David, Ravi, Yonas, Gerard... thanks for all our day dreams! Let Mother Earth stay our home for all our lifetime... Let us build that Global House and Home, and let us tear down all the walls people are building between people: in Europe, in Asia, in Africa, in our society between the rich and the poor, the old and the young, us and them...

When we can have the conference in 1996 in Holland I have one serious ideal: to unify schools from Israel and Palestine, from Slovenia, Croatia,

Bosnia, Montenegro and Serbia, from Macedonia, Greece and Turkey. But that can only be really useful, when the defeat will not catch up with us. We have to persuade them to come over to our side, we have to get peace with the people that are living among us.

We have to hand them the eagle-feather, so they will realize that this is the only way to go!



Entertainment at the 1994 CEI Conference

Arctic Ecology and the Environment: new opportunities for environmental education

by
Arjen Wals, president CEI

Abstract: In this article Arjen Wals, president of CotEI, calls participants to the ninth Caretakers Conference in Murmansk. He relates the history of the Caretakers conferences until now. He also gives details of the program in Murmansk. He ends by expressing that "a better understanding of who we are, where we come from, and where we would like to go in the future is a crucial first step towards realizing sustainable development."



Resumen: En este artículo Arjen Wals, presidente de CotEI, llama participantes a la novena Conferencia de Caretakers en Murmansk. Relata la historia de las conferencias de Guardiánes hasta que ahora. También da detalles del programa en Murmansk. Acaba para expresar ése "un el entender mejor de que somos, donde venimos de, y donde nos gustaría entrar el porvenir somos un crucial primer paso para realizar desarrollo sustentable"

Introduction

This article is a prelude to the upcoming international Caretakers of the Environment conference which will be held in Murmansk, Russia in June. It is intended to inform the conference delegates about the conference program and accommodation, but the article should also be of interest to those Forum readers who are unable to attend. The conference is already the ninth in a series of conferences that have been held from 1987 on with the aim of

providing secondary school teachers and students with hands on experiences in the field of environmental education (Table 1). CEI is quite pleased to host one of the first environmental education conferences for both teachers and students in Russia. My recent visit to Murmansk confirmed that the local organizing team, consisting mostly out of people of Murmansk's Regional Department of Education and the Murmansk Ecology Center have done their utmost to put together a worthwhile

YEAR	COUNTRY	THEME
1987	Netherlands	The Sea: Pollution or Protection?
1988	Spain	Natural & Cultural Heritage
1989	United States	Technology & Environment
1990	England	Conflict or Cooperation?
1991	Peru	Environment & Development
1992	Portugal	Environment & Tourism
1993	Canada	Environment & Natural Resources
1994	Scotland	Sustainability
1995	Russia	Arctic Ecology & Environment
1996	Netherlands	Environment & Development
1997	Still vacant	(interested countries should contact CEI secretariat)
1998	Ireland & Northern Ireland	To be announced

Table 1: CEI's annual conferences



Childrens Palace Laplandia

conference program. The overall goal is that the participants become acquainted with the arctic area and life on the Kola peninsula in all its diversity, richness and challenges. The main objectives of the conference are:

- to share successful environmental education projects from around the world,
- to provide every delegate with an opportunity to investigate the environmental problems of the arctic region,
- to improve environmental awareness and understanding of the interrelation between nature and society,
- to generate recommendations for protecting and constructing ecosystems under the provision of the provision of safe living conditions and a stable development of the economy.

Pressing environmental issues will be investigated throughout the conference. There are many field trips scheduled, but they will be as (inter)active as possible. When possible, links between local and global problems will be made. During the conference there will be four main speakers (mainly ecologists) who will receive specific instructions to direct their talks towards young people. The four lectures will focus on the following topics: living in the arctic, exploiting the arctic, and the ecology of the North.

Six themes will be explored in small groups (10-12) throughout the conference. The groups will not change during the conference. The six themes are:

- 1) Murmansk: city above the arctic circle
- 2) Nuclear safety

- 3) Ocean fishing in the Barents Sea
 - 4) Re-training workers for sustainable fishing practices
 - 5) Soil vegetation (wild, cultivated) as bio-indicator
 - 6) Living around an energy plant
- There will be two special teachers' sessions in order to explore opportunities for the development of new cross-cultural environmental education projects.

The conference program looks as follows:

Monday June 12

- 09:00 - 18:00 Registration, and setting up school display
13:00 - 14:00 Lunch
18:00 - 19:00 Departure from Minkino school (place of accommodation) to the Children's Palace "Laplandia"
19:00 - 21:00 Official opening of the conference, dinner

Tuesday June 13

- 07:00 - 08:30 Breakfast
09:00 - 10:00 "The North is our home," Gennadi Kalabin
10:15 - 11:00 "Animated Arctic," Vladimir Uljanov
11:15 - 12:15 Meeting of working groups
12:30 - 13:30 Lunch
14:30 - 18:00 Fieldtrips
 - The human impact on the arctic seas
 - Radiation safety on nuclear ships
 - Sustainable manufacturing

19:00 - 20:00 Dinner
20:00 - 21:00 Meeting of working groups
21:00 - 23:00 International evening devoted to national traditions

Wednesday June 14

- 07:00 - 08:00 Breakfast
- 08:00 - 09:00 Trip to Murmansk
- 09:00 - 12:00 Fieldtrips
 - Training specialists for the fishing and fishprocessing industry of the Northern region
- 12:00 - 13:00 Trip to Minkino
- 13:30 - 14:30 Lunch
- 15:00 - 15:30 "The Barents region: to live, not just survive," Svetlana Drobysheva
- 15:45 - 16:15 "Let us hurry up," Gennadi Matishov
- 17:30 - 18:30 Dinner
- 18:30 - 19:30 Trip to Palice "Laplandia"
- 19:30 - 22:00 Presentation of school projects (open to the public)

Thursday June 15

- 07:00 - 08:00 Breakfast
- 09:00 - 17:00 Fieldtrips
 - Sub-arctic ecosystems
 - Economical and ecological aspects of Northern natural resources exploitation
- 17:00 - 18:00 Meeting of working groups
- 18:00 - 19:00 Dinner
- 19:00 - 22:00 Recreational (sports, 'floristica', video showings, disco, etc.)

Friday June 16

- 08:00 - 09:00 Breakfast
- 09:00 - 17:00 Fieldtrips
 - Sub-arctic ecosystems
 - Economical and ecological aspects of Northern natural resources exploitation
- 18:00 - 19:00 Dinner
- 19:00 - 21:00 Preparation of recommendations and final presentations (students)
- 19:00 - 21:00 Teacher session I

Saturday June 17

- 08:00 - 09:00 Breakfast
- 09:00 - 12:00 Teacher session II
- 09:00 - 11:00 Preparation of recommendations and final presentations (students)
- 11:00 - 12:00 Planting of trees near Minkino school (students)
- 13:00 - 14:00 Lunch
- 14:00 - 17:00 Presentation of recommendations
- 17:00 - 19:00 Recreational time
- 19:00 - 21:00 Closing ceremony & dinner
- 21:00 - Music & dance

Sunday June 18

- 08:00 - 09:00 Breakfast
- 09:00 - 13:00 Optional programs
 - shopping, art museum, ecology center
 - Visit to Lapland village (Lovozero) of the sami-people

Accommodation

We will be housed in a brand new hostel of a new boarding school for students who are hearing impaired or have other special needs. The hostel is build by a Finnish company and will be ready by June 1st. When ready it could potentially be the most comfortable housing we have had at a CEI conference so far. In all likelihood four students will share a room and two teachers will share a room. Showers and bathrooms are in the rooms for teachers and in the hallway for students. The school itself, of which we will be the first users, has meetings, speakers, sports, meals, etc.

In closing

The organizing team is very much looking forward to the conference and to receiving many delegates from around the world. Environmental issues are top priority world-wide, but particularly in the area's East of the former iron curtain where an ecological crisis is looming, if not already happening. We have only recently begun to understand the magnitude of some the environmental threats the people of Russia are facing. It is of utmost importance that we exchange our environmental education experiences with each other and try to work together in developing long term solutions to some of the issues we will be exploring on the Kola peninsula. The end of the cold war should mark the beginning of the development of mutual understanding, respect and a healthy planet. Our new common enemy lies within ourselves. A better understanding of who we are, where we come from and where we would like to go in the future is a crucial first step towards realizing sustainable development. Let the ninth CEI conference begin!



Arctic fishing: a conference theme

The European Youth Parliament for the Environment

The European Youth Parliament for the Environment, The Natural Step Foundation, Amiralitetshuset, Skeppsholmen, S-III 49 Stockholm

The European Youth Parliament for the environment will be held on 9 and 10 October 1995. It is based on a Swedish model, which involved many Swedish children. It uses the following basic pedagogical concepts: learning by doing, the society as a schoolbook, own choice, dialogue. The meeting will be held in different places. TV coverage will be used to exchange the ideas. At the same time a central, supporting conference will be held in Geneva. The ultimate goal is, that in 1998 all European countries will participate.



El Parlamento Europeo de Juventud para el ambiente estará tener en 9 y 10 el octubre de 1995. Es basado en un modelo Sueco, que envolvió a muchos niños Suecos. Emplea los siguientes fundamentales conceptos pedagógicos: aprender para hacer, la sociedad como un libro de texto, selección propia, diálogo. La reunión estará tener en lugares diferentes. Televisión será acostumbrado a cambiar las ideas. En el mismo tiempo un central, sostener conferencia estará tener en Ginebra. La meta última está, que en 1998 todos países Europeos participará.

Introduction

Often we find ourselves too busy to look to the future! In the course of our daily life we are draining the natural resources and allowing waste to accumulate which weaken the biosphere. This process is cutting our potential to be healthy and prosperous and has to be rapidly addressed on a large scale by everyone.

In the international community Europe could serve as a good example of change and Europe's youth could be ideal as good examples of what can be achieved through co-operation. To help to achieve this the European youth parliament for the environment will take place all over Europe 9-10 October 1995. Youth in different countries will work together with each other, with companies, institutions and politicians. The feeling of making a real difference, as part of a huge co-operative effort will be built-up. Youth in Europe will discover the potential that lies in co-operation among themselves and with other sectors of society, that they can make a difference. The youth parliament is designed as two days of intensive, practical environmental activity on a scale never seen before. Participants will gain essential knowledge and engage themselves in sharing new ideas, organising practical projects and realising their influence in their locality.

Swedish Experiences

A Swedish youth parliament for the environment has been held every year since 1989, arranged jointly by 'det naturliga steget' - the natural step and 'fältbiologerna' - Swedish youth society for nature conservation and environmental studies. The first two annual youth parliaments took the form of national conventions, with one thousand young people from all over Sweden. The format was changed in 1991 in order to make it possible for larger numbers to participate. With the use of

television, 50.000 young people were able to share their ideas and their concrete experiences in dealing with environmental issues at the local level. This format proved to be very successful, and was repeated the following years. In 1994, there were 100.000 participants in 300 schools all over the country.

Pedagogical concept

The natural step has created a scientific consensus on the environmental situation in a network of distinguished scientists. The consensus process have resulted in four 'system conditions'. The youth parliament for the environment takes its pedagogical platform in these 'system conditions' and are also adding a number of ingredients essential for working with young people, such as:

- * learning by doing
- * the society as a 'schoolbook'
- * own choice
- * dialogue

In working with young people it is important to use concrete working methods that gives 'hands-on-experiences' out of the classroom. The methods used in the youth parliament for the environment shows that the work done by the young people is important and that what they do give immediate and concrete results.

Educational Materials

Participants in the schools can choose for themselves what to work with. The national organisers will however offer a number of 'activity guides'. Some of these 'guides' will be the same for all countries. Knowledge and experience from companies and other partners are important when developing different 'guides'. The activity is prac-

tical and done outside the classroom, visiting companies and institutions, interviewing professionals in different fields. The results of the activities will be summed up by the national and European organisers, but the youth will also present their results directly to the media.

Television Network

Television is an effective way to communicate. A television network that links all participating countries and localities is planned to be set up by cooperating with national television operators. Broadcasts are a good way to spread information to the public about what is happening in the schools during these special days. It will also be a good way to encourage and inform participants about what is going on in other schools in the country and abroad. Television is a way to give an overview to the participants about the size of the event.

Interactive Communication

Communication is the key to reinforce participants' determination to pursue a better future. For the use of the participating schools a server have been set up on *Internet* offering conferences and databases. Young people will have the opportunity to communicate and share ideas through this network. Young people will also be stimulated to use telecommunications and computers to keep contact with other participants in the *European youth parliament for the environment*. Since a number of activities will be the same throughout Europe, they can be compiled into a European result. Modern technology in the hands of thousands of young people all around Europe is a unique event and the result can not be predicted.

Supporting Conference

At the same time as the national youth parliaments for the environment, a central 'hub' will be set up in Geneva with young people representing the participating countries. The conference will collect the results of the local work done during the youth parliament, put it together and facilitate the interaction and communication between the schools. The results will then be

presented to representatives of the national parliaments and of the European Parliament. All the young people participating throughout Europe will be able to contribute, through telecommunications and a computer network set up for this purpose.

Organising the European Youth Parliament for the Environment

The *European youth parliament for the environment 1995* will be arranged by the *natural step* in co-operation with national organisers. These can be youth and/or environmental organisations working together with national companies and institutions.

The first of January, 1996, 'the *European youth parliament foundation for the environment*' will start. It will be the organiser of the annual *European youth parliament*. European companies and institutions will be invited to found the foundation. The board of the foundation will consist of the founders and the *natural step foundation* will have a majority of the votes.

The *European youth parliament for the environment* will be a yearly expanding event and the goal is that all Europe will participate in 1998. Already for 1995 several countries have showed interest. Countries that are planning to arrange national youth parliaments for the environment in 1995 are: Denmark, Finland, Ireland, The Netherlands, Sweden, Switzerland and UK. Several other countries have announced their interest and will participate in 1996.

Sponsors

The project will be sponsored jointly by private enterprises and government agencies on national and European levels. Each national youth parliament for the environment have the responsibility to finance the project, and it is anticipated that most of the funding required in each country will come from national sources.

Care will be taken to ensure that funds are not solicited or accepted from inappropriate sponsors.

Companies with a presence throughout Europe will be especially suitable as sponsors since their knowledge and networks will be widely valuable. The youth parliament will demonstrate that new forms of co-operation is both needed, possible and fruitful for all.

Action Galore!!

Plant trees and shrubs that flower and fruit on your school compound to attract birds, insects and other animals.

Linking cultural and environmental sensitivity along the Rhine river

by
Renate Foks and Arjen Wals*

Abstract: The authors describe a project in which the water quality of the River Rhine was investigated by students from Germany and Holland. The project had two goals. The first was to investigate water quality, the second was to stimulate a cultural exchange between the students. The project was concluded by a conference held on a boat on the river Rhine. The results were discussed. Another topic were the international relations between the two countries.

Resumen: Los autores describen un proyecto en que la calidad del agua del Río Rin fue investigada para estudiantes de Alemania y Holanda. El proyecto tenía dos metas. El primero estaba investigar calidad de agua, el segundo estaba estimular un cambio cultural entre los estudiantes. El proyecto fue concluido para una conferencia tuvo en un barco en el El Río Rin. Se discutieron los resultados. Otro tópico era las relaciones internacionales entre los dos países.

In the spring of 1994, four schools from the Netherlands and Germany participated in the cross-cultural "Rhine river monitoring project". All the schools were situated along the river Rhine: the cities of Culemborg and Zaltbommel in the Netherlands and Neuss and Koblenz in Germany. The project was supervised by the Dutch pedagogical study centre APS and the University of Amsterdam. The project was of particular importance in light of recent studies that show that many young Dutch people have negative images of their German counterparts, not based upon personal experience, but on sentiments passed on by older generations and the media that can be traced back to World War II.

charges from salt mines, thermal pollution and heavy metals contamination. During the congress the students also monitored the shoreline and land use patterns. The day was appropriately ended with a boat trip on the river Rhine which provided yet another impression of this magnificent river. Most students were very enthusiastic about the project, especially the congress.

This Rhine project will continue this year with the same schools, but in the near future we hope to expand to more schools within the watershed. This year GREEN/NL has been recognized by the European year of Nature Conservation which provides the necessary media attention.

The collaboration between students from both countries provided a great opportunity to break through the barriers of prejudice and misunderstanding and to build genuine relationships. Inspired by GREEN about 120 students, aged 15 - 18, monitored and studied chemical and geographical aspects of the river, and shared the results with their counterparts through electronic mail. This teleconferencing was done through the "European Schools Project" of the University of Amsterdam. During this exchange the project also experimented with the German program AQUADATA, a software and databank program designed for collecting data about rivers and water quality.



In June a student congress was organised at the border between Germany and the Netherlands. The students and their teachers met on a boat on the river Rhine. They discussed their results as well as the international politics concerning the Rhine (see box). A Dutch and a German expert were invited to give a short commentary and conduct the discussion. The spoken language during the conference was English which provided an extra challenge for all participants whose first language is either Dutch or German. The students found high levels of nitrogen in the Rhine, but no low oxygen levels. Their main concerns were agricultural run-off, salt dis-

The Rhine ("Rijn" in Dutch and "Rhein" in German) is a river of 1320 kilometres long and has its watershed in the west of Europe. The river flows through Switzerland, France, Germany and finally the Netherlands. Since 1986 a Rhine Action Programme has been put into action to improve the water quality. The Rhine was heavily polluted with organic micro-pollutants (such as pesticides), salts and plant nutrients. The last years, but especially this winter, the amount of water in the Rhine river gave problems. Recently, cities such as Cologne and Koblenz were flooded and in the Netherlands 240.000 residents of low situated

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areas (among which Zaltbommel where one of the GREEN schools is located) had to be evacuated because of the threat of flooding. Luckily the dikes withstood the pressure of the river Rhine which contained over 5 times more water than normal! Confronted with this near-disaster the Dutch government promised to spend money to improve the

dikes. The ministers of Environment of France, Germany, Belgium, Luxembourg and the Netherlands have stated they want to reduce deforestation and reintroduce natural buffer zones and floodplains for the storage of abundant water, in order to reduce the speed of the water discharge. Source: GREEN, vol 7, No 1, March 1995

1. The Poet's Corner

1.1. The tree needs help

Oh my fellow human beings
Why have you chosen to hurt me?
Do you want to make my life miserable
I do not think so.

I always cry when you cut me down
But you don't replace me with new ones.
You know my importance.
But why then cut me down without cause?
Please help me, for I need help.

1.2. What have I?

The shepherds of old had an angel and a rod
The wise men had a star to guide them,
But what have I to sustain posterity?
When the atmosphere is polluted everyday,
And the vast virgin lands with noble habitats
Are destroyed by man's nefarious activities.

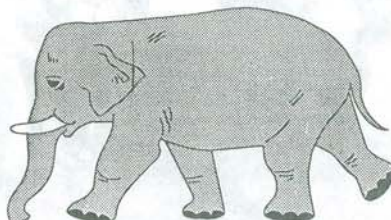
The pilot has a compass,
The driver has the speedometer
But what have I to guide and sustain my life
When toxic substances are used
To destroy the sea and its creatures
And even klaxons used for pleasure destroy the
ozone layer.

The teacher has a timetable
The medical doctor has a stethoscope,
But what have I to care for me day and night

When the forests where the apes
Swing to and fro are cut down
And the birds are killed to
Curtaill their sweet shrilling voice
Oh! What have I!!

E. Tsibo-Bondoh
Formerly of SDA Training College, Asokore-
K'dua

1.3. Our Dying Elephants



Our dying elephants,
The symbols of Africa and
The standard bearers of our continent
Are dying at the hands of poachers
Who fail to stop and consider the harm
They do to our environment and animals,
As they kill by the pull of the trigger.

Can the poachers not look
Elsewhere for their income or food?
Can they not leave God's creation alone?
Must God's creation suffer for man's greed?
Have we ever stopped to think
That the elephant lives for our benefit?

What are we to leave for future generations?
A land without wildlife?
Let us pause for a moment
And ponder about our dying elephants,
Our threatened wildlife.
Help save them from death.
And support the symbol of Africa.
Our dying elephants!!

Naa Lamle J. Amisssah
St. Mary's Sec. School, Accra, Ghana

Environmental Briefs



Members of the Wildlife Clubs of Ghana

From the foreign file

* Two swallows, grief-stricken after their nest was repeatedly destroyed by a villager in north-east China, killed themselves by knocking their heads against the house door.

The swallows found their nest in the eaves of the house destroyed after returning from their annual migration. They built new nests but the house owner destroyed them again and again five times. Reuters/GNA.*

* Indonesia would reduce timber harvest by nearly a third over the next five years as part of a preservation plan.

Forestry exports are one of Indonesia's main foreign exchange earners. In 1993, the country earned \$ 4.5 billion from forestry-based exports, of which almost 75% was from plywood sales. Indonesia which has more rainforest than any nation except Brazil would cut timber output to 22.5 million cubic metres a year between 1994 and 1999. Reuters/GNA.*

* Police hunting an alligator which escaped from its owner have bowed to public pressure to stop shooting it.

The alligator, named Sammy, has gained a fan club since it dived into a lake in Germany at an open-air bathing resort near Neuss to escape a searing heatwave.

The police who have been hunting the animal with rifles from pedal boats and dinghes, say they will try to catch him alive.

The reptile described as 'not dangerous but a tiny little bit of alligator' has since been captured alive. Reuters/GNA.*

* Policemen in northern Philippines who make mistakes are made to plant trees as a form of punishment.

The initiator of this punishment, Chief Superintendent Rogelio Aguana said it would be hard to suspend a policeman from work for five days without pay. So, serving sentences by planting trees in a denuded forest reserve, would be a nature-friendly punishment.

The policemen, equipped with shovels, seedlings and food are made to plant 10 young trees in five days. DPA/GNA.

* Cherrapunji, one of the wettest places on earth, is now facing water crisis due to deforestation. Located in north-eastern India, it used to have an average annual rainfall of 1,150 cm.

In one record year, Cherrapunji received as much as 2,300 cm of rainfall but due to indiscriminate cutting down of trees over the years, the area is now experiencing severe water shortage. DPA/GNA.*

This material was copied from NKO the Parrots, Vol 6, No1, 1994.

Environmental Briefs

1995 European Nature Conservation Year

Council of Europe, ENCY '95, F-67075 Strasbourg Cedex, France.
Tel: ++ 33 88 41 22. Fax: ++ 33 88 41 27 15.

Twenty-five years after the Council of Europe's first conservation campaign, the Committee of Ministers of the Council of Europe has declared 1995 'European Nature Conservation Year' (ENCY).

Whereas the first campaign was aimed to make Europeans aware of the overriding need to protect the environment, this year's campaign ventures further, examining the theme of nature conservation outside protected areas, in zones where people live and work. It will promote a new understanding that even in populated areas, wildlife can survive and prosper provided that it is respected.

The campaign activities, to be organised at national level by special organising committees and at international level by the Council of Europe, will target local, regional and national authorities, environment 'users' (farmers, foresters, anglers, etc.), space consumers (tourist, construction industries, etc.) and young people.

Over 40 countries take part in this pan-European initiative which was launched on 31 January in Strasbourg, France. These include the 33 member States of the Council of Europe and the countries with which the Council cooperates (including Albania, Belarus, Croatia, Latvia, the former Yugoslav Republic of Macedonia, Moldova, Monaco, the Russian Federation and Ukraine).

The campaign is supported by the Centre Naturopa, a Council of Europe structure aiming to provide decision-makers and the public with information on environmental issues and to alert them to the need for protection. It will be coordinated by the campaign secretariat, which has been set up to ensure maximum participation.

Project sunrise

Project Sunrise is the name given to an expedition that aims to traverse Europe, Asia, North America, South America and Africa via inland waterways with the intention of sharing the experiences and data-gathering techniques of those on the expedition with millions of school children and students around the world, stimulating and motivating interest in the earth sciences.

Based in London, the expedition organisers have been working with The Institute of Education (London University) to formulate a series of surveys based on core subjects within the Geography, Science and Environmental Studies national curricula. Studies include surveys of River Basin Processes, Water Quality, Ecology and Meteorology. Methodology has been kept as simple as possible, the principal idea being that participating schools follow the progress of the two-year expedition and replicate expedition surveys at appropriate times during their progress through the curriculum.

For the most part what is relevant to the curricula of one country is going to be fairly standard in another and it is the intention of the organisers to bring the benefits of the expedition to as many people as possible, to distribute suitably amended and endorsed programmes to schools all over the world, who will be encouraged to follow the progress of the expedition, replicate the surveys and share data with 'twinning' schools in other countries. Quite apart from the educational benefits, it is to be hoped this would lead to long-lasting cultural exchange.

The project will be launched from London in January 1996 and the organisers would be extremely interested to hear from organisations or individuals who would be prepared to participate in the project or to contribute towards its funding.

For more details contact: Alex Stannus, Project Director and Expedition Leader, 7 Portland Mansions, Addison Bridge Place, London W14, UK.

Fax: (0)171.602.4347.

Source: Connect, Vol. XIX, no. 4, december 1994.

Environmental Briefs

Doing it and telling it

Interactive use of radio for EE and Sustainable Development (Costa Rica)

by Mr. German Vargas, CENADI, Apdo. 10087-1000, San José, Costa Rica. Fax: (506)255.34.21.

Place: Schools and communities throughout Costa Rica.

Target Groups: Fourth and fifth grade school children (11-13 years), their parents and community leaders.

Introduction: Faced with serious environmental problems such as deforestation, pollution, population growth, waste disposal, urban growth etc., Costa Rica decided to implement a revolutionary, integrated, medium-term project based on the interactive use of the radio in formal and non-formal environmental education for sustainable development.

Objectives: To help teachers integrate EE in their subjects; stimulate active participation of the community, together with the schools, in the protection and preservation of the environment; and promote the development of an environmental ethic in students, teachers and the community.

Resources: Production and distribution of radio programmes (112 to date) developed jointly by the Ministry of Education and the EDC-LearnTech Project, with the support of the UNESCO-UNEP IEEP.

Methodology: The initial phase of this project consisted of the production of several series of radio programmes using the interactive methodology. These were transmitted through 13 private and 1 state radio stations. *Listen to the Earth*, the first series intended for the fourth grade transmitted weekly, was divided into two sub-series of 28 parts each: one being directed specifically to the classroom and the other, more to parents and local leaders. For the fifth grade two series were produced: the first entitled, *The Ecomats: Mission Nature*, was in the form of adventures whereas the second, *Port Venture: An ecological struggle*, was meant for the non-formal sector.

Evaluation: Three evaluation processes were used: one to judge the use and utility of the fourth grade series; one to get to know the knowledge, feelings and attitudes of the fifth graders with regard to the environment; and the last to evaluate the impact of the series on the fifth graders.

Results: The series for fourth graders were a great success both with the students as well as the teachers. For the students it brought a new element into the classroom which allowed them, thanks to the approach used in the series, to explore outside the classroom, to realize that teachers were not necessarily omniscient and that their own participation was extremely important. For the teachers it proved an invaluable teacher resource.

In the case of the fifth graders there was a fundamental discovery: that they refused to accept blindly explanations given by adults and tended rather to work out **their own explanations**. Thus EE could **not** be presented to them as a finished product but rather as a means to stimulate them to seek out for themselves informations, knowledge and explanations. Whereas the dramatic, humorous parts were highly appreciated, interest tended to fall rapidly in the narrative sections.

On the whole it was noticed that the dramatic-interactive form is highly effective for introducing environmental themes in an agreeable and significant manner to children of 11-13 years - provided that the subject matter is envisaged from **their** perspective.



Logo of the European Nature Conservation Year 1995.

Environmental Briefs

The Foundation for Environmental Education (EVA) offers professional assistance and support for those who implement environmental education in the Czech Republic. The main strategy is to network environmental education centres and facilitate their mutual assistance in gaining know-how and resources for influencing the level of environmental awareness. Foundation for Environmental Education, Lublanska 18, 12000 Prague 2, Czech Republic. Tel: +42 2 296048, fax: +42 2 4023236

The Greendisk Paperless Journal

The *Greendisk Paperless Environmental Journal* is an innovative concept in environmental information exchange. It provides environmental educators and students from all over the world with an exciting, inexpensive and comprehensive resource for ecological research and activism. Each bimonthly issue is a computer disk in IBM or Macintosh format which contains the equivalent of hundreds of pages of well-organized and timely information in a keyword search format, using a minimum of natural resources to produce.

Every word of each three hundred-plus pages issue of *The Greendisk* is literally at your fingertips, not gathering dust on a bookshelf or taking up space in a landfill. The enclosed keyword and phrase searching program allows you to command an exhaustive in-house database to quickly connect you and your students with the publication, article, author, conference or organization related to the specific environmental issue being researched.

Costs for subscription: US\$ 45 in the US, US\$35 for Internet subscription, US\$ 50 for an international subscription. For more information contact:

The Greendisk
PO Box 32224
Washington DC 20007
Tel: 1-800-7616 (Code #3475)
e-mail: greendisk@igc.apc.org

Skipping Stones A Multicultural Children's Magazine

Skipping Stones is a non-profit children's magazine that encourages cooperation, creativity and a celebration of cultural and environmental richness. It is a unique multicultural publication wading the waters that separates people and nature, cultures and generations. *Skipping Stones* makes an excellent resource for units in social studies or other classes.

Skipping Stones features original art and writing in all languages. They especially encourage youth from under-represented populations to submit their work (non-English material is accompanied by an English translation). Each issue contains a guide for parents and teachers to help younger readers. Regular departments include Pen Pals, Book Reviews, News Quarterly and Taking Action.

Skipping Stones is published bimonthly during the school year (5 issues per year). Subscriptions are US\$ 18 for individuals and US\$ 25 (\$30 for airmail) for institutions (there is a discount of 25% for any subscription of 4 or more copies delivered to the same address). Single or back issues cost US\$ 5 each. For further information contact

Skipping Stones
PO Box 3939
Eugene, OR 97403
USA
Tel: 1 503 342 4956

Reseau Ecole et Nature (REN) is a French environmental Education network existing to exchange information and to share experiences and experimentation of new methods, with the aim of improving the quality and increasing the quantity of environmental activities. Their newsletter *L'Encre Verte* is published approximately every three months in French.

Reseau et Nature, Maison de l'environnement, 16 Rue Ferdinand Fabre, 34000 Montpellier France.
Tel: +33 67 021122, Fax: +33 67 724500

Globe



Scope

Implementing sustainable development at University level : A European Workshop (4-6 October 1995).

The University Charter for Sustainable Development prepared by *Copernicus* program at the Conference of European Rectors (CRE) in May 1993, lists 10 principles of action which universities should implement in order to contribute to global efforts towards sustainable development. To date, over 200 universities have endorsed the Charter. The planned European Workshop, which will take place from 4-6 October 1995, will re-

view the extent to which different universities are pursuing the Charter's goals, and will seek to disseminate good practices that might be useful to other institutions. For further details or a booking form please contact

**ERTCEE,
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View from the 1994 conference in Aberdeen