
THE GLOBAL FORUM

for Environmental Education



Global Network of
Teachers and Students

Volume 9, number 1, December 1998

The Global Forum for Environmental Education is the official publication of Caretakers of the Environment International. The International Board consists of president Arjen Wals, the Netherlands; vice-president Raymond Jowett, Scotland; secretary Joke Wals, The Netherlands; treasurer Ed Radatz, USA; 1997 conference representative: Bezalel Cohen; director/networking Fatima Matos Almeida, Portugal; director/communications Isabel Abrams, USA; director of information technology, David Lloyd, Israel; 1998 conference co-chairs: Andrew Cox, Ireland & Clarke Houston, Northern Ireland; 1999 conference co-chairs José Molina & Milton Madriz.

Colophon

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Frontpage

The picture was sent in by the Environment secretariat of the Salwan public school in New Delhi, India with the article on page 5 "A schools's waste management drive in Uttar Pradesh".

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Notes for contributors

First of all, we welcome contributions, whether it is an article, a poem or a report or anything else suitable for Global Forum.

Text

Text should be in WORD format for windows or else without format (DOS file or ASCII file). An article can have a maximum length of 750 words. Footnotes should be avoided. Please accompany each article by a short summary and an address for further information. If you are unable to use a computer, we still welcome your contributions!

Tables, figures and illustrations

Do not include tables, figures and illustrations as part of the text. Gather them together in a separate file or on paper. In the text you can point out the approximate position of tables, figures and illustrations. We would also like to receive captions to the illustrations you send us. We always welcome pictures and photographs!

Deadlines

Global Forum appears twice a year in June and in December. Contributions for the June issue have to be received before May the 1st. Contributions for the December issue before October the 1st.

Please send your contributions to:

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Editorial

This issue of Global Forum contains again a variety of articles that illustrates how people all over the world are making efforts to improve the quality of their natural environments and of environmental teaching.

Two articles -one from Ethiopia and one from India- illustrate ways to structure co-operation between schools and their local communities to enhance the quality of the natural environment which is threatened by growing imbalance between economic and ecologically favourable human activities.

Also very good news to be found in this issue is the decision of members of Caretakers of the Environment International to conduct a common project: The seeds of Biodiversity. Andrew Cox from Newton School in Waterford -the school that co-hosted the 1998 CEI conference- lists in his article topics such as Forest, Urban, Garden, Water, Renewable Energy and the Desert that will be studied in CEI-schools under the guidance of particular co-ordinators for each theme. Final results will be available at the 13th CEI conference in Costa Rica next June.

Of course this issue also contains information on the activities that are foreseen for the 1999 CEI conference which is entitled: "XIII Caretakers of the Environment Conference, Costa Rica Rainforest 99". The conference theme is "Biodiversity and the Environment" and it will enable its participants to monitor the actual situation at various locations in Costa Rica.

From this issue and its predecessors one could summarise that environmental care taking is getting more and more attention, mostly in extra-curricular contexts however. It is suggested for the 1999 CEI conference to start and discuss how to bundle forces to prepare CEI-schools in the near future to meet particular quality standards for education that will undoubtedly be put forward by representatives of the social environment of these schools.

Finally we would like to invite you to visit the CEI homepages or one of the CEI-projects on the Web. We therefore are listing some worthwhile bookmarks for those who have Internet-access.

The main CEI homepage -
<http://www.boker.org.il/eng/caretakers/>

To meet some active Caretakers:
<http://www.boker.org.il/eng/caretakers/listbio.htm>

ISRAEL:
Biodiversity in the Coastal Environment
<http://www.boker.org.il/eng/caretakers/israel/biocoast.htm>
Ein Avdat - A desert Fresh Water Ecosystem
<http://www.boker.org.il/eng/caretakers/israel/einavdat/>
Biodiversity Program - High School for Environmental Studies
<http://www.boker.org.il/eng/caretakers/israel/assaorit.htm>

Biodiversity in a Fresh Water Environment
<http://www.boker.org.il/eng/caretakers/israel/biofreshwat.htm>

SOUTH AFRICA:
Establishing a Gardening Project
<http://www.gov.za/envweb/gardenproject.htm>

CANADA
R.E.A.L. - Radical Environmentally-Active Living
<http://www.boker.org.il/eng/caretakers/canbiobdiv.htm>

ITALY
Birds' Life in our Region
<http://www.boker.org.il/eng/caretakers/itbirds.htm>

Frits Gravenberch
Arjen Wals

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BATU TERARRA COMPREHENSIVE SECONDARY SCHOOL NATURE CLUB

Kassahun H. Miriam,
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Goba, Ethiopia
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Dear Caretakers¹,

Background

Batu Terrarra Comprehensive High School Nature Club is one of the well known clubs in Ethiopia which has been established since 1987 by interested teachers and students to take care of nature.

The club has two general objectives. These are:

1. To participate in conservational activities
2. To disseminate information, knowledge and experience about nature its conservation among the school community in particular & the society in general.

These two general objectives are mostly effective within the school compound and sometimes in the society. Although the number of both teacher & students members varies from year to year, in this academic year the club has 25 teachers & 200 student members.

Activities to implement the first objective members of the club are directly involved in seedlings and planting of trees, cleaning the school compound, building check-dams against the land eroded by a seasonal small stream in a near by area etc.....

In order to carry out the second objective the club has also used various methods. The most important are the use of the mini library and the educational tour, educating students about natural resources and the methods of conservation through invited guests, video shows, diagram displays and panel discussion.

Based on the above two general objectives, the club has also planned some activities to be performed in every academic year.

But when the club examines the effectiveness of the already planned activities it was concluded that at least half of them had to be abandoned when continued in practice without undergoing major changes. This is mainly because of many factors. Some of which are:

1. Although some foreign and local organisation such as WWF, NWF, CAFOD, Livelink foundation, the David Shepherd conservation foundation Lem Ethiopia and others provide us with some magazines, periodicals & books etc. our library collection is generally poor and lack up to date information about the various natural resources & their conservation.
2. Although we have a few video cassettes donated from abroad & local organisation, they are already repeatedly seen. Thus, there is a great need for a newly recorded video cassette that can teach our students about nature and its conservation.
3. Lack of materials, digging, pruning etc. materials
4. Lack of finance
5. Change in club's sponsor leadership due to transfer and others slow down the club's conservation activities, including provision of lessons for students and other members of society

During this and the coming academic years, however, we are intending to strengthen the club's participation in fulfilling its general objectives. To do so we need your valuable help which can solve the already mentioned problems. Thus we kindly request your moral, material, and financial support for improving the effectiveness of the programmes of our club.

Thank you in advance!



¹ This article is taken from a letter received by the CEI Secretariat.

A SCHOOL'S WASTE MANAGEMENT DRIVE IN UTTAR PRADESH

*Environment secretariat
Salwan public school (afternoon)
Old Rajinder Nagar
New Delhi 110060 - India
phone: +91-11-5745053
fax: +91-11-5756303
picture: see frontpage*

Setting the stage

The wilderness areas have provided the elementary resources necessary for the civilisation to flourish in India since times immemorial. Their beauty has inspired the imagination of poets and multitude of people who have visited them in the past time. The serene surroundings provide a unique environment for contemplation as a consequence of which they have been utilised by many a sage for meditation and attaining enlightenment. The abode of Gods has been providing us i.e. the people in settlements with life supporting elements e.g. fresh water, air and soil. The small villages riddled on the plains, valleys and hilltops of these awesome natural reservoirs have been home to people who have existed in symbioses with this unique environment for centuries. The paradise we are talking about is being destroyed by uncontrolled tourism and activities of settlements since the past three decades.

The rivers are loaded with sewage produced by exploding of our ill planned settlements. The natural enclaves have been ransacked of resources required to meet the increasing demands of the local, national and international human population. The barren land is littered with sachets wrappers nitrogenous fossils polythene. The roads which take us to popular religious places, tourist spots, nature reserves are littered with waste. The religious and tourist spots have inadequate infrastructure to handle the increasing numbers of humans who throng the areas every season leading to drastic and disastrous contamination of the environment.

Environmental education at SPS

We i.e. class IX students of Salwan Public School (Afternoon), as 1st Squadron of the Environment Secretariat of our school, undertake cleaning up operations in cities, towns, villages, wildlife reserves, trek routes in the hills of Himachal

Pradesh and Uttar Pradesh. We particularly concentrate on ecologically fragile areas which are indispensable for our survival, directly or indirectly.

Waste Management drives in:

Sariska Tiger Reserve (19.05.97 to 28.05.97)

Garhwal Hills (11.06.97 to 19.06.97)

Ranthambhor National Park (04.10.97 to 13.10.97)

Kilbery - Garhwal Hills (25.12.97 to 30.12.97)

Jim Corbett National Park (18.03.98 to 25.03.98)

were conducted during the previous academic session by our predecessors i.e. the then class IX. In continuation of their good work, we conducted a waste management drive in the Great Himalayan National Park (GHNP) from 28.05.98 to 06.06.98 as a part of our summer program. GHNP conserves mixed and alpine forests in pristine glory. The river Sainj originates as a consequence of confluence of several small streams in the national park and flows to join the mighty Beas river at Aut. Sainj river sustains a small town named after itself, which has a population of around 25,000 people. Sainj receives enormous amounts of solid waste, thanks to the tourists and ignorant residents of the area. We collected waste from different parts of the river during our three day stay in the town. Surprised and confused people who watched us, asked several questions about our motives behind conducting such an act. In answering their queries, we generated considerable amount of environment awareness amongst the people. For us the fact that Sainj is a part of our country was enough justification for our act.

Taking it to the next level

We have experienced however that our contribution of making a difference remains inadequate. We would like to make lasting contributions by organising permanent systems managed by local people for adequate Solid Waste disposal in Sariska Tiger Reserve, Ranthambhor National Park and several Trek routes in the hills of Himachal Pradesh and Uttar Pradesh provided that our capacity is enhanced by external financial support.

CARETAKERS/BIODIVERSITY PROJECT

by Andrew Cox
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Waterford - Ireland
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Introduction

CEI has launched a new school-based initiative "The seeds of Biodiversity". Schools from a variety of countries jointly explore themes that are related to biodiversity. In this article the main goals, procedures and themes are outlined.

Objective: to plant seeds of Biodiversity through improving or preserving your local habitat.

Means: Adopt a local area where the student learns to become steward over a local wildlife habitat area. Area may be on the school campus, a city park, an unused area, your local beach, river watershed or any other Biome nearby.

Procedures

1. Raise the student awareness through a field visit, environmental survey, or audit which will help establish the ecological baseline for students.
2. Frame the question by students committees organising the work and becoming leaders in the community wildlife habitat project.
3. Designing an Action plan:
 - a. Study the problem in the classroom and through outdoor laboratory exercises.
 - b. Collect scientific information about wildlife.
 - c. Meet with local officials to learn about wildlife habitat



a students field visit

- d. Have students formulate an Action plan.
 - e. Establish partnerships with local industry and environmental agencies.
 - f. Use Service Learning with students working in the community.
 - g. Involve adult volunteers and other schools in the plan and work.
 - h. Keep a visual and written record of the project to share with others.
 - i. Forming Local school partnerships are encouraged.
 - j. Mentor younger students on work days and learning about participation.
4. Carry out the Action Plan on Community Work Days.
 5. Communicate with others around the globe, via the Internet, about progress on your project.
 6. Write a summary report and make a Presentation about your project at the Caretakers of the Environment Conference or

post a summary paper to Project Web page. Participants need not attend the Caretakers Conference to be certified for completion.

Biodiversity Topics
forestry
co-ordinator: Roy
Cumming from
Boyne River,
Canada

e-mail is
Rcumming@
headwaters.com

Fax is 15199253079

urban

Co-ordinator: Fatima Matos Almeida from Aspea, Portugal
e-mail is nop30514@mail.telepac.pt
Fax is 35113011774

garden

Co-ordinator: Maria Moate from the Department of Environmental affairs and tourism in South Africa
e-mail is opv_mm@ozone.pwv.gov.za
Fax is 27123226287

water

Co-ordinators are:

- a. Biodiversity in the Coastal Environment
<http://www.boker.org.il/eng/caretakers/israel/biocost.htm>
Dr. Hagit Mairon, of the Israel Oceanography Institute for Marine projects
e-mail is hagit@ocean.org.il
Fax is 97248511911
- b. 'Biodiversity in the Fresh Water Environment'
is run by Assa Baumer from the High School for Environmental Studies in the Negev, Israel - co-ordinator of the Water section.

You can view the project outline at -
<http://www.boker.org.il/eng/caretakers/israel/biofreshwat.htm> and if you have any further questions or want you to join the project, you can contact Assa at e-mail:
assab@environment.negev.k12.il

renewable energy

Co-ordinator: Wolfgang Potratz from Bad Essen in Germany
e-mail is potratz@p5.gbessen.nsn.ni.schule.de
Fax is 4954722279

desert

Co-ordinator: Dr Denis Stadel
e-mail is DrStadelScottsdaleAZ@prodigy.net
Fax is 16029914784

In addition there are the following regional facilitators:

South east Asia:

Suryo Prawiroatmodjo of the Indonesian Environmental Education Centre
E-mail is pplh@sby.centrin.net.id
pplh@denpasar.wasantara.net.id
Fax is 62343880884

North America

Wayne and Scott Shimpff of von Steuben Metropolitan Science Centre
e-mail is scott54@rocketmail.com
Fax is 17735345210

timeframe

October 10th

Each school should submit:

- a) their topic (see topic choice above)
- b) a short report on their awareness exercise (step 1)
- c) their initial question for enquiry (step 2)

January 20th

Each schools should submit a short report of their activities in designing a plan (step 3) and an outline of their action plan (step 4).

June 1st

All schools should submit their final report outlining the action taken (step 5) and their recommendations (step 6).

The deadline for posting on the internet will be June 7th.

All of the above should be submitted to the topic co-ordinator.

Schools that have difficulty in communication should contact their regional facilitator.

June 27th-July 3rd

Environment and Biodiversity conference in Costa Rica
<http://www.iesc.or.cr/CEI99conf>
<http://www.ecouncil.ac.cr/injudeso/caretakers/index.html>

For more information

Please write back and suggest links to other networks that you feel would mutually benefit from this project framework.

If you can suggest other topics which you would be happy to act as facilitator for, please let me know (e.g. air? grassland?).

Project Co-ordinator: Andrew Cox from Newtown School, Ireland.

E-mail is Newtown@iol.ie
Fax is 35351871928 or 35351841337

INFO FROM THE SCHOOLS ENERGY FORUM

Environmentally friendly energy in teaching and general education
June 1997

Editors: Jette Ellegaard, IVE; René Karottki, FEU
project secretariat: Kare Albrechtsen, OVE (The Danish Organisation for Renewable Energy)
Dannebrogsgade 8A
DK-8000 Aarhus C
Tel. (+45) 86 76 04 44

What is the schools energy forum?

The purpose of the Schools Energy Forum is to provide better possibilities for involving the understanding of sustainable energy in teaching in the eldest classes in primary schools and within adult education and/or general education. It is in fact one of the intentions in Energy 21 - the Danish Government's Energy Action Plan - that the adaption of attitudes is a significant condition for creating the desired development. A development which, amongst other things, comprises an effort towards behavioural changes and a broad range of effects within energy savings, energy effectivization and renewable energy.

In Energy 21, it is explicitly mentioned that especially schools and technical training ought to be active in establishing a high level of consciousness regarding energy within the consumers of the future. But the field of adult and general education is also significant.

This is where the Schools Energy Forum will come into the picture, as a useful tool for the teachers. The Schools Energy Forum will, in the course of time, develop and become an institution which teachers can contact in order to obtain inspiration for teaching sequences, materials etc. within these topics related to energy and the environment.

Quite a lot of work must take place before the Schools Energy Forum is finally established. This is the first issue of the news letter from the Schools Energy Forum and it gives a short, general view of the work which is to be completed up towards the actual establishment of the Schools Energy Forum. Meanwhile, the individual teacher can, already at this point in time, draw on the information which is being formed in the creation sequence, and will

simultaneously be instrumental in helping the project group with information and comments. As already mentioned, the Schools Energy Forum states that its primary focus is aimed at the field of energy. As the field of energy cuts across a long list of other sectors within society, the Schools Forum will naturally come into contact with other environmental fields.

Examples of materials

At the Schools Energy Forum, the individual teacher will be able to collect useful information about various subjects in the field of energy. It will be possible to download a large part of the information from a database, probably via the Internet. The database will contain proposals for actual teaching plans related to consumption of materials and resources, in which environmentally friendly energy is the main theme. There will be a summary of different materials and books available as well as computer programmes, which can be used advantageously during teaching, as well as an overall view of the different possibilities for excursions in Denmark. Finally, the intention is to establish a list of actual persons who will be available as guest teachers in specified teaching areas.

In addition, the Schools Energy Forum will, in the course of time, develop new teaching materials in step with requirements which may appear, and to the extent that funds can be granted for this work.

The materials which may immediately become necessary are, for example, textbooks, construction work sets, demo-models, interactive programmes, games, etc. The material will naturally be adapted within the various fields and the various target groups.

Organisational construction

Together with the Schools Energy Forum, a new co-operation and dissemination structure will be introduced, which will comprise a wide circle of players within the fields of information and teaching, linked together with expertise within the field of

energy. The organisation will be divided into three levels: local, regional and national.

The local level includes individual teachers and schools. The teacher plans the teaching sequence which is suitable for the actual level or grade of the class. With assistance from the Schools Energy Forum, the teacher can find information about topics in various teaching sequences as well as lists covering suitable technical aids in order to support his or her teaching, such as text books, games, assembly kits, CD-ROMs, lectures, etc. The regional dissemination offices can contribute by promoting technical aids as well as passing on information and conducting courses for further support.

The regional level comprises the regional dissemination centres, which will be established around the Energy and Environmental Offices, the County Centres, involving the local authorities, the electricity utilities' information centres and other energy and environmental information centres.

The national level is the Schools Energy Forum, which promotes and develops teaching offers and materials for the schools and other educational institutions. In this way, it will become a natural forum for producing and exchanging material and experiences, with a well-constructed regional and local information and distribution network.

The Schools Energy Forum will come to cooperate with or further develop other initiatives which are taken generally or in the field of energy in the actual school, for example: "Green Flag - Green School".

Draft for seminar

The Schools Energy Forum's main contribution on the national level will be the development and dissemination and/or marketing of teaching plans, materials and other technical aids, which will become tools for the teachers when explaining environmentally friendly energy. It is important that the technique and the actual education are integrated. A seminar has been held on 26th September 1997 at the County Centre for Arhus County (in Skanderborg). Here, representatives from the County Centres, pedagogic centres as well as regional and national energy dissemination centres were invited to a seminar to discuss how the cooperative structure between the pedagogical and technical angles of approach towards environmentally friendly energy in

teaching could best be linked together. Much importance was placed on taking the individual teacher's everyday job as a starting point, with the desire to create a qualitative and exciting form of teaching.

The Schools Energy Forum is aimed at teachers in primary schools, adult and general education.

The Schools Energy Forum has been implemented in cooperation between the Danish Organisation for Renewable Energy and the Renewable Energy Information Centre (at Danish Technological Institute) and the Forum for Energy and Development, and is supported economically by the Ministry of Education, the Danish Energy Agency and the EU under the Alterner programme. In addition to the three initiators, representatives are participating from the County Centres, the Electricity Utilities (ELFOR). Cooperating Energy and Environmental Offices, and the Energy Movement OOA are all actively working around the Schools Energy Forum.

If you require further information about the Schools Energy Forum, or if you have any comments which would be useful, you are welcome to contact the project secretary.

This article is taken from the first issue of the news letter: "Info from the Schools Energy Forum". The news letter is aimed at all teachers who are interested in the fields of energy and the environment. The news letter will regularly pass on information about the Schools Energy Forum. This first issue gives an introduction about what the Schools Energy Forum is aiming at.





XIII CARETAKERS OF THE ENVIRONMENT CONFERENCE COSTA RICA RAINFOREST 99

Date: June 27 - July 2, 1999
Place: Earth/Escola de Agricultura de la Region Tropical Homedal
Main Topic: Education, Biodiversity and Environment
Capacity: 200 persons
Participation: Teachers (1 or 2) and students (2), age 15-18 years, per school who present an environmental project.
Costs: \$ 250 per person for the registration fee, included all food, housing, field trips and travel during conference as well as \$ 20 CEI membership fee and one year subscription to the Global Forum for E.E.

Peru, Russia, USA, Portugal, Canada, Israel, United Kingdom, Netherlands, Ireland and Spain.

In 1989, CEI was established in the Netherlands. Today there are over 69 countries that have CEI programs and several countries that have established national CEI branches to promote national and regional networks of schools. CEI Costa Rica has now been officially established, in co-ordination with the Ministry of Public Education, National Network of Environmental High Schools, schools belonging to SOGEL Project (Global Sustainability in Local Education), EDUCAPLAN and the National Institute for Curriculum Development (SLO) of The Netherlands.

Caretakers Conference in Costa Rica

In co-ordination with other partner organisations, Caretakers of the Environment International and Caretakers of the Environment in Costa Rica, will host the next Caretakers Conference from June 27 to July 1, 1999. The theme of this conference is "Biodiversity and the Environment." The conference will take place in several locations, such as EARTH College (Escuela de Agricultura de la Región Tropical Húmeda), an Aerial Tram located in the rainforest (Teleferico del Bosque lluvioso), and La Selva Center (Organisation for Tropical Studies).

Topics & activities

- Eco-tourism and Education,
- Biodiversity Education and new technologies (Bio alphabetisation),
- Arts and Biodiversity,
- National park systems in Costa Rica, natural human heritage,
- Agenda 21, the Earth's Charter, and the values necessary for a sustainable future (Caretakers Earth's Charter), co-ordinated by the Earth Council (www.ecouncil.ac.cr)
- Developing Caretakers of the Environment projects in Latin America.

Caretakers of the Environment/International CEI is an international network of secondary school teachers and students who share environmental concerns and try to address these concerns through education and action. The international annual conference, supported by WEB-sites, a variety of national branches and the periodical *the Global Forum for Environmental Education*, represents a cross-section of the diverse group of youth and educators and brings together state of the art environmental education projects from around the world. So far over 70 countries and well over 2000 teachers and students from around the globe have benefited from the conferences and the follow-up exchanges between schools.

The annual bilingual conference is held by the CEI in a different country each year. Each conference is centred on a theme and involves workshops and fieldtrips that emphasise first-hand observations and experiences that can be taken back to schools and communities. Each country acts as a laboratory for students to help them learn about the country as well as the theme. Past CEI conferences have been held in:

Participants will be engaging in activities that will assist them in obtaining a better understanding of the Biodiversity of Costa Rica. During the first day, participants will attend a conference and forum on environmental education and sustainability. Following this forum, there will be thematic areas into subgroups where the participants will have two days (Tuesday and Wednesday) to discuss in-depth one of the above topics in subgroups.

These groups will travel to various locations according to their sub-topic, participating in related discussions and activities. Wednesday evening these groups will define their conclusions and analysis of their participation in presenting these conclusions to the plenary group Thursday evening. Thursday morning, to allow participants to visit the sites of Costa Rica, a visit to the Rainforest Aerial Tram, a unique cable-car system that travels through the treetops of the rain forest, will be offered. That evening will include the final presentations as well as closing ceremony, dinner and dancing.

On the fifth day, participants will return to their respective countries or participants are invited to stay on for three days to visit the sights of Costa Rica in a relaxing and fun atmosphere.

About Costa Rica

Costa Rica, which means *the rich coast* in Spanish, has one of the world's most unique and diverse environments. From its volcanoes to its rainforests, from its beaches to its nature reserves, Costa Rica is a country that cradles Biodiversity. Costa Rica is located in Central America, south of Nicaragua and north of Panama and has more than 750 miles of coastline. Most of the country is mountainous, which includes several volcanoes, some of which are still active. Fertile valleys lay between the mountain ranges, where, as the coastal area is hot and humid, is home to the rain forests.

As suits a tropical country, Costa Rica's rainy season is from May to November, while its dry season is from December to April, Costa Rica has seven provinces: San Jose, Cartago, Guanacaste, Heredia, Puntarenas, Limón, and Alajuela. Within these provinces are some of nature's most beautiful animals and extraordinary sights. The Northern region has several cloud forests as well as rain forests, and is also home to Arenal Volcano, which remains one of the most active in the country and is spectacular to view at night.

The Guanacaste province has several national parks as well as hot springs and bubbling mud spots, while the Caribbean Coast offers Barra del Colorado National Wildlife Refuge and Tortuguero National Park, which is a heaven for nesting sea turtles.

Costa Rica has a history that is as unique as its environment. In 1502, Christopher Columbus sailed to what is now Limón. Only a few Spanish settlers remained in Costa Rica because the natives were unwilling to submit to slavery, and most of the settlers left when they were forced to work on their own land. In 1821, Spain granted Costa Rica its independence and joined the Central American Federation with other nations, but then left to pursue its own interests. Costa Rica had developed its primary cash crop, coffee, and plantation owners were becoming powerful and rich. In 1889, Costa Rica held the first free election in the history of Central America, and declared itself the region's only true democracy. However, in 1948, former president Rafael Angel Calderón refused to yield for elected president Otilio Ulate, and a revolution began. Calderón was defeated, and Costa Rica abolished their army so that a revolution like this would never occur again.

Peace became of utmost importance to Costa Rica, and in 1986 when Oscar Arias Sánchez was elected president, his main goal was to seek a solution for the war in Nicaragua and enforce Costa Rica's neutrality. In 1987, Sánchez was awarded the Nobel Peace Prize for initiating a plan to stop the war.

Costs

Estimated cost is \$250 per person for the registration fee (includes all food, housing, field trips and travel during the conference as well as \$20 CEI membership fee and a one year subscription to the *Global Forum for Environmental Education*).

For more information

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(506) 233 5018 office

Homepage: www.reli.org/cei99

EXCERPTS OF THE THESSALONIKI DECLARATION

Results of an International Conference on Environment and Society & Education and Public Awareness for Sustainability

Unesco-Epd-97/Conf.401/CLd.2
12 December 1997
Original: English

(Thessaloniki, 8-12 December 1997)

The participants from governmental, inter-governmental, non-governmental organisations (NGOs) and the civil society at large from 83 countries present at the International Conference on Environment and Society: Education and Public Awareness for Sustainability, organised in Thessaloniki by UNESCO and the Government of Greece, from 8 to 12 December 1997, unanimously adopted among other things the following.

The participants reaffirmed that

- in order to achieve sustainability, an enormous co-ordination and integration of efforts is required in a number of crucial sectors and rapid and radical change of behaviours and lifestyles, including changing consumption and production patterns. For this, appropriate education and public awareness should be recognised as one of the pillars of sustainability together with legislation, economy and technology.
- poverty makes the delivery of education and other social services more difficult and leads to population growth and environmental degradation. Poverty reduction is thus an essential goal and indispensable condition for sustainability.
- a collective learning process, partnerships, equal participation and continuous dialogue are required among governments, local authorities, academia, enterprises, consumers, NGOs, media and other actors in order to raise awareness, search for alternatives and change behaviours and lifestyles, including consumption and production patterns, towards sustainability.
- education is an indispensable means to give to all women and men in the world the capacity to own their own lives, to exercise personal choice and responsibility, to learn throughout life without frontiers, be they geographical, political, cultural, religious, linguistic or gender.
- the reorientation of education as a whole towards sustainability involves all levels of formal, non-formal and informal education in all countries. The concept of sustainability encompasses not only environment but also poverty, population, health, food security, democracy, human rights and peace. Sustainability is, in the final analysis, a moral and ethical imperative in which cultural diversity and traditional knowledge need to be respected.
- environmental education, as developed within the framework of the Tbilisi recommendations and as it has evolved since then, addressing the entire range of global issues included in Agenda 21 and the major UN Conferences, has also been dealt with as education for sustainability. This allows that it may also be referred to as education for environment and sustainability.
- all subject areas, including the humanities and the social sciences, need to address issues related to environment and sustainable development. Addressing sustainability requires a holistic, interdisciplinary approach which brings together the different disciplines and institutions while retaining their distinct identities.

- while the basic content and action framework for environment and sustainability is largely in place, the translation of these parameters into action for education will need to take into account particular local, regional or national contexts. The reorientation of education as a whole called for in chapter 36 of Agenda 21 must involve not only the educational community, but also governments, financial institutions, and all other actors.

The participants recommended that:

- Governments and leaders around the world honour the commitments already made during the series of United Nations conferences, and give to education the necessary means to fulfil its role in achieving a sustainable future.
- Action plans for formal education for environment and sustainability with concrete targets and strategies for non-formal and informal education should be elaborated at national and local levels. Education should be an integral part of local Agenda initiatives.
- National councils for sustainable development and other relevant bodies give education, public awareness and training a central role for action including better co-ordination among the relevant national ministries and other entities, including major groups.
- Governments and international, regional and national financial institutions, as well as the productive sector, be encouraged to mobilise additional resources and increase investments in education and public awareness. The establishment of special funds for education for sustainable development should be considered as a specific way to increase support and visibility.
- All actors reinvest a portion of the savings from the greening process into strengthening of environmental education, information, public awareness and training programmes.
- The scientific community play an active role in ensuring that the content of education and public awareness programmes is based on accurate, up-to-date information.
- The media be sensitised and invited to mobilise its know-how and distribution channels to diffuse the key messages, while helping to translate the complexity of the issues into meaningful and understandable information to the public. The full potential of new information systems should be used properly for this purpose.
- Schools be encouraged and supported to adjust their curricula to meet the needs for a sustainable future.
- Non governmental organisations be given adequate institutional and financial support in order to further mobilise people on issues of environment and sustainability, within communities and at national, regional and international levels.
- All actors - governments, major groups, the education community, the United Nations system and other international organisations, the international financial institutions, *inter alia* - contribute to the implementation of chapter 36 of Agenda 21, and in particular to the work programme on education, public awareness and training of the UN Commission on Sustainable Development.
- Special emphasis should be given to the strengthening and eventual reorientation of teacher training programmes and identification and sharing of innovative practices. Support should be given to research in interdisciplinary teaching methodologies and in assessing the impact of relevant educational programmes.
- The United Nations systems, including UNESCO and UNEP, in cooperation with international NGOs, major groups and all other actors, continue to give priority to education, public awareness and training for sustainability, in particular at national and local level.
- A Thessaloniki International Award under the auspices of UNESCO be established to be given every second year for exemplary educational projects for environment and sustainability.
- An international conference be held in 2007, after ten years, in order to assess the implementation and the progress of the suggested educational process.

FRIULI - VENEZIA GIULIA
Regional Laboratory of Environmental Education

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The Regional Laboratory of Environmental Education (LaREA) is a three-year project undertaken by the region of Friuli - Venezia Giulia - Environment Department - which has entrusted the Universities of Udine and Trieste to carry it out.

It was set up thanks to a fund from the Ministry of the Environment within the INFEA programme (Environmental Information and Education) and it started operation in February 1997.

The main purpose of LaREA is:

to create permanent communication between the various elements which, at different levels, operate within the field of Environmental Education, with reference not only to schools but also to the various local realities. This is to be done through the creation of an educational model which will promote a regional system by successive phases, verifying and evaluating its processes at each stage. The educational model will be drawn up according to a

"Plan of Regional Action for Environmental Education"

1. Linking
backing a Regional Linking Programme between Schools, Institutions, Consists in proposing, supporting and Associations and Operators in order to share and evaluate their experience; which will create a "E.E. local network".

2. Tutoring and Guiding
Is a regional service that aims that at supporting and guiding schools and teachers in the realization of their educational projects. It also aims at helping local authorities to make their choices within the E.E.

3. Communication

LaREA follows various strategies to explain the function of its work and to promote workshops to discuss the themes and different approaches to E.E. It also produces promotional and teaching materials at low prices and guarantees their widest diffusion.

4. Practical training

LaREA organises training with its own facilities for final-year students and graduates involving them in its activities of planning.

5. Projects

In the medium and long term LaREA will become a regional centre of reference able to put into practice programmes and projects in education, didactics, communication, information and promotion related to the Environment. It will thus define its role at a regional and extraregional level.

6. Training and Updating

Is particularly addressed to teachers, institutions in charge of training and updating (IRRSAE - Regional Teachers Training Institutions, Education Superintendencies, Universities), to other training agencies, associations and service companies. It will deal with the fundamental problems of the territory and the Environment, through methodological research within the field of education.

7. Experience Centres

The Experience centres are places of local reference for the realisation of many of environmental education's initiatives. The INFEA programme (Environmental Information and Education), promoted by the Ministries of the Environment and Education, defines these centres as "places for the development of a specific

effective experience of environmental education, using both didactics and research to achieve its aim". LaREA intends to start using pre-exist structures already operating in this sector, or provided with the potential necessary for this.

In conclusion

LaREA addresses:

schools, related offices of the Ministry of Education (Provincial Education Offices, IRRSAE, Regional School Superintendency), universities, local authorities in charge of the administration of the area, associations and service companies which deal with the environment, and the individual citizen.

At a regional level LaREA:

A) Mediates in order to:

- Reflect on the importance of Environmental Education in the region;
- Create comparison with the different subjects in order to understand and enhance the respective roles, values and languages;

- Find meeting points in order to build relationships;
- Check the educational models used;
- Promote processes of self-criticism on educational practice;
- Evaluate relevant environmental problems and their educational spin-offs;
- Analyse the distribution and the typology of E.E. in the region;
- Propose a common planning scheme (through events and materials);
- Promote co-operation to create a Regional Documentation Centre (connected to A.N.D.R.E.A., the National Archive for Environmental Education).

B) Gives operational support to the initiatives through:

- Laboratory facilities for meetings and data processing;
- The LabNet network;
- The Editing Point;
- Documentation;
- The research Staff;
- Research in methodology, education and environment (also guaranteed by the Universities of Trieste and Udine);
- The organization of workshops at a local, national and international level.

Picture from the arts and Environment Workshop of the 1998 caretakers conference
Sent in by the Russian Delegation



At Lacherima lake (vanishing lake)

From the 12th International Caretakers Conference held in Ireland

Melody: Molly Malone. Text Eva Dessborn (Sweden)
and Nico Kerkhoven (Netherlands)

On the coast of an
island
which is well known
as Ireland
you get there off
board
in the town
Waterford.
Since the Vikings
they had fought
there
they had seen there
no foreigner.

Long time they would wait
'till the year 98.

Chorus
The year 98, the year 98
The Caretakers came in the year 98.

In winds cold and chilly,
and dunes high and hilly
we looked for solutions to beaches soon gone.
Constructions so silly
and to no use, really.
Conclusions should be: There is much to be done.

Chorus
Solutions can't wait, solutions can't wait
The Caretakers came in the year 98.

We wandered the strand
observing the sand
Making suggestions on possible ways
stop beach degradation,
for this rainy nation
after learning and thinking for seven long days

Chorus
Solutions can't wait, solutions can't wait
The Caretakers came in the year 98.

Where oysters are grown
and left on their own
They are healthy to eat at a society ball.



They need tidal changes,
which Nature arranges
Pollutions are threats than
can ruin them all

Chorus
Solutions can't wait, solutions
can't wait
The Caretakers came in the
year 98.

The shipwrecks that stranded
on the mudbed upsanded
were left there to show the shortcomings of law.

Without legislations
is our recommendation
To cover the blanks in the law that we saw.
We cry

Chorus
Erosion, corrosion,
erosion, corrosion
To cover the blanks in the law that we saw.

The coast is a long one,
and climbing so awesome
but nevertheless of Public Access.
You should find a way,
for this state to stay
and tourism also will be a success.

Chorus
Solutions can't wait, solutions can't wait
The Caretakers came in the year 98.

Our final suggestion
will answer the question,
will more lovely beaches improve standard's bag
Science gives many ways out
you'll use the, no doubt.
and all Irish beaches get their own Blue Flag?

Chorus
Solutions can't wait, solutions can't wait
The Caretakers came in the year 98.

Environmental Briefs

PROJECT 'SCHOOLS FOR A LIVING ELBE'

From: IUCN - Newsletter central and Eastern Europe
Zuzana Wagnerová & Jitka Málková
Biology Chair, Pedagogical Faculty
Teacher Training College
Hradec Králové, Czech Republic

The Elbe is an important European river connecting two nations: Czech and German. Its environmental situation certainly needs essential improvements.

An international project was launched on February 4-5, 1998 during an international conference AQUA TEMPUS at the Teacher Training College in Hradec Králové - a town situated on the upper Czech part of the stream. The title of the project is 'Schools for a living Elbe'. Its main objective is to encourage both teachers and students at all levels to learn more about and to get involved in environmental monitoring of the Elbe River, its basin and the whole catchment area. Other objectives are international co-operation, learning languages, and improving skills in computer technology.

The project will be carried out under the leadership of the above College in Hradec Králové- in particular the Biology and German Language Departments. The Information Technology Chair of the Pedagogical Faculty, Charles University Prague, is serving as advisor and contractor. The foreign partners are schools in the Federal Republic of Germany.

At the start of the project, 19 schools and 2 out-of-school educational establishments got involved in the Czech Republic. Geographically, they are distributed from the source down to the area where the river leaves the Czech territory, and are either directly on the Elbe or on one of its tributaries.

A lot of experience for the project has been drawn from the already tested Programme G.R.E.E.N. monitoring and projecting river ecosystems in many countries of the world. A united methodology will be used and be adapted to different school levels.

The project's phases will be: 1. Preparation; 2. Field work; 3. Work in classroom/laboratory; 4. Exchange of experience, work with computer; 5. Students' conferences. The project should also contribute to environmental teacher training through introducing a new subject by environmental Monitoring'.

Pupils in fieldwork on the project 'Schools for a living Elbe'. Photo Z. Wagnerová:



Environmental Briefs

CELEBRATE EARTH DAY

KIDS TOP TEN LIST

1. Take the Earth Day pledge.
2. Save energy. Turn off lights, TV, computer when not use.
3. Help grow plants and trees. They can help prevent global warming by removing carbon dioxide from the atmosphere.



4. Recycle your family's newspapers, cans, and bottles. Help your parents recycle them.
5. Use only as much water as you need. Just one drip of water per second, from a leaky faucet, can waste up to 200 gallons of water per month.
6. Reuse paper. Draw or color on both sides of your paper. Use sponges or washable cloth to clean up messes instead of paper towels.

7. Keep your neighbourhood clean. If you see trash on the ground, toss it in a trash can.

8. Ride your bike or walk to school. In 1991 biking and walking saved more than 1,590 million gallons of petroleum.

9. Urge your family to reduce fertilizer use on lawns and gardens. By using less chemicals you protect the groundwater that 50 per cent of the U.S. depends on for drinking water.

10. Wash fresh fruit and vegetables before you eat them.

Earth day pledge

I pledge allegiance to the Earth, and to all life which it supports. One planet, in our care, irreplaceable. With sustenance and respect for all.



Globe



Scope

HELLENIC ASSOCIATION OF EDUCATORS FOR ENVIRONMENTAL EDUCATION

Addresses: 1, Vouliagmenis Aven, 116 36 Athens

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(Non profit organization established in 1992)

Aims

- Promotion and application of Environmental Education Projects at schools of Primary and Secondary Education.
- Establishment of Environmental Education Centers and Documentation Centers.
- Conduct studies, research and projects in relation to environmental problems and issues in Greece.
- Creation of an informed citizenry on environmental issues.
- Popularization of Ecology science.
- Establish communication and cooperation between the educators involved within Environmental Education.
- Establish extension and exchange of information among Greek and non-Greek Educators.
- Promotion of Global Education, Peace Education etc.
- Networking Greek Educators community with international organizations related to Environment and Ecology.
- Promotion of Environmental Education in formal and non-formal education in Greece. A necessary step in the creation of environmentally responsible citizens.

Activities

- Organizes more than 50 training seminars for teachers of nursery, primary and secondary school.
- Collaborates with various NGO and organization responsible for the Environment and the Environmental Education issues.
- Collaborates with governmental agencies, secretariats and bureau of the Ministry of National Education and Religious Affairs and the Ministry for the Environment, Physical Planning and Public Works.

- Organizes parties, environmental tours etc. for the members of the Association and their Families.
- Organizes Regional and International conferences and workshops.
- Collaborates with Universities and Research Centers.

Members

The H.A.E.E.E. is a network of specialized Educators coming from all three levels of our Educational System (Primary, Secondary and Higher).

The only way to save our Planet is to protect and improve the environment for present and future generations.

It's your World
So became a supporter
and a volunteer
NOW
Join
H.A.E.E.E.



Globe



Scope

BACK ISSUES OF GREEN TEACHER MAGAZINE of interest to CEI-members that are of interest to Global forum readers

The following list of available back issues shows only a few of the many topics addressed in each. For a complete index to articles in back issues, visit Green Teacher's website at <http://www.web.ca/~greentea/>

The following issues are available for \$6 each; 4 for \$20, 8 for \$35, 12 for \$50. (In Canada, add 7% GST or 15% HST.)

- ☐ Green Teacher 37, February-March 1994
School twinning projects (special theme)
I*EARN electronic school network
Waterways rehabilitation projects
- ☐ Green Teacher 44, October-November 1995
Democratizing schools for better environmental stewardship
Animals in the classroom, Eco-friendly science labs
Global Morning: a consumer awareness activity
- ☐ Green Teacher 48, June-September 1996
Building a schoolyard pond, Pond studies with children,
How big is your ecological footprint?
Rooftop gardens
Lead testing high school chemistry, Tundra Science Camp
- ☐ Green Teacher 51, Spring 1997
Teaching about climate change (special theme with activities)
What schools can do about global warming
Temperate rainforests, Schoolyard sun shelters
- ☐ Green Teacher 53, Fall 1997
Rivers: exploring environmental themes through art
Tracking migratory animals online
Celebrating Earth Week (unit), Junior Solar Sprint

- ☐ Green Teacher 36, December 1993-January 1994
The importance of biodiversity, All-species projects
World Scientists' Warning to Humanity
An overnight trip with first graders
- ☐ Green Teacher 38, April-May 1995
School Gardening: special theme issue
Multicultural gardens, Children en gardens in Japan
Monitoring our energy impact: Eco-cabins
- ☐ Green Teacher 42, April-May 1995
Adopting natural areas (special theme)
Forest studies K-6, part 1, High school subject integration
High school sustainable forestry project
- ☐ Green Teacher 45, December 1995-January 1996
Ecological footprints: measuring human impact
A K-12 children's hearing, Sensory science for K-8
Naturing boys' appreciation of flowers and plants
- ☐ Green Teacher 47, April-May 1996
Transforming school grounds (special theme),
Butterfly games, Influence of schoolyards on behaviour
School tree nurseries, Exploring wetlands (high school)

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May 10-18, 1999: 7th Meeting of the Conference of the Parties to the Ramsar Convention. San José, Costa Rica. Contact: Bureau of the Convention on Wetlands, Rue Mauverney 28, CH-1196 Gland, Switzerland, tel. ++41-22-9990170; fax ++41-22-9990169; E-mail: ramsar@hq.iunc.org

