

GLOBAL INSTITUTE OF ENVIRONMENTAL STUDIES

MISSION STATEMENT

We adopt the sun to reflect the everlasting energy on earth for our use

We comfort and challenge the behavior of man by teaching sustainability and conservation in soil, water and air

We strive to be welcoming, serving and diversified community developers

At the growth of our population towards the fate of mankind, we share our strength and knowledge through a global education, social justice, reconciliation with nature and sustainability of natural resources

We respect and affirm the values of every creature's life to safeguard our culture nurture our heritage and confront our existence with hope and confidence in consuming the Earth's natural resources. By our behavior, we shall produce food in a sustainable way that is needed to feed all the people on earth.

WHO WE ARE

Global Institute of Environmental Studies is an educative medium open to everybody living on earth. It is completely independent with professionals offering practical and useful information about forming and using cooperatives to teach sustainability and conservation of natural resources of the earth. It is apolitical and a non-for-profit corporation; neither is it an environmental brokerage.

EDUCATION IS THE KEY TO SUSTAINABILITY

We strive

- To provide educational and charitable assistance to the public in Environmental Studies
- To provide education, social and cultural services to the people of the world
- To provide guidance and counseling to the needy people in their effort to improve their lives
- To export and import free environmental studies curriculum to most people in the Developing World
- To encourage forming and using cooperatives to promote environmental studies.

METHOD OF EDUCATION

The institute will reach the public through publications: Flyers, Newsletters, Tracts, Forums, Seminars, Conferences, Lectures, Tours, Radio / Television broadcasts, Posters, and any other means of informing and educating people.

SOCIAL SERVICES

- Education (Adults' alphabetization)
- Cooperatives (example: Farmers' Groups ...)
- Public Health Education
- Micro Financing
- Community cleaning (or Environmental policing)

The above services are to be provided in conjunction with other existing community development programs that are geared towards exposing interested people to all opportunities available in the world for conserving natural resources.

CULTURAL SERVICES

We plan and arrange educational tours and excursions to anywhere in the world. We exchange social, cultural, and environmental studies' materials between different nationalities. Also, we promote student and professional exchange programs in all aspect of environmental studies and protection.

SOURCES OF INCOME

Government, Business, Corporation; and, Trust Grants. We accept individual donations and do fundraising.

WHO IS BEHIND (GIES)

The Global Institute of Environmental Studies was founded by E. Quist. It comprises professionals who run the daily activities of the Institute. They report to a Board of Directors, which is made up of active and outstanding individuals from all over the world. The Directors also account to the local governments of every country where GIES maintains and operates offices. We have an office in the USA, Chicago now; sooner, there will be offices in Benin, Togo, Ghana and Liberia. GIES expects to establish additional branches in other places of the world as funds become available.

WHY GLOBAL INSTITUTE OF ENVIRONMENTAL STUDIES (GIES) IS NECESSARY

GIES was created to promote global environmental studies. Let's face it... on earth, the real proof is in the water we drink and the air we breathe, not to forget the land we live on and the energy from the sun. If we cannot safeguard the environment for our grandchildren, then, we cannot call ourselves educated and smart people. Why bother then? These days, we move trade globally; so, it is important that we teach or talk about conservation of natural resources wherever

We go. Developed and industrial or under developed poor nations are not omniscient or omnipotent when it comes to dealing with protecting the Earth. For example, the Atlantic and Pacific Oceans connect the whole world and whatever goes wrong in one nation affects the others. Rich nations need to work with poor countries whether to fight terrorism and prevent Aids or discourage trade in weapon proliferation. The aim of GIES is to promote institutional free education in finding solutions to the problems of global warming and curtail further degradation of our planet. The ultimate purpose of our endeavor is to unite, persuade and encourage nations to adopt and promote a universal environmental studies curriculum as the world or the Earth seems to be navigating towards an inseparable global environment.

By accepting a uniform identical curriculum, international institutions will automatically reduce misunderstandings and confrontations among people in order to foster or enhance future international co-operation. Over the years, this curriculum will handle situations such as that of the Kyoto Protocol when some nations arrogantly or naively refused to rectify conservation treaties. Adopting and teaching the same environmental studies curriculum, worldwide, will eliminate many borders, explain cultures and followed traditions to form the basis of a friendly global environmental community. Selfishness and illiteracy should no longer be barriers to environmental issues as students' global mobility is becoming very expensive and impossible for developing countries. To avoid the above, GIES' approach to environmental studies must be benevolent and exported to poor countries. This gesture will attract students as well as some skeptics to agree to a common curriculum. Peoples' basic needs are the same all over the world: water, air, lands, food, electrical energy, good education, public health and many more.

STATEMENT OF PRINCIPLE

The aim of GIES is to establish a basic global environmental studies curriculum for schools and the public. It is all about learning and knowing more about how to care for all living things, protect and save the earth to improve our own lives.

We believe that, for each individual, this education will be a means of fighting ignorance. Besides, to the developing countries, it must help save the remaining natural resources. To the industrial nations, this curriculum must help minimize toxic waste, nuclear armament and pollution in general. Also, this curriculum must encourage dialogue, understanding, tolerance, peace and economic freedom to all nations. Saving the earth would not be by trading bombs, wars or using force and vengeance; but, rather by strong global legislations and regulations. Nevertheless, by an acceptable vigorous global education, supported with good funding, self-consciousness, sacrifice, cooperation and an environmental pollution tax, we can protect the earth. The problem of a healthy earth is as important as that of terrorism, poverty, HIV (AIDS), cancer and any other social time bomb. Environmental Studies must be an on-going global educational process.

GENERAL THOUGHTS AND OBSERVATIONS

. GIES believes that a simple global environmental education is needed to meet a compelling demand of protecting natural resources of whole world, especially, that in the Developing World.

. Serious environmental problems are experienced in ultra-cyclical, global communities, in agriculture, mining, weather, food distribution, drinking water, deforestation, etc... and these problems are more likely to last multiple years concurrently with our behavior.

. Interviews and discussions with numerous leaders of industries, communities, governments and other data points suggest that overall environmental education remains "strongly" weak and or neglected globally.

. Environmental Studies teacher shortage still persists, suggesting the demand remains solid in many schools in most countries, especially, in the developing countries.

. It appears, developing countries are not being successful in environmental education because of the increasing costs of education and textbooks; and expect timing issues caused by politics, corruption, inflation, health problems and lack of medicine to continue to be a “drag” on leverage at least until 2025 or as long as our population grows.

. However, the on-going population growth bringing in inflation with energy-intensive demand for communities, markets continue to impose high price on fossil fuel, natural resources, and total environment degradation is eminent.

. Separately, multiple institutions have gone out of their ways recently to cite frustration with implementing globalization, as there is good as well as bad globalization.

. GIES believes strong potential growth trends are likely to come by after 2030 we need to look for demonstrated environmental education leverage to meaningfully improve worldwide communities.

. Poverty with illiteracy, corruption and greed are all enemies of the environment. If world population continues to grow, we expect fossil fuel deposits to shrink further as oil-business earnings continue to boom.

STRATEGY

Use cooperatives; as tools, to teach environmental studies. GIES is not a religious institution but a multi-cultural, non-denominational educational organization. We are entirely devoted to the simple study of the environment by working through cooperatives to promote community development, encourage public health and teach environmental studies. It is our hope to offer seminars that discuss our planet, community, economy, politics, and the natural ‘LAWS.’* that govern their development.

*Acronym for: *Land, Air, Water and Sunlight (LAWS)*.

The seminars may also deal with basic moral issues that traditions address as many cultural group leaders have strongly endorsed our teaching. We then apply the knowledge gained to help understand and solve our social and environmental problems. Finally, our members adhere to a number of religions, including none. We are, therefore, for the whole world and everyone is welcome in our seminars. So, it is important to emphasize the global cultural differences; and, the necessity to find a common ground in teaching environmental studies. It must not be by ideologies but by forming and using simple cooperatives and economic strategies to save the earth.

ECONOMIC STRATEGEM

For example, communities can promote cooperatives to grow crops like corn and manioc. They can also do poultry or pig farms and fisheries to produce food, locally, to feed the hungry and the poor. Here, the transfer of technology from rich countries to the poor is important as poor people, at times, do more damage to the environment with their traditional methods of farming. Poor countrymen slash and burn forests or dump raw sewage in the lake or river and any running water nearby where they live. Most of the poor have no money for sufficient oil import, energy security, clean water or modern farming equipment. Fire is often used to clear lands for subsistence farming. In addition, firewood and charcoal are the only means they use for cooking. Nevertheless, poverty is not a crime and poor people must not be blamed for their survival behavior. Slowly and persuasively, the indigenous poor people can be taught better or alternative ways of using their natural resources. As such, everyone, rich or poor stands to gain from a decrease in dependence on crude oil. Developing nations can minimize their reliance on imported oil by switching to the use of solar or wind energy. Global Institute of Environmental Studies believes that with cooperatives solar energy will become very competitive with petrol. It's a fact that most developing countries are in the tropical climate where there is abundance of fertile land and plenty of water for irrigation. Location may be the case with Brazil as this country has become the world's most competitive producer of ethanol made from sugar

Cane, locally, grown. If policies are implemented the right way, without corruption, investments will not only meet domestic demands but extend to supply rural and international markets. The most important environmental lesson from all of the above is that not only the farmers will gain from the sugar cane production; but also, every village dweller will also breathe cleaner and better air as a result of using solar or wind power.

FRAMEWORK OF SEMINAR

No previous knowledge or study background in Environmental Studies is necessary. **Learning Occurs in Dialogue**. Discussions will show introduction, focus on basic facts about materials dealing with living on earth and providing educative information about sustaining natural resources. The instructors at the seminars will invite participants to take part in forums to discuss and provide insights into question such as: Who is an advocate and seeks the welfare of the earth we live on; or, who is responsible for the quality of the water we drink? Is it interesting to find out who looks at or plans our community's economic development, or things like garbage removal, public schools, our laws, crime and residential housing? What about the purity of the air we breathe; the water we drink and its distribution in our community?

The response to any of the above question is the ultimate calling and role of every sensible human to accept and be committed to the concerns of a sustainable environment. The seminars are designed to explain and meet the educational needs of everyone willing to know about sustaining the natural resources of our planet. Every topic of the seminar prepares each participant to become a knowledgeable advocate and successful community leader committed to employing better practice and ethics of a good citizen to educate others. We can, therefore, say that GIES' seminars are not faith-restricted or discriminatory. They serve everyone as a valuable reminder of our obligation towards the survival of the earth, in as much as we transform and restore its natural economic equities and ecological well-being.

REGISTRATION

Each seating seminar has a maximum size. Pre-registration is required. The seats are filled on a first come, first served basis. Registration fee is a voluntary donation of any reasonable amount unanimously contributed to help defray the cost of instructional material. However, no registered participant will be turned away or refused admission for not having money to donate. It is a free and voluntary participation. Everyone is invited to talk or listen to others debate our community issues. At the end of a seminar, a general familiarity with the subject discussed is expected of all participants.

Name:

Address:

Country:

Telephones:

E-mail:

Languages: Spoken Read written

- 1.
- 2.
- 3.

Level of Education:

What is your interest (Subjects) in Environmental studies?

Voluntary Donation in Dollars: \$.....

What else can you do or contribute to help this Institute?

Who to contact in emergency?

Name:

Telephones:

Address:

What is your relationship to the person?

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Evaluation of a Seminar

Topic Discussed:

Location:

Date:

GIES would like to have your evaluation of any seminar that you have participated in. Feel free to express your comments and critiques on the questions asked below. Your positive or negative answers are important for the planning of the next seminar.

How would you rate the seminar you have just attended in the following categories?

(6) For Outstanding, (5) Excellent, (4) Above Average, (3) passing, (2) unsatisfactory, (1) Failing.

A. Texts information relating to Environmental Education

6 5 4 3 2 1

B. Participants guide is simple, clear and useful

6 5 4 3 2 1

C. Topic is covered in adequate detail

6 5 4 3 2 1

D. Material is covered in adequate detail

6 5 4 3 2 1

E. Sufficient learning activities occurred to apply information to new situations

6 5 4 3 2 1

F. Oral and written questions are useful

6 5 4 3 2 1

G. Adequate dialogue opportunities occurred to express learning and a feedback

6 5 4 3 2 1

H. Critical thinking is further stimulated

6 5 4 3 2 1

I. Are there other dialogue / learning / enrichment activities that would have strengthened the seminar?

J. Was there any irrelevant dialogue? If yes, which one(s) and why?

K. What additional areas or topics, if any, would you like to see improved or dealt with?

L. General Comment:

For items 1 to 9, carefully read the statements and circle the response which indicates whether you Strongly Agree (4), Agree (3), Disagree (2), strongly disagree (1). If you think the statement does not apply to the situation or there is insufficient data to make a reasonable judgment, write (0) in the parentheses before the statement.

() 1. The speaker was well prepared and organized in presenting his / her material during the seminar.

4 3 2 1

() 2. The speaker was readily available for consultation with participants.

4 3 2 1

() 3. Questions or explanations were well designed, fair and appropriately reflected important aspects of environmental education.

4 3 2 1

() 4. Contents or comments of speech were adequate and help.

4 3 2 1

() 5. The speaker made topic objectives and requirements simple and clear.

4 3 2 1

() 6. The speaker seemed aware of the environmental problem and was actively helpful in explaining.

4 3 2 1

() 7. Speech, hand-out or printed material, and other available documents supported the purpose of the seminar and its aim.

4 3 2 1

() 8. The speaker communicated with the participants effectively, presenting concepts and explanations in simple and understandable terms.

4 3 2 1

() 9. The speaker is able to relate the need of global environmental education and learning to the life of humans or other creatures and living things on earth.

4 3 2 1

Which of the criteria listed above (statements 1 - 9) are the most important in forming your opinion or judgment about whether the seminar or dialogue is an effective tool to teach Environmental Studies? Of these nine statements, which one(s) do you consider important? Circle the appropriate number(s) below.

1 2 3 4 5 6 7 8

THANK YOU VERY MUCH.

STAFF

GIES uses local and expatriates (volunteers) as guest speakers or instructors. We provide them with transportation and instructional materials during a seminar. Occasionally, expatriate students from special higher learning institutions are invited to lecture at the seminars. We are therefore confidently proud of the highly qualified staff that teaches the seminars. The selection of the staff is based not only on their knowledge of the subjects and experience but on their interest in promoting a better living condition in our communities. Additional Staff Members and coordinators from Benin, Ghana, Liberia, and Togo are always available and free to join us.

INTRODUCTION (to seminars)

In order to assist participants explore materials that are related to the environment, one must also examine the basic similarities of every creature's needs: Land, Air, Water and Sunlight (LAWS). GIES' seminar(s) is designed to help anybody conduct discussions to recognize the urgent need of understanding the connection between our environment, human beings, politics, social problems and the economics of the world we live in presently. No society lives without "LAWS" (LAWS is the acronym for Land, Air, Water and sunlight) and this LAWS represents the foundation of our eco-systems. Our environment, Earth, encompasses natural and human-altered systems. Population growth is the number one contributor to the degradation of our natural environment; and, relatively, those alterations may have negative impacts on both the earth and human well-being. The relationship between humans, nature and the altered environment are paradoxical, empirical and analytically complex. For viable global policies and international environmental laws, dialogue and debates are often necessary.

OBJECTIVES (Method of seminars)

- Identify and use primary sources such as statements by politicians, newspapers, and news reports on current events to enhance topics of a particular seminar.
- Ask participants to read and discuss articles or handouts about environmental issues from local or international newspapers.
- Debate of view the issues mentioned in the articles on four perspectives:
Environmental, Economic, Social and Political.
- Gather and discuss how the four perspectives are related to you personally, your community and country; and internationally, in dealing with natural resources' sustainability.
- Remind and inform the participants that scarcity of commodities or processing and transforming of natural resources may require choices that bring about *opportunity costs*.

POINTS OF REFERENCE TO EVERY TOPIC

- Show that scarcity of resources implies changes and choices at personal, community, social and international levels
- Explain that most decisions imply opportunity costs, and weighing the costs, benefits and results are related to alternative choices of resources obtained locally or internationally
- Demonstrate that differences and show the evaluation in choices that opportunity costs are subjective and differ greatly among societies, nations, and individuals
- It is important to reveal and let the participants understand concepts of international trading and business organizations' policies like that of: WTO, IMF, NAFTA, AU, EU, IMPORT, EXPORT, EPA, TARIFF, CUSTOM-DUTY, VAT *, ... It's also necessary to discuss the interaction of '*supply and demand*' in both local and international market-economy. For example, the supply and cost of fossil fuel may be adjusted due to market decisions as a direct or unforeseen cause of war, advert weather conditions like floods and droughts
- Emphasize the probability that one day oil from underground might run out. With the threat from global warming, we may need alternative energy sources like renewable natural resources that are less damaging to the earth
- Compare Natural Resources Economics (NRE) to Environmental Economics (EE)
- State the benefits of Environmental Economics in terms of sustainability.

* Look at the full definitions and the functions of the abbreviations.

SUSTAINABLE GOALS FOR COMMUNITY DEVELOPMENT

We must focus on forming Cooperatives.

Suggest or encourage the use of local and simple mechanism (action) to achieve long-term results in Environmental Economics.

Form Cooperatives to take practical steps in designing strategic plans to seek funds for the implementation of needed projects or resources; i.e. purchase solar energy equipment or wind mill for a community electricity supply.

Construct and promote a strong effectiveness. Know the skills and behaviors of your team members for appropriate assignment of tasks.

Everyone must be a positive team player to work cooperatively to finish tasks, seek solutions and set new goals to reach a higher stage.

Show love and demonstrate respect towards every living thing for others' religions, feelings, rights, culture and points of view.

Explore Individual Strength for the benefit of your team. Identify and avoid causes of conflicts. Dialogue, negotiate, and reach consensus. Compromise when you are working in a group.

Take a positive attitude and contribute your talents and knowledge by taking a personal responsibility in group discussions.

Listen, ask questions and evaluate the overall accomplishment of every group meeting you attend. Use democratic methods to deal with issues.

Look at problems and issues at historical and analytical points: when, how, where, who, and what. Do a quick evaluation of the situation and suggest new changes if necessary.

Think of alternative methods of actions. Use available means to sustain whatever you have. Remind the community of cooperative benefits on a long and short-

term basis. Explore both global and local connections.

Summary of key concepts: Apply the above framework to any topic selected for discussion; and, keep a record of every seminar you attended.

SUGGESTED TOPICS FOR COOPERATIVES (SMALL BUSINESS)

- **Farming / Agriculture** Crops like: sugar cane, palm trees, corn. Or, Poultry, fishery, piggery, vegetable-garden. Credit Union, woodwork, Sewing / Dressmaking / Tailoring Clubs, Masonry / stonework, Barbering / Hair-dressing, Restaurant ... and many more.
- **Community Development:** Housing, Private Schools, Public transportation, Solar / Wind Energy supply, Water supply, hold forum for Democratic process, stress and distress in modern society, Garbage disposal, Security and insecurity.
- **Public Health:** Hygiene, Aids prevention, Malaria, Nutrition, Water purification methods, Pre-natal care, Family planning, drug and Alcohol abuse, Domestic violence, Child labor ... and many more.
- **Environmental Studies:** Re / De Forestation, Organic farming, Recycling, Air / water pollution, Landfills, Wetland, environmental Economics, Natural Resources Economics , Ecosystems, Natural resources conservation, Population dynamics, Agricultural land, Mineral resources, Wildlife management, Pest and pest control, Toxic and hazardous (solid/liquid) wastes, Pesticides ... and a lot more.

Each topic may be identified with a letter(s) and number coding. The letter will show the topic or area of discussion while the number tells the subsequent level of content or sections. This coding system will provide unlimited entries. Example: Energy = E and E1 = Solar, E2= Wind, E3= Hydrogen, E4= Water, E5= Fossil fuel, E6= Nuclear, Etc... Transportation Means = T and T1= Chariot, T2= Trains, T3= Airplanes, T4= Motorcars, T5= Bicycles, T6= Boats, Etc...

GIES' COOPERATIVE INTENSIVES

Dialogue for Environmental Studies must be a catalyst for sustainability and self-reliance. Everyone needs 'facilitation' processes for participating in group discussions to gain experience and explore ways to find solutions to our everyday environmental problems.

Conversation Method: A structured process that helps everyone plan and facilitate a constructive exchange of ideas. Participants will learn ways to involve a group (community) in finding solutions to difficult environmental issues. This method will improve your effectiveness in facilitating group communication through dialogue.

Benefits / Results

- Brainstorm, hold purposeful discussions
- Quickly retain or record a group's best ideas and thoughts
- Recapitulate the best new ideas and solutions
- Be patient, ask questions and give answers that bring out frantic feedback in conversation.

Workshop Method (Collective Opinion): This is a problem-solving process. It needs a team work and active participation; and, small groups' diverse ideas in consensus to support new levels of cooperation. Accept the decision of the majority. Diversity is good.

Benefits / Results

- Draw from intuitive and rational thought processes
- Analyze all diverse ideas
- Integrate practical and creative solutions
- Develop and accept the group consensus

Active Planning Method: Come up with new effective plans. Analyze available and needed resources. Assign capable members to tasks for prompt actions. Use "SWOT" if you can. SWOT stands for: **S**trength - **W**eakness - **O**pportunity- **T**hreats

Benefits / Results

- Aim for a successful outcome
- Examine all current, strong and weak points
- Create and analyze a feasible practical plan
- Persuade but not cajole group into commitment or involvement

Pro-Dialogue Participation This is a professional year-long dialogue training program in Environmental Studies. These methods are good for teachers and every entry level worker who wishes to upgrade, significantly, his or her skills in group discussions. Participatory methods will provide a theoretical basis and response. Meetings under these sessions will afford communities with democratic process in dealing with environmental problems or solutions. Concentrations will cover intensity on theoretical, cooperative dynamics, practical learning. Have open, detailed and true dialogue with participants.

Benefits / Results

- Dialogue to assist groups focus their deliberations on effective results and maximum productivity
- Using dialogue as a practical tool to initiate and sustain environmental studies for changes in human behavior at all community levels
- State clearer and precise comprehensive of environmental problems with world views; and, show the importance of dialogue as a tool of learning and negotiating
- Acquiring new skills in processing complex information regarding environmental degradation and depletion of natural resources
- Encourage correlative group of neighbors to engage in continued constructive dialogue

Strategic Dialogue Planning involves planning that incorporates workshop methods for developing consensus and dialogue for effective group leaning or communication to implement good ideas into productive actions and positive results.

Benefits / Results

- Group or community members' visions are exposed
- Obstructions to visions are removed
- Focus on alternative or new directions
- Identify and design new Action Plans
- Seek funding and support from government authorities
- Adopt and communicate or publish results

Project / Event Planning are a dialogue which focuses on finishing relevant events. No procrastination. Discussion at the stage must help facilitators, team-leaders and organizations carry out successfully the plan they have created. Event planning has tools and methods are to help start or modify old projects to a positive closure. This dialogue is good for grass-root activists, students, teachers and project managers.

Benefits / Results

- Analyze team work to initiate dynamic plans to keep momentum alive
- Review, reposition or substitute projects that are in good process
- Finish tasks, praise and reward, congratulate team members and celebrate success.

Self Esteem and Imaging: in today's society, showing ourselves negatively or positively may influence and affect our behavior as well as others. Our actions or attitudes and decisions depend on the image we portray as individuals within organizations. It's therefore important that facilitators show a positive image in their curriculum planning to enhance numerous approaches to accommodate and serve clients of every culture and religion. Dress good, look and feel good.

Benefits / Results

- Come up with engaging positive sessions
- Image Shift: show positive impact during meetings and planning sessions
- Maximize group's positive behavior, make member comfortable and happy

- Treat, handle multi-complex projects with professionalism and confidence.

Understanding, Tolerance, Laissez-Faire (conciliation / conflict resolution):

Disputes, misunderstandings and adversary behaviors are all serious aspects of our daily activities in our society. Power, politics, religion, culture and many more sensitive topics; often, disrupt or derange negotiations. Group or community members must have a sense of understanding, tolerance, patience, forgiveness and a kind of laissez-faire attitude in finding solutions to environmental conflicts.

- Benefits /Results
- Find and understand the source of conflicts
- Find an appropriate time, place to create a healthy atmosphere for discussions and negotiations
- Frantic and respectful, open dialogue of sensitive environmental matters
- Negotiate, twist arms, make deals to reach solutions on mutual benefits
- Eat and let others eat too. Do not be selfish. Avoid egotism or arrogance.

“LAWS” (Land, Air, Water, Sunlight) Good living depends on the power of land, air, water and the sun. Life and weather conditions do change sometimes. Nonetheless, when the natural forces change for good as a result of climate change, humankind may be in for serious trouble. Imagine if there were no tropical rain forests on earth or take it for granted that oceans like the Pacific and Atlantic just disappeared; so, what will you do? As such, we must learn to live in harmony with ourselves and the “LAWS” of nature. We need to investigate ourselves.

Benefits / Results

- Re-examine our behavior towards the use of natural resources, change our life styles and re-focus our minds on a positive attitude of the ‘LAWS’.
Acknowledge ourselves as another simple, but complex creature that must share the earth other creatures and animals.
- Our environment is fragile, super complex and uncompromising. So, we have to realign ourselves with climate change and take new directions to help save what is left on earth for our children and posterity.

DIALOGUE BOXES

Can we discuss issues of development, sports or entertainment if we are facing complex problems of survival? Rivers are drying, species of plants and animals are vanishing. Soil erosion and city sprawl are common these days and yet, God is not creating any more land. Is the Earth shrinking or expanding with world population growth?

There is a warm desire for 'globalization' in terms of trade; but, not much is being said about peoples' culture, languages, religion, education, transfer of technology and many other things like the availability of drinking water. Does 'globalization' imply the removal of borders or the use of one single currency worldwide with the same environmental protection laws for all countries ... Are we talking about free trade that will undermine national security, jobs and our life styles? What benefit is Globalization to the Tropical Rainforests?

What is the most used and free energy?
What has technology contributed to our environment?

Is it for the manufacturer or the consumer to clean the environment; or, pay taxes for someone else to clean it? Who is responsible to clean it?

What do the environment and taxpayers get from government subsidies?

Do air pollutants produced in European factories drift across borders into Africa? Is there the same problem between the United States and Canada?

Claude Martin, Director General of the WWF, through the Inter Press Service Said: "We need 1.2 planets to sustain our collective lifestyles." According to the World Wildlife Fund, North Americans waste many resources; and the average US adult citizen needs ten hectares (24.7 acres) of the earth to support his / her lifestyle. Besides Americans, an average European requires not less than five hectares, while a poor African only needs about one hectare. We see many lifestyles through private jet planes, Sport Utility Vehicles, space-crafts, air conditioners, fast food and its garbage. Also, there are people with those large green lawns for the suburbia pride. Sludge or sewage from mega cities like Chicago is another environmental problem. Acid rain from factories, toxic waste, corruption, fraud and secret meetings with oil producing companies are some of the problem with our lifestyles. We at GIES think everyone has a personal moral responsibility to be a decent public servant to protect the welfare of our planet. The only way to reverse global warming is to reduce the waste in natural resources. Our sense of responsibility must include sustainability in all aspects of our lives. Are global warming, drought, flooding the by-products of our lifestyles?

PROJECTS (BIG IDEA)

Civilization has excelled very much in technology for some people, countries and even for domesticated animals, reaching the pinnacles of financial, educational and social success. But, what good has civilization done for the Earth. Can we ask what good is man's presence on earth? Is man the number destroyer of our environment? The common efforts committed to integrating conservation and protecting the earth were not locally and globally matched. The distribution of such success in technology contributed nothing much towards the 'health' of the Earth. For simple comparison, think about what we do with sports or music; it seems that we do not devote much time and attention to the well-being of the earth.

The truth of the matter is that most civilized people in our current population lack the basic informative education about our own surroundings and the “LAWS” that govern the natural resources of the earth. (Here, ‘LAWS’ is the acronym for Land, Air, Water and Sunlight). The ‘LAWS’ is the ultimate driving force that runs this world. It is not the politicians, the rich or any other group of people. Without land, air, water and the sunlight, nobody will survive on Earth. Our environment, with all its sociological and geographical influences, greatly contributes to our food supply, health, love, politics, aspirations, emotions and the process of community development.

For us at the Global Institute of Environmental Studies (GIES), education through SEMINARS has become the impetus to develop dialogue and forums aimed at teaching environmental studies. Seminars are the best methods for implementing learning and may be the most effective procedure of pedagogy that stand in contrast to the fast growing rate of our global population. GIES is convinced that we can do better in conservation and protecting the earth. We would therefore suggest that world governments and private institutions invest heavily in Environmental Studies to encourage and promote the sustainability of natural resources. Seminars must be planned with serious focus on small discussion-groups in school, churches, television and radio broadcasts as a primary support to the already existing local school programs. Over the years, GIES has discovered that established schools are not doing enough in teaching environmental studies. Most universities and community colleges do not offer environmental studies; as a result, the overall enrollment in this discipline is very minimal or close to zero. In addition to the scanty enrollment in a few universities, environmental studies instructor income and instructional materials are lacking and problematic. Some instructors devote more time to the teaching of Geography than Environmental Studies. The few study programs (courses) are remarkably good; but, the method, quality and quantity vary according to the taste, skill and extra-curriculum activities of every instructor.

Interestingly, everyone is talking about our environmental problems in terms of climate change or global warming, but nothing serious is being taught about it. Following GIES' observations, we think teaching of Environmental Studies must be taken to a new creative level. GIES has chosen to concentrate on for goals:

- Good and adequate funding
- Enhance the simple quality of seminars. Use dialogue as a tool
- Augment or attract a number of both new instructors and students into the environmental studies program
- Promote Environmental Studies in all high schools and community colleges. Teach it as we teach religion or languages and make it compulsory.

The above goals are interrelated and when carried forward the right way, every one of us will help promote a fast and more efficient public awareness in the study of the environment as our home.

Enhancing the quality of Environmental Studies

Presently, no school or private institution, in the developing countries, has enough resources to tackle all the educational needs of a modern environmental studies school. A few of our immediate recommendations include: First of all, schools must have modern technology in audio-visual equipment, training of personnel: technicians, teachers and other professionals to develop new curriculum to include:

- Ethical foundations of Urban / Rural Community Development
- Principles and Process of Community Development
- Urban Policy and Community Planning
- Community Analysis
- Conflict Resolution / Process of Dialogue
- Process of Democracy as ***Equality of Human Rights***
- Hunger and Poverty
- Consumption and Distribution of global Natural Resources

Finally, institutions must find ways and means to provide grants for seminars and forum centers for debates and daily or weekly discourse in topics dealing with climate change and global warming. These seminars must be published and carried out by media avenues like public radio and television.

Professional Training

The success in 'quality of environmental studies' depends solely on the willingness to pay for it. In addition to that, there must be sacrifice and commitment to teach the subject; and also, find people with the ability to handle small groups in seminars. Regrettably, most schools do not have enough instructors to occupy the vacant positions. Consequently, institutions are compelled to employ weak or unqualified instructors. Knowing that school modalities and educational systems are different in every country, GIES suggests the use on intensive seminars as a tool of training teachers and other adults to handle environmental studies. We ask all governments to develop a fast-track curriculum for training new geographers, geologists, anthropologists and biologists to intervene and assist with teaching environmental studies in forums and seminars if schools do not have funds for formal classes. The program of their formation must be structurally developed to cover every possible topic an environmentalist must know; and, substantively tailored to fit and reflect the local needs of a typical region where the education will be positively accepted. Both positive and negative feedback from the seminars must be shared, globally, with other schools and instructors through newsletters, interactive computer games, internet and television / radio broadcasts. Every means possible to communication must be used.

Funding and training of instructors are crucial to the continuation of this program. From time immemorial, GIES has been aware of teacher shortage in most schools. This problem is even worst in developing countries because most students do not go to college to study environmental studies for fear that they would not find a job after graduation. Or, perhaps, they do not know what to do

With such a degree. Cumulative to GIES' mission and purpose, we have future plans for recruiting and training qualified and interested persons to assume leadership positions in teaching Environmental Studies. The criteria of selection for instructors will be based, significantly, on the passion and devotion they have towards 'Mother Earth' and sustainability natural resources. These instructors must be able to design and conduct seminars anywhere in the world, if necessary. GIES' responsibility will be to find and direct interested candidates to sponsors and schools. Nevertheless, applicants would have a legally-binding contract to reimburse (refund) the tuition and stipend if the applicant fails to become an instructor in environmental studies. Many international models of motivation and initiatives will be put in place to attract, fund and train local new instructors.

Curriculum and Materials

With GIES, it is not unusual for a course of seminar to have formal curriculum and a modern set of comprehensive instruction materials. We have to seek funding by all means to enhance the teaching of environmental studies and sustainability of natural resources of the earth. Either in classrooms or anywhere, dialogue and teaching must be possible if we really want to save and protect our environment. To achieve the latter, GIES will help most institutions create a positive, simple and integrated global curriculum for a wide range of audiences in private or public schools at the levels of primary and secondary levels. The program of study will seek to sort out obsolete tools, bring in new structures by consulting geographers, geologists, psychologists and many other professionals in the educational field. In this manner, we shall come up with the best advice and material to teach environmental protection in poor countries where hunger, drought and poverty are the major problems of indigenous people.

The goal of the new global curriculum must be to create a medium or a framework for Environmental Studies to supplement whatever is already provided by local school authorities for secular studies. In addition to being scholastic, the framework would focus on values of sustainability in natural resources and general education. Contents and process of the above curriculum

Must be prototype to the norms of the requirements from the United Nations. However, local and independent evaluation of the said UN environmental regulations must be adopted to suit and serve indigenous societies worldwide. If internationally coordinated, the framework may be translated into local dialects and languages. The purpose of a uniform (curriculum) framework is to eliminate many doubts, negative arguments, skeptics, stereotypes in environmental protection issues as far as global agreements and contracts are concerned. Another important aspect of this project is to organize a 'free book club' where publishers can donate to poor countries late editions of environmental education textbooks. Teachers, students and the public at large will use these books in local schools and public libraries. Presently, there are no books and instructional materials in poor schools to teach preservation or conservation of the environment. The educational benefits of the free-book-club are to gain, share, investigate and debate natural resources' sustainability in the presence of trained and qualified academic leaders. When every student or adult has a book(s) to read, we can then articulate the importance of researching and studying to minimize ignorance in Environmental issues.

Developing Grants and Loans

The salvation of every nation or society is in its education. At GIES, the building blocks are not the bricks and mortar only; rather, they are the number of qualified instructors and good, healthy, respectful students. Comparing GIES to other learning centers, there is the need to attract people into the environmental studies program. To achieve our aim, we must make our seminar classrooms and computer laboratories appealing to everybody regardless of gender, race, religion and age. The estimate or average building of a modern center campaign varies in every country. It ranges from hundreds of thousands to millions of dollars depending on how small or large a town (location) is. If there are no donors and sponsors, money could be borrowed interest-free from local governments or international institutions to promote seminar centers.

Library

Every institution needs books, audio-visual equipment, computers, copy-machines ... A comprehensive library is feature number one of any modern learning center. The environmental studies program encompasses other disciplines as well. So, the size of our collection may vary greatly to cover many other subjects according to the local community where the center is situated. The library must encourage the use of community elders, teachers, government officials and religious leaders to select and purchase books for the library, unless the books are freely donated to the center. The participation of everyone in selecting books will help reduce any unforeseen and unnecessary cultural and ideological conflicts among the users of the library. Besides books, we must remember that technology and industry have irreversibly changed the world; and, methods of teaching are no exception. In poor countries, education has not yet taken advantage of the new technological tools of learning. Our seminar centers and tools must stimulate groups or individuals to participate actively. It is time for the poor countries to catch up, as they have been lagging behind. To avoid duplication of facilities within a geographical area, community developers and financial experts will conduct surveys of existing school to find out what is really needed in the community with a library.

After School Programs

Kids, after school, must go somewhere for help with their homework. Supplementary to regular school work, all school-age children can use the GIES center for after school programs such as doing homework, playing 'mental' games, sporting activities, music, ballet-dancing and folkloric songs with telling stories. Fairy tales may be set up to guide children towards environmental studies. GIES has recognized the importance and the benefit children will derive from the center if we can find volunteers to lead and teach the after school programs. We therefore believe that the presence of children at the center will considerably reduce financial strain and time-burden on the parents. These days, cities promote community centers and why not environmental studies centers?

Creating New Centers

To create and enhance the ability of new centers, GIES will consider marketing its ideas in seeking additional grants. Selected needy communities will be eligible for funds to build their own seminar centers when they have shown reasonable participatory practical work in their community. Anyone requesting a new center should be a member of GIES and would have completed at least twelve months of voluntary teaching or related duties in environmental issues at any level in a school or public place. At these community centers, cooperative work templates will be made available to attract adults. The templates which will be designed to customize local interests will, also, have printed tracks or messages with themes that will show benefits we hope to gain by using natural resources wisely. GIES' other aim is to use cooperatives as a marketing tools to help adults with alphabetization in community development programs.

Partnership in Environmental Education (P E E) is a collective effort of many philanthropists and donors who came together to provide funding for the Global Institute of Environmental Studies. Elias Quist who single handedly invited ideas from professionals, experts, environmental advocates and educators to reach this far, founded GIES. He has committed a reasonable amount of his family's income to travel around and hold seminars in Benin, Ghana, Liberia & Togo. GIES planned to create 'Study Centers' In addition to funding seminars, PEE will also provide consultancy to schools and other institutions that are interested in developing Environmental Studies education models and the use of tools GIES has. (Read: 'Cooperative Intensive' above). In Benin, negotiations have begun for the purchase and export of produce like Shea nuts (Shea butter) for the debut of a petty trading cooperative with emphasis on the benefits of micro-economics to help the local community. Strategies are also in place to organize the indigenous farmers into practical cooperative to raise funds for rural communities to put in place public latrines, wells, classrooms, and alphabetization programs in certain villages. It must be made clear to the participants that development of their community is their responsibility.

They should not expect a compulsory gift from any government or foreign donor. Local farmers have to understand that besides their natural resources there is no other choice for them to obtain the daily needs. They have to rely on their own forces. And, it is imperative that farmers take good care of whatever is available to them. Let's also remember that it is not always easy to persuade people to learn new habits and methods of sustainable environmental practices. Unless, GIES is prepared to supply answers that are substantive, meaningful and relevant in terms of 'free stuffs' we have to keep the dialogue on.

To this end; for GIES' seminar- centers to flourish and attract numerous participants, our general study programs must be competitive with the best international secular alternatives. Our teachings must be equally simple and effective. So, GIES' centers will require adequate funding for physical infrastructure, as we all know, Environmental Education is not cheap. GIES will need reasonable funding to reach its goals. This is to say that we have yet to identify and quantify the sources and cost of the learning centers' finite components.

The Challenge of Attracting Donors

GIES is willing to evolve into agreements and negotiations to prove our seriousness in promoting Global Environmental Studies. By 2005 GIES had assiduously begun campaign and writing proposals to spread our message. By sending out this information, we believe the initial aim of GIES has been achieved. Reaching out to individuals, philanthropists and organizations to support our course is not propaganda but a marketing strategy, perhaps, a cry for help and advice.

Soliciting Grants

Good education is expensive these days. However, every family somehow, sacrifices to bear or pay tuition for their children. Regardless of where they live, there must always be a school available for every kid. But, to encourage students to join environmental studies classes, GIES will suggest a tuition subsidy. We are also willing to appeal for help from every corner of the world. In fact, companies and governments are the best sources of funds to pay for environmental studies, curriculum development and teachers training and more. It's GIES responsibility to inform the world's donors about the need to educate people; and, we strongly believe that they will be kind to help us. At this point, GIES will invite all school authorities and their sponsors to take a hard look at the question of Environmental education. The threshold question for governments is why grant (money) is permissible in certain schools? We are reminded that private, religious or public schools ultimately do not exist and operate in vacuum; rather, in communities where taxpayers live and need good farm land, clean air, drinking water and some sort of energy to survive. So, our big idea is to encourage all schools to look for money, wherever possible, to promote environmental studies.

Environmental Activism (Advocates) Leadership and Training

Historically, everyone knows that it is during school and college time (period) that young men and women develop life-shaping decisions. GIES is focusing on models and patterns of intensive environmental knowledge and leadership training for schools and colleges in the developing countries, if not necessary in industrial nations. GIES would suggest the creation of an international fellowship of environmental study advocates. This fraternity will seek to attract interested students, teachers and individuals to be marginally affiliated. Members of this association will periodically go on excursions, educational tours, and seminars to learn and plan public awareness of environmental issues. As time goes and with the availability of funds, GIES will advance its effective communication agenda that will be stimulated into news print, television / radio and internet organs.

This agenda will lead to a more positive portrayal of environmental studies in the media. Just as we see sports and weather reports on local news every day, so also, there must be daily news broadcast on global warming and the environment as a whole. Also, the program may provide us with topics for heated debates and constructive discussions that can inspire the public to share our concern and enthusiasm to conserve and protect our 'Law': land, air, water, solar energy.



