

Global Institute of Environmental Studies, Inc. (GIES) is a 501 (C)(3) organization working to promote environmental education.

All donations or contributions to GIES are tax-deductible.

Global Institute of Environmental Studies

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Global Institute of Environmental Studies



A Grassroots Community Service



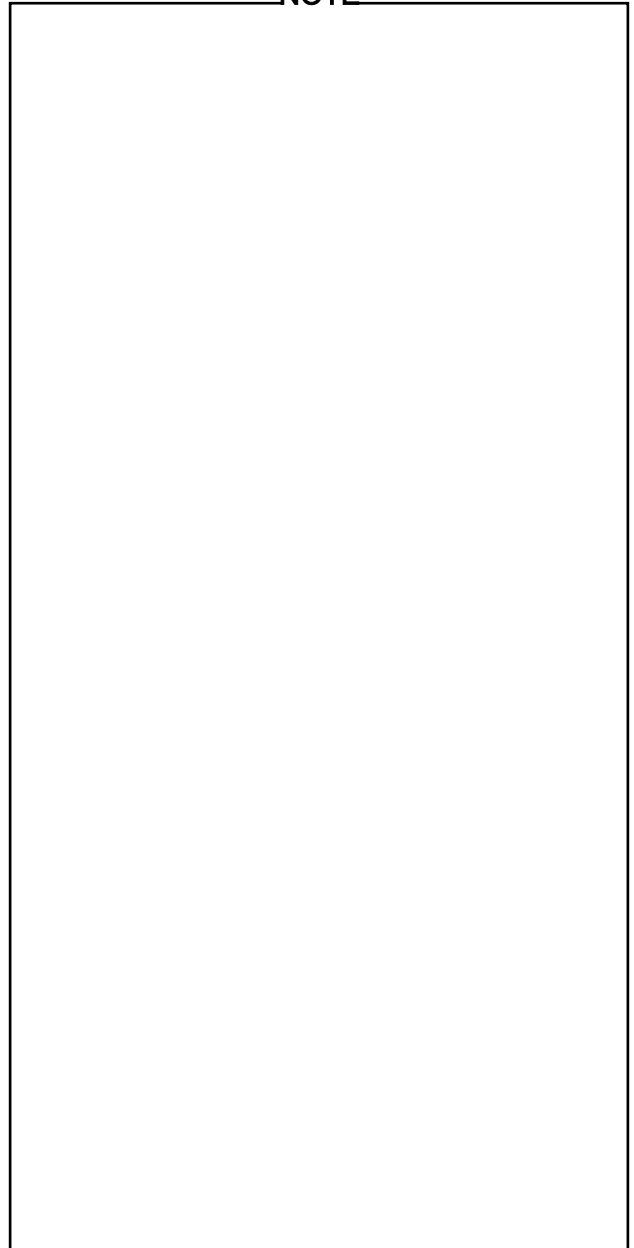
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**Learning
Occurs In
Dialogue**

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NOTE



NOTE

The 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 and 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.

Intellectual Property Notice

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Thanks.

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 co-operatives to teach sustainability and conservation of the earth. It is apolitical and a non-profit corporation; neither is it an environmental brokerage.

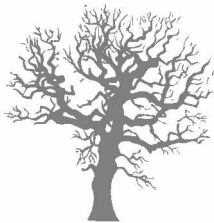
EDUCATION IS THE KEY TO SUSTAINABILITY

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 free environmental studies curriculum to most parts of the developing world.
- To encourage forming and using cooperatives to promote environmental studies.

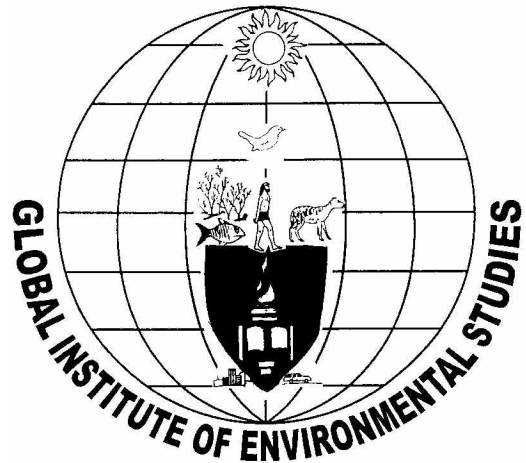
Method of Education

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



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The logo of GIES depicts the globe with the sun at the top as the main source of energy. At the center is a man as the number one destroyer of other living things and the environment. Below the man is a shield with an opened book and an academic flame. Outside the bottom of the shield are industries and a vehicle as pollutants.



The Seal of The Global Institute of Environmental Studies features the sun, land, water and air within a symbolic globe. These symbols signify to us the foundation of the eco-system and our lives. Studying the features of the Seal, in detail, leads us into the many realms of living.

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Environmental Activists (Advocates) Leadership and Training:

Historically, everyone knows that it is during school and college time periods 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 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 trips and seminars to learn and plan public awareness of environmental issues. As time goes on 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, leading to a more positive portrayal of environmental studies in the media. Just as we see sports and weather reports on the local news every day, so also, there will be daily news and broadcast on the environment, providing us with topics for heated debates and constructive discussions and inspiring the public to share our concern and enthusiasm to conserve and protect our land, air, water and the solar energy; the "Laws".

**"NOT WHERE WE STAND
BUT IN WHAT DIRECTION
WE ARE MOVING"**

— Goethe

SOCIAL SERVICES

- * Education
- * Cooperatives/Farmers' Groups
- * Community Development
- * Public Health
- * Environmental Studies

The above services are provided in conjunction with other existing community development programs that are geared towards exposing interested people to all opportunities available in the world in order to protect the earth.

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 and promote student and professional exchange programs in environmental studies.

SOURCES OF INCOME

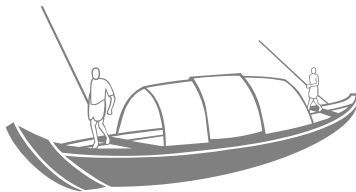
Government grants, Business and Corporation Grants, Trusts and Grants, Individual Donations, Fundraising.

WHO IS BEHIND (GIES)

The Global Institute of Environmental Studies was founded by E. Quist. It is made up of professionals who run the daily activities of the Institute. They report to the Board of Directors, which is comprised 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: USA, Liberia, Ghana, Togo and Benin. GIES expects to establish additional branches in other places of the world as funds become available.

REASONS WHY GIES IS NECESSARY

GIES was created to promote global environmental studies. Let's face it...the real proof is in the water we drink, the air we breathe, and the land we live on. If we cannot safeguard the environment for our grandchildren, we cannot call ourselves educated and smart people. Why bother then? When we trade with other nations, it is important that we travel everywhere in the world to teach environmental studies. Powerful, developed industrial or under developed poor nations are not omniscient or omnipotent when it comes to dealing with the planet 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, prevent Aids or discourage weapons proliferation. The aim of GIES is to promote institutional multilateralism in finding solutions for the problems of global warming and to curtail further degradation of our planet. The purpose of creating GIES is to unite, persuade and encourage nations to adopt and promote a universal environmental studies curriculum as the world navigates towards globalization.



Soliciting (world) Grants:

Good education is expensive these days. Nonetheless, 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 child. But, to encourage students to join environmental studies classes, GIES will suggest a tuition subsidy. We are also willing to appeal for help from donors and governments to fund part of the costs of the environmental studies, curriculum development, teacher training and more. It is GIES' responsibility to inform the world's philanthropists about the need to educate the people, and we strongly believe that they would 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 whether grants (money) is permissible to only a few schools. We are reminded that private, religious or public schools ultimately do not exist and operate in a vacuum but rather in a community where the tax-payers 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.

To this end; and, 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 studies is not cheap and GIES will need reasonable funding to reach its goals. This is to say that we have yet to identify and quantify the source and cost of the 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 advertise 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.

**"Real generosity towards
the future lies in
giving all to the present"
— Albert Camus.**



By accepting a uniform identical curriculum, international institutions will automatically reduce misunderstandings and uncertainty in order to foster or enhance future international co-operation in situations such as that of the Kyoto Protocol and the International Court of Law when some nations arrogantly or naively refused to rectify such treaties. Adopting and teaching the same environmental studies curriculum worldwide will eliminate many borders, explain cultures and follow 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 expensive and impossible for developing countries. To avoid the above, GIES' approach to environmental studies must be benevolent and exported to the poor countries in order to attract and encourage the public, students and school authorities to accept a common curriculum to protect the earth throughout the world. Needs are clear and the same everywhere: water, air, food, public health, energy, education, etc.

STATEMENT OF PRINCIPLE

The aim of Global Institute of Environmental Studies 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 living things, protecting and saving the earth to improve our own lives. We believe that, for each individual, this education will be the means of fighting ignorance. Besides, to the developing countries, it must help save the remaining forests and other vegetations with wildlife. To the industrial nations, this curriculum must help minimize toxic waste and pollution, and also encourage understanding, promote dialogue, peace and economic freedom to the poor nations. Saving the earth would not be by trading bombs, wars or using force; but rather by strong legislature and regulations. Nevertheless, by an acceptable vigorous global education, supported with good funding, self-consciousness, sacrifice and cooperation, we can protect the earth. The problem of a healthy earth is as important as that of terrorism, poverty, drought, HIV (AIDS), cancer and any other social time bomb. Environmental Studies must be an on-going global educational process.



Partnership in Environmental Education (PEE)

PEE is a collective effort of many philanthropists and donors who came together to provide funding for the promotion of Global Institute of Environmental Studies. Elias Quist who single-handedly invited ideas from professionals, experts, environmental advocates and educators to reach this far founded the partnership. Elias has committed a reasonable amount of his family capital to travel and establish seminar centers in Benin, Ghana and Liberia. 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 the tools GIES already has.

In 2005/06, PEE started the implementation of parts of its mission with regards to leadership and cooperatives. In Benin, negotiations have begun in Cotonou for the purchase and export of produce like Shea nuts (butter) for the debut of petty trading cooperatives with emphasis on the benefits of micro-economics to their local communities. Strategies are also in place to organize the indigent farmers into profitable Farmers' Groups to raise money for local communities to put in place public latrines, wells, class rooms for kids' alphabetization in certain villages. It must be made clear to the participants that the development of their community is their responsibility and not a compulsory gift from any government or foreign donor. Farmers have to understand that besides their natural resources there is no other choice for them. It is imperative that the farmers take good care of whatever is available to them. Nevertheless, we have learned in the past that it is not always easy to persuade people to learn new habits and methods of good environmental practices, unless GIES is prepared to supply answers that are substantive, meaningful and relevant.

After School Programs (To help kids with their homework after school)

Supplementary to regular school work, all school-age children can use the GIES center for after school programs such as doing homework, playing games, sporting activities, music and ballet dancing, all set up to guide the children towards environmental studies. GIES has recognized the importance and the benefit the children will derive from the center if we can find volunteers to lead and teach the after school program. We therefore believe that the presence of the children at the center will considerably reduce the financial strain and the 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 with the GIES. Representatives requesting a new center should be a member of GIES and would have completed at least six months of voluntary teaching or related duties in environmental issues at any level in a school or public place. Farmers' Groups or cooperative templates will be made available to attract new adults. The templates will have printed tracks or messages with themes that will show benefits we are hoping to gain by using natural resources wisely. The suggested Farmers' Groups or cooperatives will be designed to customize local interests. Finally, the cooperatives will be used as a marketing tool to promote the teachings of the GIES. The seminars will be repeated at different times and places so as to serve many of the communities.

GENERAL THOUGHTS AND OBSERVATIONS

- GIES believes that a simple global environmental education is needed to meet a compelling demand in developing countries and the world as a whole.
- Clear environmental problems are experienced in ultra-cyclical, global communities, in agriculture, mining, weather, food, water, forestry, etc...and are likely to last multiple years concurrently with our behavior.
- Interviews and discussions with numerous industries, communities, government leaders and other data points suggest that overall environmental education remains "strongly" weak and or neglected.
- 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 due to 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 2020 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 environmental 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 2020, 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.
- As the population continues to grow, we expect fossil fuel deposits to shrink further as oil-business earnings continue to boom.
- Topics of concern on coverage list have unique catalyst ideas in forming and using co-operatives (students' and farmers' groups) as tools for community economic development in the concept of teaching environmental studies.

STRATEGY

Form and 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 "Earth", the community, economy, politics, and the natural "L.A.W.S."* that govern their development. 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.

* Acronym for Land, Air, Water, Sun.

Library (Books, audio-visual equipment, computers, software, etc...)

A comprehensive library is feature number one of any modern learning center. The environmental studies program encompasses other disciplines as well. The size of our collection may vary greatly to cover many other subjects according to the local community where the center is situated. Every center must encourage the use of community elders, teachers, government officials and religious leaders to select and purchase the needed library books, unless the books are freely donated to the center. The participation of everyone in selecting the 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 the poor countries 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 the existing school "media rooms" to find out what is really needed in the community where the center is.



The purpose of a uniform framework is to eliminate many doubts and negative arguments and stereotypes in environmental protection issues, agreements and contracts. 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. Students, teachers 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 benefit of the free book club is to gain, share, investigate and debate natural resources theories in the presence of trained and qualified academic leaders. With the books in their possession, students and everyone can articulate the importance of reading and researching at home.

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 the seminar centers.

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 co-operatives and economic strategies to save the earth for us.

ECONOMIC STRATEGEM

For example: form co-operatives to grow corn and sugar cane for ethanol** and promote poultry farms, pig farms and fisheries to produce food locally to feed the hungry and the poor. Poor nations also do more damage to the environment because they lack technology. Everything they do depends on the environment where they live, be it in the forest or somewhere else. Poor countrymen slash and burn forests or dump raw sewage in the ocean, lake or any running water nearby where they live. Most of these poor people or nations have no money for sufficient oil import, energy security or clean air and water. Fire is often used to clear lands for subsistence farming. In addition, firewood and charcoal are the only means they use for cooking. Poverty is not a crime and poor people cannot be blamed for their behavior for survival. Nevertheless, they can be taught alternative ways of using their resources: maybe by using bio-fuel and perhaps hydroponics if they can find a loan or grant to finance that. By any means, everyone, rich or poor stands to gain from a decrease in dependence on crude oil. Developing nations can minimize their dependence on imported oil and food from abroad by switching to the use of bio-fuels, wind or solar energy. Using ethanol, especially, for running public transportation could reduce carbon emission with regards to global warming.

Ethanol could be made from corn and sugar cane. Soya beans and rapeseed can produce bio-diesel. Grow every crop that can produce bio-fuels. A typical example of bio-fuel production is taking place in Brazil where a good number of vehicles are running on ethanol. It is interesting to learn that more than 25 countries worldwide have shown interest in introducing or participating in the bio-fuels program as the European Union would like these type of fuels to account for more than 5 percent of fuel consumption in transportation by the end of 2010. Besides ethanol production, farmers of sugar cane, corn, Soya beans and rapeseed will make better use of the waste from crops grown for animal feed and other food products. So, it is believed that growing crops to produce ethanol has the potential to become a viable profitable industry in the developing countries. The Global Institute of Environmental Studies believes that with such co-operatives (sugar cane and corn farms with good funding and new technologies), ethanol will become very competitive with petrol.

Most developing countries are in the tropical climate where there is an abundance of fertile land and water. Location may be the case with Brazil as this country has become the world's most competitive producer of ethanol made from locally grown sugar cane. If policies are implemented the right way, investments will not only meet domestic demands but extend to supply international markets. Countries like Japan and Colombia, with many others, are considering the adoption of new legislations to encourage the usage of ethanol. Not surprisingly, Brazilian investors are making deals abroad to gain access into strategic business ventures.

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 the sustainability of natural resources of the earth. Either in the 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, integrated global curriculum for a wide range of audiences: the public, primary, middle and high schools. This curriculum must seek to sort out the obsolete tools and bring in new structures. Then, consult geographers, geologists, psychologists and many other professionals in the educational field to come up with the best advice to teach environmental studies in the developing countries with hunger, drought and poverty in mind. **Hunger** and **poverty** are diseases that do not help with protecting the environment.

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 of the EPA (Environmental Protection Agency, USA). Nonetheless, local and independent evaluation of the said EPA practice must be adopted to suit and serve indigenous societies worldwide. If internationally coordinated, the framework may be translated into local languages or dialects.

Funding and training Environmental Studies instructors

From time immemorial, we have been aware of teacher shortage in all schools for environmental studies. This problem is even worst for developing countries because most students do not go to college to study environmental studies for fear that they would not find a job or they just do not know what to do with such a degree. Cumulative to our mission and purpose, GIES has future plans for recruiting and training qualified geographers and biologists to assume the leadership positions in teaching Environmental studies. The criteria of selection for the instructors will be based significantly on their personal passion and devotion towards "Mother Earth" and the sustainability of our 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 legally -binding-contracts to reimburse (refund) the tuition and stipend if the applicants fail 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.

**SOLVING MINOR
PROBLEMS LEADS TO
FINDING SOLUTIONS
TO BIGGER PROBLEMS.**

Ethanol plants in the Caribbean nations are being bought and refurbished with the aim of exporting liquid bio-fuels to the US and other industrial nations. Because of the war in Iraq with other problems in the Middle East and by strong appeal to rich nations that are attracted by low-production costs with much cheap labor, foreign investors are flocking into Brazil for sugar cane and ethanol processing. Auto manufacturers like Fiat and Volkswagen are also gaining footholds in Brazil where "Ethanol-vehicle" (flex-fuel) technology is sent to trade fairs in China.

The most important environmental lesson from all of the above is that not only the farmers will gain from the sugar cane projected production of ethanol but also every city and village dweller will also breathe cleaner and better air. As a matter of public health or if public transportation were to run on bio-diesel, two-thirds of carbon dioxide and carbon monoxide emissions in any large city like Chicago would be eliminated. Also, sulfur, which is one of the most toxic gases, would disappear significantly from the air we breathe.

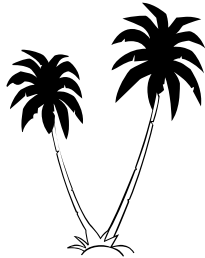
*** Ethanol, relatively, made from corn or sugar cane is blended with gasoline and used as automobile fuel. Its content of oxygen allows vehicle engines to burn fuel more efficiently, resulting in reduced exhaust-pipe emissions.*



**Go
GREEN
FOR THE EARTH**

**PLANT
A
TREE**

**IF
YOU
LOVE
YOUR
COUNTRY**



**Join us in
Environmental Education...**

**All designed to help
protect the
Earth
and Ourselves.**

Professional Training

The success in quality of environmental studies depends solely on the willingness to pay for it, the sacrifice and commitment of the instructors, and the ability to handle small groups. 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 modalities and schools systems are different in every country, GIES suggests the use of intensive seminars as a tool of training teachers and other adults for environmental studies students.

We ask all governments to develop a fast-track curriculum for training new geographers, geologists, and biologists to intervene and assist in teaching environmental studies in elementary, middle or secondary schools. 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 interactive computer games, internet and television/radio broadcasts, newsletters and many other means of dialogue.



Having observed the above, the teaching of Environmental studies must be taken to a new creative level. GIES has chosen to concentrate on four goals:

1. Good and adequate funding.
2. Enhance the simple quality of seminars.
3. Augment or attract a number of both instructors and students into the program.
4. Promote Environmental Studies in all high schools and community colleges. Teach it as we teach religion or English language 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.

Enhancing the Quality of Environmental Studies

Presently, no school or private institution has enough resources to tackle all the educational needs of a modern environmental studies school. A few of the needs include: Technology in audio-visual equipment, training of personnel/technicians, and development of a new curriculum to include:

1. Ethical foundations of Urban/Rural Community Development
2. Principles and Process of Community Development
3. Urban Policy and Community Planning
4. Community Analysis
5. Conflict Resolution
6. The Process of Democracy
7. Hunger and Poverty

Also, institutions must find ways and means to provide grants for seminars and forum centers for debates and daily or weekly discourse in topics of environmental problems and solutions on radio and television.

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 questions such as: Who is an advocate and seeks the welfare of the earth we live on and the quality of our lives within where we live? Is it interesting to find out who looks at or plans our community's economic development, garbage removal, political relationships, community schools, and children's safety, laws, crime and residential housing? What about the purity of the air we breathe or the water we drink and its distribution in the inner-city and the suburbs?

The response to any of the above questions 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 the ethics of a good citizen to educate others.

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 (FORM):

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 with instructional material. Nevertheless, 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 about our community issues. At the end of the seminar, a general familiarity with the subject discussed is expected of all participants.

Everyone Needs "LAWS"**LAND****AIR****WATER****SUN****Use some, Conserve
and Sustain them
for Our Children**

For us at the Global Institute Of Environmental Studies (GIES), education through SEMINAR has become the impetus to develop dialogue and forums aimed at teaching environmental studies. Seminars are the 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. The above education must be done with serious focus on small discussion- groups in schools, 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. Besides Northeastern Illinois University in Chicago, there is no other higher institution in the city that offers Environmental Studies in its curriculum. This may be translated as the importance of these studies has not yet sunk deeply into the minds of governments and school authorities. Everyone is talking about our environment but nothing serious is being taught about it.

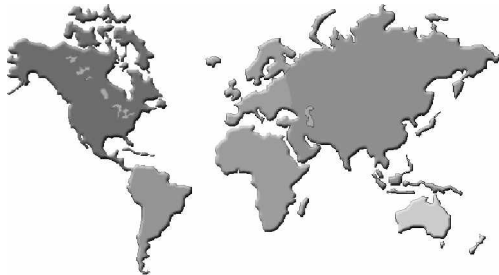
In addition to the scanty enrollment in a few universities, environmental studies instructor salaries, and instructional materials in the universities are problematic. Instructors devote more time to the teaching of Geography than to Environmental Studies. The few study programs (courses) are remarkably good but the method, quality, and quantity vary, according to the taste, skill and extra-curricular activities of every instructor.

PROJECTS (BIG IDEA)
GLOBAL INSTITUTE OF ENVIRONMENTAL STUDIES

Civilization has excelled very much in technology for some people, countries and even for some domesticated animals, reaching the pinnacles of financial, educational and social success. But, what good has civilization done for the earth or may we ask, what good is man's presence on the earth? Is man the number one destroyer of our environment?

The common efforts committed to integrating conservation and protection of the earth were not locally and globally matched or fairly distributed in investments towards environmental studies. For example, 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 are lacking the basic informative education about our own surroundings and the **"laws"** that govern the earth. (Here, "laws" is the acronym for: **Land, Air, Water, Sun.**)

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 sun nobody will survive on Earth. Our environment, with all its sociological and geographical influences, greatly contributes to our food, health, love, politics, aspirations, emotions and the process of community development.



Name: _____

Address: _____

Country: _____

Tel # _____

Fax # _____

E-Mail Address: _____

	Language	Spoken/Read	Written
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

What subjects are you interested in?

Level of Education:

(This will help with grouping)

Voluntary Donation \$ _____

What else can you do or contribute to help with Environmental Studies?

Who to contact for emergency?

Name: _____

Address: _____

Tel # _____

Relationship to you: _____

Thank you very much.

**GLOBAL INSTITUTE OF ENVIRONMENTAL
STUDIES, INC. (GIES)**

Seminar Survey/Evaluation

Topic Discussed: _____

Location: _____ Date: _____

GIES would like to have your evaluation of the seminar that you have just participated in. Feel free to expand your comments and critique, positive or negative.

How would you rate the seminar in the following categories?

(6) 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 depth

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

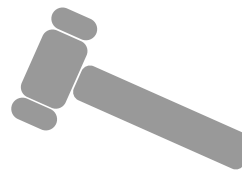
G. Adequate dialogue opportunities occurred to express learning and receive feedback

6 5 4 3 2 1

H. Critical thinking is further stimulated

6 5 4 3 2 1

**The basic priority
in
Environmental
Protection
is to establish
a sound
governmental authority,
provide justice,
protect human rights
and find
basic needs
for shelter
and food.**



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 the American, 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, green lawns for the suburbia, sludge or sewage from mega cities, acid rain from factories, toxic waste, corruption, fraud and secret energy meetings...are some of the problems with our lifestyles. GIES thinks everyone has a personal moral responsibility to be a decent public servant to protect the welfare of our only planet. The only way to reverse global warming is to reduce what we waste. Our sense of responsibility must include sustainability in all aspects of our lives. Global Warming, drought, and flooding are the by-products of our global lifestyles.

Are there other dialogue/learning/enrichment activities that you think would have strengthened the seminar?

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

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

General Comments.

For items 1-9, carefully read the statement and circle the response which indicates whether you Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). If you find the statement does not apply or you have insufficient data to make a reasonable judgment put an (O) in the parentheses before the number of the statement.

- () 1. The speaker was well prepared and organized in presenting material during 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 helpful.
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

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 population growth?

There is a warm desire for globalization in terms of trade; but not much is being said about peoples' culture, languages, religion, immigration, education and many other things like drinking water. Does globalization imply the removal of borders or the use of one single currency worldwide with the same environment protection laws? Are we talking about free trade that undermines national security? I am confused!

**For the sake of mankind,
men must learn to work and
dialogue together for sustainability.**

**It's not capitalism or imperialism
neither it is socialism nor something
else with religion or culture and race;
but it's schism and greed with ignorance
guided by hatred that is the problem
in protecting our environment.**

**Think and think harder about the earth
you would leave for your children.
It's all about land, air, water
and maybe the sun energy.
Everyone needs them.**

— ELIAS QUIST

- () 7. Speech, hand-out, papers, projects supported the purposes of the seminar and the education.
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 on Earth.
4 3 2 1

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

1 2 3 4 5 6 7 8 9

Thank you very much.



Staff

GIES uses local professionals (volunteers) as guest speakers and instructors. We provide them with transportation and instructional materials. Occasionally, expatriates 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. Their selection is based not only on their knowledge of the subjects and experiences but on their interest in promoting a better living condition in our communities.

Additional Staff Members and coordinators

BENIN

GHANA

LIBERIA

TOGO

U.S.A.

THE "LAWS" (LAND, AIR, WATER, SUNLIGHT)

Learning
Occurs in
Dialogue

Good living depends on the power of Land, Air, Water and the Sun. "LAWS". Life and conditions do change, but, when the Laws changes, we may be in serious trouble; and, that could be climate change. Hence, to Be in harmony with ourselves and the Laws, We may have to investigate ourselves.:

Benefits/Results

- Re-examine our behavior, change our life styles and re-focus our mind on a positive attitude of the laws. Acknowledge ourselves as another simple, but complex creature that must share the earth with other animals.
- Our environment is 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.

Attitude

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than success, than what others think, say or do. It is more important than appearance, gift, or skill, it will make or break a company... a church... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react."

— Charles Swindoll



SELF ESTEEM AND IMAGING

Learning
Occurs in
Dialogue

In today's society, showing ourselves negatively, positively, may influence or affect our behavior as well as others. Our actions or attitudes and decisions mostly depend on the image we portray as individuals within organizations or publicly. 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, behavior and images. 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, comfort and skills with multi image approach.
- Treat, handle multi-complex projects with professionalism and confidence.

UNDERSTANDING, TOLERANCE, LAISSEZ-FAIRE

Conciliation/conflict resolution

Learning
Occurs in
Dialogue

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 failed to hold negotiations. Group members must have a sense of understanding, tolerance, patience, forgiveness and a kind of "Laissez-faire" attitude in finding solutions to conflicts.

Benefits/Results

- Find and understand the source of the conflict.
- Find an appropriate time, place to create a healthy atmosphere for discussions and negotiations.
- Frantic, open dialogue of sensitive matters.
- Negotiate, twist arms, make deals to reach solutions on respect and mutual benefits.

Elias I.K. Quist



Contact eiquist@yahoo.com

Nationality Liberia/Benin

Born 1950

Current Responsibilities

- Founder, President and CEO: Global Institute of Environmental Studies (GIES)
- International Coordinator/Project Director of GIES
- Guests Services Coordinator, Four Seasons Hotel, Chicago, Illinois

Main Fields of Expertise

- Public Relations
- Organizational Management
- Eco-tourism, Tours, and Excursions

Recent Tasks

- President, Benin Association of Chicago (96-06)
- Instructor, Boatswain High School, MCSS-Liberia (78-80)
- Administrator, MIM Timber Company, Liberia (80-89)
- Assistant Funeral Director, G.T. Brownell Funeral Parlors, Liberia (85-88)

Languages

- French - English

Degree

- BA North Park University, Chicago, USA
(Organizational Management)

Certificates

- Community and Family Studies
University of Chicago, USA
- English Language
University of Michigan, USA
- Journalism Training Courses
Ministry of Information, Cultural Affairs and Tourism,
Monrovia, Liberia

Graduate Student

- Geography & Environmental Studies
Northeastern Illinois University, Chicago, IL. USA

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 the sun (laws). GIES seminar is designed to help anybody conduct discussions to recognize the urgent need of understanding the connection between our **environment, humans, 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 the sun.) The "LAWS" is the foundation of our eco-systems. The environment (Earth) encompasses natural and human-altered systems. Population growth is the number one contributor to the degradation of the natural environment; and, relatively, those alterations may have negative impacts on both the earth and human well-being. The relationships between humans, natural, and altered environments 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 state ments by politicians, newspapers and news reports on current events to enhance topics of the seminar.
- Ask the participants to read and discuss articles (handouts) environmental issues from local or international newspapers.
- Debate or view the issues mentioned in the arti cles on four perspectives: Environmental, Economic, Social and Political.
- Gather and discuss how the four perspectives are related to you **personally**, your **community**, **country** and **internationally** in dealing with natural resources' sustainability.
- Remind and inform the participants that scarcity of commodities or productive resources may require choices that bring about opportunity costs.

STRATEGIC DIALOGUE PLANNING

Learning
Occurs in
Dialogue

Strategic planning involves planning that incorporates the workshop method for developing consensus and the dialogue method for effective group communication and an implementation for converting good ideas into productive actions and positive results.

Benefits/Results

- Group's visions are exposed
- Obstructions to visions are removed
- Focus on alternative directions
- Identify and design new action plans
- Adopt and communicate results

PROJECT/EVENT PLANNING

Learning
Occurs in
Dialogue

This project is a dialogue which focuses on finishing relevant events. No procrastination. The discussion helps facilitators, teams and organizations carry out successfully the plan they have created. Event planning has tools and methods that help start or modify old projects to a positive closure. This dialogue is good for group leaders, teachers, grass-roots activists and in fact students.

Benefits/Results

- Find solutions in alternative plans.
- Analyze team work to initiate dynamic plans to keep momentum alive.
- Review, reposition or substitute pro- jects that are in good process.
- Finish the task, praise and reward, congratulate team members and celebrate success.

ACTIVE PLANNING METHOD

Learning
Occurs in
Dialogue

Come up with a new effective plan. Analyze available and needed resources. Assign capable members to tasks for prompt actions.

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

Learning
Occurs in
Dialogue

A professional year-long dialogue training program in Environmental Education. 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. These meetings will also afford communities with democratic process in dealing with environmental problems.

Concentrations

- Four days of dialogue each quarter (16 days/year). Intensity on theoretical and cooperative experimental and practical learning.
- 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 communities.
- A clearer and precise comprehension of an environmental problem and world view about the importance of dialogue as a learning tool.
- Acquiring new skills in processing complex information regarding environmental degradation situations.
- Correlative group of colleagues engaged in continued constructive dialogue.

Points of reference to every topic.

- Show that scarcity of resources implies changes and choices at personal, community or societal and international levels.
- Show that most decisions imply opportunity costs, and weighing the costs, benefits and results are related to alternative choices of resources locally or internationally.
- Show the differences and the evaluation in choices that opportunity costs are subjective and differ greatly among societies, nations, and individuals.
- It is important to explain and understand the concept of international trading and organizations like WTO, NAFTA, AU, EU, etc, import, export, EPA, Tariff, customs duty, prices, VAT, and 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 or 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 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.

Sustainable Goals For Farmers' Groups

(Co-operatives) Point of Focus

Suggest or encourage use of local simple (action) mechanism 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 the needed resources, i.e. purchase solar energy equipment or wind mill for a community's (cooperative) energy supply.

Construct and Promote

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

Each one must be a positive team player

to work cooperatively to finish tasks, seek solutions and set new goals.

Show love and demonstrate respect

for others' religions, feelings, rights, culture and points of view.

Explore Individual Strengths

for the benefit of your team, identify and avoid causes of conflicts. Dialogue, negotiate, and reach consensus and compromise when working with a group.

Take a positive attitude

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

GIES' COOPERATIVE INTENSIVES

Dialogue for Environmental Studies

FACILITATION METHODS

Everyone needs these processes for participating in a group discussion to gain experience and explore ways to apply them to our every day environmental studies.

THE CONVERSATION METHOD

Learning
Occurs in
Dialogue

A structured process that helps everyone plan and facilitate a constructive exchange of ideas. You will learn ways to involve a group (Community) in finding solutions to difficult environmental issues. This method will improve or prove 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 answers that bring out frantic feedback in conversation.

THE WORKSHOP METHOD (COLLECTIVE OPINION)

Learning
Occurs in
Dialogue

This is a problem-solving process. It needs a team-work and active participation. Small groups' diverse ideas in consensus to support new levels of cooperation. Accept the majority view. 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.

Each topic is identified with a letter(s) and number code. The letter indicates 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)

- E1 -Solar
- E2 - Wind
- E3 - Hydrogen
- E4 - Water
- E5 - Fossil fuels
- E6 - Nuclear
- Etc...

Transportation (T)

- T1 - Chariot
- T2 - Trains
- T3 - Airplanes
- T4 - Motorcars
- T5 - Bicycles
- T6 - Boats
- Etc...

**"THOSE WHO BRING A SUNLIGHT
INTO THE LIVES OF OTHERS
CANNOT KEEP IT FROM THEMSELVES"
— James Barrie**

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 a historical point

When, how, where and what were the benefits, values, results, and who was interested in that situation? Make new changes if necessary.

Think of alternative methods of actions.

Use available means to sustain whatever you have. Remind the group of co-operative benefits on a long and short-term basis. Explore both global and local connections and encourage positive globalization if needed.

Summary of Key Concepts

Apply the above framework to any topic selected for discussion.

Keep a record of every seminar you attended.

**"STUDY NATURE AS
THE COUNTENANCE
OF GOD"
— Kingsley**

Suggested Topics for Discussion

Farmers' Groups or Cooperatives

- Farming/Agriculture
- Crops: sugar cane, palm trees, corn etc.
- Poultry
- Pig farming
- Fishery
- Credit Unions
- Woodwork shops
- Block making shops
- Sewing/Dressmaking and Tailoring shops
- Masonry/Stonework
- Barbering/Hair dressing
- Restaurant
- Vegetable garden

Community Development

- Housing
- Street/Roads
- Education/School
- Public transportation/Train
- Marketing
- Energy/Solar
- Water supply
- Democracy, Economic Freedom and globalization
- Rural Development
- Electricity
- Water treatment
- Stress and distress in modern society
- Supply and disposal
- City sprawl
- Security & Insecurity



Public Health

- Hygiene
- Aids prevention
- Malaria
- Nutrition
- Water purification
- Pre-natal care
- Family planning
- World food supply
- Food from Oceans, Lakes, and Rivers.
- Drug and Alcohol abuse
- Domestic violence
- Child Labor

Environmental Studies

- Re/Deforestation
- Organic farming
- Recycling
- Solar energy supply
- Air/water pollution
- Landfills
- Wind farms
- Wetland
- Environmental economics
- Natural resources economics
- Natural resources conservation
- Ecosystems
 - Population Dynamics
 - Agricultural land
 - Mineral use
 - Resources
 - Forestry
 - Grassland
 - Wildlife management
 - Pest and Pest control
 - Toxic and Hazardous wastes
 - Solid and liquid wastes
 - Pesticides