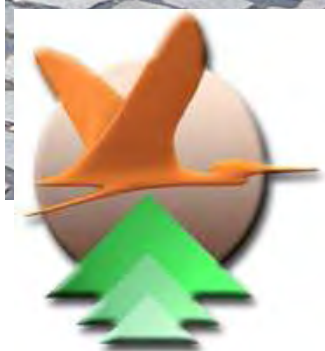


Global Forum for Environmental Education

Volume 19, Number 2, February 2010



*Recollections and reflections of
the 23rd CEI Conference in
Aberdeen, Scotland 2009*



Caretakers of the Environment International
A global network for teachers, educators, and students

President's Message



Birgitta Norden, far right, upper left photo, with her Klimatting ETT delegates, in composite with Indonesia (top right) and CEI USA- Oregon (lower right) during the CEI Video Conference 13 November 2009

To all friends, delegates, colleagues, teachers and students with past, present and future participation in Caretakers of the Environment International, we wish you the very best for new decade! Thank you for your continued support the CEI principals and for inspiring all of us with your excellent work learning in so many countries all around the world. As we finish one school year and begin a new one, we have many tasks. But it is also a time to renew relationships, make new friends, and learn about our similarities and uniqueness's within our CEI network. I am very excited that our 24th annual conference is being hosted by our admirable and enthusiastic colleagues in Indonesia, Stien J. Matakupan, and long time CEI friend and advocate Suryo Prawiroatmodjo . I am very pleased that the Indonesia theme is Culture and Biodiversity, as we often do not explore the linkages between these powerful forces in our everyday practices, and in environmental education for sustainable development. Please see the information in this Global Forum about the 2010 conference and visit their website at cei2010.org.

This issue of the Global Forum is one of our largest ever. If you have difficulty printing this issue, please let Dan know so that we can make arrangements, perhaps with a nearby CEI colleague. We regret that is not economically practical for us to print copies of the mid-year issue, as only the annual conference issue is printed. Please take the time to read through. The GF strives to reflect your individual and collective work, concerns, achievements, challenges and innovations. Please enjoy the reflections from students from the dynamic 2009 Aberdeen, Scotland conference and other motivated youth and educators.

Tasks for Preparing for 2011 CEI 25th Anniversary: Measuring Our Impact

We will be celebrating Caretaker's 25th Anniversary at our CEI Conference in July 2011. This is not only a milestone; it is an exciting and excellent opportunity to share what has happened in each of the countries and CEI Chapters of everyone who has ever participated in Caretakers of the Environment International.

We are planning a special 25th Commemorative Issue of the Global Forum. Each country/chapter will be allocated a full page to share pictures, activities and their own milestones. But the most important component will be to reflect and then submit your own assessment of the positive changes – measuring the impacts - that have been made locally because of participation and affiliation with CEI. These can be physical and visual – such as restoration or rehabilitation of a place. Or more abstract, such as the impact on individual and collective young persons' lives as a result of CEI. It could also be a new partnership, or a shift in attitude or behavior, as a result of CEI affiliation. No impact is too small to measure. You may begin **sharing your accomplishments within a 12-month window beginning 16 May 2010 through 15 May 2011** to allow time to edit and publish. All text needs to be in Microsoft Word 97-2003 format, with separate photos, logos and art in either a tiff or jpeg format. Please, no special formatting as many different systems often are not compatible. Send to dan.hoynacki@oregonstate.edu as email attachments.

The continued strength of the CEI organization lies in the depth of knowledge and diversity of its participants. The common ground we educators share with our students is that we both have much to learn and understand. Our ability to continue and grow our work is a direct reflection of how we communicate and participate. We realize that everyone cannot attend our annual conferences; we have begun experimenting with youth video conferences during the school year. Please let us know if you would like to be part of this bold and rewarding experiment.

Birgitta Nordén

President, Caretakers of the Environment International



Hjalmar Norden, left, with Ukraine teachers and student at Klimatting ETT conference, November 2009

Note from the Editor

It is again my pleasure to edit this 2010 "Mid-Term" issue of the CEI Global Forum. This edition offers a wide range of new information, reflection, great work that is happening between annual conferences, and call to participate in the next annual conference, plus the new video conferences planned for during the school year I am happy to accept material for publishing consideration year round. Comments, call of attention to spelling or address errors are most welcome at: dan.hoynacki@oregonstate.edu. I look forward to visiting with you and listening for feedback during the Indonesia conference in July.

- Dan Hoynacki

Caretakers of the Environment International - A global network of teachers, educators and students

CEI 2010 – Aberdeen, Indonesia:

A Greeting from our Host

Looking Back At the Aberdeen, Scotland 2009 Conference

Every Caretakers Conference is Unique

The 2009 conference in Aberdeen marks my third consecutive Caretakers conference. Over the years I have spoken with dozens of delegates, and although each came from a different country, or spoke a different language, the one unifying idea that brought them together was the concept that the world truly rests in our hands.

This year, we decided to do a dual partnership with a school from Austria and a school from Poland. The months spent in preparation for the conference in Aberdeen seemed to speed by, with each passing week either marking a video call with our international teammates, or a presentation to our local rotary club. The theme we found with all of our projects was they all had to do with stormwater management techniques from our three countries. The Oregon, USA team looked into a variety of innovative stormwater management techniques used in our area. We decided to showcase rain-barrels, green roofs, bio-swales and pervious pavement. We also chose to use video as a major component in our project to show each of these techniques in action. Our teammates from Poland also covered innovative stormwater management techniques used in their area and its importance during major rain events. The Austrian delegation showcased a flood that occurred in their area and the measures taken to prevent a reoccurrence. We also learned from the Austrian students who analyzed over 30 years of data. They found that average low winter mountain temperatures have risen 5 degrees Celsius during that time, causing reduced snowpack, glacial melt, and more severe flood water.

Even in a time when an international video chat is a mouse click away, getting a dozen or so teenagers online at the same time is still difficult. And yet when we successfully connected with our partners, we not only got a sense of relief and validation, it truly started the process of unification. Weeks ticked by and ideas developed into actual presentations, we finalized our videos and added them to our power point, and then we boarded the plane. When we met our delegate teams in person for the first time, the awkward introductions were non-existent as we delved into our projects and the similarities and differences. Having worked on projects thousands of miles apart we still had the feeling that we had been through the difficulties and triumphs as a team. With the conference starting with this sense of camaraderie established at the very beginning of the conference, the next seven days pass like a reunion of old friends.

As the conference progressed, the cultural evening came earlier in the week than at the last two conferences. The benefits of having the cultural evening so soon in the conference are that it is the ultimate icebreaker, with each delegation presenting a colorful piece of their culture. After the weight of the cultural evening out of the way, delegates tend to break away from the groups they came with and open up to the literal nations that surround them. The

presentations remained the most stressful part of the conference for me personally, but with the knowledge that everyone in the room was just as passionate about our topic as we were, it lessened the anxiety of public speaking. The video aspect of our presentation failed miserably, but one of the benefits of presenting to a group of international youth is that although language maybe a barrier, there is no lack of understanding.

To say that one conference is better than its predecessors would be an injustice to the past. To be fair, every conference should be admired as its own wonderful week. At times the influence of past conferences is obvious, and at others the conference seems so dazzling and new. The experiences I have acquired over the last three years have had an impact on my life that cannot be measured. Before Caretakers, I was planning on being a lawyer, and now after just three years I think I have found my true calling in the environmental science field, with a focus in environmental education. I feel that although I am still in my youth, looking to the future brings forth images of I can influence to carry on the legacy that we and those before us have so honorably bared

Zander Johnson-Alvarez
Early College High School
Salem, Oregon, USA



John Rogers, Deputy Mayor and elected to the city council of Aberdeen at age 18, learns about the stormwater management project from students

CEI 2009 Conference Highlights

Caretakers of the Environment International 23rd Conference July 5-11, 2009

Aberdeen, Scotland

Theme: Sustainability Together: Working in Partnership

The sound of bagpipes filled the air during the 2009 Caretakers of the Environment Conference at Aberdeen University in Scotland. 250 high school teachers and students from 20 nations - Austria, Belarus, Colombia, Denmark, France, Germany, Greece, Hong Kong, Hungary, Indonesia, Ireland, the Netherlands, Poland, Portugal, Russia, Scotland, Sweden, Tanzania, Turkey, and the United States - listened to experts, reported on local projects, attended workshops and explored the Scottish countryside.

The conference opened with reports from members of the Aberdeen City Youth Council and the Scottish Youth Parliament. Then, Dan Hoynacki of Oregon State University, USA, asked Caretakers to form small groups and discussed rights and responsibilities related to climate change. Students presented their projects at a public **Eco-Fair in downtown Aberdeen.**

For opening ceremonies, **Bagpiper Kyle marched into the auditorium followed by flag bearers representing country delegations.** Birgitta Norden, president, officially opened CEI 2009. Some comments from Scottish and UK speakers at the opening and throughout the conference:

- John West, Deputy Mayor of Aberdeen City Council reminded youth that 50 to 60 year olds won't be alive in 2050, so young people must change things. *"Don't let youth or lack of experience hold you back,"* he said. John was elected to the city council at age 18.
- Iain Todd, Areg-Aberdeen Renewable Energy Group, claimed that plans to build a wind platform at sea and Aberdeen's Renewable Test Center for Wind will research safety issues. *"Careers in renewables will be huge,"* Todd said, *"But who will be the watchdog for these renewable energy activities?"*
- Bob Keeler, of PSN Oil and Gas, UK, defined sustainability as improvement but with responsibility and said, *"We have as much to fear from environmentalists' impact on development as development impact on environment."*
- Ian Hay, East Grampian Coastal Partnership, spoke about whales and dolphins in the Northeast.

Student Projects (Many involved international partnerships)
Environment and Health in and around Maastricht, Netherlands

Students reported that cars and trucks, factories and mines from the nearby highway, the Dutch Cement Industry, Dutch State mines, and factories that make plastics and drugs along the Ruhr River in Belgium, polluted the air they breathe. They described a nearby school which has solar panels and is carbon neutral. Its solar panels turn to catch the sun at different angles; water heated by earth's warmth to heat the building; and the school sells excess energy so it will recover initial costs in 19 years. Because teachers commute to school by car, the students said, "Teachers emit too much CO₂."

Germany, Scotland and Belarus Study of Danube River

Students interviewed fishermen and conservationists about the condition of the Danube River, the second longest river in Europe. Students described a widened area of the Danube in Bavaria where a hydroelectric plant causes floods in nearby towns. A fisherman explained that eels live in the Danube before they return to the sea, but, Hydro-electric plants kill and torture our fish, and then sell it as green electricity," said a fisherman. A conservationist added that fish in the backwaters are a step from extinction; and the riverbed is covered with algae that ferment, releasing methane.

Scotland - Save the Red Squirrel Project

Students claimed that saving Scotland's red squirrel is difficult because farmers don't want squirrels in the highlands because they harm livestock; and red ground squirrels get

terminally ill with squirrel pox from gray squirrels, an invasive species from North America.

Belarus - Protecting Native Species

Belarus students investigated endangered animals: lynx, the white stork, and European bison. Lynx were killed by hunting, predators and illness so Belarus needs to ban hunting, increase punishment and create nature reserves. The white stork - which lives in wetlands and nests on roofs and chimneys and is a symbol of Belarus - is endangered by agricultural pesticides and unfavorable nesting places. The Wisent or European Bison needs to be protected by preventing inbreeding, creating a gene bank and taking a census. The teacher added that, with the support of Zomel State University, she would introduce environment into biology curriculum and ask students to write newspapers, and raise awareness.

Aberdeen, Scotland - Moving from Being an Oil and Gas City to a Renewable Energy City



The CEI 2009 parade to the cultural celebration continues behind bagpiper Kyle (front cover) with Netherlands delegates

Students reported Finland's interest in Nuclear energy, Scandinavia, in biomass, Denmark and Scotland in offshore wind and wave power. Among the 21 European Union countries, Finland plans nuclear energy, England is considering it, and Scotland will avoid it. Imported gas from Russia is uncertain politically so Scandinavia is looking at biomass and Denmark has renewables such as windmills, and wave dragons. Scotland will have more gas and will operate on the precautionary principle (to do as little harm as possible to sea creatures) in developing offshore wind and wave power.

Denmark and Greenland – Innlandice and Climate Change.

Students prepared questionnaires to inform fellow students about the warming of Innlandice in Greenland, a frozen area that contains 1/2 of the worlds freshwater. Innlandice has warmed more than 7 degrees Celsius so lakes form on the surface, doubling the speed of melting into the ocean. Animals and hunters are affected as water evaporates, more clouds form, winds change and more rain falls. When the ice disappears completely, Greenland will be two islands.



Colombia - Environmental Youth Organization

Students reported that 20 countries produce 80% of greenhouse gas emissions that lead to global warming. Overpopulation, higher poverty and too little food are made worse by the problems of permanent ice melting, increased storms and spread of diseases. Students talked about The UN Millennium Development Goals - to end poverty and hunger, and reduce child mortality, malaria and the number of people without clean water. Since Students said most people in Colombia are poor and depend on natural resources such as fish, coffee, banana, sugar and livestock, so they are vulnerable to climate change. The country's goals are to stabilize CO₂ in the air and create awareness of the problem. Colombians use plants that store lots of CO₂ and they harvest sugar as biomass energy. However, plants die, decompose and release CO₂ and methane into the atmosphere. To counteract this, they propose anaerobic digestion of plant waste to make biogas energy. (You oxidize biogas in the presence of sunlight, which produces H₂, N₂, and solids, C, S. Oxidation by chlorophyll - combines 2H₂ + O₂ -> 2 H₂O + energy.) This energy is produced without any toxic emission and you can measure the amount of CO₂ removed.

France and Denmark : Energy and Wave Dragon

French students studied how food and agricultural waste on farms can yield biomass energy. In Germany, Austria, Denmark, Switzerland and Italy, food waste is recycled into methane gas. In France farmers collect manure, crop remains, straw, and crops and put them in an anaerobic digester with bacteria to produce biogas: methane (CH₄.) The biogas is light so it rises to the top and the methane is pumped out for producing electricity and heating houses.

Denmark: Wave Dragon

Students described how the wave dragon pulls ocean water through a turbine to produce electricity. The wave dragon must be easily seen to avoid collisions but not seen from shore; and it must be placed where waves are strong, and where it doesn't disturb sea life. The advantages of a wave dragon are that it has a one year energy payback; produces twice the energy of biomass; and 1.25 times more electricity than wind.

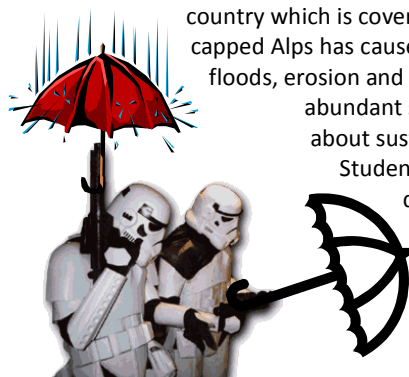
Revolutionizing the Three R's: Reuse, Recycle, Rethink" Earth Club, Birch Waltham Lenox School New York City, USA. Kevin Lee, Victor Zlatanic, students: Rhonda Rigrotsky, teacher. Students encouraged green minds and green habits by

replacing toxic markers; designing a new recycling receptacle for paper, cans, and plastic; and recycling batteries, empty cereal boxes and filling a school bus with old computers.



Poland, Austria, USA - Stormwater Management

Austrian students explained that the warming of 2/3 of their country which is covered by the snow-capped Alps has caused more droughts and floods, erosion and mudflows. Water is abundant so people don't think about sustainable use of water.



Students analyzed historic data between 1979 and 2009 and found a 4 degree Celsius rise in minimum rather than the maximum temperatures that most look at to indicate

Stormwater Troopers

warming. Increased stream velocity also causes more erosion and mudflows so the Austrian government may restore the meandering state of rivers.

Polish students showed pictures of the 1997 flood when floodwaters rose 3-4 meters (10-12 feet) high in buildings and nobody provided aid. They noted that stormwater can be collected from roofs in rain barrels and so people can use for washing or watering gardens, before rain sinks into the ground. To avoid another flood, the city plans to build a dam across the river.

Oregon, USA students talked about innovative stormwater management in their state where it rains 7 months a year. Students built both a model green roof and helped install several green roofs in a Salem sustainable community. Although road pollutants, fertilizers, pesticides enter storm drains this stormwater is a resource that could be cleaned and recycled with proper management. They presented their project as a community outreach message to several community service organizations and other school classes. The Cascade Tree Hippiers partnered with Indonesia to "Plant 1000 Trees" as an effort to offset carbon in the atmosphere. The rural Cascade School group also began a multi-year project to restore the understory of two forests on school property.

The John Muir Trust Award was given to students for work at the CEI conference. **Stien Matakupan** presented a

video and invited Caretakers to explore the theme
Biodiversity and Culture in Malang, Indonesia July 4-10, 2010
<http://www.cei2010.org>

Workshop Sessions - Tours and Activities All delegates were required to participate in one of the workshop tracks over two days:

Art in the Environment: Arts
Art in the Environment: Drama
Biodiversity
Coastal Ecology
Culture and Eco-Tourism
Future Energies
Media in the Environment
Waste and Recycling
Water and Wetland
Woodland and Forestry
Culture Workshop Evaluation



Teachers - from Denmark, France, Russia, US and other countries agreed on the qualities of a leader: someone open to change, lifelong learning, personal development and experimenting with ideas; someone who is able to justify decisions; has a collaborative approach to sharing ideas and methods; and a flexible approach to teaching.

Action Plans:

- Deaf students in Portugal will enlarge biodiversity website.
- French teachers will serve as a CEI contact.
- Andrew Cox of Ireland will help set up a blog for national branches and a blog for student alumni.
- A German teacher suggested that each group put a page on the internet with anecdotes, poems, etc. and that students summarize their conference experience in their own language and English, with prizes for participants.
- Website can use photos and art to educate students.
- Face book mentions CEI, so the CEI board was asked to post information every 2 weeks. However, teachers of Ireland and Turkey said Face book is blocked.
- Colombia teachers will set up a student guestbook per Alessandro – Colombia.
- Anne Marie Begg of Scotland asked that a European branch of CEI be established to get sponsors and grants.

Student Alumni Council: Armand Wachelder of Netherlands will work with Soren Brun of Denmark on a blog. They will work with other council members to communicate and organize with students and the CEI board. He also suggested staying with "Rights and Responsibilities" workshop; and that student alumni group be part of the conference agenda. He reminded the teachers that student alumni is an ever-



changing group. They stay 2-3 years. Try a pilot for 2010. Armand and Natalia will be in communication and other alumni can contact them before the conference and give them functions

Anne Marie Begg quoted Albert Camus, "*Don't walk before me because I may not lead. Don't walk behind me because I may not follow. Walk beside me and be my friend.*"

Ceilidh: During this evening of Scottish dances, students and teachers from Hungary, Indonesia, Denmark, and other nations stamped their feet and swung their partners and recalled the joy of sharing ideas and ideals with friends.

Isabel S. Abrams
CEI Board of Directors

Statement on International Partnerships for CEI Projects

We all had an opportunity to experience an innovative way of carrying out the Caretakers of the Environment International conference which was working in partnership and putting up the results together. This was advantageous in many regards as it made us not only think up innovative storm water management solutions, but also find those solutions together.

First of all, the cooperation went smoothly in most cases, because we were in permanent contact by e-mails; the only impediment were time-zones' differences. An arranged video-conference facilitated us evaluating work we did and contrast the results. After all, it made our thoughtful work more effective and beneficial.

Furthermore, we really appreciate we had a chance to confront the distinctions of the local environment. We discovered that the climate in Oregon is completely different than the one in Austria. This propelled us forward to think about various resolutions. As active participants, we gave one another the hints how to change that work for the better. All things considered, our mutual efforts made our job outstanding. In our point of view, unilateral job would be much more inefficient and would not stand out. Austrian and Polish groups presented the solutions of saving precipitation in changeable climate while the group from the USA delineated various forms of preventative ways in the climate of relatively constant rain. Our final mark is 5 out of 5.

- Adam P. Ziemia
CEI Poland

CEI 2009 Experience

I had the most amazing experience ever at the conference. The other students that went were Max, Zander, and Christine. I have made such good friends with people that live all over the world. The group that we had to present with was from Indonesia. Their names were Natasha and Nicholas. We had so much fun together. I also had a lot of fun with the girls from Ireland and some of the people who were in our workshop.

We left Oregon in the early morning and had to get on a flight to New York. Then from New York we went to Edinburg. Then we took a train to Aberdeen the scenery was amazing of what I saw, but I fell asleep pretty much the whole way. We stayed in a hotel to catch up on sleep after

1 - A global network of teachers, educators and students

traveling all day. The next morning we went to Aberdeen University to go to the conference. It was a lot of fun being at the university. We went on walks around the university and it was beautiful. Everything in Scotland that I saw was beautiful. While we were there the weather was really nice - it only rained like once.

I liked the workshops that we attended. I was in the forestry group. The first workshop was going to a forest and I learned what bodging was and we made hot chocolate. In second workshop we went to a forest to see how they cut down the trees, and then we went to a different forest and helped make a trail path wider. I really enjoyed cultural night it was so interesting seeing all the different ways the different countries dressed. The skits everyone did were really good. I liked the dances that some of the countries did.

The event that I liked the most was the big dance at the end of the conference. It was so much fun I danced a lot of the dances. They were difficult for me but I got out there anyway I danced as much as I could and was trying to get people up and dance out there with me. I learned so many new dances and met so many new people. I hope that I will get to go to more of the conferences.

-Breanne Burlison
Cascade High School, Turner, Oregon, USA



The CEI 2009 parade to the cultural celebration continues



Our Scotland host, Anne Marie Begg, gives final instructions for the flag bearers for each country at the opening ceremonies of CEI 2009

First Plane Flight; First CEI Conference

In July of 2009 I visited Scotland for the Caretakers of the Environment International conference. It was a long plane ride to the JFK airport in New York and then another one to Edinburgh, Scotland where we then took a long three hour train ride to Aberdeen. This being my first plane ride and my first conference I wasn't sure what to expect, as soon as I reached the University of Aberdeen, where the conference was being held, and even when I got off the plane I felt welcome. Surprisingly, Scotland felt a lot like Oregon to me, lots of greens and rain. Three of the major differences between Scotland and Oregon were that their ferns grew like our blackberry, everything was made of granite and their "Scotch Broom" was just called "Broom".

As soon as the conference started officially, I had already made many friends, like Juana Teapots and Laura from Ireland. This was Juana's first conference, as it was for our partners from Indonesia and Poland. I was taken aback by the overall atmosphere of the conference though. Everyone seemed to be a friend and I wasn't hard to talk to anyone. Once everyone started talking to each other there was a lot of information to take in, I learned so much every day I was there. Whether I was walking around Aberdeen with friends or just talking with people from all over the world. Another good time to meet people was during our breakfast, lunch and dinner hours. We always tried to sit with other people to talk but somehow we always got back to sitting with our friends from Ireland and Indonesia, who we would also visit in our dorm rooms to chat.

When it came time to present our projects with our partner countries there were lots of people that looked a bit nervous, or maybe too excited. All of the presentations I had the pleasure of hearing were very well organized and gave lots of information, whether it was interactive, factual, or promoting necessary practices. All the presentations made their purpose clear. Toward the end of the conference everyone started exchanging gifts and the last day of the conference we had the opportunity to participate in a series of traditional Scottish dances, a "Ceilidh". I participated in every dance and everyone seemed to be having fun dancing to the music played by the band "Ironbroo", also the name of one of

Scotland's national drinks, just spelled different. Before we left Scotland we went to Edinburgh and visited the shops on the royal mile and also visited some historical land marks there along with taking a ghost tour in the dungeons under the city of Edinburgh. These were amazing experiences and I made lifelong friends who I still continue to talk to today. CEI was a spectacular experience for me and I enjoyed every minute of my time there, and I hope to have the pleasure of attending more events like CEI in the future.

- Christine Read
North Salem High School
Salem, Oregon, USA



CEI delegates pose on Aberdeen University Commons preceding the Cultural Evening festivities

Rights and Responsibilities Workshop – Aberdeen, Scotland 06.07.09

As the very first full session of the conference, Dan Hoynacki and CEI Alumni Natalia (Poland), Jordan (Scotland) and Armand (Netherlands) conducted an all-delegation session on rights and responsibilities relative to climate. The full body brainstormed key issues, then voted to select the top three to analyze further. Individuals worked in groups of two, then four, then eight on the issues. There are the outcomes after only less than 60 minutes of collaborative work. Nice job, CEI 2009 Scotland Delegates!

Topic 1: CO₂ emission, CFCs, ozone hole, the greenhouse effect and overuse of energy



And continues

Individuals have the right to breathe clean air, have access to food and fresh water. They have right to use home appliances and have access to necessary (energy) resources.

Their responsibilities are:

- Not to pollute the air, water and ground, use resources moderately and not to waste them
- To use information (appliances, resources) in a reasonable and appropriate way

Families have the right to make use of (public) transport, access to ecological products, sufficient food resources and warm shelter. They have the right to have the access all the social and economic facilities and to have options for sustainable living.

Their responsibilities are:

- Not to over consume and you energy-efficient devices and ways of transport
- To educate the youngest and take part in community decisions

Communities have the right to:

- Get together and involve in decision making concerning environmental issues
- To organize events in order to educate others about environmental issues

Their responsibilities are:

- To provide and maintain recycling, take care of safety and not violate environmental laws
- To be active members of their community and educate young people about new environmental needs



Businesses have the right to:

- Make profit, develop work and produce, and to use technical achievements

Their responsibilities are:

- To not intentionally damage the environment, to pay environmental tax and to become aware of the effects of their policies in the environment

Governments have the right to :

- To impose new environmental policies, raise energy tax and encourage people to cut down energy use

Their responsibilities are:

- To investigate new forms of energy and to set an example to others



Topic 2: Floods and devastation of wildlife, melting of polar ice caps, sea level rise.

Individuals have the right to:

- Live wherever they want in a safe and clean environment with access to drinking water.
- Use all water related resources and admire the beauty of wildlife and natural landscape.

Their responsibilities are:

- Knowing and appreciating the complexity of water reservoirs and protecting them by taking vital actions.
- Reducing consumption, pollution, being efficient and paying for water.

Families have the right to:

-Live in a place where their ancestors were in a clean and healthy environment for their children.

- To object to devastating their habitat
- Access to drinking water and food
- Travelling to low set places like Venice.

Their responsibilities are to:

- Educate their children and set a good example.
- Recycle, not waste, not pollute and lead a sustainable life

Communities have the right to:

- Use clean water and resources, protect themselves and live in a sustainable area.
- To continue their culture and preserve it.



Communities have the responsibilities to:

- Support the community and ensure it's safety.
- Protect and implement an eco-lifestyle and eco-policy for businesses.

Businesses have the right to:

- Operate free from flooding threats, to own their businesses and to have a endurable working climate.
- Dispose of waste and discard materials.

Businesses have the responsibility to:

- Not to pollute, use nature efficiently, preserve resources, not to waste.
- Build in a not-flooded area, not to accelerate climate change and come up with a climate-change action plan.

Governments have the right to:

- Allocate different resources and preserve them.
- Put laws and regulations concerning climate change.
- Use the landscape, distribute water.
- Object to contributing to climate change by other countries.

Governments have the responsibility to:

- Implement planning territory policies, inform the public.
- Educate and promote environmental issues.
- Follow EU-policies concerning climate change and provide water use legislations.
- Take responsibility for their land.
- Address loss of Biodiversity and deforestation

Topic 3: Loss of Biodiversity and deforestation



Individuals

Rights: To walk freely in clean forests and breathe in fresh air

Responsibility: To respect the environment around them by ensuring it is kept clean and usable.

Families:

Rights: To use and enjoy nature/the environment with their families in any recreational way they would like to.

Responsibility: To educate their families in preserving a nice, clean environment.

Communities

Rights: to adapt nature/the environment for the use of their community

Responsibility: To ensure the individuals within their communities are behaving in an appropriate eco-friendly manner.

Business

Right: to use natural resources in order to create profit thus benefiting the economy

Responsibility: Ensuring they keep well within Government Guidelines and not overuse /waste the resources they use.

Government

Right: Has the right to pass /create legislation that helps to protect/conservate the environment within their own country
Responsibilities: To ensure its citizens abide by the environmental laws .

New Tendencies in Environmental Education in North America

In this article, I want to discuss tendencies in environmental education¹ (EE) that I observed at the Fifth World Environmental Education Congress (5th WEEC) in Montreal/Canada in May 2009 and at the following six week research journey through the United States. I started in the cities on the East Coast (New York, Washington and Philadelphia) and continued at the West Coast (Oregon and the San Francisco Bay Area) not visiting the heartland, where I would find only few examples of interesting new ideas on EE, as I was told.

I was looking for new tendencies in EE from the view of a German having been involved in projects on school, local, national and European level for 15 years, mainly regarding energy and climate change. Of course, I found many projects that were new for me, especially in nature conservation that seems to make up the biggest part of EE in North America. In this analysis however, I want to concentrate on new developments that may be useful to adopt in my own country. The most important developments in this respect I found at the 5th WEEC and during my journey in the USA were:

- **Becoming Political**
- **Dealing with Climate Change**
- **Supporting environmental justice and including indigenous knowledge and action into EE**
- **Improving the cooperation between school and community**

All these tendencies are linked with each other.

I will define the tendencies and their links first and discuss them from a European point of view second.

¹ In am using the expression "Environmental Education" synonymous with "Education for Sustainable Development (ESD)" because the latter is not widely used in Canada and the US. There, only insiders know it. When I used the term ESD in a discussion, it was explained by a participant with the words: "In other regions of the world, they tend to say Education for Sustainable Development, when we (in the US) say Environmental Education." With this equation of the notions she is right at least as far as the contents that are dealt with are concerned, because in the US and Canada social, cultural and sometimes even economic questions are subjects of EE.

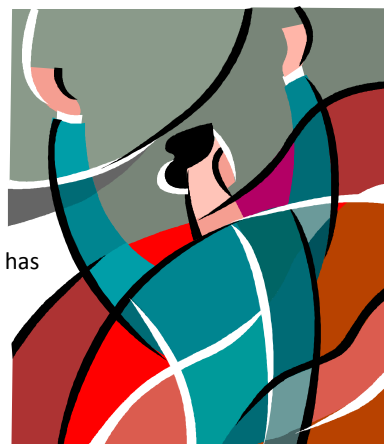
Becoming political

I describe the tendency to become political first, because it was my most important observation at the 5th WEEC (chronological at the start of my research) and it makes clear, that the organizers of the congress as well as many environmental educators in North America have a broad understanding about EE². Therefore, the identification of EE and Education for Sustainable Development (ESD) in this article should be justified.

The broad approach of the 5th WEEC is made clear already by its introductory and general questions, which were:

- How can EE ad meaning to our life?
- How can environmental education contribute to social innovation?
- How can environmental education contribute to political innovation and influence public policies?

Stephen Lewis, who chaired the first international conference on climate change in 1988, made the keynote presentation at the opening session of the 5th WEEC. "To become political effective" was the main statement of his speech. He gave his



has

answer to the general questions of the congress with his demand on EE: „We have to create a global citizen, with the idea of fairness.“ Lewis stated that EE been quite successful in helping to “green society” by making the students understand what a “Green society” means. He

gave some examples like the recycling of waste, nature and water conservation, less cars, better heat insulation, less meat for dinner and many other examples, which are widely accepted by German and European educators, too. However, he also reminded, that this was not enough, because we cannot go on “step by step” as we have been doing until now. Regarding the reduction of CO₂, we were in a race against time “that we may already have lost”. That means we have to leave the carbon-based society that we developed the last

² In the presentation of new tendencies in EE, I will not distinguish between the experiences I made at the 5th WEEC in Montreal and during my journey through the US. Of course, there were representatives from many other countries at the WEEC, too. But at a congress with more than 2000 participants, a large number of participants usually comes from the continent where it takes place. The same applies to the NGO-forum of the conference, where most of the exhibition tables showed activities of American organisations. The 5thWEEC was in general a bit more radical than most of the EE practitioners I met in the US and had a stronger academic background, but the general tendencies where the same.

200 years. Therefore, we have to accept and to push general changes in society.

I like to quote his main theses slightly shortened:

“Therefore, this fifth congress becomes a political act. It all comes to a political question because we know what should happen. Until now, it has not happened! Canada is becoming a big destroyer: instead of 6 % reduction, there is a 26 % increase of CO₂ emissions. Probably it is too late, because we cannot change the things that are going to happen until 2050, but we may influence the second part of the century. It may still be possible (even though it is not likely) to limit the rise in temperature to 2 °C, which would be necessary to prevent disasters as:

- Global food shortages threatening one billion people until the middle of the century because of global warming
- Severe water shortages threatening three billion people
- Death because of extremely high temperature
- The spreading of vector-borne diseases
- Rise in Sexual and other form of social violence

We do not now, whether we will be successful. Nevertheless, if we will be successful it will be due to EE. So, it is a great privilege to be an environmental educator today.”

To become political was not only the main idea in the opening speech but it was the general feeling at the congress probably initiated by Obama’s call “Yes we can”, even though some of the congress participants regard themselves as being more radical than the US President.

Two other main speeches by Ricardo Petrella and Adriana Puiggrós supported the idea of becoming political. Especially the Argentinean expert, Adriana Puiggrós, proclaimed a radical break with neoliberalism. She also focused on action to be taken and introduced the concept of the ecological handprint that an Indian activist had developed. In contrary to the widely known footprint, the handprint focuses more on problem-solving and things that can be changed by individual or collective action.

In the views of the three main speakers and with a very broad understanding of environmental education it is actual the mission of EE to save the world.

Such a view is naturally supported by the energetic mood of a world congress with 2000 participants from more than 100 countries. Therefore, we are looking forward to what the home comers can transfer into their everyday work.

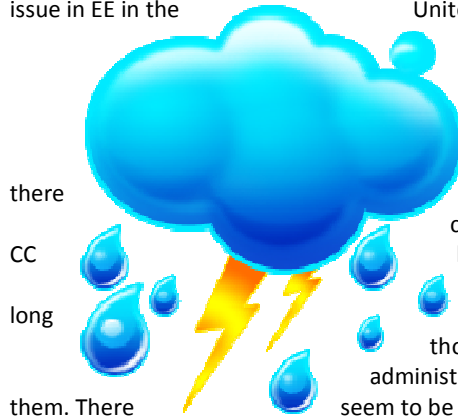
Nevertheless, even when we put the congress’ attitude into more sober perspective, we should learn from it: We should stop setting our goals too narrow. We have to fight for more than just changing secondary matters and minor subjects regarding school curriculum and administrations. It must not be the aim to have very radical views. But we have to impart to the public (and especially to the youth) that we have to achieve far-reaching changes in a short period of time. In this sense, the ecological handprint is actually at least as important as the ecological footprint.

Dealing with Climate Change

To deal with climate change is not a new tendency in EE in Germany and most other European countries. However, in many non-European countries this is the case.

Climate change (CC) is at this moment becoming an important issue in EE in the

United States, because only the Obama administration started to support it. But there are many other countries where has not been an issue in EE for a time even though no Bush-administration stopped them. There seem to be different reasons for this deficiency. In some countries, like in Canada, where the 5thWECC took place, issues like nature conservation, environmental justice and the inclusion of indigenous educators into EE have been more important in the last few years. Dealing with CC does generally not improve everyday life immediately, so it can be seen as a topic for the affluent. The same applies even more to developing countries e.g. in Latin America, which think first, that they should not adjust the use of their resources to such a “luxury issue”, and second, that it is the duty of the developed countries to deal with CC, since they caused it in the first place. Only when you make the step to see CC as a political issue that needs international action, it becomes evident that you have to deal with it in a developing country, too.



Supporting environmental justice and including indigenous knowledge and action into EE

EE should no longer be a subject for (white) middleclass people only. Only if EE reaches all people, sustainability and fairness can be achieved. Besides the general notion of equality, there are several reasons for this target:

- People from poorer classes, minorities and indigenous peoples suffer most from pollution and CC
- Indigenous people have been living in close connection with their environment for centuries
- EE can only be successful when it reaches all people

Environmental Justice

Within our globalised market society, the poorer classes and minorities of different kinds suffer most from pollution and climate change. They usually live in more polluted areas and have less access to nature and to medicine. In addition, they usually have less opportunity to



environment for the better, because they have less influence on politics or mass media.

To support environmental justice means on the one hand improving the „Environmental Literacy“ of socially disadvantaged groups and minorities, which normally hardly use their participation rights. On the other hand Environmental Justice deals with environmental problems that have more impact on poorer classes than to middle-class people e.g. because of the areas they live in, their housing conditions etc.

Cooperative projects aim at dealing with both aspects of Environmental Justice:

- Environmental activists and educators take concrete action, propagate the measures via the mass media and DVDs and develop networks.

- People suffering from environmental problems are empowered to become active themselves

During my research on new tendencies in EE, I found the principle of supporting environmental justice not only at the 5thWEEC. But it was also an important issue in the environmental practice of NGOs (like Earth Force <http://www.earthforce.org> and Solar1) as well as in governmental politics carried out by EPA (Environmental Protection Agency) <http://www.epa.gov/compliance/environmentaljustice/> and of the volunteer work from VISTA (Volunteers in Service to America) <http://www.americorps.gov/about/programs/vista.asp>.

Indigenous Peoples



Indi

genous people do often suffer from climate change and the destruction of the environment. This applies both for indigenous people living integrated, even though marginalized, in the main society and for indigenous people living in their own communities. This is obvious in Canada with the Inuit and Indian people, whose environment is literally melting. So this was an issue at the 5thWEEC as well. The same question exists in developing countries too, where indigenous people are most affected by environmental problems, whether they are integrated or not. During my research in the US, I visited the Centre for International Environmental Law (CIEL) <http://www.ciel.org>, which is concentrating on supporting these people regarding international law.

However, there is another reason apart from justice: Indigenous peoples have been living in close connection with their environment for centuries. Therefore, they probably have much to tell about a way of life that fits in with the environment, even though their former lifestyle cannot be recovered. Cooperation with indigenous educators and integration of their knowledge and actions into EE help to develop a “Green Society”.

At the 5thWEEC, many approaches of indigenous EE educators where presented. Their work is focussing on environment and health, development on the local level and traditional food and medicine.

Very often educators are using outdoor teaching or teaching at traditional places which are important to the indigenous people.

In general, it is seen as a problem of modern childhood that children estrange from nature (see: „Last Child in the Woods“). This is bad for all children, but for children with an indigenous background, it means an additional alienation from their own cultural identity.

Indigenous education therefore continuously imparts physical instead of virtual experience of nature and focuses on nature’s positive and productive aspects and not on the dangers. Simultaneously, indigenous education is based on several educational aspects of traditional culture, which are:

- The choice of appropriate places with reference to the group’s own culture when founding educational institutions and looking for the further development and growth of these places

- The use of technologies based on resources that are renewable or available for a long time and which on the whole support a sustainable development

- The establishment of a connection between the outer and the inner world while teaching different subjects, thus adding a spiritual dimension to matters taught.

Canadian educators said at the 5thWEEC that these principles of Canadian Indians and Inuit correspond with the criteria for EE drawn up by the Canadian Government.

It is important for everybody involved, that the indigenous people do not want to be seen as “museum peoples”, but as part of modern society, to which they want to contribute their knowledge. Most of the EE projects are connected closely with the struggle against social and health problems of the indigenous communities like alcoholism and diabetes.



Getting involved in your Community

To leave the school building to become practically involved in the local community is another current tendency in EE. It is of course closely linked to the other described developments like becoming political, environmental justice and including social questions.

At the 5th WEEC, Diana de Courca from the school administration of Montreal answered the question about what schools should do, if they want to change policies on education, environment and climate change:

- They should communicate their preferences broadly
- They should use local political and administrative structures
- They should develop their own forms of education and organization
- They should have a lot of staying power

It was pointed out, that the United Nations are supporting closer cooperation between schools and communities, too. The UN promote "Regional Centres of Expertise (RCE) on ESD". Sixty-two of them already exist. Each centre has to develop a regional network with formal (schools, universities ...) and non-formal (museums, local media, communities and NGOs) actors.

Again, it was not only the congress putting forward the idea of schools getting involved in their communities. Governmental and non-governmental groups all over the US actively support this idea. In Philadelphia, I had a very interesting meeting with the local Delaware Valley branch of the NGO Earth Force, founded about 10 years ago. Earth Force is doing EE and has set up youth groups as well. The main EE program of Delaware Valley Earth Force is called „Community Action & Problem Solving (CA&PS) “. I developed the following ideas on EE in close connection to this program. The starting question of all EE projects aiming at qualifying students to become active in their community should always be: „What can be improved? “. So, the EE in this projects is not only done for its own sake but also for the effect it has for the real world. This approach is sometimes called "Service Learning". Students should learn to deal with and discuss real and important issues without prejudice and in the same time help to solve ecological and social problems in their community. This is closely linked with ESD, as the students learn to make their own decisions, to cooperate with others and to evaluate the results of their work.

Basically, the students should decide, which problems to deal with. But the teacher has to make sure that the chosen problem has an environmental impact, that there is a connection with ecology. These projects should achieve:

- **awareness on ecologic and social problems**
- **basic knowledge on environmental and social issues**
- **a responsible outlook regarding the environment**
- **participation of social groups and individuals**

Therefore, this project supports citizenship education at the same time, which imparts knowledge and practical skills the students will need to become active members of civil society. Projects that are linked with the community can be structured in different ways. I like to name some relevant aspects of these projects:

- **Getting to know the community:** What happens in our community? Which ecological and social problems exist?
- **Choice of the problem:** What do we want to deal with? Criteria for answering this question should be the relevance for the community, personal interest and the possibility to achieve changes.
- **Research into the issue:** The students find out, what is being done about their problem already. What happens on a political level and what in informal structures? Which results were achieved so far?
- **Opportunities for action:** What can we do? What is appropriate? (Leaflet, Cooperation with local media, calling for an open meeting, visiting the local authorities?)
- **Decision about the form of action, plan the action and put it into practice.**
- **Evaluation and reflection:** What did we achieve? What was not successful? What remains to be done?

I did already refer to the Delaware Valley Earth Force and their CA&PS-Program and to the policies of the Montreal School Administration as introduced at the 5th WEEC. But, as I found more groups and organizations with different and very interesting approaches, I like to name some of them:

- Sunnyside Neighborhood Energy

An NGO that is planning a community heating system based on mostly renewable energy sources using the school as the center of this system. The solar heating panels on the school roof help combining the project with environmental education for both the students and the public.

- Oregon State University, Dan Hoynacki

Dan Hoynacki is the sustainable communities' coordinator at the University. He cooperates closely with several high schools. The students do long-term projects (one year or longer) including research, planning and practical measures to improve the environment in their community. Dan Hoynacki always forms mixed groups with students from different schools, allowing them to outgrow the roles they have taken in their classes.

- Student Environment Development Program

The Student Environment Development Program is a seven-week summer program of the EPA Region III. It teaches basic knowledge on environment issues as water conservation, recycling, energy and so on. However, about two thirds of the Program consist of life skills and of developing a closer and better relationship with their local community, "It is my responsibility." being the slogan of the program.

The Community Approach

The approach to get involved in the community of course requires a community, which the students can refer to. This may be difficult in big European cities. It seems to be easier in rural areas in all countries and in the cities of the US and Canada, where small communities still exist.

Community in this sense can be defined and have developed in different ways:

- **Historically:** As the community has grown for long time
- **Politically:** Structures of the political and administrative life, constituencies etc

- Demographically: Population structure, communities of immigrants etc
- Geographically: Watersheds, hills, valleys

This list gives some ideas how to transfer the community approach to European big cities. May be the educator should just ask the students, what they think their community is, when trying to adopt this action-oriented ESD approach to European conditions.

Conclusions

Three of the four described tendencies are new for Germany or they are much further developed in the USA. Just the dealing with climate change³, i.e. energy saving, renewable energies, global warming is more developed in Germany, so I will focus on formulating conclusions on the other three tendencies.

Becoming political

The aspiration to become political was my main observation at the Fifth World Environmental Education Congress as well as in the attitude I found with lots of environmental educators in the USA. In the USA, it was strongly connected with the “Time of Change” and “Yes, we can!” impetus of the Obama Administration. That is why it cannot be transferred one to one to Europe. Nevertheless, we Europeans should learn, too, not to restrict our aims and our demands too early and too much. We are in a race against time as far as the change of our energy systems and our dealing with natural resources in general are concerned. To win this race, a broad rerouting is necessary to stop the pursuit of permanent growths, until now defining our economic system. To achieve these goals consistently and peacefully, education has to play an important role. *We as educators have to become aware of this task and face this challenge.*

To become politically involved is a general demand not on every single project but a criterion for all of them and an appeal to environmental educators to include political aspects into their work.

Environmental Justice

After my experience in the USA and Canada, I would like to sum up four approaches under the umbrella of Environmental Justice:

1. **Dealing with environmental problems that have more impact on poorer people than on middle or upper class people**
2. **Integrating indigenous peoples and their knowledge, actions and teaching approaches into EE**
3. **Cooperating internationally with people from different backgrounds, taking up their struggle for**

³ The former Bush Administration denied the danger of climate change. Therefore, most environmental educators from state and federal organisations could not deal with this subject. Only since the Obama government came into power, they are catching up. But even now, most of the education deals with global warming and climate impacts, describing its connections and mechanisms, while climate protection, energy saving etc. takes up only little room.

human and environmental rights, nature conservation and against dangerous climate impacts

4. Supporting “Environmental Literacy” of socially disadvantaged groups and minorities

These approaches are of different relevance when transferred to Europe.

The first one refers to all countries so it should be taken into account when developing a project with environmental impact especially on poorer people. Very often, the negative environmental impact is connected with other social and economic problems. So it is not only a task for environmental education but also of interest for social movements, religious communities, trade unions and so on. Environmental educators should use these possibilities of co-operation when planning the project.

Integrating knowledge and action of indigenous peoples seems to be more important in North America, where the white people have conquered the land from groups and nations that have been living on the fringes of society ever since, if they survived at all. When discussing the post-carbon future, however, it would be worthwhile in Europe, too, to integrate knowledge from people from other regions of the world, which have been living in close connection with their environment for many centuries.

To cooperate on an international level to deal with environmental and climate problems of different regions and peoples is a demand that can be met by forming networks, choosing the contents of teaching and – very practically – by school partnerships. If these networks and partnerships involve lots of travelling, they may be counterproductive from the climate point of view, though. Therefore, our first step should be choosing the subject and including contents from development initiatives and the One World Movement.

The last aspect of Environmental Justice, to support the environmental literacy of socially disadvantaged people, should be considered in Europe as well as in the US and Canada. As I don’t have any practical experience in this field, just second hand knowledge from a few educators trying to give it a push in our country, I just like to make a suggestion that seems to be useful from what I have seen during my visit: That is to improve environmental literacy by including this subject in projects in which students get involved in their community.

Improving the Cooperation Between School and Community

A closer



cooperation between school and their surrounding community provides opportunities that I consider very valuable. During my stay, I came across different projects in schools, universities, local communities and NGOs aiming at the improving the cooperation of

different actors in communities. These projects have positive results for both the students and the community. Many of them are effective in improving “real life”.

Thematically the projects can work on different issues like water conservation, waste reduction and recycling, energy saving and use of renewable resources, impacts of climate change as well as nature conservation and biodiversity. Working on these subjects, the educators and students often include the other forward-looking tendencies in environmental education mentioned above as getting involved politically and taking into account environmental justice, which is easier done when projects start in the immediate neighbourhood of the students and not in large anonymous structures.

By getting out of the school building into the community, doing projects in cooperation with groups and individual people from outside, the students get the opportunity to adopt life skills⁴ in the real world. In this way, they also develop a positive relationship to their community and to their school that might never have been achieved otherwise. And they have the chance to find out, that school is not an end in itself.

General View

Finally and based on my experiences in Germany, Europe and my research in North America, I want to stress that the general ideas in environment education are not very different.

Structures and terminology differ quite a lot. The contents are quite similar, even though some aspects are emphasized stronger on one or the other side.

At this place, I quote the “core beliefs” around which the Rachel Carson Center for Natural Resources was developed. They are formulated very nicely and probably could be signed by most EE and ESD educators in the US as well as in Europe:

- The key to generating attitudes of civic responsibility, collaboration, and discovery lies in taking students into the world.
- The value, depth, and retention of learning increases when it is applied to real world situations that matter.
- Experience based learning provides for the development of knowledge, skills, and attitudes necessary for successful and active participation as a world citizen.
- Non-traditional learning, whereby subject areas are integrated and arbitrary class times eliminated, facilitates active engagement for the students.

At last, I like to thank all the interesting and very helpful people I met during my visit. They facilitated the exciting experience of getting to know developments in

⁴ In the US, I found little equivalence to the discussion on competences in the (German) ESD movement. The nearest correspondence seems to be the combination of “life skills”, “hands on projects” (or teaching materials, models and so on) and “environmental literacy” which together probably would describe the German bunch of competences forming the notion of “Gestaltungskompetenz”.

environmental education in the US and Canada, hopefully at the eve of a new ecological era.

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The Big Bang Theory

When you read the title of this article you're probably thinking of either how the universe began or Kaley Cuoco from the TV series with the same name. Luckily, this is not a physics article (or a review on the TV series, rather unfortunately). No, this article is about my experiences with Caretakers of the Environment International (CEI).

My first involvement in CEI started when my friends and I were given the opportunity to join the Global Environmental Youth Convention (GEYC) in 2006. I was so thrilled with the possibility of being able to go to Dubai for the convention. I remember calling my parents straight after school – twice – for the thumbs up to join the program. I was in year 9 and my parents were overseas at the time. During the course, I got involved in so many different events and had such a blast. Met new friends across the globe through videoconferencing

at school, got drenched looking for zooplanktons on the nearby lake, and learned so much more.

I even remember getting a wild banana (and tricked into eating it!) for my birthday present. I was at a local conference on sustainability that happens to be on the same day with my birthday. For those of you who have never tried a wild banana before, do try not to eat the seeds. You'll know what I mean when you're eating one!

In the end I wasn't able to join my friends in Dubai, but the experiences I learned during the course are priceless. Looking back, I can say that the 2006 GEYC program was truly my Big Bang – it was big, it was awesome, and that was just the beginning. Although my GEYC days are over (as I'm no longer a high school student), I still find it hard to walk away from all this. I am currently helping the CEI 2010 team prepare for this year's conference in Malang, Indonesia in my spare time. I urge you all to do the same, and hopefully I'll see you in July!



A little bit about me:

I'm 19 years old and I grew up in Surabaya, Indonesia. I went to Sekolah Ciputra until I finished junior high school (year 9) and moved to join The Scots College in Sydney. I spent my first six months in Kangaroo Valley at Scots' 'Glengarry' Outdoor education campus. Essentially, after school hours and on weekends, we get to go

out and hike through the national parks surrounding the area or participate in various other outdoor activities such as rock climbing, caving, mountain biking, canoeing, etc. I stayed at Scots after 'Glengarry' and just graduated last December. I'm currently studying medicine (starting next week) at Monash University in Malaysia and helping out the CEI 2010 team whenever I'm available.

Edward Adi Pranoto
Surabaya, Indonesia
Monash University, Malaysia

CEI Netherlands Update

The board of CEI-Netherlands held a meeting in late autumn and elected **Armand Wachelder** as President, Joke Wals as Secretary. Other board members include Advisor: Karel Beets and Treasurer: Vera Bouman St. Meerten College. Armand started an Internet Forum. See: www.bbeat2.nl/forum. He discussed this with the alumni.

Joke Wals
CEI Netherlands

CEI Portugal Update

Caretakers of the Environment International - A global network of teachers, educators and students

As you all know I had a very busy time with ASPEA annual conference in the Azores Islands. Fortunately it all went very well, we had the financial support of the regional government



and the institutional support of UNESCO Portugal.

Now it's almost over. We are collecting the materials for the proceedings which will be published with the financial support of the Portuguese Environmental Agency.

Anyway, the next step in our annual working program will be our participating in the Iberian tree planting campaign **PlantaBosques**, last weekend of February where we will plant native trees in formerly burnt areas in Portugal and in Spain, as we did in 2008.

And I have some good news regarding Stein's request. - We were contacted by the promoters of the national campaign **Cleanup Portugal**, which will take place March, 20, in the whole country.

They wanted to develop some kind of follow-up to this date and I suggested a competition in schools at a national level and the winners would get a free participation in the CEI conference, and they agreed. How about this?

Fatima Almeida
Caretakers Portugal

Environmental Education Event in Portugal:

Climate Change – Learn in order to Act

2010 is the International Year of Biodiversity, the year of the celebration of Earth Charter +10, The XVII conference on Environmental Education of ASPEA was held on January 28-31, 2010 in the Azores. It was addressed to educators, professors, technicians on Environment Education, NGOs and universities and was being organized by ASPEA (Portuguese Association for Environmental Education), Caretakers of the Environment International/Portugal and Earth Charter Affiliate. The conference was funded by the Portuguese Agency for the Environment, the Science and Technology Foundation, REN (National Energy Network) and the

Government of the Azores.

Its main goals were the following:

- Increase the knowledge regarding current social-environmental issues
- Promote dissemination of the studies and investigations about the new developments of Environmental Education
- Enhance the role of institutions, businesses, NGOs and civil society within the current environmental preoccupations
- Participate in the training of educators on Environmental Education
- Promote active learning experiences in crosscutting themes
- Reflect on the implications of Climate Alterations on Biodiversity

The event also gave participants the opportunity to share experiences and reflect on the topics being analyzed, as well as establishing communication networks. Around 150 participants were offered a diverse program consisting in 2 major conferences, 22 paper presentations, 16 workshops and 5 eco-tours.

Professor Dr. António Félix Rodrigues from the Azores University and Professor Dr. Pablo Meira from the Santiago de Compostela University were present among other recognized communicators.

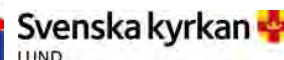


The beginning of the school year was celebrated in September 2009, in Galicia, Spain, with a big parade and the acknowledgement of the work of our friend and caretaker **José Ramón Casanova Otero** for his work with youth, his participation in national and international events and the Botanical Garden he and his students and teachers created in the school ground where all the native plants from Galicia can be found.

Klimatting Ett Results

Welcome to

“KLIMATTING ETT”
- Climate Gathering
13-15 November 2009
Our partners:



Sparbanksstiftelsen
Färs & Frosta



The Climate Gathering is a project
connected to the Swedish presidency in
the EU

What Promise Could You Give to Improve the Environment?

I will always buy fair trade food when there is - Julia Nielsen, Lund, Sweden

I promise not to eat meat. I promise to recycle. I promise to take shorter showers. – Amy Brush, Germany

I will not throw cans in the nature. – Tim Genarp, Sweden.

I will buy second hand from now on. I will always turn off my computer – Maja Holm, Lund, Sweden

Inte ha saker på "vila"/ stand by. Sitta mindre inne och vara ute och hjälpa naturen. – Line Bjarstodt, Lund Sweden

Keep the pedicabs going in. – Växjö, Sweden.

I promise to ride bike more and to buy more fair trade and green products and to turn the lights off at home more often.

– Sandra Mavéus Eslöv, Sweden.

I promise to use (mindre) hairspray and use airplay. – Dieuwke Joustra.

I will be a "school vegetarian". – Alice Gredeby, Sweden.

Cykla till skolan. – Matilda Emgård, Dalby Sweden.

Jag ska bli bättre på att dra ur kontakter och att släcka lampor! – Sara, Lund, Sweden.

I will spread the information to love a bigger group! – Daniela Gontález, Colombia

I promise to eat less meat. I promise to walk more than take bus. I promise to take a shorter shower. - Yu Ching Yee, Hong Kong.

I will go on my next vacation by train! – Annika Nilsson, Lund, Sweden.

Jag ska sitta mindre vid tv:n och datorn. – Anna Ahlmann, Sweden

I will bike more even though it is bad weather. – Malin, Lund, Sweden

Keep the environment clean. – Tatyana Chalova, Ukraine (Crimea Simferopol)

Sitta mindre vid datorn cykla mer. – Matilda Alvesson, Lund Sweden.

I promise to put off all my stand by things every night! – Maja Almqvist, Växjö, Sweden

I promise for the environment: To use bicycle, to take a bus, to share the knowledge with all my friends. – Nil Döerliolu, Turkey

Jeg vil købe mer lav-energi. Købe mere lokale fødevarer. – Pauli Lydausen, Denmark

I will turn off all the electronic devices when they are not needed. – Gene Persson, Lund, Sweden

Bara köpa ekologiska julklappar. – Lovisa, Lund, Sweden

Sluta köra så mycket bil och köra mer. – Anna Sigugeirsdottir, Sweden

I'm not going to leave a light on when I leave a room. Isabelle Nermfors, Lund, Sweden

Jag ska laga vegetarisk mat till min familj en dag i veckan. <3 <3 <3 Astrid Jönköping, Sweden

I'll more the bicycle and less my car. Alejandro Bravole, Bogotá, Colombia



I'll eat more vegetarian food and turn off the light every time I go out from a room. Esther Lloyd

I'll try to take shorter next yeay. – Bai Chen, China

Jag ska cykla mer. – Edda, Lund, Sweden

I promise to take the bus or train or walk or ride my bike more than I drive my car. Even if it's raining. Abby Cain, Oregon, USA

Eat less meat cus vegetarian is both good and good ☺ - Mimmi Hansson, Sweden

I'll promes to be a gard girl and I gotta help all my friend. Felicia, Lund, Sweden

One. I will plant more trees altogether with friends and we will try to organise school project with support of tetrapack to recycle packages provide lessons and plant more trees. – Stas, Ukraine



Donate a tree! Agnes Oredsson, Lund, Sweden

I promise to not sit in front of the computer as much as I do now. Hugo Dahl, Lund, Sweden

Cykla även om det blåser och är kallt. Anders Malmström, Malmö, Sweden

Jag skall bli bättre på att stänga av tv:n på tv:n istället för på stand by läget. Elin Johansson, Lund, Sweden

I will never go by car to school. – Viggo Barmen, Sweden

I would apply the three R's in my daily life and by a fabric bag for stop using the plastic bags. – Sebastián Ardia, Colombia

1. Stop eating imported stuff. 2. Never use fossil fuel driven transportation. 3. Don't use rubber! – Pontus Bengtsson, Lund, Sweden

Bygga en vagn för att visa att det går att semestra miljövänligt. – Robert Hammarsköld, Dalby, Sweden
Undvika onödiga livsmedelsämnen! – Oscar Håkansson, Lund, Sweden
Skall inte flyga på sträckor under 700 km varken privat eller i tjänst. – Lars Bergwall
Jag ska cykla även när det regnar och är dåligt väder istället för att åka bil
Not shower for more than ten minutes. Eat meat no more than once a week. Use the car only when necessary. – Katja Diller, Stuttgart, Germany
Jag skall alltid köra hmmm... köra bil med min hybrid. – Lars Brundin, Lund, Sweden
I will not eat meat and I will raise awareness among young people in my community – Anne Engelund, Aalborg, Denmark
I promise to tell all my friends about the climate problem – Selma Olsson, Lund, Sweden



Inte flyga i onödan. – Anders Lennartsson, Sweden
I'll shower for less time and walk to college. – Guilheme Santos, Portugal
1.To recycle 2. To turn off the light 3. To take care of nature. – Lina Maria Hoyos, Bogotá, Colombia
I promise to switch off the light every time I leave a room. – Matilda Olsson, Lund, Sweden
Best wishes from China. – Chennie. Z
Duscha i mindre tid. – Emmy Gervard, Sweden
I will not buy new clothes until the old have holes. Then I will look for second hand. – Linda Birkedal
Use train instead of cars. Buy ecological food. Do not let the TV be on stand by. – Maria Hägerklint, Höör, Sweden
Duscha snabbare. – Kristian Leder Jönköping
Cykla till skolan. – Tove Svensson, Genarp, Sweden
Jag ska cykla mer och skata mer och sluta åka till skolan med Bass! – Pontus, Lund, Sweden
Eat more ecological food! Buy more clothes from second hand shops! <3 – Ellie Alfredsson Lund Sweden
I promise to take shorter showers. – Mira Norrsell, Lund Sweden
I believe climate Gathering in Lund will serve well in keeping the environment clean! – Mariia Chaika, Crimea Ukraine Simferopol
I will raise awareness in my community! – Maria Kjarup, Aalborg, Denmark
I will eat vegetarian food whenever I get the possibility. I will cut down on my consumption and choose second-hand

instead of new produced products. – Stefan Möller Y climate Action



I will try to walk or take the bike whenever I can. – Emma Jernle, Sweden
I'll plant 10 trees, our planet dream is not over yet! – Santiago Ramirez, Colombia
Next year I always gonna turn off my lamp when I don't need. – Alice Gredeby, Södra sandby, Sweden
I shall never take a batch next year!! – Lixin Wong, PR China
Åka mindre bil. Inte åka på förmånga semester utomlands. – Lisa Katta Stellansdottir, Södra sandby, Sweden
Look actively for new climate projects! – Hjalmar
Jag lovar att inte flyga. – Linda Höör
Jag ska duscha kortare tid. – Lovisa Niileksela, Lund
I will eat more vegetarian dinners. – Pår Sundström Ekelundsskolan
Create a garden ^..^



Jag ska stänga av vattnet i duschen när jag schamponerar håret.
Jag ska köpa in en massa av de nya lamporna! Jag tänker också fira EARTH DAY och göra något bra den dagen
I promise to get better at turning off my computer when I leave home, plus I promise to stay vegetarian! =) – Josef Eslöv
Att förmå alla jag känner att gå och cykla till Jäbberöd
I will try to improve too not eat so much meat. – Carolina Andersson, Lund, Sweden
Jag ska dricka Mindre bubbellvatten – Viktor + THE SHAM
I will start to give away clothes that I don't use! – Linda, Lund, Sweden

I promise to pay the environmental taxes. – Sergio Ibañes, Moreno, Spain

Tänk på vårt slöseri av papper och maten eller liknande ting. Återanvänd!

I will try to use public transports more and eat more organic food. – Teoder Christianssen, Lund

Cykla köpa ekologisk och rättvisemärkt. Agera för en bättre miljö Engagera osv.

Jag ska dricka kranvatten i stället för flaskvatten. – Anna-Karin Wideström

Klimatting Ett (Climate Meeting One) – Nov. 13-15

The conference was designed and organized for youth by youth. It consisted of a series of lectures and then discussions and debates that led to a few concrete ideas that will be presented to the government leaders at COP 15. The lectures were by people from different backgrounds from spokespersons from some leading environmental technological corporations to a guy who called himself a “social entrepreneur” (basically he went around and gave inspirational lectures to youth). We were then split into three different tracks for the rest of the conference, 1. Global 2. Local 3. Individual. The global track was focused on COP 15 and understanding how it would work and what things could be globally accomplished through it. Track 2 came up with projects that would be started and then continued by the participants of the youth conference both there in Sweden and in other countries. Track 3 brainstormed things that we as individuals could do to help climate change and what programs could be put in place to help encourage and accomplish these things.

On the second day my group (Global) spent an hour or so role playing. We were split into groups of three people and we were assigned a made up country that was loosely based on a real country. We were given things that we wanted to see accomplished and what our views of climate change were and even some character traits. Then we had a discussion/debate similar to what COP 15 will be like. It really surprised me how much we all got into it and some of the real feelings that were brought out even though it was all make believe. This activity made it easy to see how difficult it must be for real politicians to accomplish anything because even we young people, who are very dedicated to environmental causes, were still overcome by greed and stubbornness.

This conference made more of an impact on me than others that I have attended. It was really impressive to me the extent of the knowledge that these young people from all over the world have. In the US my knowledge of climate change is pretty advanced but compared to many of the people at this conference, I was simply in awe. I could keep up with the scientific information but it was how much they understood about all of the political, economic, and social aspects of decision making that was truly impressive.

Another thing that was amazing to me was how much the government of Sweden and more specifically of the city of Lund, allowed young people to do. Lund has set up the Youth Council of Lund, which is a committee that holds council meetings for and run by the youth of the city. They

are allowed a budget each year and the committee votes on how to administer it. The money goes to projects in many different areas from environmental to social, to marketing and education. The city was also very supportive of the Klimatting Ett conference. It is motivating to know that what we did that weekend is not just pretend and that it will not go to waste.



I think that it is really important, at least for me, to attend these kinds of conferences because they give me hope. It reminds me that there are young people all over the world who believe in the things that I believe in and who are accomplishing real things. It gives me hope for tomorrow and for years to come, things are changing.

Abigail Cain
CEI USA Oregon Chapter

Our society is built on unstable rocks

Our society is built on unstable rocks. Many of us know it but only a few of cares. The most important thing we can do is work together. When we have contact across the borders and meetings face to face we can come up with many important, creative and good ideas. Even if we are from different parts of the world with different ways to live it's never hard to understand each other. We were all there for the same reasons, and our differences make us more individuals than set us apart.

This summer I went to the Caretakers of the Environment conference in Aberdeen, Scotland. It was one of the most fun things I ever done. I wasn't there only to discuss the most important question. I was there to create a network with

other people with the same interests and goals. We can create amazing ideas, projects and solutions with contact and discussions with people from other countries. We were all there for the same reasons, and our differences make us more individuals than set us apart. We have to take care of that and learn from each other. I felt that I did that in Scotland, and it felt very good. To return home and start working with new projects felt sad but still amazing.

A few months later there was a new event, this time in my hometown Lund. I spent many hours working with many fantastic people and the result became Klimatting Ett (Climate Gathering). A few of us, sadly not me, then went to Copenhagen and COP15 to present our ideas. During this meeting I had three guests living at my place: Abby from U.S.A and Anne and Maria from Denmark. Anne and Maria were two of my friends from CEI conference in Scotland so it was really nice to meet them again. Even though we live so close to each other, it feels very far away because it's different countries. To meet and learn to know a girl from the US was even more exciting. It's hard for me, who live in a small country like Sweden, to understand that the nation on the other side of the Atlantic is so huge.



One of the days, I, Abby, Agnes and Malin (two other girls from Lund) and Birgitta went to the CEI videoconference. I remember that we talked to students from US and Indonesia.

It's amazing how much you actually can learn from a videoconference. I've already written that it's important to talk face to face. Videoconferences make this possible, and we don't have to travel with expensive and environmental affecting things to be able to talk. But there are things that need a really meeting to discuss and the next CEI conference will be in Indonesia. I really hope I will have the opportunity to go there, and not only because of the conference. One very strong memory from the video conference was when one Indonesian student asked if we could see or notice the global warming and environmental problems in our country and I answered that we here in Sweden have problems with the seasons, almost no spring and autumn at all. That's ironic now; because this winter has been the coldest and worst winter in I don't know how many years.



Even though we live in totally different countries there were no big differences in our lives, the way we look at environmental problems and the world. We're all in this together, and we need to work together to make us trough it!

*Agnes Olsson
22/2 – 2010 Lund, Sweden*

First CEI Video Conferences Very Successful

The first two CEI video conferences around climate change were very successful for the countries, youth and educators who participated. These conferences, coordinated through Oregon State University and CEI USA Oregon Chapter, we designed to complement the KLIMATTING ETT conference hosted in Lund, Sweden November 13. The second one was designed to reflect upon the outcomes of November and also to be up to date with the COP 15 conference in Copenhagen, Denmark Dec 8-15.

Youth particularly enjoyed being able to chat face to face across the globe, even though it was very early for some, and quite late in the day for others. Ideas were shared in breakout brain-storming sessions, then brought back to the full group. In fact, an idea presented by Indonesia gave encouragement to CEI Oregon for the basis for their CEI 2010 project – planting one native tree for each individual in Oregon.

Reports: Youth reported on the accomplishments of their own efforts as well as activities at various conferences. Denmark reported that they were able to present the "Statements of Rights and Responsibilities" that were developed at CEI2008 in Aalborg (and have appeared in a previous Global Forum) to UN officials at a scheduled meeting of COP15.

Participants: Our November 13 conference had participants from Indonesia, Sweden, Namibia, Indonesia, Poland, Hungary, Netherlands and USA. The second conference included Denmark, Russia, Sweden and USA.

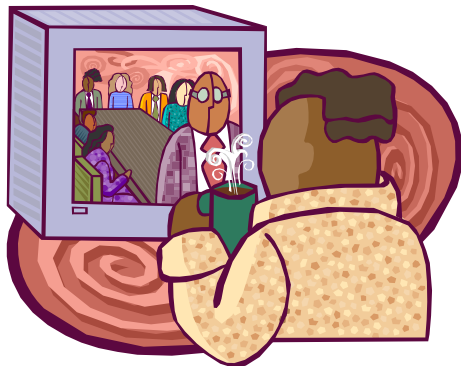
Next meetings: We intend to schedule another video conference in late April, early May to coincide with many Earth Day activities and also share project status for CEI 2010 in Indonesia.



Technological Challenges and Barriers: Many countries who desired to participate were unable to due to limited communication services in their area, or the financial burden because many professional conference sites charge for use of facilities that, while they may have invested in equipment and facilities, do not cost anything to connect into a video bridge that is hosted outside their county.



Overcoming those challenges: Derek Abrams, our OSU Engineer, worked diligently with many folks to connect them through Skype, Adobe Connect, and other services that may be able to provide a good quality connection. Marina Konopleva of CEI in Kirov, Russia, asked her local telephone company and they permitted her to use their conference room free of charge. To seek out in-kind services, examine who the vendors or suppliers of services are for your school, and they may be able to assist not only with video connections but also perhaps with some travel scholarship for students.



The Future: With current economic conditions and travel costs, many deserving youth and educators are not able to attend the annual conference. Even for those who are able, video conferences are a great opportunity to reflect, brainstorm, work to solve common problems, and get a little of the flavor of a CEI Conference. Please contact either Derek or me: derek.abrams@oregonstate.edu or dan.hoynacki@oregonstate.edu if you have questions.

Dan Hoynacki
USA- Oregon

CEI 2010



What's on CEI 2010 Conference?

Traditions in the practice of rice farming is vary in Indonesia, the cycles of planting, cultivation and harvest along with their constant element of prayer and offering brings special message to the people and nature. In Indonesia, local cultures that live for centuries had shown the local wisdom of preserving, conserving and the use of natural resources in sustainable ways by honoring their existence. Many cultures contain local wisdoms had shown the capability to see and maintain biodiversity. Unfortunately, rice ceremony, local wisdom and various cultures are currently in thread. In the name of modernization and technology, not many people taking care and involve in local ceremony such as rice ceremony. We had so far failed to maximize content that expressed the local and cultural wisdom.

On the other side, as the United Nations declared 2010 the International Year of Biodiversity (IYB), and realizing that Indonesia moreover is one of the main source of the world's remaining biodiversity with also its diverse cultures, it would be great opportunity for youngsters around the world and Indonesian ourselves to realized this fact and find ways to preserve it.

24th Caretakers of the Environment International Con-

Experience Sharing Among Teachers and Students
of Various Countries to Prepare Young Generations
for the life's future and humanity

Biodiversity and Culture

July 4th - 10th, 2010
Lawang, East Java
Indonesia

Register now or get involved today!



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Creating world class entrepreneurs

Caretakers of the Environment International
Indonesia Chapter (Panda Perwira)
Jl. Serayu no. 1, Sunabaya 60265, East Java - Indonesia
Tel. & fax: +62 31 566 7364, Email: info@cei2010.org

Those two issues: **Biodiversity and Culture** will be explored in the seven days of CEI 2010 conference which will be held in Lawang- East Java, Indonesia on 4-10 July 2010. There are five ecosystems and its biodiversity that participants will visit in the field trip, which are:

- **Top Volcanic Ecosystem**, biodiversity and geology of a volcano that create specific culture of the inhabitants will have a special issue and problem that need to be solved ;
- **Mountain ecosystem**
- **Highland Ecosystem**
- **Lowland Ecosystem**
- **Marine/ Seashore Ecosystem**: The special condition of the changes from sea into land that makes the mangrove forest rich with special biodiversity that also shapes the culture of the people who live nearby it needs to be concerned, raised and discussed during the project and the conference.

Local culture of people living in those five ecosystems will also be explored, and there will be opportunities for all participants to share, brainstorm their opinions about the relationship between world biodiversity and culture. Also practice some Indonesian ceremonies of honoring nature.



A photo exhibition of all participants wearing their traditional clothes and/or landmark/traditional things from participants' respective country, sharing and playing traditional game will be another ways in learning the richness of world culture. Many tourists come for Bali islands, but don't forget that Indonesia has about 17,000 exotic islands. Many things participants can do for their pre/post conference tour. Check it out <http://www.cei2010.org>, get involved soon and make this visit as your unforgettable conference. Enjoy our "paradise on earth". **We welcome you to Indonesia and the CEI 2010 conference!**

Stien Matakupan
CEI 2010 Conference Chair



July 4-10, 2010 ~ Lawang, East Java, Indonesia: CEI 2010 Conference

This conference, organized by CEI/Indonesia, Ciputra University, Kaliandra Sejati Foundation, and the Petungsewu Wildlife Education Center is designed to work toward creating a worldwide network of secondary school teachers and students who are willing to do something about biodiversity and culture issues through their education and actions. The network aims to heighten awareness of the fact that many countries share a variety of environmental problems and to face those challenges, share successes, and encourage international data exchange and interdisciplinary activities. <http://climatecoolnetwork.ning.com/events/24th-car...>

Bananas, Birthdays, and More Big Bangs



My experience with CEI is somewhat similar to the Big Bang. The 2006 GEYC was the first time I joined in such activity – it was big, it was awesome, and that was just the beginning. Since then, I became more active taking part in similar events and had so many great experiences, including getting tricked into eating a wild banana as my birthday present! (Trust me, the seeds are better left uneaten.)

Today, just as we still have background radiation from the Big Bang, I find it hard to just walk away from all this. Although I'm no longer a high school student, I'm currently helping the CEI 2010 team preparing for this year's CEI conference in Lawang, and I hope to see you there!

Edward Adi Pranoto
Surabaya-Indonesia

CEI Guidelines

Mission:

In order to prepare youth for environmental leadership, **Caretakers of the Environment International (CEI)** has created a worldwide network of secondary school students and teachers who think globally about environmental issues and who act locally on community projects. **CEI** reaches out to youth and environmental educators in various nations, encouraging them to view the earth as one interdependent environment and to work together to preserve and restore nature.

CEI helps organise annual international conferences; provides a networking magazine **THE GLOBAL FORUM for Environmental Education**; promotes the establishment of National Branches and encourages national and regional workshops. Therefore, the **CEI** network is a podium for teachers and students who exchange concerns, ideas, strategies, actions and projects in the field of environmental education.

Goals

- 1 To provide youth with the knowledge and skills for environmental leadership.
- 2 To develop a worldwide network of secondary school students and teachers who face environmental challenges with education and action.
- 3 To encourage students to think globally about

environmental issues and to act locally on community projects and to act as responsible citizens.

- 4 To share environmental concerns and successful and innovative environmental education programmes.
- 5 To facilitate international joint educational projects which encourage international data exchange and interdisciplinary activities.
- 6 To develop strategies which enable delegates to act as ambassadors for **CEI** in their own countries.
- 7 To promote environmental awareness in the general public.
- 8 To develop national environmental education networks.
- 9 To build trust, friendship, and a co-operative spirit among people of different cultural backgrounds, so they become partners in environmental protection.
- 10 To develop links between environmental educators, curriculum developers, politicians, government representatives and representatives from commercial enterprises.

History

CEI began with the idea that young people, who would become the world's future leaders, should be provided with knowledge and skills for environmental leadership.

The three people who started this environmental education network were: Ed Radatz, a high school biology teacher and director of the Pollution Control Centre (an award winning student-run organisation) at Oak Park and River Forest High School, Illinois; Arjen Wals, an intern from the Netherlands who was spending the year with Ed's class; and Isabel Abrams, a science and environmental writer. They met in January 1986 for lunch in a Mexican restaurant and, while they ate, they discussed many environmental issues.

By dessert, they agreed on three key ideas:

- 1 Young people had to understand that, no matter what career they followed or what lifestyle they chose, they were caretakers of the environment.
- 2 Young people had to be provided with the knowledge and skills for environmental leadership.
- 3 In order to find solutions to global environmental problems, students and teachers had to develop international friendships.

In order to accomplish these goals, they decided that **Caretakers of the Environment International** should be a network of secondary school students and teachers. They would think globally about environmental issues and they would work on local projects. They would meet at yearly conferences in different nations where they would present their school projects, examine an environmental issue and share ideas with students and teachers from other nations. The idea of "caretakers of the environment" was a misquote from the director of the United Nations Environment Programme. Dr Noel Brown had actually said "shareholders of the environment" but "caretakers" was a much better term for their purposes.

In June 1986, Ed Radatz, Isabel Abrams and four high school students travelled to the Hague, Netherlands where they attended a European environmental education organisation that was about to be disbanded. They presented their proposal for establishing **CEI** and it was accepted. Harry Wals,

Caretakers of the Environment International - A global network of teachers, educators and students

Director of Parks, Recreation and Environmental Education in the Netherlands for the Hague said, "In that case, the first conference should be in the Netherlands." Harry Wals, Joke Wals, a representative of the European Environmental Education network, and Arjen Wals gathered a committee of teachers and students from the Netherlands, who worked diligently to acquire funding and plan the first **Caretakers of the Environment International** meeting by the following June.

Students and Teachers wrote the Constitution and Statutes of **CEI** and in 1990, it was established as a not-for-profit corporation in the Netherlands. In 2009, the Statutes and Constitution were revised.

Conferences

CEI has an international conference annually on environmental education for secondary schools. The International Board selects the host country from those wishing to do so and then passes on responsibility for the organisation of the annual conference to the chosen host country. The organising committee from the host nation selects the conference theme; solicits financial support for the conference (including support for participants with financial hardship where feasible); plans accommodation, meals, tours, discussion groups and speakers; and puts together the programmes in accordance with the philosophy of **CEI**.

The **CEI** conference programme emphasises hands-on activities and experiences that can be applied in the classrooms of many nations. Participants are selected on the basis of their past and current achievements in environmental education. Delegations from as many countries as possible are encouraged. Each delegation will comprise 4 to 6 students maximum with 1 to 2 teachers/mentors. Each participating school delegation is required to exhibit and present its most recent environmental education project at the conference. To promote friendship and a spirit of co-operation between individuals of diverse cultures, each discussion group contains a mix of students and teachers from different nations. Social activities celebrate cultural diversity and foster international friendships.

Annual conferences have taken place in many nations and covered a variety of environmental topics: (see www.caretakers4all.org for details on conferences)

THE GLOBAL FORUM for Environmental Education

The **Global Forum** is the official periodical of the **CEI** network. The magazine is produced twice a year, both are available online via the **CEI** website and the one is available as Hard copy at the annual conference. It is a medium for secondary school teachers and students, and other people interested in environmental education, to write about their ideas, concerns and experiences. The editorial staff consists of several secondary school teachers and members of the International Board of **CEI**.

Participants in the annual conference, who pay a registration fee that includes membership in **CEI**, automatically receive the hard copy of the **Global Forum**. Environmental Educators can go online via the **CEI** website.

To submit articles to the **Global Forum for Environmental Education** contact:

Mr Dan Hoynacki,
Dan.hoynacki@oregonstate.edu

National CEI Branches

CEI supports the formation of **National Branches** to reach more schools worldwide. Networking at the national and regional level is equally important as networking at the international level for it helps **CEI** function as a grass roots organisation, one with policy and activities greatly influenced by teachers and students.

The **National Branches** may organise workshops on environmental education topics such as action-taking, environmental monitoring techniques and computer networking. They may also play an important role in selecting the schools to represent the country at the annual **CEI** conferences.

By the year 2009, there were active **National Branches** in place in: Argentina, Canada, Columbia, Costa Rica, Greece, Hong Kong/China, Hungary, India, Indonesia, Ireland, Kenya, Netherlands, Pakistan, Poland, Portugal, Scotland, Spain, Sweden, Tanzania, Uganda, and the USA.

For an updated listing, check out the **CEI** website.

International Board

Caretakers of the Environment International policy and activities are the responsibility of an international Board of directors that consists of a President, Vice-President, Communications Secretary, Recording Secretary, Treasurer, Director of Communications, Director of Networking, Director of Internet, Director of Resource Development, Editor of Global Forum and an agreed number of co-opted members (to include the future, present and immediate past conference chairpersons).

There is currently one Emeritus member. The three founder members of **CEI** become Emeritus when they leave the Board. To contact the current Board members, please check the **CEI** website for details.

The **Board** is responsible for the following tasks:

- 1 Managing the organisation
- 2 Selecting countries wishing to host the annual conference
- 3 Advising and supporting the development of the annual conference
- 4 Promoting co-operation of teachers and students from various countries by producing and distributing the Global Forum and encouraging joint educational projects and international school partnerships between conferences.
- 5 Ratifying the setting up of National Branches and affiliates
- 6 Evaluating the direction and progress of **CEI**.

Teachers Council

The Council was set up as an ad-hoc group of teachers who had attended the annual conference regularly. They share their experience by advising the Board on a regular basis and

contributing workshops at the annual conference. Full contact details are listed on the CEI website.

Alumni Council

The Alumni Council was set up to encourage the ongoing participation of students who have left school. Their experience is invaluable in liaising between the International Board, the student delegates, the teachers and the conference organisers. This ensures the voice of young people is heard. Full contact details are listed on the CEI website.

For more Information

To find out more information about Caretakers of the Environment International, please contact:

Secretariat

Caretakers of the Environment International
't Horntje 10,
1862 BB Bergen NH,

The Netherlands.

Tel. +72-5814857

Fax. +725814858

E-mail: Wals36@Kpnplanet.nl

CEI Homepage: www.caretakers4all.org

Revised Statutes/Constitution

Article 1: Name, Seat and Duration

1. The foundation is entitled: Caretakers of the Environment International.
2. She has her seat in the municipality of Alkmaar, Netherlands.
3. The foundation has been called into existence for an indefinite period.

Article 2: Purpose

1. The overall aim of the organisation is to stimulate environmental education in secondary schools through the development of a worldwide network of teachers and pupils who share environmental concerns and who face environmental challenges.
2. The organisation endeavours to reach its aims and objectives by:
 - a. Publishing an international periodical which shall be called the Global Forum
 - b. Organising annual conferences
 - c. Supporting international, national, regional and local projects
 - d. Publishing of annual conference proceedings by the local organising committee.

Article 3: Revenues

1. The funds of the organisation shall be constituted through:
 - a. Subsidies and donations
 - b. Acquisitions stemming from legacies, bequests and donations
 - c. Revenues from other sources.

Article 4: Management

1. The management of the organisation is in the hands of

the International Board of Directors. The Board consists of at least six officers. The number of Board members is determined by the Board.

2. Those who are qualified to help realise the purpose of the foundation can be considered for a seat on the Board
3. Board members are appointed by the International Board, with the exception of the members of the first Board.
4. Board members are required to endorse the purpose of the Foundation as mentioned in article 2
5. Board members are appointed for a period of four years. An exception is made for the first Board: the first Board will resign after the first term according to a resignation schedule. This schedule prescribes that one fourth of the board will resign annually. A board member whose term come(s) to completion may be re-appointed immediately.
6. Membership of the Board terminates through:
 - a. Election of a successor, replacing a member whose term has come to an end
 - b. Voluntary resignation
 - c. Death
 - d. Bankruptcy petition.
 - e. On request of the board through unanimous decision by all remaining board members
7. if a vacancy occurs then the newly board member, appointed according to the resignation schedule, shall occupy the same seat as that of the resigned board member.
8. The three founder members of CEI become Emeritus when they leave the Board. They are entitled to attend Board meetings but shall have no voting rights.

Article 5: Tasks of the Board

1. the board is responsible for management of the foundation
2. the board is permitted to the signing of contracts regarding the acquisition or sale of goods
3. the board is not permitted to sign agreements which lead of debts on the part of the foundation or to sign agreements that make the board responsible for the debts of others.

Article 6: Management and Representation

1. The Board elects an Executive Board who shall consist of President, vice President, Communications Secretary, Treasurer and one other board member.
2. Legally, the Executive Board represents the foundation.
3. The Board may appoint officers at its discretion. This may include: Director of Networking, Director of Communications, Director of Internet, Director of Resource Development, Editor of Global Forum and an agreed number of co-opted members (to include the future, present and immediate past conference chairpersons).

Article 7: Structures

1. For assistance, in accomplishing its tasks, the board may decide to call to life one or more committees. The committees will be chaired by a member of the Board and will report directly to the Board on all matters
2. The Board shall delegate the organising of the annual conference to one of its officially recognised National Branches or Affiliates (hereafter known as the local organising committee, as at 13.3)

3. The Board may delegate National responsibility to National Branches or Affiliates on receipt of items listed in National Branch documentation and approval by the board using the standard voting procedure. See separate guidelines.
4. The Board may establish a Teachers/Educators Council to represent the voice of teachers and educators.
5. The Board may establish an Alumni Council to represent the voice of young people who have contributed at the annual conference. See separate guidelines.

Article 8: Board Meetings and Decisions

1. The Board shall meet at the annual conference. Communication between conferences shall be via the CEIBOARD email list.
2. Meetings shall also be held when the chairperson considers this desirable or when one of the other board members submits a written requests, stating specific reasons for calling the meeting, to the chairperson.
When the chairperson is unable to call a meeting within three weeks then the requesting board member is qualified to call a meeting on his/her own, taking into account the formal procedures.
3. Calling of a meeting occurs, with exception of the condition stated in article 8 paragraph 2, through the chairperson, at least one month prior to the meeting by means of written notification to all board members by letter or email.
4. Meeting notifications contain besides the place and time for the meeting, the agenda points to be discussed.
5. As long as a majority of board members are present at the meeting, valid and binding decisions can be taken with regards to all matters that arise, by majority vote; even when the formal procedures for calling a meeting as mentioned in the statutes have not been honoured.
6. The meetings are conducted by the chairperson. When the chairperson is absent, the board can appoint one of its members for conducting the meeting.
7. During the meetings, minutes are taken of decisions reached by the Recording Secretary or by one of the others present upon request by the chairperson.
8. The board can only take valid and binding decisions when the majority of its members present or represented. A Quorum for valid and binding decisions shall consist of $\frac{1}{2}$ the Board plus 1. A board member may elect to be represented by any other board member upon submitting a written proxy to be accepted at the discretion of the chairperson of the meeting. A board member can only represent one other board member.
9. The board can take decisions outside of meetings as well provided that all board members have, by letter or email, had the opportunity to express their opinion. Of the decisions taken in such a manner, a written abstract which includes the received of the various board members is made up by the secretary. The secretary and the chairperson co-sign the abstract which is to be included in the minutes of the next meeting.
10. Each board member has the right to bring out one vote. As long as the statutes do not prescribe a larger majority, all decisions are taken with the absolute majority of valid votes. When the votes split, a proposal is considered to be rejected.

11. All votes during a meeting are expressed verbally, unless one of the Board members desires the votes to be expressed in writing. Casting of votes in writing occurs through the signing of closed sheets of paper.
12. Neutral votes are considered as votes that have not been expressed.
13. The chairperson decides when disagreements arise for which there are no statutory prescriptions.

Article 9: Meetings and Public Attendance

The board meetings and committee meetings are open to all registered members of CEI unless the board decides otherwise in order to protect the privacy of individuals.

Article 10: Financial Year and Annual Reports

1. The financial year of the foundation runs parallel to the calendar year.
2. At the end of each financial year, the financial records are completed. The treasurer will write up a balance, showing the foundation's revenues and expenses over the past financial year. Within six months after the end of a financial year and prior to the annual conference the treasurer will present a financial report to the board.
3. Annual reports are determined by the board
4. 10% of the registration fee of each conference goes to the foundation.

Article 11: Documentation and Reportation

1. At the end of the financial year, the board is also required to produce an annual report documenting the foundation's activities, within six months after the end of the financial year. This shall comprise of the Conference Report, Recorded Minutes and Financial statement.
2. The documentation with regards of the foundation's policies and regulations will be made public, in a way to be determined by the board, after the board has officially endorsed these policies and regulations.

Article 12: Rules and Regulations

1. The board is authorised to draw up rules and regulations regarding subjects which are not covered in the foundation's statutes.
2. A rule or regulation may not be at odds with the law or the statutes.
3. The board is authorised to terminate or modify a rule or regulation, at all times.
4. To the formation, termination or modification of a rule or regulation applies article 14, paragraph 2.

Article 13: Participants

1. Participants in the foundation are schools, organisations or individuals who participate in the annual conferences and/or whose requests to become an official participant in the foundation have been honoured by the board.
2. Recognised National Branches are deemed to be participating organisations.
3. Anybody that the Board deems appropriate may be considered an affiliate without the requirement of attending the annual conference. They should endorse the goals of CEI.
4. Participants will receive information about the annual

conference and the foundation's periodical, the Global Forum. The foundation may charge a subscription fee for its periodical.

5. Participants may be invited to attend the annual conference, but the responsibility for the selection of a conference participant lies with the local organising committee. (see 7.2)

Article 14: The Changing of Statutes

1. The board is authorised to change the statutes
2. A decision to change the statutes can only become effective when at least 2/3 of the valid votes endorses the decision during a special meeting where at least 2/3 of the board is present or represented.
3. If during this special meeting an insufficient number of board members is present then the decision can become effective when during a next meeting, which has to be called between 2 and 6 weeks after the special meeting, 2/3 of the board members, regardless of the number of members present, endorse the decision.
4. A change in statutes only becomes official when documented by a notary.

Article 15: Disbandment and Settlements

1. The board is authorised to disband the foundation
2. A decision to disband the foundation can be made in accordance of article 13 paragraphs 2 and 3
3. In case of disbandment the foundation is the board in charge of settling the accounts and running affairs. During the course of the settlements the statutory ordinances remain in effect within reason.
4. A decision to disband must include the designation of a potentially positive balance of the account to a cause that is congruent to the "raison d'être" of the foundation.

Article 16: Final Provision

In cases where the Statutes, regulations, rules or the law do not prescribe, the board can decide.

Finally, the appearer (Joke Wals) declared the following people have been appointed to the board of the Foundation.

Birgitta Norden (President)

Fatima Almeida (Vice President)

Joke Wals (Communications Secretary)

Ed Radatz (Treasurer)

Isabel Abrams (Board Member)



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