

Global Forum for Environmental Education



Volume 20, Number 1, July 2010

CEI 2010 Conference Delegate Issue
Lawang, East Java, Indonesia July 4-10, 2010
Biodiversity and Culture



Welcome to Indonesia for CEI 2010

Meet Your CEI 2010 Alumni

Collaborative Learning through School Partnership in Kenya and Nepal

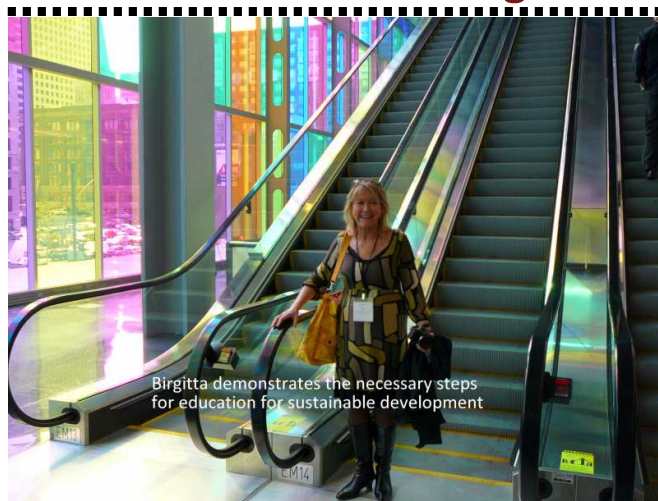
Highlights of Student Projects Being Presented this Week

News, Invitations, Reports and Reflections



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

President's Message



Birgitta at the SWEED conference in Montreal in 2009

Dear Caretakers,

Now, it is time to meet again on one of the very important annual CEI meetings. This time we meet in the beautiful country of Indonesia, so rich in both Culture and Biodiversity, which actually also is the theme of the CEI 2010 conference. With a focus on the variety of species, which we wish to come to know more about, and the specific and sensitive ecosystems chosen as conference themes: Top volcanic (geologically challenging), Marine and seashore (with Mangrove as a nursery for different animals), Mountain, Highland and Lowland, we are all welcome to the warm-hearted, generous and affirmative people in Indonesia - this great country consisting of more 10,000 islands and as big as whole Europe (Indonesia would be covering an area from Lisboa to Moscow).

Permit me to share some of the wonderful CEI history with Indonesia: Since I had the honor to meet with **Suryo Prawiroatmodjo** already in the CEI conference 1994 in Scotland; he invited and easily convinced my colleague Ingrid Adolfsson and me to visit Indonesia in 1995 to start an exchange program linking Europe with Asia. It turned out to be successful and encouraged many Swedish, Danish, Irish and Scottish schools to participate. Then, a bigger Swedish group actually went back to Java in 1997 and met with many more creative and enthusiastic teachers and pupils from many schools in Surabaya with surroundings. We also had the opportunity to visit Papua Guinea (Irian Jaya) and our dear colleagues took good care of us. We met with Danis and Lanis, various tribes of people, and took part of their everyday living, which was most fascinating, and to us very exotic – but also showing a way of living in close connection and in a balance with nature. In 2001, my colleague Eva Dessborn, who is the secretary of the Swedish CEI branch, and my daughter Siri (14 years old at that time) joined. They presented in the workshops with nearly hundreds of Indonesian participants about the school project around the stream in Lund and its conflicts of interests, as well as about pre-school projects and informal learning during outdoor activities in different biotopes with children playing in the

forests and on the meadows in and around the Lund Municipality. We as visitors listened, saw and learned a lot from all we met during those occasions. It was truly an enriching and rewarding experience.

I hope that all of you who have a chance to either be a part of the CEI 2010 conference, or have the opportunity to get in contact with colleagues and students in Indonesia and other countries within the CEI network via various online forum available via the Internet, will do so to continue to build and strengthen networks between all interested. ***With the main purpose of the CEI and in its spirit, take on the local sustainability challenges as identified and experienced by youth and their teachers, and put the urgent environmental issues on the agenda to discuss, exchange ideas, and look for common solutions recognizing beneficial ways of acting towards sustainable development.***

Thank you also to **Stien Matakupan**, who has actively participated in so many educational exchange programs and projects through the decades which activated and meant so much to many of us! Lots of thanks also to all involved in conducting the CEI 2010 conference and for making this a fruitful and wonderful event. We have the greatest expectations for the week to come. At the same time, it is also a great step ahead and an important meeting historically, since we are preparing for the upcoming 25th anniversary of CEI conferences, taking place next summer in Hungary. That, you will hear more about later - but be prepared!

Enjoy Indonesia & Take Care,

Birgitta Nordén
President CEI
Chair for the Swedish CEI Branch

... from the Editor

Please enjoy this 2010 CEI CONFERENCE issue of the Global Forum. This edition offers **something new: a summary of many the student delegates projects from around the world that are being presented this week in Indonesia**. Because conference attendees cannot see all project presentations, this information should help you to preview your viewing choices.

Please engage me at any time during the conference so we can set some moments for me to listen to your concerns and desires to better help all of us communicate and cooperate with one another. I continue to seek methods to have our youth connect via video conferences and other acceptable newer technology methods during the school year, and welcome your input and ideas.

One year from now, we will be enjoying our 25th Annual Caretakers conference. In that issue of the Global Forum, we will devote up to one page to each country or chapter to recap their participation and growth as a result of the Caretakers connection. In order to make it with adequate time to prepare, 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.

- Dan Hoynacki

**Welcome Remarks on Behalf of
the Conference Organisers
CEI 24th Conference, 4 – 10 July 2010,
Lawang -Malang, East Java, Indonesia**

Dear Caretakers Delegates,

It is indeed a great honour to welcome you all to the Caretakers of the Environment International's 24th Conference in Lawang, Malang – the province of East Java, Indonesia.. It might take you long hours to arrive on this site, by flight, train, bus and cars. As tired and jetlagged as you are, please accept our warmest greetings at this simple site: Murnajati – Indonesia's Department of Health Training Center.

We certainly would do our very best for the success of this conference, and also to serve you with the available facilities. In case, there would be any



unpleasantness and not according to your needs, we apologize as these might due to differences of culture, habits and environment. It might become a learning process for us all. If it is possible, sure we will try the best to

overcome the differences.

The theme of our event is: **Biodiversity and Culture**. You might have observed the particular culture of East Java since your arrival. There might be inconvenient things; we expect that we could have inputs for it. But, even for Indonesians, East Java is unique in the nature and also the people. It was a right choice and decision of CEI board that East Java was appointed to host the conference. A diverse range of ecosystems: volcanic down to coastal area, (and actually also coral reefs) are around this province.

Located at the topical area, there are immense range of biodiversity; too many to learn. We have agreed to choose five areas of example ecosystems: the vulcano and caldera Mount



Bromo, the tropical rain forest in Cangar, Javanese traditional agro forestry ecosystem in Trawas, low land particular ecosystem of the rice fields in Tumpang, and mangrove ecosystem in Probolinggo. Maybe you would come back to East Java one day in the future to explore more on East Java's nature: Sempu island at the Indian Ocean, Baluran National Park to see wild animals, Meru Betiri and Blambangan Natural Park where the various turtles lay their eggs and Dugong dugong – the “mermaid” swim and eat sea grass.

From this conference, as expected, we hope that the recommendations created would also become important inputs and motivations for us all in East Java to take care and develop sustainably our nature. The sharing events among us, educators and students, might encourage us all to develop common interest and programmes to build genuine friendship for a common future. For us in Indonesia, this event might inspire us for improvement to better education methodology and conditions; that good education is not necessarily expensive and unreachable.

On behalf of the organisers, I would like to express our warmest welcome to all participants, thank you for your contributions and hard efforts to come. I wish you enjoy your stay and have a successful and fruitful conference.

Suryo W. Prawiroatmodjo.
Founder of CEI/Indonesia

Meet Your 2010 CEI Alumni

Please get to know the three CEI Alumni students assisting with the 2010 CEI Conference. They are your first line of communication and are an extension of the organizational staff. They have all experienced CEI Conferences as youth delegates and have an excellent understanding of the impacts of conferences on young people – especially those participating for the first time.

Name: Armand Wachelder

Country: Netherlands

Age: 32



I graduated from the Academy of Fine Arts in Maastricht in 2003. My first CEI conference was in 1994 in Aberdeen, Scotland. In that same year I decided to study art. Though I feel very privileged to be able to work as an independent artist, (it were my early experiences) with Caretakers that have inspired and convinced me most to develop my talents. Ever since Aberdeen, I have considered myself being a “Caretaker”. Now in “being a Caretaker” I do not mean so much that I attend conferences. Even more it means being an ambassador of the idea that one person really can make a difference, for the friends we live and work with day by day, and for a more sustainable environment to live and work in.

My efforts so far have not been in vain. I take humble pride in



being an ambassador for CEI in the Netherlands, which has already resulted in some students and teachers from the Netherlands attending our conferences. More recently I have been working as a buddy for young people with disabilities, assisting them in their daily lives, trying to improve their well-being and defending their interests in the local political arena.

I sincerely hope that CEI 2010 will inspire many of you, as it has inspired many before you, to become a Caretaker, working day by day to improve your community and environment, whatever career you might pursue. Take care!



Name: Julia Norden

Country: Sweden

Age: 20



Since early January 2009 I've been living in London, where I currently work part time as a nanny and part time at Starbucks. At the age of 16 I experienced my

first environment conference, by taking part in a green school project as a student, in China. I found the cultural exchange amazing and it was rather overwhelming to see so many people involved for the benefit of the environment! So, as I found this was something I'd love to do again, I participated

in several conferences to come – always happy to meet new people and learn new things. Some of these ones are USA (2005), Poland (2006) and Hong Kong (2007). I've also attended Young Masters Program on Preventive Environmental Strategies online learning and Global Environmental Youth Conventions (with conventions in Egypt, 2004, & Dubai, 2006).

Wherever I am I always make sure I do my part of what's needed to help sustaining the environment. Switching off electric equipment not in use, recycling as much as possible and educating the children I look after on what they can do are a few examples.

I love entertaining people and consider myself the joker amongst my friends. I really enjoy being on stage and have performed several plays (nothing mayor), as I studied drama as my main subject in secondary high school. Previous drama related jobs I have had include Theater Lukkan, where I tutored children. Another interest of mine is photography. Thanks to my dad being a photographer I have always had access to cameras, giving me the opportunity to explore my abilities. In the future, however, I see myself working with people in some way, possibly as a psychiatrist.

Name: Zander Johnson

Country: USA

Age: 20 on July 5



I experienced my first Caretakers conference in 2007 in Hong Kong, little did I know that it would shift my views of the world so dramatically. After joining my fellow delegates at the conference

and truly discussing the issues in our respective countries I began to develop a better understanding of just how small our planet really is. The more I was exposed to the global community that CEI represents the more I understood how similar we all are, both in our hardships as well as our want to better our situations. In our similarities we find our greatest strength, international cross-culture collaboration. Many times the solutions to our problems can be found through the



observations of others. Each subsequent conference since Hong Kong has changed me for the better, increasing my awareness to the issues afflicting the world around me. It is because of my time with Caretakers that I have decided to continue my education by attending Oregon State University this fall, in pursuit of a degree in environmental science

as well as education.

I hope that everyone takes away from this year's conference everything that they can, making each experience their own. I wish all of this year's participants a great conference and I thank our gracious hosts for what I am sure will be an outstanding conference.

Sincerely, Zander

Collaborative Learning through School Partnership: Examples from Two Cases – Kenya and Nepal

Competency standards in Kenyan teacher training institutes; and the case of Nepal Wireless Network seeking partnership to build communities

Case of Kenya: how do we assess areas of need

- ✓ Meet working groups
- ✓ Discuss successes, failures and needs
- ✓ Identify key areas for intervention (training and support) based on competency areas

Competencies

Competencies are referred to as a collection of skills, knowledge and attitudes required to perform a task to a minimum standard. They are thus composed as statements/identifiers that specify at what level a person should perform a job/task to be confident in that role.

ICT teacher competency areas

- ✓ Hardware maintenance
- ✓ Web based Applications E-Learning platforms/ Instructional training
- ✓ Innovations in I.C.T in Education- to understand modern trends and ways the college can develop in an appropriate manner
- ✓ Understanding the community needs (teachers, students, etc...)
- ✓ Instructional Design (Technology)
- ✓ Sharing – developing methods to share materials
- ✓ Partnerships – developing partners to enhance what is done

Administrative staff/management competency areas

- ✓ Archiving records-saved as files –graphic /OCR
- ✓ Record keeping
- ✓ -Finances
- ✓ -Procurement
- ✓ -Accommodation
- ✓ -Enrolment
- ✓ -Schedule
- ✓ -Scores
- ✓ -Assets
- ✓ Marketing – website
- ✓ Alumni functions – Use of website



Communications

- ✓ Telcoms
- ✓ E-mail
- ✓ Fax
- ✓ Etc...

ICT for leadership development

- ✓ Developing communities of practice
- ✓ Enhancing ability to perform inter-college functions
- ✓ To develop Partnership
- ✓ working with other entities to improve delivery
- ✓ Capacity building
- ✓ Planning
- ✓ Develop a college ICT plan/policy
- ✓ Understand Risk Assessment in terms of ICT-education deployment
- ✓ Resource mobilization/resource management

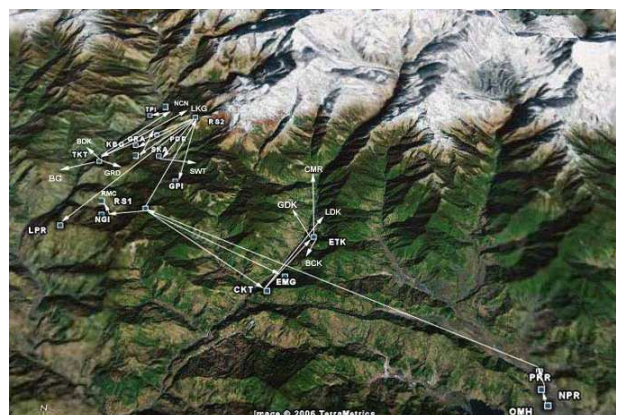
Nepal Wireless Network



Goals & Objectives

- ✓ Education
- ✓ Health
- ✓ Communication
- ✓ Job creation
- ✓ Weather and climate change monitoring

Dr j Tim Denny, ICT-education consultant
Vietnam upper secondary and teacher education
development project
johnndenny@alumni.usc.edu



CEI 2010 Delegate Projects

The following pages contain information about the student projects being presented this week during the conference. Based on publishing deadlines, we apologize if we missed any projects.

Country: Indonesia

Location: Probolinggo, East Java

Students and Their Farming Programs

Mater Dei Catholic Senior High School is located on 62 B Mayor Jendral Panjaitan street Probolinggo city. It will be 53 years old on August, 1st. We have about 500 students and 32 teachers. There are two major programs: sciences and socials.



There is an environmental study in the eleventh and twelfth grades. One of the students' activities in eleventh grade is **organic farming**. It is held in the farmland, outside the school. The teacher collaborates with a farming instructor.

First, the farming instructor gave some information to the students about the organic farm methods. He said, "The principles of organic farming are that it should naturally use no synthetic products." He explained there were some characteristics of organic farm plants. They were fresh. There was some whole leaves appeared. It was caused by insects or caterpillars. They decay rapidly, too.

The procedure is as follows:

- 1) Students prepared the farmland. They hoe the soil. Then they spread the organic fertilizer. It was made from duck droppings or compost.
- 2) Students grew three kinds of seeds. They were corns, water spinach, and chili. They immersed about 2cm underground in the farmland which had been prepared. Then they watered them.

It didn't finish there. They had to take care of them after that.

- 3) Students had to eliminate weeds from the farmland. They spread the organic fertilizer and watered frequently. So that the plants grew well.

After six weeks they harvested the water spinach. It needed two month to harvest the corn.

In the end of this programs there was held cooking contest. Students had cooked the result of what they harvest especially water spinach into a creative menu. Some of them were;

- Bola-bola kangkung - water spinach balls
They are made from the rice which had been formed into balls. There were pieces of water spinach inside. They will be more delicious with chili-peanuts pasta which splashed on the top.
- Martabak kangkung
There was slabs of wheat. The pieces of water spinach were mixed with scrambled eggs, mashed

garlic and salts that are sprinkled on it. They had been rolled together. Then, they were fried.

- Mie kuah kangkung – water spinach noodle soup
- Nasi goreng kangkung - water spinach fried rice

Miss Maria Yesi Kustanti



Country: Russia

Location: Kirov

Red Book of Kirov Region

At the beginning of the school year all the senior students of school №28 were invited to the traditional meeting at which the participants of the CEI – 2009 told us about their visit to Aberdeen, Scotland. It was very interesting to listen to their stories about different environmental projects, the cultural event, fieldtrips, excursions, the final event with farewell dances and hugs. Then they showed the presentation about the future CEI Conference in Indonesia. The theme seemed very interesting. We had some ideas about it and decided to make



a project about Red Book of Kirov Region.

There is such a book in the libraries of our city. We decided to know if the people know about disappearing plants and animals, made a survey and analyzed the information. We were very surprised that among 57 respondents only 5% know about plants and animals which must be protected. So the goal of our project was to develop environmental awareness and knowledge of the people by attracting attention to the problem of conserving biodiversity in our region.



We held the social action "Seeds for our future" to attract

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

attention to the problem of preserving and conserving biodiversity on the planet.

Then we met one of the authors and the artist of Red Book to get more information of protecting animals and plants on the territory of our region.

We created an interactive educational game "The pages of Red Book of Kirov Region" for children and youth and played this game at school and in the summer camp to give an idea of disappearing animals and plants and the ways of conserving them.

After that there was a competition of drawings among the participants of the game.



It was very important to attract grown-ups' attention to the problem as well. We created models of cases with the best students' drawings for bank plastic cards and our local bank made them and presented to the school leavers and their parents and relatives at the final party to promote their



environmental awareness.

One more commercial action was organized to help the museum of the local Agricultural Academy financially: we designed payment bank papers for its customers with the request to give money for the reconstruction of the museum which bends every effort to popularize Red Book and helps to educate students.

We hope that our practical activities were not in vain.

Students *Lala Chervyakova, Ksenia Timkina*
Teachers *Marina Konopleva, Tatyana Lagunova,*
School № 28, Kirov, Russia

Country: Greece

Location: Thessaloniki

Biological diversity: Natural and Cultural Resource of Greece

Links between nature and culture have historically been strong in Greece. The unique plants of Greek flora were important to Greek people on many levels-physical, mental and spiritual and have defined in various ways traditional societies from ancient times to early 20th century.

Several myths, stories, songs, and a series of books are diachronically connected with the use of plants in everyday activities of Greek people. The economic development model followed the last decades have put a threat to nature Biodiversity resulting in a rapid and ongoing loss. Education is a tool that can make the concept of biological diversity and its importance to our lives understandable and in this way is a valuable asset for realization of sustainable development.



In this environmental education project participated a group of 45 students of the 4th Gymnasium Stavroupolis Greece. The project aimed at raising young students awareness for the significance of biological diversity by carrying research into the myths, stories and songs connected with certain species. Information was inquired about species under threat of extinction, rare indigenous species, ancient species existing for centuries, their connection with local culture and the causes that threaten them.



English language and history teaching both with art teaching and ICT learning were used in a interdisciplinary learning approach in this project. Each participant in the project was free to choose and “adopt” species of their interest. The internet and various books in English and Greek language were used to gather information about certain plants presence in nature and culture with a view to revive certain aspects of our Cultural Heritage.



Considering that drawings can serve as a useful tool for allowing student to express their knowledge and perceptions of biological diversity, students’ drawings of certain species were also used to provide insight into their thoughts and feelings about natural world and serve as reflections of the images in their minds. Certain plants species examined in the



project were planted in the school garden cultivated by students.

Student work was presented in class and also presented to the whole school community. Individual and group Posters with plant photos and short description of its use and its link to Greek culture were hanged on walls and raised the interest of all students.

Students’ motto was: ***Every creature on Earth depends on each other; and every species is precious for life continuity in our planet***

K.Tamoutseli , Lecturer on Environmental Education, AUTH
A.Hatzitheodorou, English teacher, 4th Gymnasium Stavroupolis, Thessaloniki; **D.Papadopoulos**,
H.Stogiannidou, Secondary school teachers,
Caretakers Greece

A global network of teachers, educators and students

Country: Indonesia

Location: Malang and Bromo, East Java

Preparing for the Future

Indonesia is a mountainous country. It is located in the ring of fire. It means that most of Indonesian mountains are volcanoes, for examples Mount Krakatau in Sunda Strait, which exploded in 1883. There are still many examples about Volcanoes Mountains in Indonesia. That's why we are interested to present about mountain ecosystem.



One of our most beautiful mountains in Indonesia is Bromo. It is located in east Java. It has crater, sea sand and also national park. That's why there are a lot of visitors from Indonesia and also from foreign country coming and visiting Mount Bromo. In that national park we can find many species of scarce flora and fauna, for example Edelweiss, Mountain Pine and Long tail Macaques.

The tribe living around Bromo is called Tengger tribe. Most of them are Hinduism. One of the famous rituals of Hinduism is called Kasada. They held the ceremony in the temple, which is located in the sea sand of Bromo. After that they throw their offerings in the crater of Bromo. This ritual takes place in the 14th month of the Hindu calendar.



When we visit Bromo, we could see that there are also some problems about its ecosystem, for example about

landslide, forest fire and also trash. In another mountain ecosystem in Indonesia, we can also find other problems such as illegal logging, global warming, poaching, mining of sand and stone (illegal), and transferring function of land use.

Those problems would damage mountain ecosystem if we don't solve the problems as soon as possible.

For the problems in Bromo, there are some ways to solve the problems: using the sloping land for planting in terraced form, limiting the cutting of fire woods and providing many trash cans and recycling the trash. Another ways to solve the problems in other mountains: enforcing laws about illegal logging and poaching, greening, arrange a seminar or conference about preserving mountain ecosystem and also increasing the protection of mountain ecosystem.



As we visited Bromo, coincidentally we met a group called Art's Pala. This group has a mission to preserve mountain ecosystem. At that time they do an action: collecting trashes along their way in Bromo. They prepared themselves with plastic's bag and put trashes they found there. We really blessed as we knew about their mission and actions. We really hope that we also have heart for Mountain Ecosystem.

Grace Gunawan (Student), Rochelle Vernique Siem (Student) and Marina Sandi Thoding (Teacher)



Country: Denmark

Location: Aalborg

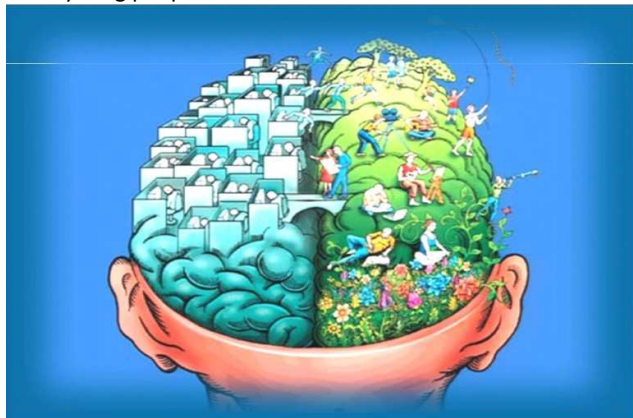
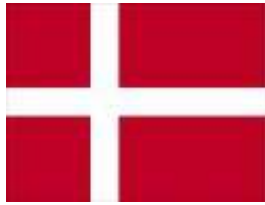
Young Fiery Souls are Preparing for the Environmental Conference

The Danish young students are preparing themselves for the environmental conference, which takes place in Indonesia this year. The team uses the period up to the conference to write projects and to take an active part in different events - for example: Signature petitions and the work shop "Climatic week-Green Days" at one of the youth clubs in Aalborg.

This group of young Danes wants to take an active part in the environmental issues. Christoffer, 16 says: **"Young people's attitude towards climate changes has a great value. It is most important that young people have knowledge of the subject so that they can put pressure on the politicians"**.

Another aspect for the Danish participants are that **"you get to learn something new about different cultures and you speak English in a different way than you do in school – so in fact you learn much more."** (Oda, 16 years).

The environmental group is presently working on a project that combines sustainable youth-to-youth communication with behavioral change theory. In plain English this means that they are doing a project on how to make other young people behave more environmentally friendly through communication – based on young people's way of talking to other young people.

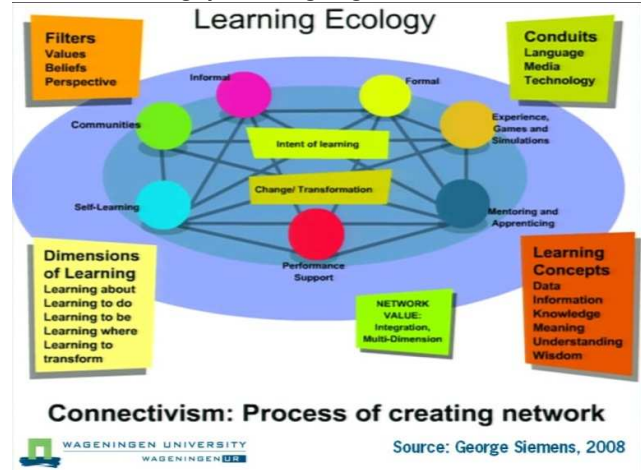


WAGENINGEN UNIVERSITY
WAGENINGEN NL

Sandra says: **"What I'm mostly looking forward to is to tell about our project: "Communication and Young People." I'm also looking forward to meeting other young people from different countries and to come to Indonesia. It is so big and exiting – to go to a country so far away – to experience another culture. I'm so much looking forward to all the things we are going to see and explore – and of course to meet new friends."**

Søren (teacher) says: **"Most of all I'm looking forward to meet all the people - both old and new friends – both students and teachers. To go to Indonesia is a dream come true. Also it would be most interesting if we could see some of the animals that don't live in Europe"**.

Elisabeth (mentor) says: **"For a very long time it seemed as if we wouldn't be able to get the money to go to Java – and then suddenly we got support from one organization – from another – bit by bit we came to the day where we could tell the students: Hi guys, we're going to Indonesia!!"**



"One day I met a father to one of the students, and he asked if I realized how much the students were looking forward to this conference. It's so big for them – a real adventure. We – the parents - talk a lot about it in the families and we also tell about it where we work. Thank you so much for all your work and for making it possible that our children can have this experience for life. A real adventure".

"We all agree with this parent. For us this is a real adventure. Thank you, Indonesia and thank you to Caretakers. We are so much looking forward to this year's conference".

Elisabeth Jørgensen Brun
Caretakers Denmark

Country: Indonesia

Location: Parung, Bogor

Kali Pesanggrahan, a Green Area River In the Middle Of a Hectic City

Our Project is focusing on observing Kali Pesanggrahan, a river conservation located in Villa Lebak Bulus, Jakarta, Indonesia. It has lots of trees around the river. This was once a land filled with trash. But some people who cared about the environment tried to change the land into something useful. Those people are from Sangga Buana, a non-profit organization held by 80 farmers and participants in 1998. This river conservation is located right in the middle of a hectic city, Jakarta. We are trying to find out what made it succeed and pick some effort to be implemented in some other similar sites in Indonesia.



We found that the river looks dirty because of its brownish colour. The colour is mainly caused by the highland river which brings sediment, rocks and dirt to the low land river and made the water muddy. So it is not dirty, it is clean and not smelly as what we used to see in some big cities. The river is surrounded by productive trees, conservative trees, and

herbs. It's not hard to make a good habitat for animals to live as long as it is suitable for its habitat. We should think about the food chain that will be affected. There are also local citizens that take care of the environment nearby. They start by planting trees in front of the house.

Of course, there are lots of problems in saving the environment. For instance, there is the lack of money to conserve the animals and plants. There are also other people around the river who don't care about the river. Campaigns are delivered to tell citizens to save the earth. We really need to have strong will. Then, we can help other people and motivate them, especially if we have already understand about it. We can give good examples to our friends, and influence them to save the environment!

We hope from this experience, we can earn much knowledge on how other people try to do their best to save the environment, even it seems hard. We must support the ideas and realize it to save the world! Let's stop hoping and start working for a better world for the future!!

Let us start with something small, from ourselves, for now.

**Angela, Ayunda, Vito
Madania PIS,
Parung, Bogor, Indonesia**

Country: Turkey

Location: Erenkoy-Istanbul

Conservation of Gilt-Head Bream

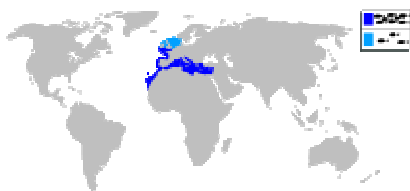
Scientific classification

Kingdom:	Animalia
Phylum:	Chordata
Class:	Actinopterygii
Order:	Perciformes
Family:	Sparidae
Genus:	Sparus
Species:	<i>S. aurata</i>

Binomial name

Sparus aurata

[L.](#), 1758



Sparus aurata - Distribution map



Turkey is a country surrounded by seas on three sides like a peninsula. Marmara, Aegean and Mediterranean Seas all includes



several kinds of fish species inside. So as a Turkish team we planned to design a project on sea ecosystem. We related the fish diversity to our dining culture because they are one of the most valuable food sources in Turkey.



One of the most consumed species due to dining is gilt-head bream (*sparus aurata*). They are found in [sea grass](#) beds and sandy bottoms as well as in the surf zone commonly to depths of about 30 m, but adults may occur to 150 m depth. In spring, they often occur in brackish water coastal lagoons and estuaries. They are mainly [carnivorous](#), accessorially herbivorous and feed on [shellfish](#), including [mussels](#) and [oysters](#).

There occurred a threat in population of gilt-head bream due to unconscious hunting and much consuming. So we focused on artificial breeding of fish. A fish pond is intended for [fish breeding](#). Such ponds are also being promoted in [developing countries](#). They not only provide a source of income for small farmers from the sale of fish but can also meet irrigation needs and water for livestock.

Firstly we applied a survey for students and teachers in our school about the gilt-head bream population. We tried to assess the awareness of our friends in the means of conservation of the population. Then we analyzed the survey results and tried to increase conscious according to those results. We listed some solutions to overcome the problem of conservation and tried to spread it as possible.

Serena Kürcüoğlu Çeure Hinh School

Country: Russia

Location: Alexandrivski Park, Kirov

Hello from Russia Kirov

Our group from Kirov school 28 wants to tell you about our ecological work during this school year. Inspired by the 23d conference in Scotland and the beauty of Aberdeen, we chose the topic for our project ***"The importance of parks for our city Kirov, and their role in biodiversity and cultural traditions"***.



In our city, there are 52 parks, gardens and squares. Near our school there are 2 nice parks: Alexandrovski garden (named in honor of Russian tsar Alexander I) and Zarechni park (means behind the river). Both parks are favorite place of rest for people. First we read a lot of information about parks and the history of formation of these parks. Then we



visited many parks in the city, compared them and made a lot of pictures. In winter we went to Alexandrovski garden to feed birds and squirrels there. In spring we cleaned the paths in the park, went to the kindergarten and told small children about the parks and the rules of behavior there. We made the map of the green plantings and counted how much there is per one person, and it turned out that the numbers are awful. Though our city is rather green we have 4 times less green plantings than the norm. And the parks are not as good organized as they must be.



So we decided to make the ecological path in Alexandrovski garden and take small pupils for the excursion and inform the about trees, bushes, flowers and birds in the parks. In the parks different festivals are held, concerts, sport events and national holidays such as Shrovetide and the Day of the city. Our school uses the park for school festivals and holidays too. Many pupils go hiking to Zarechni park which has 6 small lakes, sport fields and a road for bikers. This park is the forest-park with its peculiarities and rich vegetation. We take care of the park and tell local authorities about problems there.

Tatyana Khodyreva, Tatyana Palkina

*We are the students of today
attending the schools of yesterday
being taught by the teachers of the past
with methods from the Middle Ages
to solve the problems of the future !*



Country: Indonesia

Location: Pandaan, East Java

Celebrating the World Environment Day

June 5 is the World Environment Day. So many people around the world celebrated that day by doing something useful for the world or just memorizing that day.

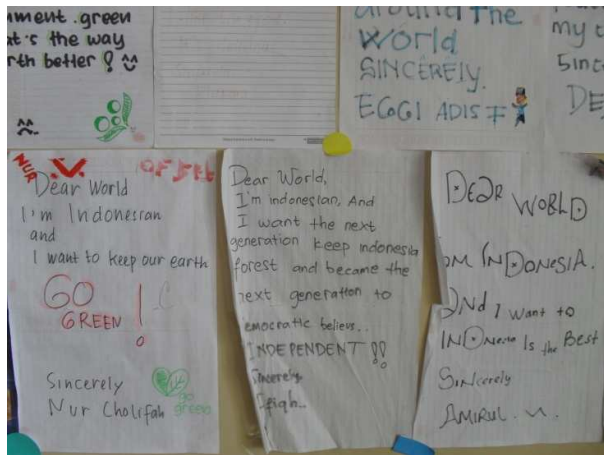


This year, state senior high school of Pandaan, East Java, Indonesia also celebrated that Day. Students and teachers did some activities like campaign for environmental conservation and plant trees. It is the project of Forestry division of Be Green, a unit that concerns in environmental conservation.

The campaign merged in English lesson for grade X. students here made posters and put them on the wall of the classes.



WED2010
WORLD ENVIRONMENT DAY . 5 JUNE
MANY SPECIES ONE PLANET ONE FUTURE



For the planting program, the school work together with national Botanical Garden to provide the trees and the students planted them on the Environment Day. More than two hundred trees planted there: one tree for two or two trees for three students. They put a tag on the trees as their own and they are responsible for the growing of them.



June is included into dry season in South East Asia, this season lasts from April to September

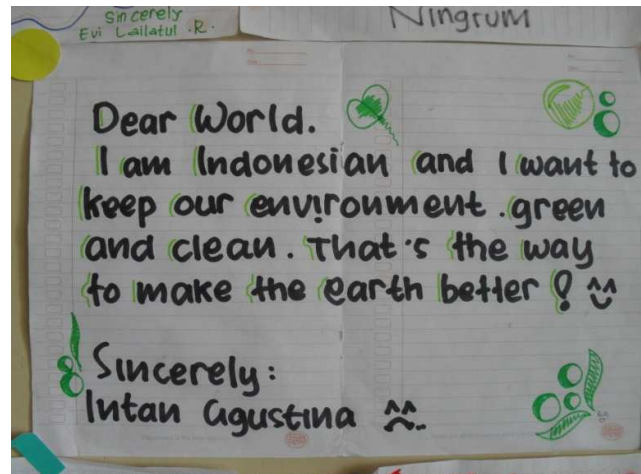
but thanks God that the rain falls this month. We are lucky because of the rain, we do not water the new plants this month. It is the effect of climate change. Climate change is not always bad.



There are still free spaces in the area for the school forest. The school opens to anybody who

wants to have a tree plant at the area. It is a kind of a tree adoption and we will grow them well. Maybe it interests you and you will have a tree plant in the forest?

Wanta Nugraha
Pandaan, East Java



Country: Poland

Location: Katowice

Clean World is Fantastic!



On the 3rd October, 2009 students and teachers took part in the clean up the World campaign. We joined



our mountain trip with cleaning mountain tracks in the surroundings of the mountain hostel on Soszów (Beskid Mountains). We learned one very important thing: that we shouldn't litter our surrounding environment.





Country: Portugal

Location: Aveiro

CEI Portugal promotes Children and Youth Forum in Aveiro

The 2 major events organized each year by ASPEA – Portuguese Association for Environmental Education/CEI Portugal, are a 3-day conference for teachers and other



participants working on Environmental Education which always occurs in January in different cities of Portugal, the Children and Youth Forum, a 2-day event to celebrate Earth Day, on April 22nd.

This year's Forum took place in Aveiro as usual, a beautiful town in the center of the county, about 250 km away from Lisbon.

"Earth: a world Alive" was the theme and it involved 25 schools/educational institutions of the municipalities of Agueda, Albergaria and Estarreja, besides Aveiro. Approximately 1,300 students, aged three to 16, participated and celebrated Earth Day. This event was a real showcase of school projects presented by those who conducted them in their own schools and communities. The students also set up exhibitions on different themes and concerns about their close environment.



On the 23 of April, 2010 students of I and II grade of our school participated in workshops in the sewage plant in Katowice Panewniki. During the trip the students got to know successive stages of waste treatment. They also learned about some of water management problems in Katowice.



**Bożena Kurzeja, Szramek High School
Katowice, Poland**



The forum always provides an integrated perception of the environmental problems in the community and fosters attitudes and behaviors favorable to a sustainable living. It also enhances awareness of the complexity of the environmental problems, and the will to participate in decision-making.

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



Meeting children/young people from different places, debate and play, networking of schools projects is a unique learning experience for children and teachers and an opportunity to put the Earth Charter into action.



The Children and Youth Forum is a joint initiative of the Municipality of Aveiro and ASPEA – the Portuguese Association for environmental Education, the CEI branch in Portugal.



Fatima Almeida
Caretakers Portugal

Country: Netherlands

Location: Castenray

Kleur in Castenray

"Four teenagers guided by three adults, a whole bunch of inspiration and creativity amongst the local youth and financial support from goodhearted companies."



That's the mix *Kleur in Castenray*

(KIC) needed for it projects. Loads of compliments, smiles and great memories after their first project, in which they set an old viaduct in fancy colours together with the local youth, they got the thrills to commence this work and keep on bringing colour in their village Castenray. Last year plans came of pimping up the old, once used, playground. It was dark, empty, vandalised and completely worn off. It was the perfect example for KIC to combine youth



and colour in one project. The process took a long time. Lots of bureaucracy and bad weather had delayed the project, but when the plans were ready and the sun broke through the clouds they finally could start working.

Till now we've got a little cottage painted in a jungle-theme, a great variation on plants and trees, and play-appliances like a basketball pole and a "panna"-cage within which soccer can be played. The fundamentals for the top of the project have been laid, because KIC has plans and models of a bench pasted with mosaic-work. Together with CEI-ambassador Armand Wachelder they started to cloth the bench, but they know of having a long ways before it will be done. The current results are very promising and this project will be a next step in the acceptance of youth-work. The work of KIC starts to inspire other nearby villages to take steps in cases of activity amongst their local youth."

Stan Vullings
Caretakers Netherlands

Creating synergy

- Within Social Science Group
- Within WUR
- Within The Netherlands
- Within UNITWIN network and other international networks



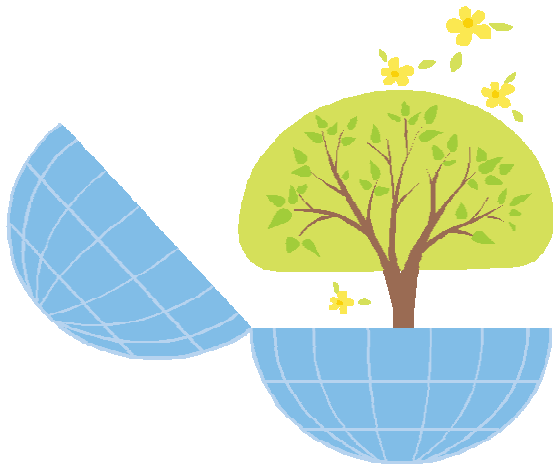
Country: United States of America
Location: Willamette Valley, Oregon

Oregon Youth Tackle Carbon Sequestration and Forest Ecosystem Restoration

Youth in Oregon have been busy these days wheeling and dealing with trees. Our two project groups, one from urban Salem and the other from a more rural part of Oregon, are focusing on healthy treed ecosystems. Much of the western portion of Oregon is covered by vast coniferous forests dominated by Douglas fir trees, our state tree, and other deciduous trees. Trees for a long time have been a foundation for our economy based on timber sales. Looking down while flying over Oregon in an aircraft, one will notice a mosaic patchwork of clear cuts and forest plots of various ages. Our economic way of life has left a monoculture crop of Douglas fir trees throughout much of our forested land. Our students recognize the value of biodiversity in our forests and have committed themselves to improving the ecological value of our state lands by planting and maintaining a variety of native trees.



One4One



The first project, inspired at an international youth video conference in November 2009 by an Indonesian student, is dubbed the One4One Tree Planting Campaign and has the lofty goal of planting nearly 4 million native trees by the year

2012. This 4 million represents one for every living person in the state of Oregon. The group has developed partners throughout the state including 4-H youth



out this goal. The students have been very busy working with other youth organizations and citizen groups on how to develop their own tree planting project. This winter we tallied nearly 30,000 native trees being planted in our local area from their efforts.



More trees have been planted and we are waiting for the data. In addition, the students are offering information about carbon sequestration and the importance our forests provide to combat global climate change.

The second project, being conducted in a more rural region of Salem, is focusing on the health, vitality, and sustainability of our forests. Near the students' school is a forested area, dominated by Douglas fir trees. The students have committed to adopt a new 50 foot by 50 foot section to rehabilitate every year. The current status of the forest plot is that it is very much a monoculture of Douglas fir trees, with a lot of Himalayan blackberry, a very dominant invasive plant.



Students are removing the invasives and planting native species in their place. This project is very much about sustainability and modeling of best practices. It is also about addressing the culture of only viewing forests as either a cash crop or a place for recreation or ignoring with no responsibility to keep sustainable for wildlife or ecosystem.

This summer in Indonesia, both groups will present their projects. Many hundreds of hours of service-learning and on-the-ground improvement have been done by these youth and they are very proud of their accomplishments.

Duan Kinnett

CEI USA Branch – Oregon Chapter

Country: China

Location: Hong Kong

Artificial Breeding of Horseshoe Crabs And Conservation

Horseshoe crab is the common name of *Limulidae*. It has its nickname because its prosomatic carapace really looks like a horseshoe. It is a relative of spider and scorpion instead of crab because it has no jaws or antennae. Horseshoe crab is the only surviving member of marine chelicerates in phylum arthropods. Horseshoe crabs have pincer-like limbs and pages-like book-gills. There are six pairs of joined limbs on the ventral side, this shows a similar characteristic among the horseshoe crabs and the spiders and scorpions. (Agriculture, Fisheries and Conservation Department Hong Kong, 2006)

At its prosoma, there is a pair of large compound eyes with large optic nerves on it, thus, they have been used in many eye researches and play a very important role in the study of eyes. At the opisthosoma, there are six pairs of torn gills which look like pages of a book for breathing, and six pairs of joined limbs aforementioned. At the telson, there is a long pointed tail. The tail is important for the survival of this animal as it helps this animal to turn over if it gets upside-down in waves and stranded on a beach.



In this project, fifty horseshoe crabs are artificially bred for six months. By comparing the difference in growth rate between artificial breeding and natural breeding, the advantages and disadvantages of artificial breeding are investigated. In the present study, factors affecting the growth of horseshoe crabs will be explored through continuous measurement on temperature, salinity, dissolved oxygen and NO_x values.

Through artificial breeding experiment and literature review, the present study provides a framework for the protection of horseshoe crabs. It is hoped that this study would help conservation and allow a better understanding on the habitat of this valuable marine wildlife.

Po Leung Kuk Laws Foundation College, Hong Kong, China
Cheung Tsz Yan, Chu Sing Yung, Ng Yuk Lun,
Wong Chun Hei, Wong Ying Chi

Chinese Culture and the Extinction of Horseshoe Crabs

There were over hundreds species of horseshoe crabs living on the Earth for at least 300 million years, long before the dinosaurs appeared. Together with their unchanged basic body structure, they are thus nicknamed 'living fossils'. However, the number of species has a big decline during the past million years. There are only four species left today, namely *Tachypleus gigas*, *Limulus polyphemus*, *Carcinoscorpius rotundicauda* and *Tachypleus tridentatus*.

A number of reasons have resulted in such a great decline. Firstly, coastal development causes loss of nursery grounds. Secondly, serious water pollution results in lower reproduction and survival rates of horseshoe crabs. Lastly, there is over-harvesting of horseshoe crabs as foodstuff for Chinese cuisine, especially for their eggs. Chinese believe that horseshoe crabs are good to health (World Wide Fund, 2006),



and it is found that horseshoe crabs are largely fished (Li, 2008).

In the case of Hong Kong, horseshoe crab has also become an endangered species under rapid urbanization. As more mudflats are used for the construction of urban facilities, together with the rapid consumption of horseshoe crabs as foodstuff, these slow-growing species is facing a threat of extinction.

In the current research, we are going to investigate the impact of Chinese culture on the population of horseshoe crabs, as well as the values of horseshoe crabs as a foodstuff and herbal medicine in Chinese culture. Nowadays, many of the horseshoe crab habitats have been damaged by urban development, and the population of horseshoe crabs in Asia is rapidly declining. Through literature review and questionnaire survey, we would like to make a study on the relationship between the extinction of this marine animal and threats resulted from Chinese culture.

We believe that, throughout this project, by raising the awareness of the general public on the ecology and the factors affecting the growth of this animal, its conversation work can be more successful.

Po Leung Kuk Laws Foundation College
Hong Kong, China
Chan Weng Hong, Lee Ka Yu,
Tang Chung Yau, Wong Cheuk Yin

Country: Sweden

Location: Lund

Save Exotic Animals or Local Endangered Species?

The Swedish delegation's project is called "*Canis Lupus* (The wolf) vs. the "*Anthrenochernes stellae*" - who will you save?", where we studied two Swedish species that are under the threat of extinction.



We held minor interviews with people and an organized discussion to find out how big the interest in saving them is. We also tried to find out how people value the two species - is one more important than



the other? Another question we dealt with is if people are more interested in saving animals from other countries such as the panda or tiger, rather than our own local ones.

Partners we have been in contact with are Japan and Russia. Agnes Olsson (fireangle@hotmail.com), responsible for project design; Julia Nordén (jeulaa@hotmail.com), coach & alumni CEI 2010.

Birgitta Nordén
Caretakers Sweden

CEI Portugal Invites You!

Come and enjoy *the south, the salt and the sun* of Portugal. More importantly, come and share and learn how to approach environmental education issues through the arts. Arts and the Environment is the conference we are hosting on September, 24th-26th, in the Southeast of Portugal, Portalegre, the very same town which gave the name to Porto Alegre in Brazil, a reference for environmentalists all over the world. In the heart of a natural park, close to the Spanish border, participants will be invited to work in and outdoors and create learn-scapes from the beautiful landscapes surrounding the *Quinta dos Olhos d'Água*, the environmental centre where we will be accommodated for the weekend. There will be workshops, ecotrails, talks, eco and art games, dance, cooking and much more to help you express what's in your heart and soul and join your creativity and good-will for the sake of the environment. You are all invited to join us.

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

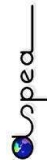
I Jornadas Art' Ambiente

Contributos para a Educação para a Sustentabilidade

24-26 Setembro 2010

Oficinas Comunicações Arte
na Natureza Mostra Consumo
Jogos Earth Art Expressões
Ecoarte Ecologia Energia
Contos Ecosistema
Environmental Art
Dança Instalação Land Art
Ambiente Reciclagem Natureza
Paisagem
Sustentabilidade
Reutilização Tecnologia

Quinta dos Olhos d'Água
Parque Natural da Serra de S.Mamede
Portalegre



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Biodiversity and Biotechnology Era

INDONESIA POSITION

Monday, January 12, 2010, United Nations Organization (UNO) have announced that 2010 as an International Biodiversity Year. 33,33 % form 1.8 million species was identified on critical condition need more awareness of us. How about Indonesian context as a Mega-biodiversity Country ? And How to prepare Indonesian Young Generation to face Biotechnology Era with their mega-biodiversity ?

Indonesia, with its wide range of natural habitats, rich plant and animal resources and high numbers of island endemics, Indonesia is recognized as a major world centre for biodiversity. Although Indonesia covers only 1.3 percent of the earth's land surface, it includes: 10.0 percent of the world's flowering plant species 12 percent of the world's mammal species 16 percent of all reptile and amphibian species 17 percent of the world's bird species 25 percent or more of the world's fish species.

Indonesia's species-rich forests harbour the world's greatest diversity of palms, more than 400 species of dipterocarps (the most valuable commercial timber trees in Southeast Asia) and estimated 25,000 flowering plants as well as a rich and diverse fauna. Indonesia ranks first in the world for species richness for mammals (515 species, 36 percent endemic), first for swallowtail butterflies (121 species, 44 percent endemic), third for reptiles (600+ species), fourth for birds (1519 species, 28 percent endemic), fifth for amphibians (270 species) and seventh for flowering plants.

Indonesia's great expanse of territorial waters and the richness of the Indo-West Pacific seas further add to the

country's biodiversity. Indonesia supports a rich variety of coastal and marine habitats. The extensive reef systems in the deep clear seas off Sulawesi and Maluku are among the world's richest in species of corals, fishes and other reef organisms.

BIODIVERSITY UTILISATION FOR INDONESIAN

Many of Indonesia's biological resources are economically important. Several plant species of global and national importance originated in Indonesia, including black pepper, cloves, sugar cane, citrus fruits and many other tropical fruits. More than 6000 species of plants and animals are utilized on a daily basis by Indonesian citizens, either harvested from the wild or cultivated. Seven thousand species of marine freshwater fish are the major sources of protein for the Indonesian people.

Agriculture and fisheries is the mainstay of the nation's subsistence economy. Numerous wild plants and animals are harvested for domestic or commercial consumption as food, handicrafts, medicines, fuels and building materials. An estimated 40 million people are directly dependent on biodiversity for subsistence. Twelve million people live in and around forests and many more are dependent on coastal resources. It is the poorest rural people who are most dependent on biodiversity and natural habitats for their livelihoods and it is they who suffer first and most



WAGeningen UNIVERSITY
WAGeningen UR

when those habitats are simplified, degraded or otherwise impoverished.

Indonesia's biodiversity is the country's greatest natural resources. Many sector of the nation's economy are dependent directly and indirectly on the diversity of natural ecosystems and the environmental functions they protect. Conservation of biodiversity is crucial to the sustainability of sectors as diverse as forestry, agriculture and fisheries; health care; science; industry and tourism.

In Health care utilization, Indonesian have so many Traditional Medicine Heritage, such as Traditional Cosmetic Heritage (Astringent powder or, Sun block, Whitening ext.); Traditional Healthy Soft drink (Tamarind juice / gula asam , Hot ginger, Mixed herbal soft drink); Multipurpose Herbal from a Vinka leaf flower for cancer, Diabetus Mellitus and kidney inflammation, Piper battle leaf for antibiotics, Jasmine for breath problems ext.).



BIOTECHNOLOGY

One of the most important factors affecting how people use resources changes in technology. That is, the development of new materials, machinery or processes. These developments may reduce the need for a once commonly used resource, or boost the demand for a resource that was previously little used. The most important of technology to utilize Indonesian biodiversity benefit is biotechnology.

Biotechnology is the use of biological processes, organisms, or systems to manufacture products intended to improve the quality of human life. The earliest biotechnologists were farmers who developed improved species of plants and animals by cross pollenization or cross breeding. In recent years, biotechnology has expanded in sophistication, scope, and applicability.

PREPARING INDONESIAN YOUNG GENERATION

To face a biotechnology Era, Indonesian Young Generation have to improve their capability to take advantage position as a Mega Biodiversity Country. To make this goal successful, here are several recommended steps:

1. Increasing Indonesian Biodiversity awareness
2. Improving knowledge of An Indonesian Traditional Biotechnology as such as Traditional Medicine, Nutrient Fermented Feed as such as Tempe (Fermented Soy bean by *Rhizopus orizae*, *Rizhopus stoloniferus* and *Rhizopus oligosporus*), Tape (Fermented Cassava by *Sacharomyces cerevicae*) ect. Healthy Soft Drink (Jamu) as High Level Cultural Heritage.
3. Socialization Modern Biotechnology application for any level of Indonesian Education Especially for Junior and Senior High School Students.

By the reason above, Indonesian will be a leading country on Biotechnology Era if we prepare Our young Generation in Biotechnology skill.

Source : www.doitsoteam.blogspot.com



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Teacher of SMK Diponegoro (Science - Environment).

Eco-Restoration with Job Training and Adventure for Youth



Wayne Schimpff, Secretary of Caretakers/USA, helped obtain a grant that will involve youth in overcoming poverty and restoring the natural environment in the city of Waukegan,

Illinois, USA. This city on Lake Michigan, one of the Great Lakes, has 3 superfund (highly toxic) sites and massive poverty and unemployment. Wayne will work with city leaders and youth to fight poverty, provide jobs and preserve the environment.

"It is based on the Caretakers of the Environment International model," says Wayne. He describes the Caretaker's mission as providing youth with the knowledge and skills for environmental leadership.

The grant - \$1.4 million USA for 3 years - is part of President Obama's Great Lakes Restoration Initiative to reestablish as much native vegetation that feed into the Great Lakes as possible. The Waukegan project will accomplish this by involving youth in 3 major programs:

1. A jobs creation program in cooperation with the College of Lake county has the goal of providing youth with environmental knowledge, job skills, leadership skills and social skills.. The Horticulture Education department will work with grant staff to recruit unemployed or underemployed 16-25 year olds. These youth will receive job training activities that equip them to restore habitats along the Waukegan River and in the Waukegan Harbor watershed. To prepare for this work, Wayne helped organize a nature camp program coordinated by the First Baptist Church with participants from the church, elementary schools, park district and Waukegan High school.

2. A venture crew program of Boy Scouts of America. This helped teens to learn leadership skills and social skills while planning and enjoying ecosystem placed adventures. Under the guidance of an advisor, teens will plan two ventures- one with a social challenge and the other with a physical challenge. Unlike a teacher (who usually does all the planning and supervising of activities,) the advisor will sit back, and through a series of questions, help students discover the answers and decide what they want to do. This



discovery experience will involve a great concern for safety of the people involved. Thus 2 adults will work with 1 youth at all times. (In an emergency, 1 adult will stay on the scene, while

the other gets emergency resources.) Safe use of all materials and equipment, and safety in preparation, handling and serving food will also be important aspects of the experience. The venture activity will be evaluated with more questions:

Was it successful? If so, why was it a success? If not, why not? What would you do differently to make the next activity relevant to what you want to do?

3. A program to promote Waukegan as a world class eco-tourism destination. The job training, venture programs, and eco-restoration programs, will make the public aware of many natural assets in their city environment.

Wayne believes that applying the Caretakers model - to provide youth with environmental knowledge, job skills, social skills and leadership skills required for environmental action - will go a long way in improving the natural environment and the quality of life in Waukegan.

***Isabel S. Abrams
Caretakers USA***

REPORT OF CEI-PAKISTAN

Secretary of State visited Pakistan last year. Mr. Majid Bashir Founding President of Pak-US Alumni Association and



President of CEI-Pakistan had a meeting with Secretary of State and remained with her for two days as liaison officers, attended meetings and participated in dinner hosted by US Embassy in

Islamabad. Mr. Holbrook and Ambassador Anne Paterson were also present there.

During the meeting with Secretary Clinton, Mr. Majid Briefly



introduced her about CEI-Pakistan and CEI understanding and working with EX Vice president Algor. S he was really impressed and offered the President to visit USA and deliver some lectures on Environmental laws, CEI-Pakistan with special reference to school going children. She appreciated the working of CEI, its aims and objects.

US embassy in Pakistan and CEI-Pakistan jointly organized a workshop and celebrated Earth Day in US Embassy Islamabad. President CEI-Pakistan delivered a lecture on importance of Environment and our responsibility. Participants were local school children's and teachers.

President CEI-Pakistan also participated in Radio and TV programmers on earth day.

CEI-Pakistan office bearer also participated in other workshops and seminars organized by other NGO's on Environment day and Earth day.

***Bashir Majid
CEI Pakistan***

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

CEI Helps Facilitate Change in Young American

My name is James Rogers, a 19 year old from Salem, Oregon. And to be honest CEI has helped to change not only my physical shape but help shape my mind and outlook on life.

I come from a divided home: one with a dead father and a mother not able to function in a working class society. As a child I wouldn't have thought it possible to change the direction my life was headed, I was failing in middle school and my first year of high school, I had multiple thoughts of terminating my own life, and I was on so many pills that were supposed to be helping me. I was on a path of self destruction until I had the opportunity to change it all.

It all started with changing schools. I was at a local high school with 2000 students; the thought of dealing with so many people scared me. I was told by an adviser that there was a small school in downtown Salem Called "The Community School House" with only 200 kids and a teaching staff of 10. I had nothing better going for me, so I took the opportunity. I didn't realize it at the time, but making that one change would open a path to so many opportunities; First starting with a teacher at my school by the name of Ryan Kinnett, my schools environmental science teacher. He got me interested in environmental science; he made it fun even if it was a day of weed pulling. Then Ryan directed me to a man by the name of Dan Hoynacki. A man strong in his ways, but always willing to help those who themselves are willing.

By working for these two men the doorway was opened to the biggest life changer: CEI. This opportunity was one that almost has no comparison. To think a boy from such a messed up background, someone so poor, someone who thought he had nothing to offer could be given a chance to go to another country and represent his state and share what this group was doing to help the world, no word can describe what feelings are felt at that moment.

My first CEI meeting was in Hong Kong. I didn't know what to do with myself. A large part of me was still a shy, scared, socially awkward boy but that wasn't for long. I changed and by the time the conference was done I had tried to meet as many people as possible. This carried on to Denmark the following year.

I made the realization on the day when I returned to the states that the person I was when I was out of country was one that was truly happy. So on that day I decided I would do all in my power to work internationally and to become truly happy.

I was 17 when I made that decision. Now I have two jobs, my own apartment, and I'm graduating high school with a diploma as well as college with a two year degree.

But I don't plan to stop now. I have been accepted into Temple University and will be attending at their campus in Japan if I can find the money to support my stay, which is easier said than done. I also want to get re-involved In CEI as an Alumnus. The desire to meet all of those kids representing their countries and cultures, to be part of something so great

and unique, I want to keep being a part of this life changing experience.

James Rogers, Salem, Oregon

YouthCaN NYC Conference 2010

Every year, hundreds of students and teachers from not only all across America, but around the world gather at the American Museum of Natural History in New York City to attend YouthCaN NYC's annual YouthCaN conference. Every year, students walk away with a new experience and with new knowledge about the world around them. Every year, something new comes up about our environment. Every year, new students are inspired to solve the issues that face the environment and our world.



What is YouthCaN? YouthCaN stands for **Youth Communication and Networking**.

Its goal is to connect students and teachers from around the world through means like an online forum and video chatting. YouthCaN is a strong believer in strength in numbers and the larger an organization becomes, the

larger of an impact YouthCaN makes.

This year, at the YouthCaN conference, we had a much smaller group than previous years. However, we had a variety of workshops that still provided guests with a taste of what



YouthCaN is. We had workshops ranging from YouthCaN NYC's traditional papermaking workshop to workshops teaching people about the

work that has been done at public parks around New York City. These workshops provided students with inspiration to go home and do something like that on their own in their own



neighborhoods and to make a change in our environment. That's exactly what YouthCaN aims to do. We want students to walk away from these conferences

educated and feeling like they have the ability to go back home and make a difference in the world.

Karen Chen, New York City, USA

How to keep Portugal Clean, a Challenge Which Brought the Winner to CEI 2010 Conference in Indonesia

How to keep Portugal Clean was a challenge set up by ASPEA and the Clean up Movement of Lisbon, for schools of different levels of education, from basic to university level. Miss



Claudia Castico won the challenge and will participate in CEI 2010.

Due to the date of the CEI conference, the prize for secondary schools was anticipated in

order to allow the winning team to come to Indonesia and share the project with the other participants. 31 teams participated in the challenge and the prize was delivered in a ceremony which took place in the Portuguese Agency for the Environment in Lisbon, on June 5th, World Environmental day. The winners at the basic school level will be awarded with a visit to an environmental education centre in Portugal and the winner of the university level will spend 2 weeks in a centre in Kenya.

This challenge was the sequence of a large movement of



citizens engaged in cleaning the forests in Portugal. The idea was taken from Estonia where on a single day hundreds of citizens removed thousands of kilograms of waste from parks and forests. The idea was taken to Portugal by 3 friends who used the communication



potential of the internet (Twitter, NING, Facebook and Linked In) and started asking

individuals to find waste heaps in their localities and register them on the internet by using iTunes. The whole country joined in and on C Day (Clean up Day), March 20th, more than 100,000 volunteers participated in the cleaning campaign. The President of the Republic himself and many other public bodies and municipalities, apart from schools and other institutions took part. Other countries also joined this movement and set their C Day, such as Slovenia on April, 17th and Romania, September, 25th.



25th CEI Conference in Debrecen, Hungary 04-10 July 2011

Conference theme:

Heritage and Tourism

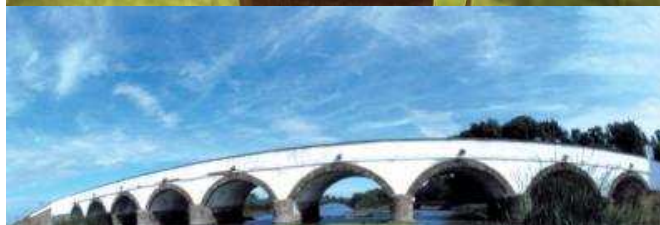
Other themes for presentation:

- **Protection of the Environment**
- **Renewable energy**
- **Is solar energy the future?**



Places we can visit during the conference

CEI Guidelines (excerpts – see www.caretakers4all.org for complete information)



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

Conferences

THE GLOBAL FORUM for Environmental Education

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. 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. 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.

Teachers Council

The Council was set up as an ad-hoc group of teachers who had attended the annual conference regularly. 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. Full contact details are listed on the **CEI** website.

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