

# Global Forum for Environmental Education

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**CEI 2011 Conference Delegate Issue**

Debrecen, Hungary 03-09 July, 2011

***Natural Heritage and Tourism through Biodiversity***



*Welcome to Hungary for CEI 2011*

*CEI 2011 Alumni, What CEI Means to Me, CEI Stories, CEI 2011 Youth projects,  
Our Gratitude to CEI 2010, Reflections, Climate Change Art, more!!*

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

## President's Message



Birgitta Norden (red hat) and delegates at CEI Scotland 1994

Dear Caretakers,  
Dear Friends,

In July 2011 the 25th annual CEI conference organized by CEI Hungary will be held in Debrecen, in eastern Hungary. There is something very remarkable with our meeting here. Not only because of the important and inspiring theme that we will elaborate on during this week, namely: Natural Heritage and Tourism through Biodiversity, but also because we have gathered for the celebration of the 25<sup>th</sup> anniversary of the Caretakers of the Environment International (CEI)!

How time flies. How did “we”, the CEI, turn 25? What happened through the years?

So many things actually took place during these 2.5 decades that the CEI has existed. Next year it is time for Rio +20! That means that Agenda 21, which was drafted 1992, has existed meanwhile and functioned as a load star locally and globally. The term “sustainable development” was launched and adopted as a statement at that time, concerning the further development of humanity. In the Agenda 21 document all the nations encompassed by the agreement were obligated to “promote education, shape awareness and training within sustainable development”. Still, at the following World Summit for Sustainable Development in Johannesburg (2002), the effects of the activities undertaken, so far, turned out to be smaller than expected. Therefore, the UNESCO proclaimed the worldwide Decade of Education for Sustainable Development (2005-2014). A way emphasized to get things done is by relevant education and encouragement of the younger generation to take on environmental challenges. Nonetheless, a critical point in the world’s collective efforts to support Agenda 21 could be seen when the world leaders, CEOs, civil society, and citizens once again gather – for the Rio +20. The outcome needs to be more than just delivering another agenda with high-flown goals for the distant future. In particular, since there are numerous of existing commitments already in various treaties and plans of action - of which many have failed to be enacted. Instead, real actions

should be generated at every level - by governments, businesses and civil society groups - to stimulate a transition to a green economy immediately in order to put us all on a more sustainable path. To reach out and manage to convince individuals about this, something more is needed. Words are not enough. To change and to develop and to implement all these ideas – people like all those who through the years have joined the CEI, participated and contributed to keep the network of the CEI alive, are needed.

The CEI as a global network is embracing secondary school students and teachers whose interests are focused on the issues of environmental education, and on how to optimize learning towards sustainability. Many things individual students and teachers can do alone. Still many more things could be achieved, if you meet, collaborate and make an effort together. During the CEI meeting in Hungary, young people from various countries of the world will have an opportunity to present the results of the projects carried out in their countries over the past year. They will also be able to become familiar with the environmental challenges and opportunities, and the local community's achievements in developing tourism on the basis of natural heritage and the field of biodiversity in the region of Debrecen. Experienced and new caretakers from the entire world have been invited to celebrate the 25<sup>th</sup> anniversary of the CEI, because we cannot take sustainability for granted. We cannot trust that other institutions and other people take care and shoulder the responsibility, and do the job for us. What is so special with the Caretakers is that we have the capability, the experience, and the commitment to communicate and meet across cultural, geographic and political borders to find solutions, **to share successful and innovative environmental education programs, to facilitate joint educational projects that encourage international data exchange and transdisciplinary activities, to develop strategies which enable delegates to act as ambassadors for CEI in their own country, to promote environmental awareness and to develop national ESD networks, and to encourage the building of trust, friendship and cooperation among people of different cultural background.**

Beyond CEI 25+ we head for new enriching challenges and for strengthening our worldwide established network of secondary school teachers and students who are actively concerned about sustainability issues and who are willing to do something about these issues through their education and their taking action. The network intends to continue to be a podium for teachers and students to exchange concerns, ideas, strategies, actions and projects in the field of environmental education.

Thank you all for being here, actively supporting the CEI, for engaging new students and teachers, and facilitating for people to be a part of the CEI network.

Take care!

Birgitta

**Birgitta Nordén**

*President CEI*

*Chair for the Swedish CEI Branch*



## Welcome Words On Behalf of the Conference Organisers



### 25th Jubilee Conference of CEI 3-9 July 2011 Debrecen, Hungary

Dear All CEI Family Participants!

It is a great pleasure and honor to welcome all Caretakers Delegates to the 25th Jubilee Conference of Caretakers of the Environmental International in Debrecen.

First of all I would like to welcome all the Delegates visiting our Country for the first time: Schools, Students, and Teachers, who are attending first time on CEI's Conference.

**Teachers**, who guide their Pupils year by year; **Students**, who care the Nature and decided to come to the Conference.

Let's welcome the **members of the CEI Board**, who keep on moving the CEI on a high level!

Let's welcome and **celebrate the Founders of the CEI**, who had a nice dream so long time ago!

Their dream has become a reality, to arrive to a milestone by 25<sup>th</sup> jubilee conference.

Dear Founders, thanks a lot and congratulations!



The place of the 25<sup>th</sup> conference is Debrecen which is the second biggest city in Hungary, located on east part of our country.

It was our strategy to hold the conference in this part of Hungary. Up to now our delegates came from west part of the country where the name of CEI has already known. From Keszthely,

János Vajda Secondary School is a member of the CEI, and the István Bibó from Hévíz is the basic school of our "See the Future Foundation".

By this conference we hope we can spread the reputation of CEI on east part of Hungary, completing our goal, to be a really countrywide known organization. We are sure, that in the near future the conferences will meet delegates from this area of Hungary, too.

The theme of the conference is: **"Natural Heritage and Tourism through Biodiversity"**

We would like to show on four locations our natural heritages are important and can be interesting like biodiversity, appearing on different ways. On the cover, Hortobágy is a great field, asylum of the migratory birds, and genetic bank of plenty animals. This place needs a special life style, a

compulsory cooperation with the nature. The air and the sky are unique.

There are lucky people who could observe a very rare *phenomenon of nature* "Déli-báb". We can translate as "noon-puppet". In summer the Sun warms up the air on the great field. The warm air layer, approx. at noon increasing upward, and like a mirror reflects the picture of the ground. Due to lack of light pollution on the night the stars are so bright and you feel you can harvest them.

The "Hortobágy Starry Night" has become a World Heritage.



The Tisza-lake is created from River Tisza is an example. When we see the sailboats and windsurfers skimming over the choppy waters, or the colorful cavalcade of guesthouses and restaurants we must think about that we created the same paradise for birds, fishes, plants, aquatics too.

In City Eger we see a historical fortress with its surroundings. The history and the landscape with the famous grape and vine complete each other. Tokaj is known of its famous vine Tokaji Aszú. It is a Unique Hungarian Product, a Hungaricum. This vine can use only term "*Vinum regum, rex vinorum*". Why is it the "Vine of Kings and King of the Vines"? You will see it, study it and taste it.

What are our expectations from the Conference?

The fact, that we are participants of CEI 25<sup>th</sup> event, might encourage all of us. Beside the Celebration we have to do our work, too. Celebration and Work, these two things will give us strength to start the next 25 years of CEI Conferences. This common interest needs a lot of effort from everybody, persistent reinforcement of friendships, patience, toleration and supporting.

On behalf of the Organizers I would like to warmly welcome all Participants. Thank you all for coming to Hungary. I hope you will enjoy these few days. I wish you all a pleasant and successful journey.

**János Holló**

**On behalf of the Organizers  
President of "See the Future Foundation"**

**Caretakers of the Environment  
International (CEI) 24th Conference  
July 4-10, 2010 Lawang, Indonesia  
Theme: Culture and Biodiversity  
Conference Report**

*"To help youngsters of every culture to know differences and similarities, respect each other and to conserve biodiversity for the sake of humanity's future."* This was the mission of the 24<sup>th</sup> Caretakers of the Environment International Conference. This meeting of high school students and teachers took place at a health center near Lawang, a town that overlooked a volcano on the island of Java, Indonesia. The weather was warm when 225 high school students and teachers gathered in a courtyard for the opening ceremony. The sweet sound of the gamelan accompanied the Indonesian thanksgiving ceremony and Indonesian dancers. Flag bearers led delegations from 17 nations – Denmark, Greece, Hong Kong, Hungary, Japan, Malaysia, Netherlands, Poland, Portugal, Russia, Scotland, South Korea, Sweden, Turkey, the United States. Indonesians from Papua, Southeast Sulawesi, Bali, East Java, West Java and Jakarta joined them in the sunshine where Suryo W. Prawiroatmodjo, founder of CEI/Indonesia, and Stien J. Matakupan, conference chairperson, welcomed everyone.



During the week, students displayed their community projects and presented them at sessions. Students and teachers investigated the conference theme CULTURE AND BIODIVERSITY during discussion groups and field trips in 5 ecosystems. In the evenings, they celebrated diverse cultures by performing songs, skits and dances from their countries. During the closing sessions, they summarized their activities and offered solutions for preserving cultural traditions and protecting biodiversity.

**7/5/10**

**Opening Plenary**

**Rina Kasuma** - Educational and Outreach Officer of The Indonesian Biodiversity Foundation (KEHATI) ) [rina@kehati.or.id](mailto:rina@kehati.or.id) [www.kehati.or.id](http://www.kehati.or.id) defined biodiversity as the variety of all life forms on earth and their interactions and spoke of levels of biodiversity - genetic, species and

ecosystem biodiversity. She also talked about nature's services: ecosystem functions such as water and nutrient cycling.

Indonesia has great biodiversity because it is an archipelago with 17,000 islands on which 17% of all global species live in alpine forest, tropical forest, coastal, marine and mangrove, and volcano ecosystems. The country is a meeting point of 2 continents - Asia and Australia – so it has a great genetic variety of fruits and rice; and 150 varieties of bamboo.

But there were serious threats to biodiversity:

H - Habitat destruction and degradation e.g. where forest is cut

I - Invasive species

P- Pollution

P- Population growth

O- Over-exploiting resources

C- Climate Change

Ms. Kasum said that Indonesia has great cultural diversity in language and arts because of 300 ethnic groups. The country's traditional society resolves disputes, stabilizes local income, preserves cultural traditions and regulates conservation and sustainable development. In community forests, people preserve local fruits and non-timber products and minimize illegal logging. In agriculture, farmers preserve local seed plants and knowledge and promote social cohesion through prayer, dance and harvest celebrations.

Cultural Biodiversity Education links biodiversity and human diversity. It integrates socio-cultural context, notes the origins of products such as clothes, foods and other basic materials; and promotes traditional culture through folklore, legends, dances, and songs.

**7/5/10**

**Student Projects**

MANGROVE FOREST, DON'T CARE ABOUT IT OR TAKE CARE OF IT? Hendrikus High School, Surabaya, Indonesia.

BIOLOGICAL DIVERSITY: NATURAL AND CULTURAL RESOURCE OF GREECE. Caretakers/Greece

A GREEN AREA RIVER IN THE MIDDLE OF A HECTIC CITY. Illa Lebak Bulus, Jakarta, Indonesia

SUSTAINABLE FISHERY IN HONG KONG. Queen Elizabeth School Student's Association, Secondary School B.

CONDITIONS OF MOUNT MERAPI. Santa Maria Junior High School, Jakarta, Indonesia

WATER FOR PEOPLE. Cita Hati School, Surabaya  
USING PSEUDOMONAS AERUGINOSA TO CLEAN  
CONTAMINATED RIVER WATER. Cita Hati School, Surabaya, Indonesia

IMPROVING THE STUDENTS' CONCERN AND APPRECIATION TOWARDS KENDARI BAY PRESERVATION BY COLLABORATING VARIOUS TEACHING METHODS. Junior High School Of 17 Kendar, Indonesia.

IDENTIFYING AND UTILIZING FOLKLORE AS A LEARNING MEDIA TO PRESERVE THE REEFS. SMPN 2 Tomia, Wakatobi, Indonesia

THE ROLE OF EXTRA-CURRICULAR CATHOLIC RELIGIOUS EDUCATION IN PROMOTING ENVIRONMENTAL AWARENESS. SMAK Santo Albertus Malang, Indonesia.





SAVE OUR MOUNTAIN ECOSYSTEM! Junior High School Charis Malang, Indonesia

ARTIFICIAL BREEDING OF HORSESHOE CRABS AND CONSERVATION. Po Leug Kuk Laws Foundation College, Hong Kong, China

KEEP UP TO THE ECOSYSTEM IF YOU CAN. DON'T BE LEFT BEHIND (a mountain ecosystem rich in biodiversity hat creates a special way of life to the people.) Szramek High School, Katowice, Poland

BIODIVERSITY AND PROBLEMS IN RIA FORMOSA. Faro-Algarve, Portugal

A RED BOOK OF OUR TOWN :Lowland Ecosystem. Kirov School, Kirov, Russia

PARKS OF OUR TOWN : Highland Ecosystem . Kirov School, Kirov, Russia

MARINE AND SEASHORE ECOSYSTEM: The special condition of the changes on local people develop their specific culture as well. Private Cevre High School, Istanbul, Turkey

ONE4ONE PROJECT



7/6-7/7/10

#### Field Trips

Students and teachers traveled together in 5 ecosystem groups. Using a list of questions as a guide, they observed the condition of the ecosystem; looked for the impacts of the culture and the people; and discussed ways to improve the ecosystem.

#### Volcano – Bromo Ecosystem

Students and teachers were welcomed at D. Ngadisari, Tengger. in Balai Desa (Village Hall). They were divided into four groups to hike on the mountain and examine flora and fauna, geology, and a- biotic factors: air, soil, etc. They also observed activities of local people and the effect of tourism. Dinner was followed by local traditional performances.

Before sunrise the next morning, students and teachers hiked to the volcano.

After breakfast, they were divided into 3 groups to observe the challenging of farming. They saw fields of vegetables and potatoes; and learned about organic and nonorganic practices, farm management and local organizations.

#### Forest Ecosystem

Caretakers arrived at R. Soerjo Grand Forest Park and their briefing took place in the hall of the hot spring swimming pools area. After lunch, they learned about the biodiversity of the tropical rainforest and participated in outdoor educational games during a visit to Watu Ondo Waterfalls. Then they trekked along the forest track to milestone 9. After dinner, they went to sumberbendo village where they were treated to East Java folk and traditional games – Jaranan (braided bamboo horse dance) and Sepak bola api (fire football).

The following morning, some students and teachers hiked to Sumberbendo village. After breakfast Caretakers were divided into 3 groups to participate in reforestation, a green art workshop, or garnishing Tumpeng (making mounted rice for a traditional ceremony). After that, they participated in the Earth Offering Ceremony, and ate Tumpeng for lunch. Some took a city tour in Malang/Batu.



#### Trawas – High Land Ecosystem

Upon arrival at Ubaya Training Center, Trawas, Caretakers were assigned to 4 groups. At UTC-Trawas they toured animal farms, with sheep and goats to milk. They also observed dry agriculture, and cassava. At Sendang, the observed the bamboo ecosystem. At Tamiajeng-Duyung, they explored the ecosystems of spices and herbs. At Tamiajeng and Kesenian, they toured a coffee plantation. After eating a local meal, groups watched demonstrations and did hands on work as they learned about cassava and edible roots, tapioca and food processing and alternative pasta; the cycle of animal farms from forage plants to products such as meat, milk and leather



handicrafts; the cycle of bamboo including making kites and other handicrafts; cycles of herbs and spice plants, making medicinal drinks, and natural clothes washing substance; and the life cycle of coffee from bushes to coffee powder and cookies. The groups also learned about alternative and traditional energy in Javanese culture: firewood, charcoal, rice husks, and sawdust. Dinner included local fruits such as papaya, banana, salak, avocado, nangka, genitu, juwet and sawo; and traditional games and performing arts.



An early morning tour to a traditional farmers market was followed by breakfast which included goat's milk products. Caretakers then went to Sumber Kesiman, Sumber Bebek Kesiman, Sumber Macan Trawas, and Sumber Sendang where they were introduced to Javanese wisdom about conserving springs, planted trees, and saw local people in traditional dress present the thanksgiving ritual for springs.

#### **Rice Field Tumpang Ecosystem**

Caretakers made a scary-bird toy from grass, and participated in managing the soil, planting and harvesting rice in the rice field. Dinner was followed by a local art performance.

The next morning Caretakers went to a local traditional market where they shopped of ingredients to make organic traditional food. Wives of farmers taught them how to cook these foods. After that, they visited Malang.

#### **Mangrove- Probolinggo Ecosystem**

Students and teachers were welcomed by the Mayor of Probolinggo at the Village Hall where they had lunch, and heard the Mayor sing.



After arrival at Mater Dei school, Caretakers walked around the city, observe the local culture and learn about the mangrove forest and its challenges. In late afternoon, they saw local people gather to see the mayor and other officials speak about environmental issues mangrove forest before they hiked across a rice field and marshy soil to plant mangrove seedlings. After dinner, teachers and students at the school, assisted Caretakers in trying to play instruments of the gamelan orchestra, do batik, put on a horse costume for a traditional dance. Then they saw a performance of Indonesian art.

The next morning Caretakers visited a waste management site which had been transformed from a foul smelling landfill into a garden and recycling center. They also saw fishermen repairing their nets at the coast, and a Green School with vegetable garden and tilapia pond. Lunch was at the zoo, where monkeys screamed and a crocodile rested in small barren cages. Some of the students went rafting in the afternoon.

7/8/10

**The 1st International Conference on Global Resource Conservation, (IGGRC 2010) Theme: Strengthening Environmental Education toward Sustainable Development: Lesson learned from worldwide** took place at the University of Brawijaya, in Malang, Indonesia and CEI Board members were invited to speak.

CEI President Birgitta Norden, Sweden, spoke about CEI and Global Teaching and Learning toward Sustainability, the need for it and techniques acquired from her experience at Malmo University.

CEI Director/Communications Isabel S. Abrams, Illinois USA related the history of CEI and its mission of providing youth with the skills and knowledge for environmental leadership. She also said that environmental writing must be based on science; and it is vital to reports on urban environmental issues.



CEI Director/ Resources and Development, and Editor of *The Global Forum for Environmental Education*, Dan Hoynacki, Oregon, USA spoke about Public Policy and the Empowering of Rural communities. Plans should recognize that the university is an incubator for knowledge, ecosystems have limits and the commons must be protected far into the future. Community forces and resources should be identified global network of teachers, educators and students

and all stakeholders, including youth should be involved. Individual rights need to be reconciled with collective responsibilities in establishing healthy and sustainable development.

**CEI delegate Thiaga Nadeson** Senior Manager, Formal Education System, Malaysia, talked about Education Strategy to Conserve Global Resources toward Sustainable Development. He emphasized that this is broader than environmental education for it includes economics and society.

7/8/10

#### **Discussion Groups**

Students prepared summaries of their field trips and action resolutions for the closing sessions. These would be presented as reports, or videos, artwork, drama, music or dance.

CEI student alumni Julia Nordén and Armand Wachelder assisted them in designing artwork and performance.



7/8/10

#### **The Cultural evening at Brawijaya University**

CEI delegates laughed and clapped enthusiastically as country delegations performed on an outdoor stage. Americans wore red, white and blue leis and straw hats and danced the Macarena. Russian students and teachers attired in white and carrying candles sang a folksong. Danish students performed the folktale "The Emperor's New Clothes. Japanese students sang a report about their tour to the volcano in Japanese to the tune of "Jingle Bells."

7/9/10

#### **Closing sessions**

**Students who were on the Mangrove and Coast tour** signed a letter to the director of parks, saying they were saddened by the way animals were kept in cages at the Probolinggo zoo. "Do you think it is fair to keep animals locked up in small cages like a prison where they can't even move?" they asked. They also suggested that attention be paid to the education of children; changes in licensing laws; free shuttle buses and better facilities, perhaps with the help of international organizations.

**Students who went rafting** said that sometimes it was a bit too exciting because the raft was a little rickety and they jumped off a cliff into the water. They enjoyed watching people fishing and clam diving. In Probolinggo market the local people were curious and very nice: and they were welcomed with an open heart, all smiles.

**Students at Tempang Rice Field** observed the soil, mud, bugs and other animals, corn, 5 rice varieties. They watched farmers plowing and tried separating rice grains from their husks. They noted that water was alkaline and that production would be faster with tractors and irrigation. They also commented that deforestation causes stream pollution and people hung snakes and eels. The effect was increased pressure to produce rice and use of chemicals. The solution-to combine traditional culture and science: use more snakes (which kill bugs) and fewer pesticides.

They also played a "Chain of Life" Game in which 10 students chose what element of the ecosystem he or she wanted to be: rice, soy, snake, rice, air, water, rat, soil, tree, etc. 10 people represent 10 elements of ecosystem. Each student introduced him or herself, and the leader shouted, "Give a big hand for Soil, or Snake or Tree.) They formed a big circle, representing the ecosystem. Then they stretched ropes across the circle to connect various parts of the ecosystem. They loosened one rope and the ecosystem became a little unbalanced. They removed more ropes until they were "hanging by a thread, and finally, the ecosystem was gone.



**A skit about snakes** took place with a boy whose head is framed with cardboard so he looks like he is on television and other students played bamboo instruments. He talked about the role of snakes in controlling rats and other pests.

**A skit about tea** began with a very sleepy boy. He sips tea, and cries out, "Everybody dance now!."

**A skit about herbs** had a sick boy who takes herbs and gets well. Then he takes a dirty rag, and the herbs make it clean.

**A skit about a goat and horse at a farm** had the goat saying, "Baa," while another student milked the goat, filtered the goat milk, boiled the milk and put it in a packet to sell it in the market.

**A skit about planting, watering and harvesting fruits.**



**Students in the Rainforest tour**, led by student alumni Julia Norden and Armand Wachelder presented a series of drawings: blue bird, spider and frog, villagers and horse dance, and Thanksgiving food and planting trees. They also made masks.

Dharma led cheers that had students and teachers raising their arms, clapping and laughing. Then certificates were given everyone in every delegation to signify that they were officially caretakers of the environment.

Janos Hollo described his plans for the 25<sup>th</sup> CEI conference on NATURAL HERITAGE AND TOURISM THROUGH BIODIVERSITY. He invited everyone to come for the July 3 to 9, 2011 conference in Debrecen, Hungary.



Dinner was outdoors, where satay and other traditional Indonesian dishes were served. Teachers chatted with old and new friends about partnering on projects and their hopes for a more peaceful and prosperous future. Students gathered in the auditorium where rock and roll music filled the air. And they danced beneath the flags of 17 nations.

*Isabel S. Abrams*

### CEI Indonesia 2010: Max Reflection

I have been involved in Caretakers since I was in my eighth grade year. I joined OSU Extension's W3 team as a young boy through by sciences teacher of that time. I was a rookie, a novice. I found interest in the program, because it appealed to my future goals to become an Environmental or Electrical Engineer. I was new to the practices of the W3 club, but soon I became familiar. I am learning many things in this club that will help me set future goals and overcome challenges. Now I am a leader in YES, W3's successor program. With the knowledge I have gained over the years, I have helped lead other young students that are now joining and hope to soon reach my position. I have always liked teaching, and this club allows me to teach what I know to further advance others as well.

After my first year in W3, I soon heard rumors of a grand trip that required maturity and much work. I submitted my application for CEI my eighth grade year, and hoped for a response. I soon learned that I would be accompanying several other students to a CEI conference in Aalborg, Denmark. This was an achievement in my life time that altered my career. I knew this was a profession I could aspire

to. I saw the world was slowly dying around us, and not very many people that were trying to help. As I matured I knew that environmental professions would be in high demand. I learned much in Denmark, and this trip gave me the experience needed to go again. I submitted another



application, and soon I was off to Scotland. This trip was also very educational, and I learn even more about what kind of career I have chosen. I dove into details and learned that I wanted to create new energies or improve existing ones.

The most recent trip that I took was to Indonesia. This country was very different from the previous two European countries I had visited. I found the weather, people, and culture very much different from that of the United States' and Europe's. Although it was much different, I found Indonesia to be a peaceful place. I learned much about Java's rainforest, and in the process, made many friends. Making friends in a world where everyone there is different. Cultures, accents, and ages don't really matter. You can make a friend with almost anyone. Facebook has allowed me to keep up with these friends and continue sharing what is different between all of our many cultures and daily lives.

All of my trips have been very educational and life changing. There is no single way that I can forget the friends I have made, the things I have seen, and the things I have learned. These trips will stay with me for the rest of my life. I am glad I have put in the hard work to be able to go on these trips. They are privileges and are also very limited. I believe that these trips are once in a lifetime opportunities and should be experienced to their fullest. As I continue my career and life, I will reflect on these trips.

*Max Schmidt*

*USA Branch - Oregon Chapter*





## The Difference CEI Makes

My son Max has been involved with the Caretakers since his eight grade year at Cascade Junior High School. He had one of those unique teachers at the time, the kind of teacher that really impresses and perhaps opens new windows in students' eyes. Her name was Toni Harvey. She had become associated with Dan Hoynacki of Oregon State University Extension and thereby had been able to provide her students with resources and field trips outside the classroom. Max started with these small field trips and "work parties" and found an activity that better suited him than sports other clubs offered through school. Max seemed to blossom in front of our own eyes as he seemed so excited and engaged with the environmental service projects that he was doing. And then Max went to his first Caretakers conference. We let him go, by himself, with the rest of the delegation to Denmark. And again, we saw such a boost of confidence in Max. Each experience added to his social skills, his public speaking skills, and his knowledge of other peoples cultures. The next year Max had the opportunity to travel with the group to Scotland. When the information came about the trip for 2010 to Indonesia I was apprehensive as it seemed so far away and in a more volatile area of the world. So I



volunteered to be a chaperone. (I am sure that the side trip to Bali had nothing to do with my decision). As the Caretaker Conference had been educational for my son, I found the trip to be equally enlightening for myself.

We, as Americans, perhaps need an excursion to another part of the worlds to see and appreciate how other people in the world exist. I found Indonesia to be full of contrasts: the natural beauty of the rainforest but trash strewn everywhere,

water in abundance but none of it fit to drink, water to drink only from plastic bottles with the waste associated with those bottles. As an American I also found myself spoiled by the lack of hot water, and yet I found myself conserving water by making the shower quick!! My wish for the people of Indonesia would be to have the financial resources to adequately deal with their water and waste management. I found the people of Indonesia to be so friendly and caring. The students and teachers were so bright. I know that given better resources, they could make their country even more like a paradise. And we could take a lesson in better use of water as far as conservation. I had to turn my hot water thermostat down when I got home, as the shower was too hot! So now I am saving electricity because of my enlightenment in Indonesia!

*Leah Peldyak Schmidt  
USA Branch - Oregon Chapter*

## CEI 2010: The Miracles

When 2010 passed by and 2011 greeted me, I said on my prayer "God this is really unbelievable". I read once again an email sent from my teacher in USA, and a letter from Antoni to CEI board members.

*Dear Stien,*

*Our trip to Indonesia was the highlight of 2010. I hope it was for you, too. I was so happy to celebrate my birthday with a traditional Indonesian cake and Caretakers, "my other family." Also, the conference had an extraordinary balance of culture and biodiversity. What a thrilling welcoming ceremony with such lovely Indonesian dancers! On tour, Allen and I enjoyed the mayor's reception in Probboling, the green school, and planting mangroves. We were amazed that the city waste dump was transformed into a recycling center. The social evenings – making batik, playing gamelan instruments, and the cultural evening at Brawijawa University were things I'll always remember. It was an extraordinary CEI conference, filled with warmth and laughter.....(Isabel Abrams)*

*Dear Ed and Andrew. Stien's conference was really great! Best regards, Toni (Antoni Solomon)*

Still fresh in my mind, after Environmental Teachers' International Conference 2008 we organized in Pasuruan-East Java,



Wayne Schimpff wrote and encouraged Indonesian team to be the host for the future CEI conference, my teacher Suryo W. Prawiroatmodjo, and all my friends supported the idea. I was quite confident and I said to myself "Yes we should try".

Jump to July 2009 and many late nights in Aberdeen. Darma and I were sitting in a series of serious board meetings. Thanks to the English coffee, I don't remember how many cups I had to keep my sleep-deprived, jet-lagged brain on. On one field trip, I sat next to Birgitta Norden and picked her brain about the conference we aimed to. Ideas and supports from all friends in CEI made strong. But in the ceremonial handing-over the honor and responsibility take over as CEI host, still I had butterflies in my stomach when carrying the 2 Kgs CEI trophy on my hand. One thing came to mind, "What my life would be in 2010?" Am I really asking for trouble? Arrived back in Jakarta, food stalls in Tangerang and Jakarta were witnessing Darma and I sitting there for hours on many weekends. Designing hands on-minds on and hearts on programs. We spent a weekend in September to build the website. Soon after the website has been published, we hurried to Diwali festival for eating and dancing. Suryo, our teacher, tirelessly accompanied us. My first morning call mostly came from him, his voices were really like supplement for my daily breakfast or a bitter pills sometimes when we talked about the bad situations. Elisabeth, Paulina Susetyo, Agus Wiyono, and Heri were also joined the core team. A very small team, but a strong one I considered. Obtaining Scholarships to learn about Education for Sustainable Development (ESD) from Sida-Sweden, and at the same time got the responsibility to develop Indonesian Teachers Congress with ESD as the main theme, were a blessing for me. I have a brain like a sieve, and these all big events actually helped my poor brain remain focus on CEI program. My new posts also required frequent flying from Jakarta to Surabaya for Classroom Action Research program and teacher learning center. It was the way the team met. Surabaya, Trawas, or Probolinggo. Luckily School Climate Challenge program from British Council Indonesia united Darma, Suryo and I in many workshops as we were all acted as facilitators. This time our meetings moved to Malang and Bogor-West Java, wherever possible. I couldn't express how CEI conferences in the past affected us. Many times when global CEI alumni's name pop upped on my computer screens I gained the new spirit. Sekolah Ciputra's alumni who joined CEI group, have been scattered



across the globe, but their lending hands infused me extra energy. Edo who currently studies in medical faculty-Malaysia for example, he designed an e- conference poster. We invited people through

Facebook, ning networks and mailing lists. Afterward the days run very fast to 2010, a year of biodiversity. My brain was probably undergoing a massive restructuring in January. Being bombarded everyday with emails and phone calls had caused me headaches and sleepless nights. Travel ban to Indonesia was another big issue. I was waiting with bated breath for participants to register. We had to extend the grace period for another two months. There were periods in January to March that difficult problems attacked. We changed the scenario which we believe would work smoothly at the beginning. Bravely stopped some partnership and find the new ones. I learned that the situation might change unpredictable at anytime. It wasn't lack of commitment I believe, but they just had no options to be with us until the finish line. What about the budget? How much money we basically needed? "Oh my God, no way out, this is a cross to bear for the whole team". My heart missed a beat many times. Had I bitten off more than I could chew?

I must pause, rest, catch my breath, and then look ahead. I believe when God closes one door, He opens another one. The miracle continued when Brawijaya University joined us. We felt relief when Probolinggo's government ensured the trip to volcano and mangrove ecosystem would run smoothly. The winner of Mr. Batu competition (a municipality in Malang), Fajar Richard, enthusiastically facilitated us to gain support for the field trip to the rain forest ecosystem.

I was on my day off when Rina Kusuma from Indonesian Biodiversity Foundations emailed me and showed her interest to join the conference. I rushed to her office and proposed for partnership. The ESD-Sida scholarship also led me to many meetings in the ministry of the environment and the ministry of education where I could ask for official national support, Cahyo, my colleague in Sampoerna was happily be a chaperone for the big Russian team in Jakarta before they flew to East Java. Besides that, Pro Fauna, Kaliandra and We Hasta were institutions that kept showing their full commitment. On site survey with them was exactly unforgettable adventure for us.

When the conference days approaching, I prepared myself to calm and sensible no matter how difficult or distressful the situation might be. It worked. I enjoyed the Biodiversity and Culture conference tremendously and feel so humbled by all the incredible people I met. We were proudly introduced the richness of our biodiversity and culture, and learned together. The student volunteers were amazing. The support flows like the river and all participants went home safely and sound at the end. I can not tell you what it meant for me to be able to be part of the whole learning process in CEI networks. . all the board members please accept my heartfelt gratitude. , Birgitta, Fatima, Dan, Isabel, Wayne, Antoni...oh I can't name them one by one. Thank you so much I apologize for any inconvenience. Colleagues in CEI networks and all alumni, you were incredible. Thank you, my friends. My upmost gratitude also goes to all CEI 2010 team, all were impossible without you. Thank you to all participants, Indeed it was a great honour for Indonesia and Thank you again for making me part of this incredible global action.

Stien Matakupan,  
CEI 2010 Conference Chair



## Indonesia Conference: Denmark Reflection

Aalborg Youth School have a vision of promoting global understanding and sustainability. This vision was realized in June this year. A group of youngsters participated in the annual international environmental youth conference, arranged by Caretakers of the Environment International (Caretakers4all.org). It is the 10<sup>th</sup> time Aalborg Youth School participates in this environment conference. The participants prepare a project relevant to the theme before the conference takes place. For this reason, an environment group has been created within Aalborg Youth School, where the project is prepared by the youngsters and an instructor. The environment group also finds international collaborators, which is also important for the conference.

The Conference in Indonesia was an exciting experience, which two of the participants here describe:

*Elisabeth Brun*

### Environmental Conference

CEI "Caretakers of the Environment International" arranges an environment conference each year, where youngsters in the age group 14 to 18 meet and exchange knowledge about culture and environment., while they work together to create a better world. This year, the conference took place on the Island of Java in Indonesia in the beginning of July.

#### Long Journey

It was a very educational trip because it was very long and because you learned to value those things that many Danes takes for granted. Of course you have some reservations about travelling so far away because so much can happen, but as I learned, it was worth it even though it can be hard to be so far from home.



#### Project

The preparation to the conference is the same for each year, because all youngsters have to bring a project, which is to be presented in English at the conference. This year our project concerned youth to youth communication, and we are "studying" to become youth ambassadors, so that we can educate other youngsters on the

climate/environment.

#### The Welfare state in perspective

The trip to Indonesia was very different from previous years. Their culture is not at all like Danish culture, and you suddenly appreciate our high taxes. What we saw in Indonesia was not a welfare society. There was a huge gap between rich and poor, and the poor by far outnumbered the rich. Another big cultural difference was that they loved their life despite being poor. They appreciated the small things in life, and were remarkably nice and polite. During our week in Indonesia we really learned to value our life in a welfare state such as the one in Denmark. We saw a lot of beautiful nature and

experienced cultural events, while we got an idea about what they needed to go through in order to improve the environment.

It was a incredible exciting and educational journey, which raised our environmental awareness.

*Oda Skjoedt Christiansen*

### Environmental Conference

It was really an experience; An encounter with a totally different and very rich culture. But it was a completely foreign society, which makes you appreciate the living standard and goods we enjoy, and often take for granted.

It was fantastic to see how young people with different cultural and religious backgrounds could work together on a problem we all have in common: how we treat our planet, the environment and our future.

It was a trip which made me a lot of experiences richer!

Picture text: The group with young Danes. The environment was not the only thing on the agenda. The youngsters became very aware of the welfare we enjoy in the Danish society.

*Maria Kjærup*

### Mangrove Ecosystem

The Mangrove ecosystem is a system with plants and trees that grow in swamp areas. The Mangroves are found in tropical or subtropical areas. The special thing about these plants and trees is that they have their roots in the water. The Mangrove keeps renewing itself, by shedding seeds in the soil where new trees will grow. But planting mangrove trees also help with keeping it a healthy ecosystem.

The mangrove provides products such as food, herbs and medicine and is also rich in animal life such as fish and crabs. This ecosystem is good for the local community, but also for reducing CO2 emissions, because the vegetation absorbs the CO2.

On our trip to Indonesia, we visited a town called Probolinggo. Here we had the honor of being guided by students from the Green School. They showed us the mangrove and told us about its importance for the community and together we walked out into the mud and planted mangrove trees. Later we held a cultural night, where we tasted food and sweets made from products of the mangrove. Here we also experienced the local culture in music and dances. Personally, I think this was a great experience.

*Maria Kjærup*

### The Rainforest

The trip to the rainforest was a very exciting and educational one. Even though it took some time, there was some



beautiful scenery to look at. We started out with a visit to the mayor, where we heard a lot of songs and ate some nice food, before we went for a walk in the rainforest. There was beautiful nature with a lot of different sounds, which made it feel like a visit to the zoo. The sounds were inspirational and you almost felt relaxed from walking around in a form of silence. During the walk we were told a lot of information about the trees, plants and so on. It was the most breathtaking nature I had ever seen, plus I got to see some cute monkeys. It would have been nice to see some more animals, but 2 monkeys were okay.

In the evening we visited a village close to where we had to sleep for the night. It was a culture very unlike our own, and it was a good way to learn more about the Indonesian traditions, but at the same time it was quite strange to see something so different, which we usually only see on television. The next day we drove to another town where we went to an amusement park and visited a museum with stuffed animals. It was a really cool and inspirational trip.

*Oda Skjødt Christensen*

#### Fieldtrip –Vulcano

The day started early in the morning where we spent most of the time driving up a hill. After several hours, we stopped at a hotel, where all of the employees greeted us with song and dance before we got something to eat. After that we went on to a place where we were to sleep. They had tiny beds with very thin mattresses and blankets, and it was really cold. Therefore, two of my friends and I chose to use the little



room with a small double bed, so we could keep warm. After we had stored our belongings, we went further up the mountain, where we visited a real village family. Here we learned how they made their food, and we were allowed to help out and taste the food. Later in the evening we saw a film about the volcano Bromo, which we were to see the next day. When we were told that we had to get on at 3 AM in the morning to drive to the top of the mountain, my friends and I chose to go to bed at 20 PM.

The morning after we drove up to see a sunrise, which was very beautiful, and after this we drove on to Bromo, which also was very beautiful. At the end of the trip, some of us got to try out river rafting, which I would



say was the coolest part of the fieldtrip. We experienced the beautiful nature in an entirely different way, and saw lots of new things. All in all it was a really good fieldtrip.

*Sonia-Alice Inkinen*

#### CEI Conference

Stien and her team had organized a fantastic conference. The opening ceremony was very pretty with different nationalities and colorful cultural elements. The final ceremony was just as inspiring.

But the most amazing part of the conference was the different field trips to so many eco-systems.

I was particularly impressed with the organizers who managed to get so many different people involved out in the areas we visited. I was on the trip to the mangrove eco system. We were very well received in a beautiful and clean town called Probolinggo. We visited schools in the area and especially a 'green' school made a big impression. Here everything was organized to be as environmentally sustainable as possible – the education, cafeteria and cultivation of different plants. At all of the places a lot of young students were present. They spoke enthusiastically about the environmental work they did, and it was a pleasure



to meet them and see how passionate they were.

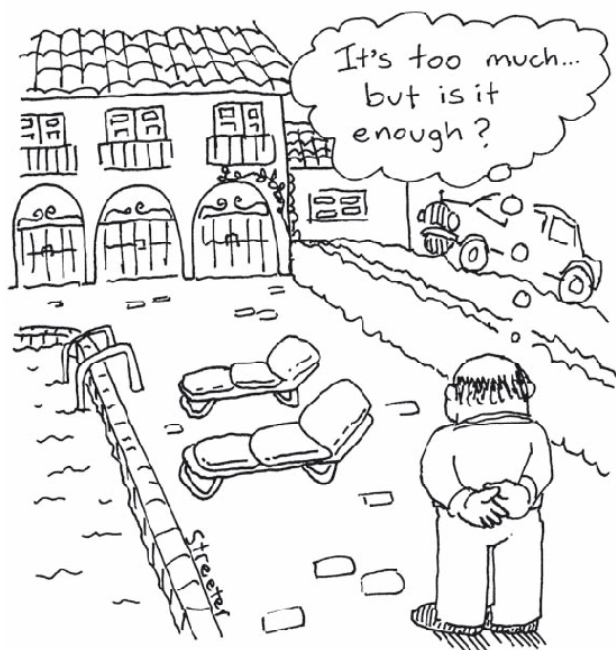
The Mangrove was really special. The walk through the swamp areas, accompanied by the loud clicking noises from the fish in the mud, and especially the encounter with the 'local people' who lived in the mangrove was a once in a lifetime experience. The local guides were very enthusiastic, and we got to know them really well. They were also interested in my environment back home – my house, vegetable garden and my work etc. I also participated in planting a lot of new Mangrove trees, and again I had a fantastic non-verbal communication with the local fish.

The organizers' ability to plan out and arrange these fieldtrips with so many people involved is really amazing, and for that I want to thank Stien and co. They did a fantastic job at presenting so many different eco systems for so many people as possible.

The fact that I got a special souvenir in form of a substantial amount of mosquito bites at night was "just an experience".

*Elisabeth Brun*





### Our Caretakers Co-Founders "Interviewed": 25 Years after their Power Lunch

Everyone involved with CEI has been invited to respond to ten questions about their CEI experiences in our first 25 years. Our "interview" is focused on our three CEI Co-Founders: Isabel Abrams, Ed Radatz, and Arjen Wals

#### 1. How many CEI conferences have you each attended?

**Isabel:** I attended 21 conferences, everyone except 1991 Peru, 2000 Sweden, and 2007 Hong Kong

**Ed:** 14 from the very first one in the Netherlands in 1987 up through the Oregon conference in 2005.

**Arjen:** 16, from 1987 through 2002 Turino Italy

#### 2. What CEI projects did you work on?

**Isabel:** -Co-founding CEI with Ed & Arjen

- CEI International Board as Director/Communications  
- Treasurer, + public relations for Caretakers/USA network

- Write articles and conference reports for CEI and Caretakers/USA

- Developed SEEDS OF BIODIVERSITY- the CEI international project. inspired by --Tom Levermann, Head of Education for the Soil Conservation Service, U.S.A. Department of Agriculture; assisted by Wayne Schimpff, secretary, Caretakers/USA Board and contributions by Andrew Cox (Ireland), Fatima Matos Almeida (Portugal), and other CEI Int. Board members.  
-Contact with CEI members and outreach to government, corporation and other officials.

**Ed:** Sponsor of the 1989 CEI conference, Treasurer, CEI International Board, President – Caretakers/USA. I went to Netherlands in 1986 to establish Caretakers International.

**Arjen:** CEI Board, organisation of the first conference in The Hague, Global Forum along with Jan Apotheker, Fundraising, speaker, etc.

#### 3. How did CEI influence your career?

**Isabel:** I was a science, medical and environmental journalist in 1986 when Ed Radatz, Biology teacher of Oak Park and River Forest High School, Illinois, USA invited me to lunch along with, Arjen Wals, an intern from the Netherlands who was doing research for his Master's thesis, by studying the environmental attitudes of American students for his Master's thesis in his Biology class. By the end of lunch, Ed, Arjen and I agreed that young people needed to know that, no matter what their lifestyle, culture or career choice, they were Caretakers of the Environment. (I said "Caretakers of the Environment" because I thought Dr. Noel Brown, Director of the United Nations Environment Program (UNEP) North America had said in a recent interview. He had said "Shareholders" of the Environment. ) Although it was a miss-quote, we kept the name "Caretakers of the Environment" because it expressed our environmental education mission.

-CEI conferences provided me with up close and personal experiences with teachers and students in many countries so my articles now have a global perspective.

- When Judith Forsyth, who assisted at the 2001 CEI / South Africa conference, told me she was inspired by the young people and wanted to start a school garden project to grow food for AIDS orphans, I asked her to grow native plants. This is how the AIDS/Biodiversity Project was born. The AIDS/Biodiversity Project, approved by the CEI Board, aims to preserve biodiversity, feed AIDS orphans, and educate about AIDS.

**Ed:** Arjen Wals, a Master's degree candidate from the Netherlands, was assigned as an intern to Oak Park and River Forest High School and I took him into my Biology class. Arjen and I met with Isabel Abrams, an environmental writer, and formed the basic principles of making high school students aware that they were Caretakers of the Environment.

**Arjen:** It made me realize that you can make a difference by having a good idea and the right people around you, as well as the importance of self-organization, independence from big money, and the power of youth. It also got me in touch with many inspiring environmental leaders and teachers from around the globe.

#### 4. What are you involved with now?

**Isabel:** - Caretakers/USA, an affiliate of Chicago Wilderness, partners on environmental education, climate change and other projects with 350+ environmental groups, museums, parks, gardens and

city, state and government agencies, that work to preserve 350,000 acres of natural lands in and around the city of Chicago.

- I am updating my book THE NATURE OF CHICAGO and writing on a blog and book proposal called WISDOM FROM THE WILD which based on interviews with scientists, environmentalists, and, I hope Caretakers students and teachers.

- I try to gain support for CEI through publicity and projects e.g. an art contest, inspired by Armand Wachelder (a former CEI student in the Netherlands) in which youth to do art projects- such as video or painting - based on an environmental activity in their community.



**Ed:** Treasurer CEI International, President/Caretakers of the Environment International/USA. I stay in contact with schools and organizations in USA, school districts in Arizona, and CEI student alumni. I have given presentation about CEI at National Association of Mustafa Sultan of Qatar (left) works with Ed Radatz on the legacy planting at the 2005 Caretakers conference

Biology Teachers (NABT), National Association of Science Teachers (NSTA), and North American Association for Environmental Education; and presentations to students around the USA on Earth Day. I have acted as a facilitator in a major electrical energy audit with the Arizona Public Service Electric Company and Scottsdale, Arizona school system.. In meetings with the Director of United Nations Environment Program and other officials, I updated them on CEI and secured grants for CEI projects and conferences. At the invitation of the Ministry of Education in Russia, I met with teachers and students in Moscow and Murmansk.

**Arjen:** My UNESCO Chair and Professorship focuses on Social Learning and Sustainable Development. I am also interested in 'de-growth', living and learning in the digital age, coping with uncertainty, complexity, confusion about environmental and sustainability issues and the changing role of science in society.

##### **5. Please list your achievements:**

**Isabel:** - Represented CEI at the 1992 United Nations Earth Summit in Rio De Janeiro.

- Spoke to the World Commission on Sustainable Development about involving youth in environmental protection.

- Honored at the Global Assembly of Women and Environment for the success of CEI.

- CEI was honored by Renew America.

- Writing awards: National Edpress Awards for articles: Jonas Salk, Lasers, Computers, Birth Defects, Land Use, Heart, Robots, Friends of United Nations Environment Program. Writer-in-Residence at Scripps Institution of Oceanography - Grant from the Council for the Advancement of Science Writing. American Medical Writers Morris Fishbein Award. Health Education Writers Award. Midwest Aviation/Space Writers Association Award. Fellowship: Great Lakes Environmental Issues, Michigan State University

**Ed:** I started Pollution Control center at Oak Park and River Forest High School, Oak Park, Illinois, USA. I was invited to the White House by President Nixon to receive the First Environmental Protection Agency Award. I was awarded Certificates of Achievement for environmental work from Presidents Nixon, Reagan, Clinton, Carter, and George H. Bush; and honored as Most Outstanding Biology Teacher in Illinois by the National Association of Biology Teachers. I represented Caretakers/USA at a United Nations Environment Program (UNEP) youth Conference.

**Arjen:** Getting CEI started when I was a student myself along with Ed and Isabel and my parents (Harry & Joke) as supporters.



##### **6. What did you enjoy most about a CEI conference?**

**Isabel:** - Although it was not easy to hike in tropical forest, Arctic tundra, or African grassland, they were marvelous eco-adventures.



-Cultural evenings were a lot of fun and gave me the chance to dance, sing, and make friends with students and teachers from many different nations.  
- Student reports and summaries of what they have learned amaze me with their creativity and commitment to taking care of nature.

*Ed:* I enjoyed:

-Watching young people from countries that are known to be political enemies, interact with one another. This was more important than our environmental mission.  
- Seeing how excited teachers and students were when they explained their individual projects from their country. Acting locally and thinking globally came out in these student and teacher presentations.  
- Meeting the speakers and government officials, such as the President of Ireland, USA senators, Ministers of Agriculture and Environment, and elected officials of cities - people who can spread the message of CEI and affect the lives of citizens.

*Arjen:* Everything! Each one is unique and memorable.

#### **7. How did CEI change your view of nature and/or the environment?**

*Isabel:* Exploring the environments in so many different countries made me realize that the natural world is an intricate web of living things that interact with one another and with air, water and land. Biodiversity -- the variety of plants, animals, and microbes and ecosystems- is a natural treasure with enormous value. In addition to being the source of food and other resources, it maintains the composition of air and water. The natural world has a tremendous influence on business, politics, culture and daily life. Nature is the life support system of our world.

*Ed:* CEI didn't change view of nature. However CEI expanded my view about the environment. Before CEI, my attention was only what I saw on TV. My attention was focused on the US. When I was teaching, my involvement was local and I didn't realize what happens with accidents in little towns. CEI allowed me to think globally and work globally. I saw more issues globally and I could affect kids by our involvement on international level.

*Arjen:* It strengthened the notion of inter-connectedness, interdependence and the power of diversity.

#### **8. How did CEI change your attitudes about the world around you?**

*Isabel:* I am curious about the ways in which people from other cultures adapt to their environment, and use nature in their foods, art, festivals, jobs and traditions. I often view business as making a profit from nature – mining minerals, fossil; fuels, agriculture; and worry about the poisons that corporations spew into the air water and food supply without concern about their impact on the public's health. I think of war as a human

and environmental disaster. I often see politics as a struggle to gain power over land and resources. I am frustrated by the absence of reporting environment issues related to daily life such as climate change in storms, floods, heat waves, drought; growing plants for energy vs. food; high prices of oil and the economy.

*Ed:* For me as an educator, the teaching process is 2 ways: giving and receiving.

I learned so much about other cultures and what people in other countries have to do to bring about change. We in the U.S. can yell and scream and demand but in other countries, you may be arrested. I learned the complexities of how one brings about change in an area for the betterment of the environment.

Caretakers/USA can't take political positions or we lose our tax exempt status. We are not an activist organization. Our mission is to educate students and teachers. CEI gives me the opportunity to go to a country and see their environmental problems. Each situation is different. In some countries, there are strict laws, in others no laws. In some, you can register your concern; in others you can't.

- I enjoyed when kids would develop ways of funding themselves to get to conferences. An adult could not have done it.

- I am optimistic about the environment because CEI is an all volunteer organization and its members are very dedicated to carrying out its mission. We have been promised funding and support from many people. 99% doesn't happen. But, some things do happen and it makes a difference. The 1<sup>st</sup> CEI conference had delegates from 12 countries. Over the years we have reached students and teachers in more than 100 countries. What CEI has done around the world has an effect on families around the world and what my former high school students have become. I see this among our student alumni.

*Arjen:* Environmental and cultural sensitivity go hand in hand.

#### **9. Please describe a CEI event or special moment that challenged, amused or inspired you.**

*Isabel:* I am always thrilled by the enthusiasm and creativity of students and teachers when they talk about their projects, or tour challenging ecosystems such as tropical rainforests, Arctic tundra, or volcanoes.

At the 2009 Denmark conference, I was amazed at the Statements Workshop where Dan Hoynacki and Ryan Kinnett (Oregon, USA), helped students develop a list of statements regarding the rights and responsibilities of individuals, families, business, communities, and government regarding climate change. Armand Wachelder (Netherlands) helped students design 3 collages: Environment, Sustainability, and New Energy.

*Ed:* -The dedication and the involvement that Isabel Abrams and I had with **Harry Wals**, director of City Management in The Hague, and past president of the Foundation of Environmental Education in Europe. He invited us to hold the very first CEI conference in the Hague, Netherlands. Harry's knowledge and compassion made me stronger. He would look at a situation, respond – he reacted. He was calm and yet he was able to solve problems – He was an incredible human being.

- An amusing conversation with the President of Ireland about President Kennedy's sister Jean, U.S. ambassador who had been recalled. I said, "You must be sad because you are losing your next door neighbor and I asked if she borrowed a cup of sugar from her."
- An Israeli Minister who heard students speak about farmers in their countries, and that persuaded him to support CEI's efforts.
- Talking about CEI to Dr. Leon Lederman, Nobel Prize winner, while flying to a CEI conference.
- Listening to Senator Paul Simon, who was a candidate for President in the U.S. He explained how difficult it was to get a bill passed by the members of Congress. He answered the student's questions in such a positive way that the kids were so "turned on" about what he had to say and motivated to act. It was an exciting opportunity you don't get very often.



*Arjen:* Too many to mention - perhaps the bus ride from Ivalo (Finland) to Murmansk (Russia) and how setbacks can create friendships and resilience (those who were there will know what I am talking about).

#### 10. How has CEI enriched your life?

*Isabel:* My friend Harry Wals, who held the first CEI conference in The Hague, Netherlands, taught me that patience, respect for all points of view and laughter are vital tools for success.

I now have friends in many nations around the world so I feel personally connected to all parts of the world. My writing gains depth by understanding global environmental issues.

As I explore so many varied environments, I am awestruck by the diversity, and resilience, and of living things; CEI keeps me optimistic because I meet so many

bright young people who are filled with energy and determined to make this a more livable beautiful world.

*Ed:* I don't consider CEI as an organization. I consider it as a family where every individual's problems become your problem and you help try to solve them.

Everyone's success is your success and you share the joy of their achievement. That is what makes CEI so strong.

*Arjen:* I don't know how it couldn't have.

### Evolution of Activities Leading to Forming Caretakers

The program ideas for CEI activities evolved from my experiences while earning the Boy Scout Eagle rank. The required and option merit badges mixed in with having worked in my family's Victory Gardens and while helping propagate and care for 250 house plants while growing up helped develop for my PPK - People, Plants, and Kindness philosophy of working with people. My Boy Scout adventures were further heightened while visiting 28 states by attending the 1953 National Boy Scout Jamboree and then by having my first international youth experience while attending the 1957 World Jamboree in England and touring Europe after the Jamboree.

My connection with empowering others to Read The Landscape began when my family followed May T. Watts, Naturalist, through the mysteries of the hidden secret places of Morton Arboretum and learning to connect with nature though her inquiry skills she shared with us. One day Roland F. Eisenbeis, Supt of Conservation, the Forest Preserve District of Cook County asked me in the spring of 1968 to head up the District's Teacher Education Program, I said yes.

It was working here that I met Ed Radatz, Biology Teacher, Oak Park River Forest HS when he took some of my conservation education programs. One of them was a 3 day residential program where we lived in cabins and ate together in an old farm house. In this position and then later 1970 - 1975 working as Director of Environmental Education, Openlands Project with funding from the Ford Foundation and later as the first Chief Naturalist, the state of Illinois -1976 - 1980, Ed Radatz, and his students through his Pollution Control Center and I continued to work together on various projects that connected his high school students to Chicagoland's natural resource base.

One of these programs was the Chicago Watershed Network Project developed out the early Earth Day Programs and students wanting to do something to improve the environment. Ed Radatz and his students were leaders in this Chicagoland network. Monthly meetings were held. The meetings alternated in participating in the outdoor local watershed improvement and monitoring activities with sharing and informational programs at The Field Museum.

Ed was also working at participating in global travel for teachers. He also traveled internationally. Ed passed on several international travel opportunities to me. In March of 1973 I used a free round trip ticket he gave to me. I used this opportunity to travel on behalf of the US Commission for UNESCO to visit the best of Environmental Education



Programs in Sweden, Norway, Denmark, Austria, South Africa, Tanzania, Kenya, and Greece.

The Bolton Institute of the US Commission for UNESCO and I then partnered and planned and conducted the first International Environmental Education Conference for High School Students. The one week conference in the summer of 1973 was attended by high school students from 13 countries. Ed Radatz and his students represented the USA at the conference. The first 3 days were spent connecting with the urban ecosystem of Grant Park in Chicago. The next three days were at the George Williams College Campus on Lake Genève, Wisconsin where we learned how the first regional citizens effort worked to preserve and improve the water quality of Lake Geneva through local citizen effort.

Also as a result of this trip, I would later lead as an Adjunct Professor for the then National College of Education, Graduate Credit Environmental Education Study Tour for Teachers to study the environmental education programs in Sweden, Norway, and Denmark. Ed did not make this trip, but he heard all about the planning and the results of the trip.

At previous CEI conferences the rest of this evolutionary experience has been told as to how Ed Radatz, Isabel Abrams, and Arjen Walls teamed up to draw on their collective experiences to start the discussion leading to the formation on CEI. At the third meeting of this group, I was invited to attend the discussion of this idea. In 1971, I had earned my Masters Degree in Outdoor Teacher Education, so I immediately knew the idea was academically sound and actively supported the development of CEI.

After attending the first CEI conferences and 18 more of the past 24 CEI conferences it is with many fond memories that I was at the right place and had the bosses that let me develop my ideas that helped ED and his students evolve the foundations of the CEI conference model.

*Wayne Schimpff  
Secretary, Caretakers USA*

### **Cris' 21 CEI Years Still Resonates**

Cris Leibner began his affiliation and affection for CEI at the first conference when it was held in The Hague in 1987. Wisconsin's Department of Public Instruction sent Wisconsin school systems a notification of the invitation to what they deemed an important conference and topic for secondary schools and their students. When the curriculum coordinator for Kettle Moraine High School in Wales, WI received the invitation, she encouraged Cris's participation and selection of a student to represent our state and school system. Thus, Cris's long membership and leadership with CEI and CEI, United States was begun. He held roles on each board, and he was the editor of the Global Forum until he passed away from brain cancer in 2008.

Cris worked hard to have a dedicated Caretakers' of the Environment club at the Kettle Moraine High School, and his involvement with many state and local environmental agencies and groups provided the liaisons needed so as to make the club a viable part of community service in southeastern Wisconsin and the Great Lakes. As K-12 Science Supervisor for the Kettle Moraine School System, he was able

to take the environmental issues and focus of his students' club and share them at meetings with other science supervisors in his state. He believed in teaching by example and also felt that young people learn best when actively engaged in real life situations. Past participants often wrote him or talked with him regarding the way attending an international conference impacted the direction of their adult life. He was fortunate that his daughter Louisa was able to attend several conferences during her high school career in the '90s along with other students. His son Nicholas also was a delegate during the late '90s and early 2000s. The last conference Cris was able to physically attend was in Hong Kong in 2007. After two weeks in Hong Kong, he and his adult son Nicholas, who was then on the alumni council and attended that conference as a mentor, went on to visit Thailand and meet up with two other young men whom Cris had also taken to conferences when they were in high school. Sadly, less than 24 hours after returning, Cris had a grand mal seizure, was taken to the ER, and diagnosed with a brain tumor. He had brain surgery on August 1, 2007 and continued to show his resilience, strength, and love of life for the next 16 months. Many students, colleagues, and community members remarked that his leadership continued as he was a role model for many regarding how to meet life's challenges and persevere.

He loved working with the teachers and students he met



throughout his career, he understood that besides the environmental issues he helped students explore and participate in, more importantly they learned to meet, care for, and respect their new global friends. That's all of necessary components for true understanding and leadership in our global community.

*Cindy and Nick Leibner*

## What Does CEI Mean to Me?

I met the staff of CEI in Crew for the first time.

We went to the next conferences with students, so a picture of functioning of CEI was outlined.

What is the reason for me to remain at Caretakers? Answering it shortly and simply: because it is demanding and embodies a high standard.

- We lived to see the burst and collapse of Iron Curtain, and at last we were allowed to look around the world.

One not a negligible part of the world could get into the blood circulation and was able to meet the organization of CEI. By itself this is only a possibility, it also needs something else.

The primary condition of substantial and effective meetings is the required **language of communication, a common language.**

**This claim is needed** and motivating at the same time. So, I attach importance to the project presentations being performed without an interpreter. We have already been able to speak to each other wherever we meet in the world, and of course, we have already known it well what we should speak about.

- There is one other common thing that joins us. This is the **love of nature** and the intention of protecting it, to preserve and keep it for the next generation. For this job we must be committed and persistent. This is a kind of expectation and requirement for those who are with us in this mission. This is the content of the presentation itself. During the conferences we teach each other and we learn and get from each other a lot

- What will happen to us after leaving schools: Labour market, career, achievements? In order to achieve these aims **we must learn how to 'sell' ourselves, and how to realize our interests with good argues, appropriate presentations and performances.** Without these abilities our huge efforts can be wasted. **The formal part of presentations provides a great opportunity, practical possibilities and a chance for preparation for the real life.** We hope more and more students – in their adulthood - can get into positions in both economic and political senses, where from they would be able to support our conceptions and efforts at a serious level. We also hope that if one of our students became a decision maker, he or she would be a committed supporter of environment and of course the CEI 'movement', as well.



This has been the CEI for me so far.

I would like to congratulate CEI on achieving its 25<sup>th</sup> anniversary. The organization which is able to live to this age at such a high level like this deserves to be taken seriously by everybody in the world.

The continuation cannot be anything else than to start the next 25 ones.

As for my experiences - for this purpose – we have a chance as well as our ability with active teachers and students.

János Holló

President of SEE The Future Foundation

## Meet Your 2011 Alumni Youth

### Stan Vullings

My name is Stan Vullings. I am 19 years old and I live in the Netherlands.

I study a bachelor Human Resource Management at Tilburg University.

My first experience with the Caretakers of the Environment was in Aberdeen at the conference of 2009.

I attended that conference in a group of 4 teenagers and 2 advisors named "Kleur In Castenray".

We were asked by the Dutch ambassador Armand Wachelder to give a presentation about our projects.

Our group "Kleur In Castenray", also known as KIC, develops projects for local teenagers.

For example, together with the artistic supervision of Armand we made graffiti painting inside a viaduct.

It's beautiful to experience the growth project and discovering talents and everybody.

I was invited by Armand Wachelder to attend this year's





conference as an Alumni.

My advice in advance, is that you should embrace this week full of international experiences.

Don't be afraid to start conversations with other people, because you will keep friendships for life.

I still receive e-mails out of Russia and postcards out of Turkey, from former Caretakers friends.

The voice of today makes the difference tomorrow!

So speak out about ideas and be eager to help our future.

I hope this will do, if not, please contact me and I will be happy to answer the questions.

### Misi Kungl

My name is Mihály Kungl, I come from Zalaegerszeg, Hungary. I am really happy that I can take part at the conference in Debrecen, especially because it is in my country. I got familiar with the idea of environment protection when I was a kid, but the real breakthrough was the first time I could participate at the CEI



conference in Denmark. This was followed by another one in Scotland. These two times helped and taught me a lot about how to protect the environment, and what we can do for it. Making our own presentation was always just as much fun as



listening to the other ones, this way I got to know some real new, innovative ideas. Both conferences are simply a lifetime experience for me, I met a bunch of new people, with some of them I got real good friends, or more, and it is a good feeling to greet them again like old friends. Learning a lot is only one side of the whole thing, but I think it is just as important that while doing this we have a lot of fun.

By being among people from all around the globe opens up the world for us. It makes us communicate, talk to people who come from so different places, this is just amazing. If you think about it that they all come together for one goal, one reason, it makes you feel that nothing is impossible, and that it is worth fighting for the world being a better place. I would love to work in the field of environment protection, although my actual idea is to make something memorable in tourism,

and environment protection at the same time. This can be promoting environmental tourism, or opening up a hotel which is supplied by renewing energy sources, but this is a bit far away yet... I love the idea of renewable energy sources and I try to spread this idea, because in Hungary it is just beginning to get to people's minds. It would be great if Hungary became a "green country". I think this conference will show what an amazing world of nature Hungary has, and how diverse the country is.

To summarize things, participating in a conference like this, is an unforgettable experience that can change your mind forever, make you think in a more environmentally friendly way, and help you become a responsible, nature loving adult.

### James Rogers

Hello everyone.

My name is James Rogers. I'm 19 (20 when you read this) and come from Salem, Oregon.

I'm currently double majoring in International Business and Japanese language at Linfield College in McMinnville Oregon. My first experience with anything involving CEI was in 2006. I helped the delegation that year fundraise and ready their presentation. The following year I was able to attend my first conference in Hong Kong. My delegation did a presentation on a new sustainable community development in our area. It was such a great experience. We helped ready an old set of green house for a full restoration project. I also attended the following year's conference in Denmark.



This year I have been fortunate enough to be accepted as alumni. I'm so excited to be able to work with all the friendly, nice, and caring individuals that participate in this conference.

If I had to give you all one word of advice, it would be to outgoing. Talk to anyone and everyone at least once, you won't regret it. This is such a huge opportunity for you all to explore new cultures by talking to people that come directly from there. Anyways, just I have fun, I know I'll be. I look forward to meeting you all.



## Dirty Hands

I like getting my hands dirty. I enjoy the texture of the soil as it crumbles into smaller pieces as I roll it around my palm with my fingers. Sometimes when I am getting my hands dirty, my knees and hips get dirty, too, from kneeling down and adjusting my angles to unearth a rock or just to work more closely with the soil beneath me. Often the ground feels cold and wet, but it gives me a feeling of connectedness when I am intimately tending to it. These are common experiences for me when I plant a tree.



Planting trees and other native plants and shrubs is a very rewarding experience. Each tree

planted takes a bit of effort (if you do it right) and the energy spent putting it in the ground is returned thousands of times over as the tree takes root and grows. As it soaks up the sun's rays, year after year, pulling carbon out of the air, it also provides a home for many insects, birds, small mammals, and countless other creatures. If it is a deciduous tree, it will drop its leaves every year adding to the nutrient supply of the soil beneath it while at the same time feeding hundreds of small and micro-organisms decomposing the leaf litter. This is such an amazing cycle.

Nature's cycles are quite remarkable, if you think about it. Sitting under a tree, by a bubbling brook, under the stars at night, or even just staring outside the window of your home, you can witness many cycles in nature. Perhaps it is a hatch of flies, blooming of flowers, songs of songbirds, or the crescent of the moon - whatever it is, if one takes enough time to sit and observe, one will be left scratching their head why they never saw something like that before. The problem is these days, individuals, especially youth in the United States, are not given enough opportunities to witness the wonders of our natural world.

A man by the name of Richard Louv, in his book, *"Last Child in the Woods"*, coined the phrase "nature-deficit disorder". It happens to young people who become disconnected from their natural world and this lack of connection may be the reason for many disturbing childhood trends. Is it possible that childhood depressions, obesity, attention-deficit disorder, along with other ailments are a result from the lack of nature engagement? Research seems to be indicating that this is the case.

What makes this situation even more challenging, especially for us Americans, is that laws of our land are requiring youth to be educated with a narrow scope of core curricular standards that omit connectivity with nature and the environment. With the additional pressures from other distractions from technology, i.e., social networking sites and tools, video games, etc., youth are driven even further away from the outdoors. Globally we've just passed a milestone where over 50% of our population now lives in an urban

setting, when traditionally; more people lived in a rural environment. By 2050, this percentage is expected to grow significantly. This only seems to make the situation even more challenging for our youth today to get outside and experience nature

I appreciate and value the efforts and values of Caretakers of the Environment International (CEI). Considering the challenges we face globally, especially environmental challenges that affect the quality of life of the billions of people living on this planet, I am very proud to be a part of an organization of educators and students that values getting their hands dirty. We as educators provide opportunities for our students to be empowered to step forward as leaders among their peers and work on the soil without fear of getting dirty. Our youth inspire us with hope that our future generations will be okay as we face the challenges of the world to come, and to not be afraid of getting dirty hands.

-Ryan Kinnett

Co-Founder, CEI Oregon Chapter, USA Branch

## CEI 2011 Delegate Projects

The following projects were submitted by publishing deadline for inclusion here. Please take the opportunity to congratulate all project presenters on their fine work.

dh

### Tourism Impact on Symbolic Plants



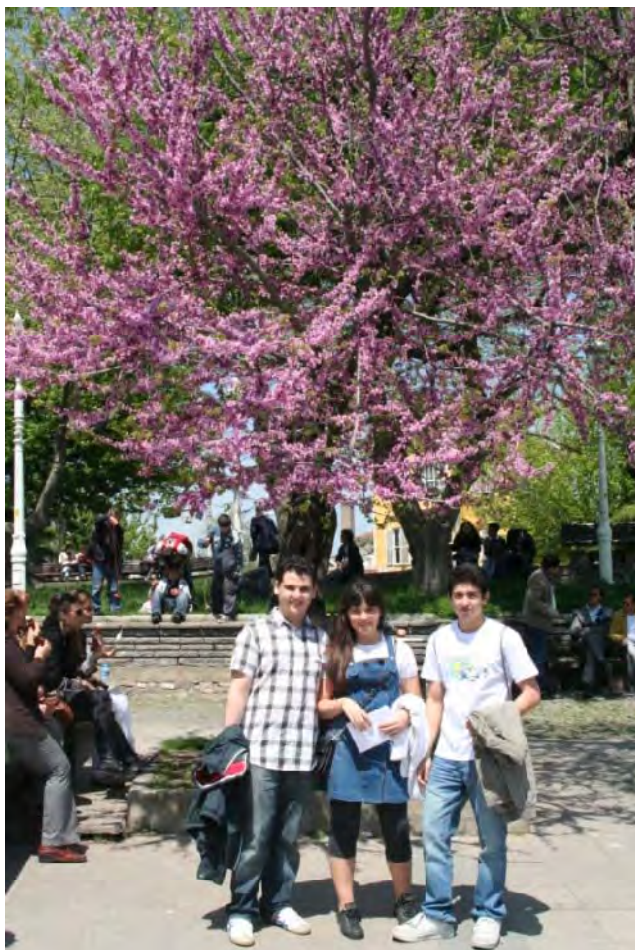
Our project's aim is to investigate the touristic impact of some symbolic plants for our beautiful city, Istanbul. We decided to focus on tulips and Judas trees which have both historical and religious meanings.

Firstly, we started to search for detailed information about the historical backgrounds of these plant species and found out that both have meaningful stories as being a symbol of Istanbul. For example, tulips have become widespread after



one of the most powerful Ottoman Emperors -Suleyman the Magnificent- gifted some tulip seeds to Holland king. After that, tulips became the symbol of Holland. Now, we are celebrating "Tulip Period" every April and the government seeds lots of colorful tulips all around Istanbul. On the other hand, Judas trees' story belongs to religion. According to Christianity, Jesus was betrayed by one of the 12 apostles whose name was Judas. Then thinking of what he did, he hang himself on a tree which blossomed pink flowers. It was a





symbol of shame. The name of the tree became “Judas tree” after this religious story. There are lots of Judas trees around Istanbul which blossom their beautiful pink flowers only for 20 days at the end of April till the beginning of May. As the action plan of our project, we decided to visit some popular touristic places of Istanbul which are full of these plant species and tell the stories of these to the tourists. One of our aims is to inform the tourists with the symbolic meanings and interesting stories, hoping to qualify the tourism. We believe that biodiversity as a natural heritage has positive impacts on tourism.

Country : Turkey

School name : Cevre College

Group members : Yusuf Can Topal, Miray İyikan, Yiğit Güngör

## Seven Wonders of the Kirov Region

### Introduction

For centuries people have been interested in the secrets of Seven Wonders of the World. Ancient people were astonished with their extraordinary size, beauty, or strangeness. Each of them was unique and mysterious and its secret was known only to its creator.

The Natural Wonders differ from all the other lists first of all because they were not made by people. Nature has created its unique and inimitable beauties, which have been given to us without even asking for it.

To preserve this Heritage is not an easy matter. So, we decided to find out as much as



possible about the natural treasures of our region and to make a project “7 Wonders of the Kirov Region” to attract people’s attention to this topic.

### The goal of our project is

To show the natural heritages of our region and to get involved in the process of preserving biodiversity (living conditions of different species)

### Tasks:

- ✓ To have a questionnaire among our school teens and teachers with the aim of finding out the most attractive and popular natural sights in our region;
- ✓ To study the natural heritages of our region;
- ✓ To visit the Paleontological Museum in our town;
- ✓ To make a presentation about the most attractive wonders of nature and to show it to the pupils of our school;
- ✓ To organize an excursion for smaller children to the Botanical Gardens;
- ✓ To organize a display of children’s drawings;
- ✓ To take part in the interactive game

To start with, we asked the opinion of teens in our school and their parents, teachers and specialists about unique and the most popular natural sights in our region. Then we chose the most attractive ones and made a list of Seven Wonders which could be interesting to tourists who come to visit our region. Here it is:

- ✓ the State Natural Protected Area “Nurgush”
- ✓ Kotelnich locality of pareiasaurs
- ✓ Lake Shaitan
- ✓ rocks in Sovetsk
- ✓ “northern” orchid
- ✓ “holy” water
- ✓ the Dymkovo clay toys

In spite of the fact that the Dymkovo toys are valued now as articles of crafts made by hands, we included them into the list of Wonders of our region, because they are known as souvenirs which made our home-town famous all over the world.

To get more information about the wonders of nature we met with the specialists of the Paleontological museum in our town, where we learned about the pre-historic period of life on the territory of our region. We were very much surprised that the bones of pre-historic reptiles had excellently conserved in the ground not far from Kotelnich. Those bones are more than 250 million years old!





Then we organized a meeting with the officials of the State Natural Protected Area "Nurgush". We were shocked to learn that our region takes the last place in Russia in the quantity of protected areas (only 3 % of the territory is protected by the Government). We were interested to know where the protected areas are situated and what is being done to improve the situation.

We were told that because our region is rich in forests, the flora and fauna are also extremely rich. But because of deforestation some species disappear. We had an idea to tell the pupils of our school about the beauties of our region, ecological problems and protected species. We made a presentation and told the pupils of primary school about the ways how to conserve and preserve disappearing plants and animals, which are included into the Red book of our region. In the presentation we told about "northern" orchids – flowers, which are not typical for countries with severe winters. They are so beautiful, but the problem is that the number of them is decreasing. Besides, we told about the mineral springs and medicinal dirt, which were found in our region long ago and which help people with their health. After that we organized a display of children's drawings. It was a real fun for them! Later we used their pictures to make bookmarks and presented them to children to draw their attention to this topic.

We like traveling very much, so we decided to see the rocks in Sovetsk (which are not typical for our relief) with our own eyes. We invited our friends and parents to take part in this expedition. We are going to climb the rocks and admire the marvelous views of the landscapes in June.

For secondary school pupils we created an interactive game with different tasks and puzzles and played it in the summer camp. After the game together with other pupils we planted flowers near our school to show that we are concerned about the nature.

As a practical part of our project we made a booklet about 7 wonders of our region for teachers and students to use it in their work. We made bookmarks and calendars to promote their environmental awareness.

*Students Storchay Vlada, Bortcov Aleksandr, Kolesnikov Dmitry, Tsaregorodtsev Grigory  
Teacher Avdeeva Marina  
Secondary School No 37, Kirov, Russia*



## Folk Crafts: Cultural Heritage of Kirov

This year our group works on the project "Cultural Heritage of Kirov Region". We decided to learn about folk crafts of our land and find out why they lost their appeal.

We read much literature, visited workshops and tried to create our own toy and we came to the conclusion that it's necessary to pay more attention to folk crafts. Firstly, these are our roots and history, and without knowledge of history it's impossible to build our future. This knowledge promotes the development of our spirit and we are proud of our native place. Besides the development of folk crafts decides practical tasks:

- Creation of new workplaces for least advantages social categories, women and teenagers
- Increasing income from selling more souvenirs
- Popularization of Vyatka land.



Manufacture of Dymkovo toys is ecologically safe because of minimal waste and pollution and minimal power expenditure. The production of clay is carried out in small scales at the large stock of raw material. Sure taking clay from the soil we make harm to it and its necessary to carry out recultivational works to prevent bogging up of the aria. Paints used for colouring have some chemicals, but they satisfy the sanitary requirements.

So, in whole manufacture of toys does not render negative influence on an environment, and promotes social economic development and approaches our region to the decision of a



problem of sustainable development.



We send 6 pictures. 1, 2 . We are in the centre of Folk Crafts. 3,4 . We are making dolls – amulets (talismans); 5. We are in the workshop of Dymkovo toys; 6. Our students are telling about our work to small pupils

*Tatyana Khodyreva,  
Kirov, school 28, Russia*



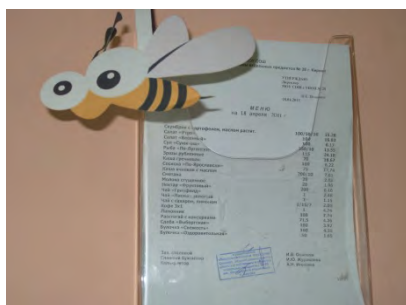
**Kirov Project 2**  
**“Save a Bee – Save the Planet”**



*Our goal* is to attract attention of pupils of our school to the problem of mass disappearing of bees.

*Our tasks* are to:

1. Find out the composition of the bee-family,
2. Know products which bees make,
3. Report on our participation in the exhibition “Vyatka-EKSP0” (the interactive game for visitors, making souvenirs for winners, communicating with bee-keepers, tasting different kinds of honey),



4. Give the definition of phenomenon of bees disappearing,
5. Find out the reasons of bees disappearing,
6. Discover the impact on the environment,
7. Find ways of solution of the problem,
8. Make a conclusion.

**Conclusion:** if bees die, all kinds of plants and animals will disappear from the planet in the next four years. We will lose not only the gold of nature – honey, but also many other kinds of food.

**Contents:** In our project we learnt what a honey-giving bee is, what the products which it produces are and where they are used. We knew a lot about the reasons of mass disappearing of bees and the consequences of it for people and the environment. We made a conclusion that this small stripy insect is an important element of the wild nature.



### **Oregon Delegation’s 2011 Project to Restore Overused City Park**

Oregon’s tourism industry has grown to over 8 billion US dollars per year. That’s thousands of jobs and tax revenue from lodging - no GST or sales tax. Interstate 5 is the primary link between California and Canada on our West Coast. Tourists love our greenness, easy access to mountains and ocean. When campgrounds fill up in our dry summer season, the overflow goes to local natural parks. Nature says ouch!





The 2011 project for the Oregon Chapter is focused on the restoration of Cascades Gateway Park, which is located at the intersection of Interstate 5 and State Highway 22, a major Oregon Cascades to Coast highway. It is also behind a large Wal-Mart and Lowes. The SHIP 5 for CEI youth have named their project “**Overused, Misused and Abused**”, strong but passionate words about a city park that struggles with funding and resources, but also serves both a local and tourism population for seasonal recreation and year round fishing. During summer weekends, parking lots are overflowing and the entrance drive is lined with cars. Mill Creek flows through the property, but is barely accessible due to the overgrowth of invasive weeds. The Youth Enviro Squad is tackling about 400 feet of creek bank to remove the invasive Armenian (formerly Himalayan) Blackberry and Yellow Flag Iris this spring and summer, develop a restoration plan for the city of Salem Parks and Recreation Department to approve for implementation beginning in the fall. Salem PRD is very excited to have our youth so interested in this effort and the first step of the project. Here is the youth overview at this point:



#### What we intend to achieve

Our project goals are:

1. Build an effective site waste management.
2. Effectively communicate Oregon's "green" culture.
3. Build and maintain positive relationships between youth, local, and private entities.
4. Prevent the improper disposal of trash and other debris.
5. Effectively foster and maintain the natural integrity of this park.

We plan to achieve these goals through active participation.

Our students recognize the benefit of engaging the local community not only in the restoration effort, but also to influence their behaviors during their own outdoor recreation. The Youth Enviro Squad ranges from 12 to 25 youth, lead by five SHIP 5 students, two of whom will travel to CEI Hungary and present their project.

*Dan Hoynacki  
US Branch - Oregon Chapter*



## CEI 25 Anniversary Wishes from Poland

Being close to nature is doubtlessly one of the most favorite man's activities. Nevertheless, if some natural areas, or man-



made natural objects should be available nowadays and in the future, shaping positive attitudes towards natural environment, and choosing the least environmentally harmful business activities, seem to be essential.

Shaping those attitudes should be, and usually is every school's duty. Announced by UNESCO in 2005 "Decade of Education for Sustainable Development" emphasizes the importance of this statement.

There are many ways of putting this task into practice. Additionally, in my school, we use the Caretakers of the Environment International membership. Since 1996 we have been preparing projects and taking active part in annual conferences organized by CEI. Thanks to these activities, it has been possible for our students to be engaged upon natural environment problems, together with numerous



young people from around the world.

Participation in CEI conferences motivates our students to intensive, systematic all-year-round work. At present, we participate in a project "School full of energy", initiated by Center for Citizen Education. Within the framework of the project, our students are searching for connections between



energy management and social life spheres, such as transport policy, conscious consumption, or natural riches exploitation.



We took part in a videoconference (little COP), together with students from Mexico and Costa Rica, in March this year.

In April this year, we participated in celebrating Earth Day by cleaning the area, and planting shrubs and trees in the greatest regional park- Silesian Culture and Recreation Park.

We also took part in forests' planting- an action organized within the framework of International Year of Forests. Moreover, we contributed to ecology workshops "Forests' mysteries" in the Beskids.



Due to the International Year of Chemistry our students eagerly participated in water testing at Valley of the Three Ponds reservoir in Katowice.

Currently, we are preparing another project for the 25<sup>th</sup> CEI conference in Debrecen. We also look forward to meeting delegates from other countries.



Doubtlessly, the membership in CEI has an important influence on our activities for the natural environment benefit. Congratulating on 25<sup>th</sup> year of this organization's existence, I would like to wish all the present and future caretakers great successes.

See you in Debrecen!

*Antoni Salamon  
CEI Poland*

### **Heritage and Tourism in Rural Hong Kong**

Many pieces of land that are recognized as of high nature conservation value and mostly are nationally protected by the Government. However, this is not the case in an international financial city like Hong Kong, where most of the land is used for tertiary sector. Hong Kong consists of 365 small islands many of them are completely neglected by the government and Yam Tin Tsai Village is one of them. Yam Tin Tsai Village is one of the natural heritages in Hong Kong due to plentiful and productive natural resources. Once it was house for many Hakka families, which refers to people from south east China.



The main purpose of this research project was to investigate the relationship between tourism and environment preservation in Yim Tin Tsai Village in order to raise the awareness of the people and the government on eco-tourism, which could enhance the quality of life in Hong Kong. Hong Kong is considered as one of the cities with very high GDP but unfortunately not high quality of life due to the busy lifestyle. During the research field trips were held and the leader of the village and the people, who help visitors to cross the harbor to and forth the Yim Tin Tsai Village by boat were interviewed. Yim Tin Tsai Village consists of the beauty of natures, which is rare to be seen in a city like Hong Kong, historical Hakka Houses and a very old church can still be seen there. However, due to lack of government's attention the salt farm, the sea and the entire island is getting more and more polluted.

Hope the study could get the officials attention to cooperate and listen to the villagers concern of assisting in creating organic farms, reuse of the salt field including repairing toilets and putting more rubbish bins to avoid further destruction to the island and the sea.

*Jackie Tang, Julia Pang, Emily Wong, Ivy Wong  
Po Leung Kuk Laws Foundation College, Hong Kong SAR, China*

## Despicable Delicacy

For our project, we decided to see a special heritage of Indonesia called Kopi Luwak. Kopi Luwak is the most expensive coffee in the world, but many Indonesian people do not really care about this heritage. This special heritage is discovered during the era of *Cultuurstelsel* (1830-1870), when Dutch colonize Indonesia. *Cultuurstelsel* was a system that was created by the Dutch to force Indonesian people to do agricultural production. At that time, Indonesian people called it 'Tanam Paksa' because the Dutch always forced them to plant crops according to the Dutch favor. The Dutch did not



allow Indonesian people to consume any kind of coffee that was planted, but Indonesian people wanted to taste coffee. Then, Indonesian people found out a kind of animal that eats the fruit of the coffee, but cannot digest the beans. The animal they found

was a species of 'luwak' (*Paradoxurus hemaphroditus* or Asian Palm Civet). Eventually, they picked the feces of the 'luwak', washed it, and dried it. Then, to make the coffee beans contained in the feces of the 'luwak' ready-consumed, they have to brew them first.

The farmers pick ripe coffee fruits during the day. The 'luwak' are then fed the coffee fruits every evening. As a smart animal, 'luwak' will only consume the red and sweet-scented coffee fruits. They are usually fed 2.5 kg of coffee fruits each for a day. Then, they will defecate the next morning. 'Luwak' are considered 'discipline' animals because if the condition of their bodies is not good, they will not eat any coffee fruits. The feces is picked in the morning. The workers wash and dry it (to decrease the water amount). The coffee beans will lose 10% of their weight after being dried for a day. After that,



they are dried in the sun for around 18-20 days to significantly decrease the water amount (meaning to almost zero). Finally, all the coffee beans will be brewed and after

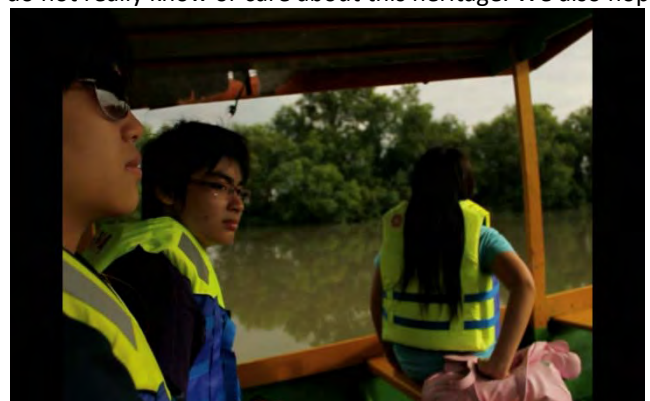
being brewed, some will be ground to make them into powder. The quality of the coffee beans is guaranteed because they have been examined in the quality control section and the quality control is standardized. The Kopi Luwak is distributed to the whole world. The big consumers are countries in Asia, including Japan, Taiwan, and South Korea. It can sell up to \$6600 per kilogram.

Researchers have examined the process inside the 'luwak' stomach. They found out that the enzymes digest the beans, and further fermenting them. The temperature during the fermentation is approximately 48°C. Actually, the coffee beans could be fermented by machines, but in those machines, the temperature will be unstable. The taste of the coffee beans resulted will also be different from those fermented naturally. These researches also predict that the change in proteins in the beans after being fermented by 'luwak' contribute to the unique flavor of the coffee.

Inside the 'luwak' body, the beans begin to germinate during the malting process that lowers their bitterness.



Our suggestion to the Indonesian government is that they do not stop in preserving Kopi Luwak and socializing Kopi Luwak industry to the people in Indonesia because we think that the young generation in Indonesia does not care about this heritage. The government could socialize this through banners, posters, flyers, seminars, workshops, and maybe field trip programs for both young and old generations that do not really know or care about this heritage. We also hope t



hat the damaged access to the Kopi Luwak industrial place (which has also been made a ecotourism object) will be fixed as soon as possible so that more people are interested to visit the place of interest. The journey there has taken almost 12 hours by car from Surabaya because of that damaged access. Besides the damaged access, the lack of directory sign had made it even more difficult to reach the destination because we had to find our own way there or ask the police for hints. So, the government should take notice of the access that more people are interested to visit the ecotourism place.

Resource : [en.wikipedia.org/wiki/Kopi\\_Luwak](https://en.wikipedia.org/wiki/Kopi_Luwak)

Writers : Emanuella Michelle, Harman Dewantoro, Ivan Andrean Soetrisno, Samantha Karli  
CITA HATI CHRISTIAN SENIOR SCHOOL  
Surabaya - Indonesia



*The Kompas foundation Netherlands is an exceptionally active volunteer organisation based in the city of Maastricht, where individuals with and without disabilities work together for the purpose of equality, comfort, independence and collaboration. CEI-Alumni Armand Wachelder has been actively supporting the Kompas foundation since 2008. This article elaborates on one of the many innovative projects that the Kompas foundation has established in recent years.*



## **“Look into Art” Collaboration, Creativity and Sustainability**

### **What is “Look into Art”?**

Look into Art is a unique initiative in which children with and without disabilities challenged themselves to collaborate in weekly Art practice - in their class rooms - on the theme of sustainability. In three rounds of seven weeks each, five young professional artists took on the amazing task to guide teachers and their students of three different schools in gaining understanding and experience amongst themselves: collaboration, creativity and sustainability; that’s “Look into Art!”

Bringing together disabled and non-disabled children is essential for their social integration and understanding of each-other. The environmental cause concerns ALL children, with or without a disability. That’s why we chose sustainability as the theme for the project. With their enthusiasm, playful methods and a lot of waste and rest materials, the artists succeeded in providing the project’s contents.

“The importance of sustainability in health-care is still highly underestimated, if only you look at how much is being wasted” - Peter Vreken, president of the Kompas foundation Netherlands)

### **Collaboration, helplessness, competition**

Dutch art-therapist Ilse van Lieshout noticed that the collaboration amongst the youngsters was not always easy: “Collaboration needs some real practice; on the one hand the children were very curious and eager to know about disabilities. On the other hand the disabled children learned to speak up and express themselves during the process. We had a lot of fun and laughed a lot.” Ilse also recognized conflicts and tried to make them accessible; ‘Regular education wants to go too fast; that sometimes causes friction. One of the children who is severely disabled was lying in bed. To involve her in the process she was asked which color she would choose for a fantasy monster. She thought for a moment, then gently and slowly answered that she would prefer yellow. Another participant lost patience and decided that it would be red. Both students felt a bit helpless: one could do too little while the other lost patience. As a teacher it then becomes important to recognize this and talk about it in class.

### **Experiences and evaluation: “They’re talking to me...!”**

As many as one-hundred young participants took a look into each-other’s world. “If we are talking about results, we should be happy with the small things” -says Ludi van Even, teacher at the Adelante school for special education. “their defensibility and assertivity has grown during the creative process - a young disabled person often experiences people staring or not seeing “them” as equals. That is their fear - for it is complicated to fully participate in society.” Look into Art gives them a possibility to participate. This one remark- “They’re talking to me..!” is both a reckoning with this fear, and an amazing realization: “I am worth talking to!” -it is the intrinsic value of this project. And even more, Art has proven



itself once more as an excellent educational strategy, for it can overcome both physical and mental limits.

Photo: Diana Gambardella - Elephant construction workshop  
Written by Jan Smeets

## **Threats, Values and Conservation of Nam Sang Wai**

Nam Sang Wai is a piece of river-side flatland located in the north-western fringe of Hong Kong. It was locally one of the major “homes of fishes and shrimps”. Yet, the decline in local agricultural activities in the last 40 years results in large pieces of abandoned farmland and fish ponds. Together with its proximity to a river and Ramsar Site, Nam Sang Wai has become a piece of ecologically-rich location.



Nam Sang Wai is one of the important natural habitats especially for birds. On holiday, bird-watchers, photographers and families visit Nam Sang Wai for various recreational

activities like picnic, kiting, or simply to enjoy a fresh breath of the nature.



Due to rapid urbanization in the surrounding environment, Nam Sang Wai is facing the threat of urban development. About 70% of the privately-owned land are sold to developers and ready for settlement. The fate of Nam Sang Wai is recently a hot issue in the society.

In this project, we are going to examine the value of Nam Sang Wai to the economy, environment and the society. We will study the characteristics, heritages, ecosystem and the social values of Nam Sang Wai. We will also discuss the impact of developing nature-based tourism on the study area. Through careful control on tourism, visitors, rather than sight-seeing, can deeply understand the meaning of natural conservation.



*CHAN Hiu Tung Virginia, CHEUNG Sze Wan, LEE Ka Yu, TAM Felix Hon Yin, WONG Sam Yin*  
*Po Leung Kuk Laws Foundation College, Hong Kong SAR, China*

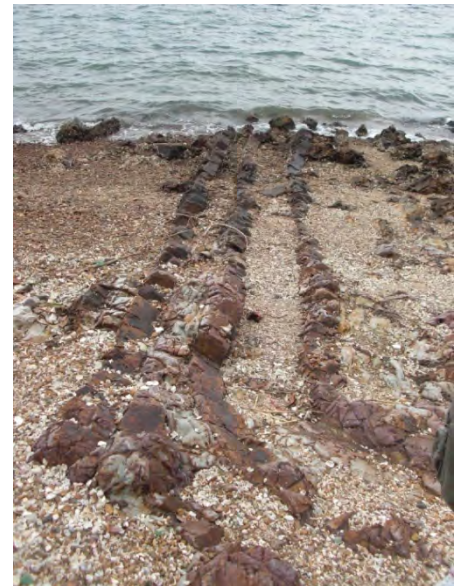
## Geological Heritage and Ecotourism in the Geopark

The main purpose of this project is to raise public awareness on conservation of geological resources. The Hong Kong

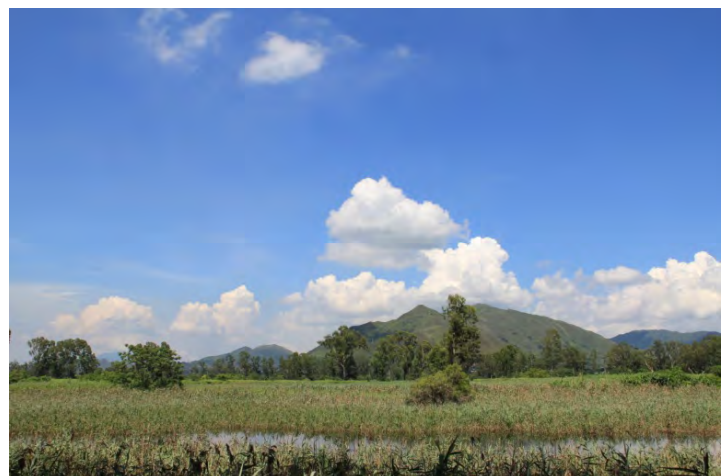


National Geopark was set up in Nov 2009. Ma Shi Chau is an offshore island lies in the territory of the Geopark.

Ma Shi Chau is famous for its significance in geographical and geological resources. Distinctive features such as a 100-meter long tombolo (a sand bar connecting the land and the island), sedimentary rocks formed in the Permian Period (280 million years ago), folds and faults are found there. It was also reported that ammonites and other fossils were discovered on the island.



The remote location and active mariculture in the surrounding environment have favored the reproduction of egrets on the island, making it an important habitat of egrets. The numerous little rock pools formed on the coastal area are significant habitat too. Sprays of sea waves and tides hitting the island create these rock pools on the undulating coastal



rocks. Small marine animals are brought into these pools. Due to their small water volume and on-the-rock location, the environmental condition of rock pools is very harsh: daily fluctuation of water temperature and salinity are common. However, shrimps, crabs, barnacles and sea shells are still commonly seen.

In the present project, a route of island-tour was designed. The route integrates various features of the island. With a diverse areas involved in the route, interests of different visitors are catered. Rocks can generate ecological and social values. Involving visitors to the island is a way allowing them to understand the value of geology conservation. *Actions speak louder than words.*

*AU Wing Yin, CHU Sing Yung, MAN King Hang, WONG Ying Chi*  
*Po Leung Kuk Laws Foundation College, Hong Kong SAR, China*



## Mangrove on the Move



Deep in the heart of Surabaya, lays one of the most valuable wonders of ecosystem that has survived modern civilization. The surviving existence of the mangrove conservation area has definitely intrigued the minds of young, radical environmentalists from inside and out of the country of Indonesia. Since the arrival of the Dutch, mangroves had become witnesses of the changes in history until Surabaya has become the city that is present today.

The importance of preserving and acknowledging the city's 'Pusat Ekowisata Mangrove Bosem Wonorejo' (Surabaya's Mangrove Eco-tourism site) is facing a common lack of care from its people towards this precious asset that can significantly change the ecosystem.

There are lots of potentials still left unharnessed for us to be gained from this Mangrove Conservation area. Especially, there are only a small amount of ecological tourism sites left

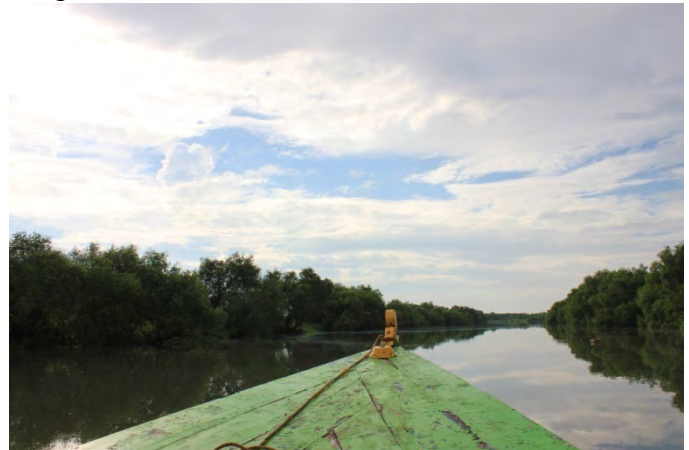


in Surabaya. Malls and business skyscrapers are dominating the face of the city, creating more pollution of carbon footprint each day. The city is in need of a refreshing getaway where we can take our families and friends to and plan on fun activities together. Unfortunately, the area itself is underestimated and left less treated. Its scenic beauty and fresh scent from the earth is worth the time and energy, if we are willing to take care and keep an eye for our Mangrove Conservation.

Our role and part for the Mangrove Conservation has no boundaries, starting from small steps such as planting trees in our own garden, donating both time and money to support the conservation of our only Mangrove are, joining youth clubs that is involved in rejuvenating the environment and

also offering field trips and tours for both local and international guests that are curious about this epic site.

On the 19<sup>th</sup> – 26<sup>th</sup> September of 2010, a group of students from John Paul College Australia, came to Surabaya and visited Cita Hati Christian School, which is located about ten kilometers from Surabaya's Mangrove Eco-tourism site. As well as meeting different people and making new friends, all of the participants brought home new experiences on working on the open field. They got down and dirty when they planted hundreds of Mangrove, giving a new hope for the little buds to grow and expand the area of the Mangrove Conservation site in the future.



Being geographically next to the sea, this site serves as a natural habitat and home for some of uncommon animals that we cannot see in our daily basis. The everyday sunset and sunrise creates an illusion that makes the Mangrove site even more breathtaking.

The Mangrove Conservation is definitely worth to be shared and shown to the world we're currently living in. The idea of conserving ecological and "green" sites such as this Mangrove Conservation gives us a new mindset of our own city, Surabaya. Now, we have something to really be proud and take care of.

Mangrove is starting to move into our way of life, when will it move into yours? ☺

*Writers : Natasha Kristie, Samantha Karli, Gerry Tanzil,  
Christopher Reno Budiman  
CITA HATI CHRISTIAN SENIOR SCHOOL  
Surabaya-Indonesia*





## Making Water into Life

We are from Daimon High School in Toyama, Japan. Have you ever visited Toyama? Toyama is a nice place surrounded by rich nature and is famous for delicious water. We are very proud of it. In Toyama there are many places where we can get high quality water. That is why our research project has focused on our most precious natural heritage, water.



Is there anything that makes Toyama's water special? How is Toyama's water made? How does water affect our lives? To find the answers, we went to some of the water spots in Toyama, interviewed people who have first hand experience with the water, investigated the water, and so on, for research.

In addition, we want to introduce how people in Toyama are trying to protect the water. Also, we want to discuss what we can do as high students for the future. We are going to suggest three important things that all of us can start doing to save our water.



*Daimon High School, Toyama, Japan*



## A Sustainable City by Young People

Our project is about how we can build a sustainable city, both from an environmental point of view and from a human point of view.

We worked in groups of 4-5 people and tried to design a city district, and had in mind different aspects for example interior, traffic, roads, building materials and to give people the possibility to buy ecological and locally produced food. One more aspect was that we had to make people feel comfortable with help of good social meeting places, culture and pleasant environment like trees and parks.

The whole thing was about to do a sustainable development so that our grandchildren could still enjoy the city from all its views and that it still was eco-friendly to earth.

*Students from Sweden are: Robin Asplund (male student) and Jessica Sörensen (female student).*

*Team leader is Birgitta Nordén, President of the Swedish Branch of CEI (CEI/SE).*

## The Young Masters Programme (YMP) on Sustainable Development

A new YMP platform, recently launched at UNESCO in Paris, is now open for pre-registration. The first course will start in September 2011.

To continue empower young students worldwide to understand and tackle environmental challenges locally and globally, an up-dated version of the web based distance education on Sustainable Development – the Young Masters Programme – has been launched.

The combination of theoretical studies and hand-on projects provide knowledge as well as tools to the youth to meet some of the great challenges of our time as: climate change, water scarcity, poverty and conflicts over natural resources, among others.

YMP has an impact on future development, because it has a global reach and aims for global learning on the urgent issue of sustainable development. YMP empowers the youth through educational support and aid towards local capacity-building and individual empowerment.







YMP promotes entrepreneurs, and in particular sustainable entrepreneurship, is encouraged through solution-oriented projects at grass-roots level. This is an efficient self-help approach. YMP employs community-based learning through alternating on-line activities with real world investigations and classroom disseminations makes it possible by use of innovative and interactive ICT (Information & Communication Technology).

The YMP course is still free of charge. So far, more than 20 000 students from over 120 countries have completed the YMP, initiated by the International Institute for Industrial Environmental Economics (IIIEE) at Lund University. The YMP is an answer to the huge and rapidly growing demand for low cost, comprehensive and trustworthy educations addressing sustainability. To meet the rapidly growing demand, a new technical platform has been decided. It will be up and running during the autumn of 2011, making it possible to increase the number of students.

**For more information about the YMP and registration 2011 go to: [<http://www.goymp.org>]**

*"Youth learning for sustainable development – analysis of experiences of online learning"* is a research report on the YMP outcome conducted by Birgitta Nordén (2007) at Lund University, available at:  
[[http://www.ll.lu.se/fileadmin/user\\_upload/Laerande\\_Lund/LLrep20072eng.pdf](http://www.ll.lu.se/fileadmin/user_upload/Laerande_Lund/LLrep20072eng.pdf)]

A Report from the project: Learning in the ICT-Extended University. Experienced context and constituted meaning in ICT-supported outreach initiatives involving flexibility and diversity. (Learning Lund Report 2007:2).



## HONORING OUR RIVERS

### ANTHOLOGY APPLICATION

Students from Oregon and around the world are submitting their thoughts, stories, poems and art about *honoring our rivers*. These are due in February. Submit on line at <http://www.honoringourriver.org> For more information, call 503-585-8789 or Email: [info@honoringourriver.org](mailto:info@honoringourriver.org) To get you started, it may be helpful to begin to answer some basic questions about your **personal connection** to the river in your community and your current and future interest in its stewardship:

**Is your connection to the river real or abstract?** In other words, is it simply the rain from your roof goes to the river, or do you have a more personal connection that influences how you feel?

**What else and how does the river impact in your community?**

**What rights or privileges do you and/or your family has in your use of the river?**

**What responsibilities do you and/or your family has in the care and welfare of the river?**

**Who else may also have rights and responsibilities for the river?**

**Will your grandchildren and their children be able to enjoy the same rights we do today?**

**What things about the river might be different in the future?**

**Manuscript & Artwork Guidelines** • Written work must be typed (double-spaced) or printed clearly; 3 pages maximum • Digital entries are encouraged - please see website for detailed instructions • Artwork: B&W only, camera ready or digital • One entry per student • Check spelling and punctuation carefully • Keep a copy of your work. It will not be returned.

*Please submit your work along with a completed application form to:* Honoring Our Rivers, 4985 Battlecreek Rd SE #200, Salem, OR 97302 or email to [dan.hoynacki@oregonstate.edu](mailto:dan.hoynacki@oregonstate.edu)

## Honoring Our River

### Our native river Vyatka

Is the main water supply  
And the pearl of our region.  
Would you like to know, why?

It's a very ancient river,  
It has many smaller springs.  
Every spring gives it much kindness.  
Even sand on banks can sing!

Vyatka land is rich in famous  
Writers, artists, architects.  
What's a source of inspiration?



The Vyatka river, it's a fact!

Sterlet, crawfish, pretty landscapes, Drinking water, transport route

- We can take it as a present And must pay back something good.

*The poem was written by Liza Solozhenkova, Lala Chervyakova, pupils of the 9th form, and Marina Konopleva, Teacher of English, school 28, Kirov.*

The photo was taken by Tatyana Lagunova, the Teacher of Chemistry, school 28, Kirov, during the school trip down the river.

Clean banks - a clean river". It is painted by the pupil of the 8th form of school 28, Kirov Anastasia Nikolaeva (Batik Art )



### **As I closed my eyes,**

I saw the rivers around me  
shimmering, shining and sparkling.  
Children splashing in the clear water.  
Families having a picnic.  
I want to touch it, jump into it, swim it, feel its power of beauty  
Gradually I opened my eyes,  
the waters blurred as I lean closer.  
Trash destroying our beautiful river.  
The river that I want my kids to experience is ruined.  
Beyond me is the once crystal clear river.  
What does it cost to have the pureness back?  
What is the cure?

*Jia Chen  
Houck Middle School  
Salem, Oregon, USA*



### **Youth Communicate Climate Change through Art**

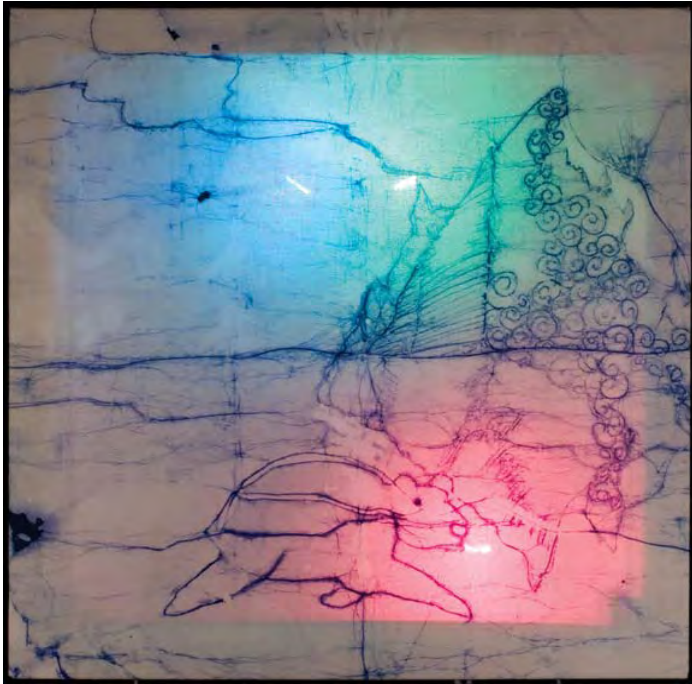
*In the US, we are finding more youth who want to carry their secondary school experience in caring for the environment into college. As with our CEI Alumni, college youth are great "near peer" mentors and role models for younger youth, and also reinforce the "college is where it is at" mantra as many USA youth don't have the desire or opportunity for education beyond secondary school. We are finding that a huge part of Caretakers is to encourage the bigger community to participate. We are considering a college level participation in CEI in the US. Here is a great example of some incredible work:*

Students from Kenai Peninsula College and Alaska Christian College partnered with the Kenai Visitor and Cultural Center to create formal exhibit exploring the issue of climate change. The idea originated around a question: How can we engage the various perspectives that represent diverse voices on a controversial and yet pressing issue of significance to the Kenai Peninsula community?" The answer was artistic expression and community dialogue. Students and community members investigated the topic, researched its effects in Alaska, and shared their findings. The work



displayed in the exhibit was meant to be interpretive in nature and provocative.

Two student works are shown below. Their perspectives on the work are as follows:



**Arctic Melt—Brandi Henry-Kerley**

The melting of the polar ice caps is a phenomenon often heard but little seen and less understood at large. The juxtaposition of warm and cool tones backlighting the glacier and polar bear highlight the issue of global warming and the political debate.



**Now You See Them, Now You Don't—Sarah Des Ormeaux**

This piece speaks to the shrinking ice coverage within the Arctic regions of Alaska. The shrinking ice coverage impacts the Alaskan people and wildlife.

## Alternative Spring Break 2011 Hells Canyon!

LCSC students recently returned from Spring Break, many coming back with stories of warm, sunny beaches or trips home to visit family. Others spent the break literally doing just that, taking a break from the stresses of student life. However, one group of LCSC students chose to use their "time off" as "time on" to serve their community.

Seven LCSC students participated in **Alternative Spring Break**, a spring break trip that involves volunteer service work. Six of these 7 students are international students from countries including Haiti, Nicaragua, Guatemala, Honduras and the Dominican Republic.

**Lewis-Clark Service Corps AmeriCorps\***VISTA member, Lindsey Davies, worked with the **Idaho Department of Fish and Game** to plan a habitat restoration project in Hells Canyon. These student volunteers spent the week at Billy Creek (about 25 miles up the Snake River from Lewiston) in Hells Canyon, volunteering to plant trees and plants in an area ravaged by a large wildfire in 2007. Since then, Fish and Game has been working to restore the natural vegetation there, helping to prevent erosion and provide food for deer and other local wildlife.

The students arrived at Billy Creek Ranch the morning of March 14<sup>th</sup> and immediately got to work unloading 1600 trees delivered to the ranch that day by Fish and Game. After a hearty lunch prepared by Karen, a volunteer Billy Creek caretaker, the planting began!



High up on a golden hillside near the ranch house, the student volunteers and Fish and Game personnel created a gardening assembly line. Augers were used to drill hole after hole for Sagebrush and Bitterbrush to be planted in. Several



hours later, about 2500 plants had been sowed. The students were tired and the folks from Fish and Game were a little

concerned their volunteers had worn themselves out, but the students woke up the next day refreshed and ready to continue their work. This strong work ethic continued throughout the week and left Fish and Game quite impressed with these volunteers' accomplishments.

By the end of the 5 day trip, almost 14,000 Sagebrush, Bitterbrush and various types of trees had been planted. The students were tired but already talking about participating in next year's Alternative Spring Break Trip.



"I  
want  
to  
stay  
one

more week because it was exciting. I got many skills about environment and I'm more motivated about my environment," Sabine Deristin, LCSC international student from Haiti, said. "I can't wait to get back to Haiti to do the same thing because I know it will be very important to protect my environment and be responsible about it, "I'm really happy to know new people; new American people," LCSC international student from Honduras Angela Carina Ruiz Alvarado said. She said she also hopes to come back to Billy Creek again for next year's spring break and do habitat restoration. Trip chaperones included Lindsay Davies and fellow AmeriCorps\*VISTA, Casey Armstrong.



Planning for next year's Alternative Spring Break Trip has already started. Interested students should contact Lindsey Davies, [lldavies@lcsc.edu](mailto:lldavies@lcsc.edu), 208-792-2740. Students can also learn more about what Alternative Spring Break is at the LCSC Earth Day celebration April 22nd. There will be an informational booth next to the SUB with students from this year's trip on hand to answer questions.

*Lindsay Davies Lewis-Clark Service Corps  
AmeriCorps\*VISTA member*

*Editors note: Because Idaho Fish and Wildlife was so impressed by the quality of the service work, they essentially funded the cost of the full week camp - nice community partner! dh*

## My Experience as a Student Teacher

I am Yosea Kurnianto, 19 years old, a student teacher in Sampoerna School of Education (SSE), Jakarta-Indonesia. I'm a full board scholarship student, and committed to be a teacher, who cares for the environment.

During my studies, I involve in many activities, especially the environmental education activities, like Earth Week, The Time Project, a UNESCO-Associated School Project, and international video conference organized by my campus in collaboration with Caretakers of the Environment International (CEI). In the Earth Week Celebration, all SSE student teachers cleaned up the environment around campus. Gratefully, many institutions around us supported us. We were happy and enthusiastically worked together. But, we realized that we have to raise people awareness and let them actively participate in keeping the environment clean. That's what educations are for.

I learned a lot about the importance of Education for Sustainable Development (ESD) when voluntarily I helped SSE organized Indonesian Teacher Congress with ESD as the main theme. In the last CEI 2010 conference, I enthusiastically applied as a volunteer but unfortunately I couldn't join in as it run at the same time as my final exam. I keep my commitment to support CEI by developing the post conference website. Tell the world about the conference and support CEI vision and mission. I wish I could, be an excellent teacher one day, a teacher who can contribute positively to the world of education for the sake of our future generation.

*Yosea Kurniato, Jakarta-Indonesia*

**CEI Guidelines (excerpts – see [www.caretakers4all.org](http://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

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



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](mailto: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.

### For more Information

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](mailto:Wals36@Kpnplanet.nl)  
CEI Homepage: [www.caretakers4all.org](http://www.caretakers4all.org)

## ... from the Editor

Please enjoy this 2011 CEI CONFERENCE issue of the Global Forum. This edition is our largest ever. WE deeply appreciate everyone's contribution. It again offers a **summary of many of the student delegates projects from around the world that are being presented this week in Debrecen**. Because

conference attendees likely cannot see all project presentations, this information should help you to preview your viewing choices.

As you have at previous conferences, 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. We 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.

Please share with us your experiences in your community with other partners, innovative ideas, what has worked well, what hasn't. We have so much to learn from one another. 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](mailto:dan.hoynacki@oregonstate.edu).

*Dan Hoynacki*

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Email: [janos\(dot\)hollo999\(at\)gmail\(dot\)com](mailto:janos(dot)hollo999(at)gmail(dot)com)

### Outgoing Conference Chair

**Stien J. Matakpuan**

Email: [stien\(dot\)m\(at\)hotmail\(dot\)com](mailto:stien(dot)m(at)hotmail(dot)com)

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