

Global Forum

for Environmental Education

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CARETAKERS
Maastricht 2012

26TH CARETAKERS OF THE ENVIRONMENT INTERNATIONAL CONFERENCE
Maastricht, The Netherlands - 1 - 7 JULY 2012 -
SUSTAINABILITY IN CROSS-BORDER PARTNERSHIP



Welcome to Maastricht for CEI 2012

Content: CEI 2012 Alumni, CEI stories, CEI 2012 Youth projects, Reflections on CEI 2011, Project and Service Work Shared with Jane Goodall and Roots, Honoring Our Rivers, How Many Bumblebees Did you Pet Today, RadioAS - Outdoor education space and many more!

CARETAKERS of the Environment International

>>> A global network for teachers, educators and students

President's message

Hi all Caretakers!

Global Forum is the Caretakers of the Environment's International (CEI) forum, where teachers and students can communicate different experiences of specific interest within education, teaching and learning towards sustainability. Through mutual meaning-making processes by sharing, accordingly these experiences continuously can be reconstructed. Democratic dialogues and learning in school could be achieved through deliberative communication. At the conferences of the CEI, communication is the carrying connection between young people and teachers - from all around the globe - meeting, talking and swapping experiences. In environmental education (EE) and education for sustainable development (ESD) an important feature of present and future education emphasized, is the democratic mission of embracing free opinion-making, action competence, and meetings between diverse interest groups.

Though, repeatedly since 1972 (Agenda 21, chapter 36) proclaims for initiating the process of global teaching and learning about sustainability issues in global-local settings, reviews of literature show a dominance of rhetoric (Anderberg, Norden & Hansson, 2009). Few implementation attempts have led to continuity in the didactic steps to developing global teaching. By capturing some of the experiences of the many stakeholders in a recent research project on the process of initiating implementation teaching and learning in global settings (Norden & Anderberg, 2010), a framework for the further development of the implementation processes was recognised. To be of practical use, the process of developing global teaching for sustainable development has to be understood more carefully.

The theme of the 2012 CEI conference in Maastricht and the Euregion Meuse-Rhine is "Sustainability in Cross-Border Partnership". Thereby, an exciting dimension is vividly highlighted by our excellent host and CEI 2012 Conference Chair Armand Wachelder, as students are advised to establish project partnerships in advance among schools from different countries within a broad range of topics encompassing EE and ESD. The students will present - for the 260 participants from some 20 countries around the world attending, joint projects they have been preparing on distance with CEI high school students during the year. In Maastricht, they will finally meet face to face and present their findings and comparisons between conditions in different countries. Due to the complexity of SD issues, it is necessary to bring in an open-minded elucidation of the globalization factors actually present, already in the foundation of the SD concept. Research clearly point to a link between transdisciplinary and global teaching within the field of global learning for sustainable development (Nordén and Anderberg, 2010).

Differences and similarities in the ways we look at and

carry out environmental and sustainable development project are of great value to recognize and appreciate. We can thereby learn a lot from one another's thinking and living in various cultures. In particular, difference can be seen as the quality that distinguishes education from indoctrination. The very idea of ESD, the meaning of teaching and learning within the framework of SD, needs to continually be explored afresh, constantly be discovered, rediscovered, remade and reorganised.

Towards sustainability the implementation of Global Learning for Sustainable Development (GLSD) is crucial in education. A better understanding of how to - from a global didactic angle - establish globally genuine dialogues forming nuanced conceptions of sustainable development (SD) is necessary. Global teaching as well as global learning has to identify the challenges in various contexts for transdisciplinary knowledge formation. Aiming to reach established and new target groups; higher education and secondary school as well as informal learning situations demands a holistic understanding. The challenges take their main point of departure in the particular global perspective (Anderberg, Norden & Hansson, 2009).

Therefore, let's remind all of us to network - also take your time to do so with the CEI Board of Directors - during the conference as well as afterwards. The strength of the CEI organization lies in the depth of knowledge and diversity of its participants. The universal argument we educators share with our students is that we both have much to learn and understand. Our ability to continue and grow our work is determined by how well we go on to communicate with one another. That's also why we need to meet, to share and to encourage each other - so, do not miss the opportunity to interact, learn, and make new friends, while we are all close together during the CEI conference in Maastricht

Find your compass needle towards sustainability, and check what future development you consider it should point at.

Enjoy and take care!

Birgitta Nordén

President of "Caretakers of the Environment International" (CEI), Chair of CEI/Sweden



Welcome letter: Going the Distance

"When love perseveres, life presents a way"... a loved one wrote when she moved into a new home. Leaving the past with gratitude for the lessons it beholds, living the present with courage and grace, and looking out towards the future with confidence and optimism. That is precisely what CEI represents, and what keeps our network strong year after year. Talking of Sustainability - 26 years - Caretakers of the Environment has a promising future to look out for, and many excellent future conferences still to come.

As I returned from the 25th CEI Conference in Debrecen, Hungary, there were 355 days until the Caretakers of the Environment would travel into my home, Maastricht, to attend yet another meeting, in yet another country, the Netherlands. It's where Caretakers of the Environment started out in 1987, holding its very first conference in the Hague. So it really feels like coming home, a temporary home for all of us...

But I didn't have to start from scratch. I had been promoting CEI locally since I returned to the network in 2008, to Aalborg, Denmark, as an Alumni. Since then, I have managed to build some strong and reliable local connections that I knew would turn out to be of invaluable support on the way to this conference. I owe deep gratitude to the network partners, the Centre of Environmental Education and Conservation in Maastricht, Kreascientia Aachen, Natuurpunt Belgium, my dear friends at the LBB factory, and most of all my friend and fellow Caretaker Peter Vrehen. I can not imagine how CEI2012 could have been realised without his ongoing encouragement and support, and the priceless efforts of his team of volunteers at the Kompas Foundation, on good days as well as on bad days. You are all true Caretakers of the Environment!

And also behind the scenes, like an invisible force, there were Ms. Darma and Mr. Calvin who didn't spare any effort to provide the necessary backup and their experience of past conferences. Many tireless hours we spent online discussing the conference progress, together with the Alumni, the ACEI-Team, to prepare ourselves for this monumental task. One particular day in autumn I received an email from Ms. Darma: "Good Morning Armand, good night Calvin, I'm having lunch

now!", expressing the time difference that exists between our countries. How did we manage to do it? In an incredible short period of time and in the midst of a deepening crisis, to realise CEI2012 felt like a tour of force on many moments - it surely wasn't easy - but with such strong and loving commitment of many Caretakers to back me up, life, indeed, did present a way...

Humble pride I take in the fact that I am the first CEI student (I attended the conferences of 1994 and 1996) to ever host a CEI conference. Leading the way for a new generation of Nature and Sustainability Leaders who are willing and ready to take up the challenging task to keep the spirit of our network alive for many years to come, and to ensure that the world's students, teachers and experts of today and tomorrow can continue to meet each other in order to build trust, friendship and collaboration amongst people of various cultural backgrounds.

On behalf of all the people that helped to bring this conference into existence, I'd like to say "welcome!" to all delegates; students, teachers, board members and experts attending CEI2012, a warmest welcome to the City of Maastricht and to our beautiful Euregion Meuse-Rhine! I wish you will all experience an extraordinary and excellent meeting, and hope you will make many new friends for life.

"I am a Caretaker!"

Armand Wachelder
CEI2012 Conference host



Alumni

Errikos Kontogoulidis



Age: 13 - 07 - 1993

Education: Accounting & Finance-University of Macedonia

Hobby's: Environmental activities, Tennis, Football

Language's: Greek, English, German

Memberships:

- * Trainer in the Greek track and field team "Ifitos"
- * Member in all Greek's environmental programmes
- * Athlete in the tennis team "Ifitos"

History with CEI:

2009 – Scotland – Greek Delegate
2011 – Hungary – Greek Delegate

Motivation:

At first, I thought it was a trip in which I could improve my English. But when I joined Caretakers, I saw magic there. People from all over the world and different ages working together for the same reason: to protect the environment. Now I am not a student... but I am an alumni and I will do my best to keep up the good job the predecessors made!

Expectations:

I am sure we are going to make a great team. We have to work not only for the conferences, but as members of the Caretaker's team. We should be involved in the global news.

Ida Dewa Ayu Istri Agung Darmapatni (Darma/Ayu)



Age: 16-06-1974

Education:

- * Bachelor Degree on Environmental Biology (1998)
- * Master Degree on Education Psychology (2002)
- * Trainings on education from International Baccalaureate Programme (from 2003-now)
- * Training on environmental education and Education for Sustainable Development from various organizations (from 1995 – now)
- * Trained as Trainer for Middle Years Programme (2006)
- * Trained as Team School Visit for Authorization and Evaluation from International Baccalaureate Programme (2009)

Hobby's : Cycling, Swimming, Playing table tennis, Travelling

Language's: Balinese, Javanese, English, Indonesian

Memberships: I am involved in CEI Chapter Indonesia. My role now is a helper.

History with CEI:

CEI 2007 –Hong Kong – Teacher/chaperon
CEI 2008 – Denmark –Teacher/chaperon
CEI 2009 – Scotland –Teacher/chaperon
CEI 2010 – Indonesia – Organizer
CEI 2011 – Hungary – Teacher/chaperon

Motivation:

One thing I always value in my life, it is a friendship. By joining CEI, I am sure I will meet with many people from all over the world who are genuinely have the same interest and perhaps have the same value about nature, people and environment like I do. One thing that is priceless in this time is a connection; therefore I believe CEI is one of the best forums to connect ourselves with others where we will have a chance to explore more about issues, people, and culture. CEI makes us rich, rich with friends, rich with connection and rich for caring and loving for the nature, environment and people.

Expectations:

Every interaction is a lesson and every chance to explore what I can do more is a challenge; it will help me to grow to be a better person. Every responsibility will help me to build my character, and it won't stop. By being a member, it gives me opportunity to learn from others and encourage myself to be a long life learner. It creates a balance for my life among all task, rules and other responsibility, between the serious and fun things in life.

Man – Animal – Technology – Nature - Economy:

I have very good interpersonal skills. I am able to talk with people easily. I also like playing with technology. I have good skills on computer. I enjoy myself to be in nature; previously I worked as researcher for Biology.

Expertise:

- * Organizing programme for youth
- * Leading activities with youth

Quote: What you can do today, don't wait till tomorrow

Stan Johannes Wilhelmus Vullings



Age: 28 – 03 - 1992

Education:

- * VWO @ Dendron College
- * Human Resource Management @ Tilburg University

Hobby's: Playing saxophone, Playing cards, Writing, Poetry

Language's: Dutch, English, German, French

Memberships:

- * Kleur In Castenray – Youth Volunteer organisation
- * INPUT – A study related association who organises formal and informal activities
- * Seco Jabro Tools BV – Internship at a high-tech company as Human Resource Assistant
- * Floriade – Guide for a pavilion on the horticultural expo in Venlo

History with CEI:

2009 – Scotland – Dutch delegate
2011 – Hungary – Alumni

Motivation:

The chance to meet inspirational individuals and groups from all over the world. The chance to grow and learn on a fast pace. The possibility to make a change and contribute my knowledge for the common good. Getting the possibility to make a difference on such a young age. Handed the opportunity to cooperate with experts all over the world and aside of the professionalism the chance to get to know them personally.

Expectations:

Building friendships that'll last a lifetime. To be inspired by cultures and people. Having a team of inspiring, smart and progressive youngsters around me, who will manage to tackle the most challenging tasks. Learn from peers with different expertise's and educations. Making CEI a worldwide known and respected organisation.

Man – Animal – Technology – Tree- Economy:

Man and economy

Expertise:

- * Management
- * Social behaviour
- * Public speaking
- * Conflict management
- * Writing

Quote

Live the love and it'll all work out just fine

Calvin N. Young



Age: 20 – 08 – 1972

Education:

- * Engineering
- * Business
- * Aviation Electronics

Hobby`s: Jogging, Swimming, Basketball, Hiking, Travelling

Language's: English, Spanish

History with CEI: 1986 – Student, 1988 – Student, 1991 – Alumni, 2011 – Alumni

Motivation:

Calvin Young is motivated to make people of this world more conscience of the natural environment and protecting it for our future. Calvin believes that the students of the CEI will acquire the leadership skills to influence people around them to make people aware of the impacts we have on mother earth.

Expectations:

I expect to learn from my alumni brothers and sisters of CEI on their experiences.

Man – Animal – Technology – Nature - Economy:

My experience is in Technology and Economy

Expertise:

My experience are that I ran a afterschool program for the youth that resides in poverty stricken areas.

Quote:

There's so much pollution in the air now that if it weren't for our lungs there'd be no place to put it all. (Robert Orben)

Laura Cox



2nd year of a 4 year degree.

Hobby's: Orienteering, singing, reading, theatre, watching movies

Languages: English, Irish, French, German

Memberships:

* DU (Dublin University) History Society - DU History Society, currently in its 77th session, is a society run for the benefit of students interested in or studying history. DU History Society mixes academic lectures with social events, making it a friendly, engaging and informative society to be involved in.

* DU Chinese Society - The Chinese society host events that are designed to help Chinese students integrate with other students of other nationalities, and vice versa.

* DU French Society- It provides an opportunity to celebrate the rich French heritage and traditions as well as to explore and raise awareness around the lesser-known social and political issues involving the country.

* DU Europa society - In light of the fact that Europe is a constantly changing entity, this society aims to generate interest in where Europe is going and why, and to provide a forum for all students and staff to engage in debate regarding European issues.

Europa also explores the broad cultural, political, historical, social, economic, religious and linguistic diversity of Europe.

* DU Food and Drink Society - The Society aims to foster knowledge and appreciation of all forms of food and to arrange classes, tastings, lectures etc. to this end.

* DU Cumann Gaelach - The aim of the Cumann Gaelach is to promote the Irish language and culture within the College. The aim of the Cumann Gaelach is to promote the Irish language and culture within the College, in order to allow students to maintain an interest and ability in the language after finishing their secondary education.

* DU Environmental Society - The T.C.D Environment Society seeks to promote a more sustainable campus. To this end, the Society aims to raise the conscientiousness of students to consider the effect of their own actions on the environment.

• DU Choral Society - Founded in 1837, Choral Society is Trinity's oldest and largest choir. We are a four part mixed voice choir, consisting of undergraduates, postgraduates and staff. Choral specialises in performing large scale choral works with full orchestral accompaniment both within and outside the walls of Trinity.

* DU Orienteering Club - Public Relations Officer and Events Secretary for my university orienteering club.

* Peer Mentoring Programme - Mentor to students in the year below studying the same degree. Provide learning support and advice to them.

* Christ Church Cathedral Choir

* WATO (Waterford Orienteering Club)

* APARE - The "Association pour la Participation et l'Action Régionale" (APARE = Association for Regional Participation and Action) is a European youth organisation based in the Provence-Alpes-Côte d'Azur region, in the heart of the Mediterranean. The APARE proposes international volunteer missions focusing on activities of public interest aimed at enhancing and developing features of natural and cultural heritage. Its main activity is organising and running international volunteer work-camps, field study campuses, short courses on heritage discovery (particularly dry-stone architecture), and international cooperation activities.

History with CEI:

1998 - Ireland - Helper

2006 - Poland - Participant

2007 - Hong Kong - Participant

2008 - Denmark - Participant

2009 - Scotland - Participant

Motivation:

I became involved through my father who used to be President of the CEI Board but loved participating in the conference as I am interested in the environment and love to make international friends. I especially love the social aspect of CEI. I also love to travel to new interesting places for the conference.

Expectations:

I look forward to being an active helper and to make sure that all participants have fun and integrate so that they make loads of new friends. I also hope our enthusiasm as alumni members will inspire future alumni members. I also expect to have loads of fun and make lifelong friends!

Man – Animal – Technology – Nature - Economy:

Man and Technology

Expertise:

* Communication skills

* Linguistic skills

* Fluent English speaker

* Enthusiasm

* Chatty and friendly nature

* Good with technology especially the Internet and social media, etc.

Quote:

"I am only one but I am one. I cannot do everything but I can do something. And I will not let what I cannot do interfere with what I can do." Edward Everett Hale.

Julien Beuken



Age: 16 – 12 – 1992

Education:

* Current: University College Maastricht (Social Sciences, courses in the area of law, sustainability, globalization, Europe, history, development and human rights).

* Previous: Gymnasium Sint-Maartenscollege Maastricht

Hobby's: During the time I don't have to spend on university related stuff I like to hang out with friends and just have a good time together. Furthermore I started rowing last summer at the Maastricht Student Rowing Association and I also joined a committee there in order to contribute more, feel more involved and meet more people. During holidays I love it to simply do nothing or, somewhat the opposite, travel and meet new people and cultures. Traveling is really one of the things I enjoy a lot.

Languages: Dutch, English, Spanish, German

Memberships:

* Maastricht Student Rowing Association (M.S.R.V. Saurus)GRacie '11-'12 (Committee within the M.S.R.V. Saurus, organizing a day for parents, brothers and sisters and a race for all fraternities and sororities in Maastricht)

* Universalis (association of University College Maastricht)

History with CEI: 2009 – Scotland – Dutch Delegate

Motivation:

In 2009 my motivation for joining CEI was mainly 'created' by our teacher for sciences. Together with her we made a project (about designing a CO2 neutral power supply for public buildings) and we got to present that at the conference then. This was a wonderful experience that, I dare say, changed my life. It created awareness about the environment, it developed my social and speaking capacity and was the start of some long lasting friendships. When I heard that the conference of 2012 was in Maastricht, my home town, I was very much willing to participate again and I was therefore very glad to be invited as alumnus. I hope to now pass my enthusiasm on to new students, to learn them how special our earth is and how special friendships are and how important it is to treasure both and to take care of them. Besides I think it is good for myself to work in a team, learn how to motivate people and be a better caretaker myself!

Expectations:

I think I will first of all have a wonderful week. The 2009 conference was a great experience in many ways and I expect this conference to be just as awesome! What I furthermore hope to experience and contribute I sort of wrote down with the previous question already.

Man – Animal – Technology – Nature - Economy:

I feel related mostly to 'man', 'animal', 'nature' and 'economy'

Expertise:

I am (obviously) fluent in Dutch, but also in English (since I study in English). I would say that I can easily make contact with new people and am rather open-minded. They say that I can write well and have some organizational skills too. Furthermore I think my academic "background" in sustainability, globalization and such stuff can be of use too.

Quote:

I think any quote expressing something as "ubi volentia est, via est" (where there is a will, there is a way) and "always look on the bright side of life" would suit me and my lifestyle. I would describe myself as generally positive and happy with a persistent drive to get things done.

Oscar René Jean Clément Freens



Age: 04 – 11 – 1992

Education: Utrecht Law College @ University Utrecht

Hobby's: Playing field-hockey, Tennis, Jogging, Playing the guitar, Reading, Going out

Language's: Dutch, English, German, French

Memberships:

I'm member of the Utrechtsch Studenten Corps, one of the oldest fraternities in Holland and the only fraternity in the world which only admits boys into their fraternity. Apart from the study, the Utrechtsch Studenten Corps is the ideal place to socialize during your student life and to gain friends for life. What actually happens inside the fraternity is a mystery for outsiders..

History with CEI: 2009 – Scotland – Dutch Delegate

Motivation (describing your motivation to join CEI):

When you're from China, you'll probably have a different look on environmental matters compared to someone from The Netherlands. I learned that everyone has different opinions and perspectives regarding environmental matters, because everyone in this world looks at the environment from it's own perspective. When I participated in the conference in 2009, I really learned a lot by getting to know about all these different perspectives on environmental concerns. I think that sharing opinions and actively work together in activities related to the environment is the best way to promote environmental awareness. CEI provides this. By facilitating lots of educational programs and environmental challenges CEI gives students the opportunity to widen their knowledge and interests. I want to be a part of something amazing like CEI, therefore I'm joining.

Expectations (describing what you think to experience during Alumni membership):

Since I'm still young and new to the Alumni membership, I'm not familiar with being a part of a group like this. Therefore I still have to learn a lot about being a member. Now I'm starting as a member, I expect to learn how to work together with people who are spread over our planet, how to organize amazing conferences and, of course, how to be a real caretaker.

Man – Animal – Technology – Nature - Economy:

Man and economy

Expertise:

People from Maastricht are known for their lively and spontaneous character. They love to be in the company of a lot of people and try to take care of each other as best as they can. They feel the most satisfied when they've accomplished others to have a good time. Since I'm from Maastricht, I have those qualities. Therefore I hope to make other people enthusiastic with my enthusiasm.

Quote:

"Velle est posse!" It's a short Latin quote me and a friend of mine, Menno Linssen (who also participated in the CEI conference in Aberdeen in 2009) made up due to all the things we accomplished to do together. It means that if you really want something to be realised, and you're willing to show commitment, you can realise it. So it's actually similar to the quote used by Barack Obama, but Menno and I think ours is much better!

Reflection CEI 2011

First CEI experience - CEI 2011 in Debrecen By Chou-Li LIN (Ali)

Group Leader of Earth Charter Taiwan Youth Group (ECTY)

After hosting the Earth Charter +10 International Conference in October 2010, Earth Charter Taiwan (ECT) was invited by Ms Fátima Matos Almeida to the 25th CEI Conference in Debrecen. It was a great honor to ECT.



Our Group - ECTY

As an affiliation led by Taiwan Ecological Stewardship Association (TESA), Earth Charter Taiwan included several NGOs members. Instead of working with one single school, ECT decided to collaborate with different indigenous community groups. Through delivering a series of environmental education programmes, we not only trained and selected student candidates, but also attempted to engage more participants, such as NGO workers, community members, teachers and students in high schools and universities.



Four indigenous students aged 14-18 from different tribes

were chosen to represent Earth Charter Taiwan Youth Group (ECTY) in CEI 2011, accompanied by two teachers - Lily, a knowledgeable indigenous practitioner, and myself, an experienced environmental NGO worker. To complete the project "Back to the millet field", the students collected stories from family members, participated in the weekly trainings and jobs in millet fields.

CEI 2011- an inspiring journey

The 25th CEI Conference in Debrecen was Earth Charter Taiwan Youth Group (ECTY)'s first CEI experience and our first time in Hungary. It was a wonderful and unforgettable journey! We enjoyed the activities in the whole process: the opening ceremony was touching with students holding their national flags and everyone singing the CEI song "We Are Caretakers". The project presentations showed the diversity of environmental education and the creativity of students. The impressive field trip in Tisza Lake and Eger were joyful and the goulash dinner was yummy.



In addition, we were taught by other participants. Lily and I were curious and eager to know other groups' experiences of delegate selection and training, preparation for the trip, and previous CEI conferences. From the daily conversations to evening meetings, we saw all teachers and board members' enthusiasm about environmental education. We also talked to many students to understand their feelings and experiences. Some of them were funded by schools like our students were, but some students told us they had put a lot of efforts to save money to participate the event. Several alumni said that CEI had inspired them and changed their life.

Feedbacks from students

Sometimes our students felt frustrated as their English ability was not good enough and they were shy to start the conversation with foreign friends in the beginning. However, I noticed that during the conference, they have gradually opened their mind and became more confident and active to engage with other people, to participate in activities, and to express themselves. Their reflections include:

- * The conference was different than what I expected. I was worried that we will have to sit and listen to boring lessons, but CEI was full of interesting activities!*
- * We had plenty of time interacting with other groups and I made many new friends around the world which was incredible!*
- * Despite the language barriers, we made many new friends and they were so lovely and friendly! We shared different ideas and taught each other about our cultures and countries. We felt we were a big family!*
- * I loved the field trip! It was my first time taking a boat. The historical Eger castle and the town were beautiful. The trip made me rethink about the relationship between environment/culture preservation and tourism.*
- * I learned a lot from the project presentations. Some topics really attract me. It's a pity that we were only able to hear some projects. I wish I could hear more.*
- * When holding our flag in the opening ceremony, I really felt proud of my tribe and my country! And I knew I must do my best to share my culture in CEI.*
- * Some students were much more independent than us. I am impressed that they developed the project and prepared the presentation almost by themselves without much support from their teachers.*
- * The cultural evening was fabulous! I think our traditional dance and flute were successful and people loved our performance.*
- * English is very important. Language is a communication tool. I want to improve my language in order to understand and commute with others better*



Special thanks

The CEI 2011 organiser Janos and his team did a fantastic job. From the first day we arrived in Debrecen to the end of the conference, they were always being supportive in spite of the tiredness and the lack of sleep! We were grateful to many participants for helping and inspiring us during the conference. We thank Fatima for introducing ECT to the CEI family and she has always been encouraging. We appreciate the Danish teacher Elisabeth's kindness and generosity that she brought a new pair of glasses for our student Kala who lost his glasses on the flight to Hungary.



After the CEI conference, I was very lucky to visit other lovely towns in Hungary, including Keszthely where Janos and Gergo live! They pick me at the Keszthely rail station and showed me around the local pub, Tapolca city and a traditional wine festival! Also my CEI roommate teacher Irénke from Heviz invited me to her home to enjoy a nice dinner with her family. These post-conference experiences were amazing and I will never forget their hospitality and friendship!



Delegation Projects

CEI Taiwan



Securing Food for the Future by Learning from Indigenous Wisdom

Project Background

Like many rural communities, indigenous villages in Taiwan are facing the challenge of social and environmental transformations. The population of small-scale farmers is declining and the productive environment with its natural wealth that has been used for food provision is continuously degraded in the meantime. It is generally believed that the present food supply system would not be sufficient enough to cover the future demands around the world. In order to build a better food supply chain for the future and provide more flexible policies when it comes to variety of situations, there are needs to change the current situations on economic structures, government policies that have caused current crises.

The Special Indigenous Program

The special indigenous program was established in Ping-Pei Senior High School after typhoon Morakot had destroyed numerous indigenous villages in August 2009. The program integrates modern environmental education and traditional cultural preservation, and develops the combination of



By Earth Charter Taiwan Youth Group (ECTY) 2012

Ping-Pei Senior High School

1 Ching Hsu (Paiwan Tribe), 2 Shu-Chen Kao (Amis Tribe), 3 Chia-Hsun Chien (Rukai Tribe), 4 Tsu-Erh Li (Rukai Tribe), 5 Ping-Chen Pan (Paiwan Tribe)

environmental sustainability and the ancient indigenous knowledge. To support this special program, a new 'Cross-Border Partnership' is built by government, universities, indigenous communities, NGOs and private sectors. Students in the program are not only learning from the courses related to traditional indigenous culture and modern environmental conservation during school years. They also participate in community service and training programs in the summer and winter vacations to contribute their skills and knowledge.

Preparation for CEI 2012

To select and train the candidates for CEI 2012 in Maastricht, Netherlands, the school and Earth Charter Taiwan have organized two workshops - 'Introduction of Environmental Education' and 'Gunter Fables and Blue Economy', and have also hosted the conference - 'Food and Agriculture in Environmental Education' on 2012 Earth Day.



Under the guidance of senior indigenous teachers, 44 students have conducted their individual research that focus on special food from their own tribe that could be harvested from the land or collected from the forest and the ocean. Then the teachers have selected 14 students based on their motivation and performances during the basic training courses, and these students were provided advanced training programs by school.

By the mid-end of semester, five students from three tribes - *Amis*, *Rukai* and *Paiwan*, have been selected to represent their school in the CEI 2012 conference. Their project 'Securing Food for the Future by Learning from Indigenous Wisdom' aims to:

1. Explain the philosophy and principles of traditional harvest, fishing and hunting. Discuss how indigenous wisdom and their lifestyles could achieve social justice and sustainable food security.

2. Investigate the potential of traditional tribe food such as sweet potato and millet. Discuss how these products could be introduced to modern society and benefit the food production and supply system.

3. Educate tribal members and farmers on environmental conservation and encourage them to discover alternative policies on food supply in a more ecological and sustainable way. After returning home from CEI 2012, the Earth Charter Taiwan Youth Group will share their learning experiences in school and communities.



CEI 2012

www.cei2012.org/Home.html

Ping-Pei Senior High School

www.pps.sh.tc.edu.tw/releaseRedirect.do?unitID=183&pageID=3218



A Green Map of Katowice

Wandzia Cichoń i Małgorzata Kocot

Students: Wanda Cichoń, Małgorzata Kocot, Małgorzata Kafel, Dominika Martynowska.

Teachers: Antoni Salamon, Bożena Kurzeja

*Szramek High School
Katowice Poland*

The Green Map of Katowice project comprises student work aimed at indicating places of high natural value as well as monitoring and performing actions to improve the environment in the city.

"Not only in Poland, but also abroad, the province of Katowice is regarded as an ecological area with strikingly degraded and transformed natural environment. We want to change the image of Katowice, and therefore, together with Sinarmas World Academy School from Indonesia we have prepared this project."



A Green Map of Katowice

During the open day at our school we invited students from other schools to work on the map with us. On our map we indicated green areas which function as recreation spots for the inhabitants of our city. We decided to check the state

of the environment in these places. The school organized green patrols which described the richness of nature, explored the condition of water and soil, measured the level of noise, localized illegal garbage dumps, took pictures of interesting natural objects and made short films.

We invited other schools, including Volunteer Park Academy, to monitor the areas with us. During the summary of the *Green Eyes of Katowice* action in the Silesian Park we planted trees, controlled the state of the environment and did a bit of cleanup work. With the help of divers from the Divemaster Diving Centre we took water

and soil samples which we then investigated together. At the same time, the divers helped us clean the bottom of the largest pond. Thanks to the green patrols' work we created multimedia materials which we want to put on popular portals along with the green map of Katowice and encourage the city residents to explore local nature and take up active recreation.

We are very happy, that many people from our school take part in this project. We realized that in Katowice there are many green places where we can enjoy nature. It's great to meet new people, like our friends from Indonesia.





“The Pharmacy of Nature”
Herbs and Plants used in
Medicine and Treatment

“Nature gives our Beauty”
Herbs and Plants used in
cosmetics

By Anthoula Hatzitheodorou and
Niovi Iliadou

*They are joint projects with TED
College, Istanbul, Turkey.*

Project description

For the Greek part, students from the 4th Junior Secondary school of Stavroupolis and students from the 3rd Senior Secondary school of Kalamaria participate in these two environmental educational projects.

The use of Herbs and Plants has been important to Greek people since ancient times. Well known



Greek doctors and physicians, like Hippocrates and Dioscorides, studied their beneficial and pharmaceutical attributes. Besides, recent studies reveal that they have a positive effect on people's health or even cure a number of illnesses. For this reason, alternative medicine, which uses herbs, coexists with the conventional medicine and pharmacy.

Concerning our projects, English language, Biology, ICT and Art are used in an interdisciplinary learning approach. Each student adopts a herb or a plant and uses the Internet and various books in English and Greek to collect

information. They carry out researches on companies using herbs to produce medicine and cosmetics. They indulge in our tradition with a view to reviving aspects of our Cultural Heritage. For this purpose, they interview people from their family environment in order to collect recipes for remedies and cosmetics, such as healing creams or beauty masks. With the help of the Biology teacher they will make some of them in the school lab as well.

What is more, herbs and aromatic plants under research will be planted in an open public space near our school to raise the interest of all students and to reinforce the opening of the school to the local community. This action will enhance the aesthetic value of herbs as well, whereas students' drawings and pictures will be used, considering that they can serve as a useful tool for expressing their knowledge, feelings and thoughts about the natural world. Their work will be presented to the school community and the Youth Festival organized by our Municipality.

The desirable outcome of our projects could be to respect and appreciate the invaluable worth of



what was given to us as a gift and benefit from Nature.

Project Goals

The projects aim at raising young students' awareness of the significance of Herbs and Aromatic Plants in the pharmaceutical and cosmetics industries.

For that purpose information will be inquired about herbs and ancient species having existed for centuries and their connection with our culture. The students could realize through their research that a flourishing economic growth model can be based on our natural resources and our national economy may be equally strengthened through herb cultivation. For example, the common sea-buckthorn (*Hippophae rhamnoides*) could be cultivated and used both in pharmacy/medicine and cosmetics, not to mention cooking. Moreover, given the hard recession, which strikes most countries, successful companies like KORRES, which uses herbs in the production of cosmetics, can serve as a good example for a viable solution.

Meanwhile our students and teachers have been in contact, designing the projects, exchanging information, ideas and experiences with our partners in Turkey with a view to comparing and contrasting cultural elements on the one hand and building a bridge of communication, understanding and collaboration on the other.

Above all, dealing with Environmental issues is a valuable asset for the realization of a sustainable Future.

Project Timeline

December

Make out a list of herbs/aromatic plants and companies which use them in the production of medicine and cosmetics.

Assign bibliographical research, market research and also research on the internet.

January

Draw up questionnaires concerning the use of herbs and aromatic plants.

Interview people from students' family background.

Collect the information and share it with the members of the team

February

Collect and record recipes for herbal remedies and formulas for cosmetics.

Visit a Centre of Environmental Education to attend a relevant course

March

Visit a Pharmacy, Mastiha shop, and the Botanical Garden of Stavroupoli. Plant herbs and aromatic plants in an open public space.

April

Prepare herbal remedies and cosmetics in the school laboratory.

Invite the Parents Committee to a herbal tea-party.

Visit the Mayor of Stavroupoli to suggest the replacement of grass with aromatic plants in parks.



Students, members of Caretakers of the Environment /Greece visit the Botanic Garden of their City bringing nature in the city: An oasis of serenity in the heart of the city!

Niovi Iliadou

Teacher, member of Caretakers of the Environment/Greece

As gardens are widely believed to be important “in the nurturing and healing of body, mind and spirit” and considering that giving students a pleasant experience is more likely to put them in the mood for receiving some new ideas or information, we visited the Botanic Garden of Stavroupoli on March 30th, 2012. Mrs Athina Chatziathanasiadou, in charge of the Botanic Garden and honored member of *Caretakers of the Environment/ Greece*, encouraged us to make a visit to the garden and learn-to-look. So, we grasped the opportunity which, after all, proved to be a very rewarding and memorable experience.

Students entered the garden with keen anticipation, holding work-sheets and cameras in their hands. They joined a guided walk through the garden, were literally spellbound and took many photos, asked

questions, noted down what they needed and enjoyed themselves staring around, smelling, touching and feeling the beauty of plants and flowers, all blooming in profusion. In the end everybody admitted that a. the garden and the plant collections provided a feast for their eyes, b. they “felt better” from the experience, c. it was an enriching learning experience and d. they would like to come again with their family and friends.

If you are looking for an alternative proposal for a day’s escape from the city’s noise, rush to call for an organized tour, take a stroll in the garden and enjoy the spring blooms!

The visit was organized as field study for the *Environmental Education project* to be presented in the 2012 Annual CEI conference.



Herb folders



A dream trap



and Herb pouches

All the above were products prepared as part of our project that enabled us to learn the wonderful world of herbs and their importance for mankind since ancient times.

CEI Sweden

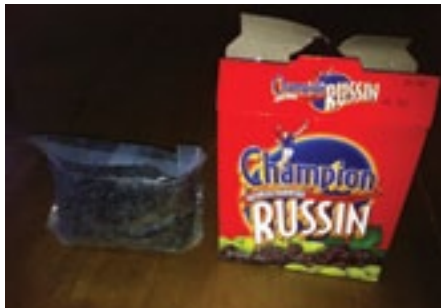


Comparison of the Level of Atmospheric Pollution in Sweden and Japan

Jessica Sörensen and Nina Greco
Spyken School, Lund, Sweden

We are two Swedish students that have been working on a project concerning air pollution. This has been a co-operation with three other students from Japan. A research was done to see in what kind of state Sweden is when air pollution is involved. What kind of problems our country has with this dilemma, what have been done and what we still can do. To confirm our research we have done an experiment at the University of Lund. The experiment includes collecting needles from pine trees and see in a microscope with fluorescent light if the stomata have been damaged. The needles were collected from urban and rural areas and then

they were surveyed. The results were also compared with the results of the three students from Japan which also did the same experiment. To conclude everything Sweden and Japan's situation with air pollution is analyzed and compared.



Swedish Airways

Partner: CEI Hong Kong (Ching Chung Hau Po Woon, college have a project on trails for cross border car transport.

Miss Man So Chan - missmanss@yahoo.com.hk

Ida Hein Olsson and Samuel Thelaus

*Humfryskolan and Järnåkraskolan Schools
Lund, Sweden*

Project:

We are going to investigate if transporting air in grocery transports affects the climate in a negative way.

We are going to see if packed groceries could contain a smaller amount of air, thus increasing the efficiency of the transports. We will test different types of groceries, of different brands.

Project Goals:

We are going to see if the transports are efficient or if they could be made more effective. If the latter is shown, we will try to spread the word around the globe starting from our home town.

Project Timeline:

We will try to do the whole project in one day, as soon as possible. We'll start of by buying the projects being tested. We will then find out every package volume and then weigh it. After that we'll decrease the amount of air in the package and then we'll see if they still protect the product inside, without the "airbag". If they pass the test we'll see how much air we took away exactly. We will also call the truck company VOLVO to see if the transports would really be more efficient or if the increasing weight would increase the use of gas and thereby the greenhouse gases.

CEI Russia



Eco Clothes

Students: Sennikova Polina,
Popova Ksyusha, Skochilov Kirill
School 37, Kirov, Russia

Project Description:

Our group from Russia was making a project about ecological clothes. Our clothes are often dangerous for our health because they have a lot of electricity. Sometimes we look like small electric stations. Our skin doesn't breathe and some clothes affect our health badly. We investigated the bad influence of unhealthy clothing. We have learned about the history of healthy outfits. We want to know what to wear not to get allergenic diseases. More than that, we want to find healing clothes such as woolen belts made of dog's hair. We learned how flax clothes are made in our region and at what extent they are useful. Besides, it would be interesting to know about how the Russians manage



to survive in severe frost with the help of woolen kerchiefs and valenkis (fur boots). They became fashionable again as many years ago they were. The process of making valenki is worth watching too. We have found much information; have been on excursions in Vyatka Humanitarian University, Agricultural Academy, Governmental office. We planted seeds of flax on the field of a selection station. We visited the ecological laboratory and read a lot of scientific works of vyatka selectioners.

Project Goals:

- * Draw people's attention to the problem of healthy clothes to avoid different diseases
- * Show what clothes are preferable to wear to stay healthy
- * Show the local peculiarity of wearing clothes
- * Give some knowledge to students



The small rivers of our town

**Tatyana Khodyreva
and the group 2**
School 28, Kirov, Russia

Project:

Our project is "The small rivers of our town".



Water is the source of life. That's why it's very important to have enough fresh water to drink. Every human being, animal and plant needs water. All factories and enterprises need water. And nature gives it to us. And are we careful about it? Where to get water in a big city? From big and small rivers, lakes and springs. But people don't care for them. And we want to attract attention of children and adults to small rivers that bring their waters to people, make our life nicer, fresher and healthier.



We found and learned the information about small rivers in our town, organized some lessons of water for small pupils, went to these rivers in different seasons and in spring cleaned the banks of the river. We want people to support us and take care of these rivers and springs.

Russian “izba” is an eco-house

26th Caretakers Conference
Russian Delegation Project
Secondary School 37, Kirov

Members of the project: Frolova Polina, Peshnina Mariia, Bortcov Alexander, Krutikhin Ivan
Leader of the group: Vilegzhanina Mariia

Introduction

Nowadays, when the countryside is actively inhabited by the city dwellers, the houses, which witnessed the provincial life of our ancestors, lose their original beauty. Very often amazing and festive platbands are replaced with plastic windows, uglifying the historical image of a rural “izba”. The word “izba” denotes a Russian house mainly made of logs. So, it's very important to preserve the original view of rural houses, if not in reality then in photos, to let the younger generation know how their ancestors lived centuries ago. It's a part of our cultural and historical heritage.

So, we decided to find out the secrets of building a rural house in Kirov Region and to attract people's attention to this topic.

The goal of our project is to show the cultural heritage of our region and to get involved in the process of preserving it. Who else can do it, if not you?

To begin with, we want to underline that we live in the time of innovations and new technologies, which are intended to make our life easier and more comfortable. But the question is – does “easier and more comfortable” always mean “more useful and harmless for us”?

To answer the question we carefully examined the problem

and found out that not all materials which are used in the building of the modern houses where we live, are innocuous for our health. We were shocked to know that most of them contain harmful chemical substances or even emit radiation.

We thought thoroughly and came to the conclusion that a good alternative to all that could be a Russian ‘izba’ - a rural house where our grandfathers and grandmothers lived for years and were much healthier than we are today.

The practical part of our project

We had an idea to tell the pupils of our school about the benefits and peculiarities of Russian ‘izba’. We made up a fairy tale and performed it for younger students. It was amazing! The tale told about the ways how rural houses were built centuries ago and why they were more useful for people's health. We told about the internal furnishing of the houses and about the ecological materials used by our ancestors. Besides, we told about their way of life and activities. We got real pleasure of it!

After that we organized a display of children's drawings. It was a real fun for them!

It was very important to attract grown-ups' attention to the problem as well. We thought that it would be great to find old houses in the villages, take pictures of them and then arrange an exhibition somewhere in the city, drawing adults' attention to the topic. For that purpose we caught a bus and off we went...

In the end we want to say that we do all this because WE ARE CARETAKERS!!!

There is healthy spirit in a healthy banya

26th Caretakers Conference
Russian Delegation Project
School 37, Kirov

Members of the project: Shvartsblat Vladislav, Kolesnikov Dmitry, Vidyagin Artem
Leader of the group: Avdeeva Marina

Introduction

For Russian people a bath (banya) is more than a part of culture, more than a glorious tradition and more than the national art. It is a source of our health, energy and strength!



Banya (Russian bath) - a bath-house with a steam room where heat comes from heated stones and humidity is added by splashing water on the stones. The word banya derives from Latin *balneum*, which means ‘to chase out pain’. The benefits of banyas and saunas were the subject of ancient philosophers such as Aristotle and Hippocrates.

Project Goal

Show the cultural heritage of our region and to raise young students' awareness of the benefits of Russian bath.

1. History

It's difficult to say for sure when

the first bath-houses appeared. Some historians admit that the so-called thermos were founded in ancient Rome even Before Christ. The influence of the Roman Empire on other cultures was considerable. So, public bath-houses, being modified, were widespread in the countries of Europe and Asia. The bath-houses were different in different countries; all of them had their own peculiarities.

2. How is a Russian bath-house arranged and in what way it differs from others?

First most, traditional rural bath-houses are completely wooden. As important, for the internal furnishing of a bath, people also use wood which creates aroma in the bath.

And finally, the main attribute of Russian bath-house is *venik* - a bunch of leafy birch or oak tree branches tied together.



3. Venik

Whipping the body with venik is not only a pleasant massage. It strengthens blood circulation and sweating.

Traditionally there are two types of venik – made of leaf-bearing trees (birch, oak, linden or lime-tree) and of coniferous trees (pine-tree, fir-tree, juniper – *lat. Juniperus*). Different veniks have different effect on the organism. The most commonly used types of venik are made from birch or oak twigs.

4. Pharmacy

Speaking about the traditions

of Russian bath we can't but mention about the aromatic compounds used there. The use of certain herbs in the water of bath is thought to magnify the effect of bathing experience. It makes the real inhalation possible. Russian people have always tried to make the air in the bath "aromatic, fragrant, tasty" and of course, healthy.

5. Health benefits

Banya is said to have many health benefits.

The list of illnesses cured in banya is incredibly long: cold, skin diseases, metabolic disturbances, digestion (переваривание) problems, initial stage of cardiovascular diseases.

Certainly, a bath-house can not solve all the problems, but our ancestors quite successfully replaced pharmacy by it.

6. Conclusion

We can't but agree that our region has rich cultural traditions and our task is to preserve all that treasure for the future generations. More than that, we should popularize

our traditions in and out of our region.

The practical part of our project

We had an idea to tell the pupils of our school about the tradition of going to banya, the benefits of Russian bath and the use of aromatic herbs. We made a presentation and told the pupils of our school about the ways how to stay healthy, what herbs to use and what tea to drink in the bath.

After that we organized a display of children's drawings. Later we asked them to collect the proverbs about Russian banya. It was a real fun for them!

It is very important to attract grown-ups' attention to the issue as well. We decided to publish a brochure with the information about the effect of different herbs used in the bath on our health and with different recipes of herbal tea. We are going to present it in the city public baths to promote people's cultural awareness.



A healthy child – Richness of the Country

26th Caretakers Conference
Russian Delegation Project
School 37, Kirov

Students: Vladislav Kovalev,
Aleksandr Charushin, Egor
Chernyshev, Iuliia Lyskova,
Mariia Siuzeva

Teachers: Marina Konopleva,
Tatiana Lagunova

Purpose: To reveal the level of
pupils' health in our school.

Tasks

- * To study and analyze the sick rate of school children during the last five years in Russia and in our school.
- * To find out the reasons influencing diseases of schoolchildren.
- * To find possible measures of prevention of diseases.
- * To develop the plan of measures according to the Healthy school project and to carry them out in our school.

What is health?

Health is the condition of full physical, mental and social wellbeing; it is not only the lack of diseases and physical disabilities.

You can consider pupil's health normal if he/she:

- * is able to overcome tiredness physically;
- * shows mental abilities;
- * is honest, self-critical;
- * is sociable;
- * is emotionally balanced.

Statistics of diseases of school students in Russia

People get 75 % of all diseases in their childhood. In Russia about 25-30 % of children who go to the 1st form have these or those deviations in the state of health. During study at school the number of healthy children decreases 4 times:



- * the number of the short-sighted increases to 12 %,
- * with psychological disabilities – to 16 %,
- * with bearing violations – to 16 %.

Dynamics of diseases of pupils of school No. 28

* If we take the last 5 years, we find out that 2007-2008 school year was the most difficult because the amount of children with scoliosis, with diseases of cardiovascular system, gastro enteric path, respiratory organs and nervous system increases. During 2010-2011 school year there was an essential decrease of diseases. This school year there are small changes in comparison with last year, positive as well as negative. These changes would make from 0.4 to 4 %, and the amount of children without health problems increased almost 2%.

The amount of pupils doing sports:

- * 98, 3 % of the schoolchildren visit PT lessons;
- * 17, 4 % do sports in school clubs;
- * 27, 2 % visit sports clubs;
- * 10, 8 % go to special sports organizations

Conclusion

- * Health level of pupils of our school coincides with an average level in Russia.
- * The number of chronic diseases increases during study at school.
- * The system of activities in favour of healthy lifestyle of pupils is required.
- * It is necessary to use health saving-

up technologies at the lessons.

Recommendations

- * it is necessary to organize the educational process correctly, that is to alternate easy school subjects with difficult ones, to make a school time-table competently,
- * it is not right to give children tests in different subjects on one and the same day, too much homework on Sunday, the only day when school children can have a rest,
- * to do exercises (physical culture minutes) at the lessons and breaks,
- = to clean walls, desks, computers regularly,
- = to open windows in the classrooms every break,
- = to sell healthy drinks at school canteen,
- = to propagandize a healthy way of life.



Showing the presentation «Dust is the enemy of health»



Cleaning desks in the classrooms

Healthy school

**26th Caretakers Conference
Russian Delegation Project
School 37, Kirov**

**Students: Daria Fadeeva,
Elizaveta Solozhenkova,
Alexandra Polyakova, Ekaterina
Bazhina**

**Teachers: Marina Konopleva,
Tatiana Lagunova**

Every person wants to live a long and happy life. But to carry out everything we plan we need a good health. But not everyone is completely healthy.

Problem

Now school children don't pay much attention to their health: they are physically inactive, have bad habits, eat unhealthy food. According to statistics 8 of 10 school children suffer from various diseases.

Goal

To create conditions in our school for improvement pupils' health by means of a system of health saving up activities

Tasks

- 1) To make sure pupils understand how to prevent the seasonal flu, tuberculosis, infectious diseases.
- 2) To organize dancing breaks for the pupils of elementary grades to have a good rest from lessons.
- 3) To plant flowers on the school territory.
- 4) To organize trips for pupils of different classes to resorts during holidays.
- 5) To create "physical culture minutes" in an interesting and unusual way for doing them at the lessons.

Activities at school

During the whole school year we organized a set of activities for improvement school children's health.

1. Anti alcoholic and anti drug education

In December in our school «The Day of Green Ribbon» was held. All classes created slogans to support the idea of fighting against drugs. We take pictures with green apples, green hands, balloons, etc. We showed our attitude to this serious problem concerning everybody.

2. Dancing during breaks

To distract pupils of primary school from running about and harming each other during the breaks we taught them to dance our "fiery" dance. The children liked such active breaks very much and got lots of positive emotions.

3. Health lessons for the first graders

During these lessons we showed presentations "Dust is the enemy of health", "The Flu", "Tuberculosis". School children learned a lot of new information how to protect themselves from dust and diseases.

4. "Physical culture minutes"

To give pupils some useful rest at the lessons we decided to suggest teachers to do "Physical culture minutes" with them (fizkultminutki). We made these fizkultminutki unusual and exciting. For example, the usual exercises for eyes turned into a surprise of getting an excellent mark in English. We attended a professional sound recording studio and recorded soundtracks to exercises. The pupils liked them very much. After all it wasn't only cheerful and entertaining, but also very useful!

5. Thorough cleaning

At the end of the last year we decided to organize thorough cleaning of our school. This activity became useful. We learned that there is a lot of dirt and dust at school. We presented our results on the poster and asked every class to take part in thorough cleaning regularly.



Thorough cleaning in the classrooms

6. Resort "PINE FOREST"

In spring holidays we went to the resort. We convinced parents that it was very important for our health and they became our sponsors.

Fresh air, the swimming-pool with mineral water, a sauna, sports and the good company promoted our good health.

7. Planting of greenery.

We participated in planting of greenery for the school yard. We planted seeds of flowers which children of the middle classes planted on flower-beds near our school later in spring.



Planting seeds of flowers for the school yard

Conclusion

During this school year we could create conditions for improvement pupils' health in our school. We held events interesting and useful for health.

We helped the pupils of our school to understand the importance of caring about their health.



The Day of Green Ribbon.

The Improvement of Ecological Conditions in Our School Area

**26th Caretakers Conference
Russian Delegation Project
School 37, Kirov**

**Students: Burdikova Olga,
Menchikov Mikhail, Smirnov
Daniil**

**Teacher : Mochalova Tatiana
Secondary school No.37, Kirov**

Our goals:

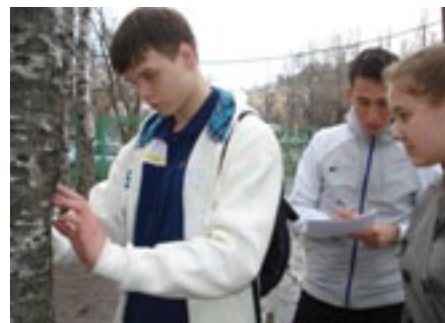
- * to improve ecological conditions of our school area;
- * to pay attention of teens to the possibility of solving the ecological problems and to make them aware of the necessity of personal participation in it.

We live in an industrial city of Kirov, Russia. In general, the environmental situation in our city is evaluated as satisfactory. The statistics shows that there has been no worsening of environment conditions for the past several years. The atmospheric air meets the ecological requirements. However, there are some environmental problems in our city caused by high concentration of large enterprises (over 20), an increasing number of vehicles in the streets, density of the population (total area-147.4 sq. km, population-about half a million people) and infrastructure. Taking into account that our school is located right in the center, next to one of the main motorways, we may suppose that it is one of the air polluted zones. So the reasonable question is: what is the quality of the atmospheric air in our school territory.



To answer it, the following tasks were carried out:

1. To learn and use the methods of school environmental monitoring.
2. To investigate the chemical composition of snow water samples and their toxicity in 5 different places in the school area and compare them.
3. To investigate the level of lichen covering of the trees in the school area.
4. To estimate the level of transport load on motorways next to the school.
5. To measure outdoor noise level.
6. To draw up a map of our researches.
7. To enrich our knowledge about the role of vegetation in the environment.
8. To work out a project to reduce air and noise pollution level by planting some trees, shrubs and flowers in the school area.



We are investigating the level of lichen covering of the trees in the school area.

Our conclusion:

exhaust gasses of motor transports seriously affect the air we breathe and as a result, affect our health, and the level of noise is 1.85 times higher than the norm.

Did you know?

Noise not only hurts but also depresses the mind, destroys health, reducing the physical and mental abilities of a human being. Researches have shown that the nature of disorders of the human body caused by noise is identical to the violations under the action of some toxic preparations. So our concerns about ecological conditions of the school area are

actual and of great importance for us. And it became quite clear that the existing trees in our area were not enough to protect it. That's why, we offered to improve its microclimate by additional tree, shrub and flower planting to create the so-called "live fence" around the school area.



We are doing the chemical analysis of snow water samples.

There are many plants having good reputation in our region. After making a close study of different plants, we chose lilac, mountain ash, cotoneaster, prairie weed, spiraea and acacia from them. They are safe and don't need special care. Some of them can also grow on shady plots under trees. They are capable of reducing the level of noise by 10-15 dB. Besides, a lilac can absorb harmful substances dispersed in the atmosphere. More than that, acacia and lilac have bactericidal properties.

And at last, they will give a pleasant look to our surrounding. Of course, the more plants in existence, the less effect the gas emitted by vehicles will have on us.



We are planting the flowers in the flowerbed.



It's called CAT!

Nabilla Gunawan
Group Leader of CAT
Sinarmas World Academy
Suryabaya, Indonesia

Plastic is the biggest contributor on polluting and damaging the ecosystem. Plastic is a non-recyclable waste, yet it is the most common material used in our household. Now, all of you must be familiar with the 3R's (recycle, reuse, reduce) this is the strategy to minimize these plastics waste. Our project, focus on three of these strategies, but mostly on recycle because the product of this project is recycled. This project is called Craft And Teach (CAT). And, no it's not about cat or kitten at all, you might wonder. CAT focuses on Millennium Development Goal number 7: Environmental Sustainability and Women Empowerment. We collaborate

together with the local community 10 minutes away from our school. The majority of the women here don't work, they stay at home doing house-work and sometimes they have nothing to do. These women are the ones who are creating the product. The final result of the product is a sewed plastic and the form can be anything, such as shopping bags, laptop bag, pencil case, bathing pouch and many other possibilities. The main material of our product is plastic, not all kinds of plastic though, the thick ones only, the one that took 500 years or more to degrade, usually this kind of plastic is used for 'refill' (soap refill, detergent etc.) These plastics are collected from our school community and neighbors. We have plastic drop-off each building in our school that we collected every Friday. We then washed the plastics and deliver it to the local community. From here, the women start to take over it is their job now to create the product. However, these women weren't expert in sewing when we first met them; some of them never even touched a sewing machine before. So we taught them how to use the sewing machine. Not as we expected, these women

learnt in less than two weeks. We lend them a sewing machine. The benefits come from selling these products in our school community.

We're not only interacting with the women, but the children also. Most of the children are still young, 5-7 years old. We play games with them, and since these children want to learn, we taught them a little bit of English. We visited the community twice a week, the women or to be precise, these mothers are now quite independent; we visited the community to teach the children and play with them. Both the women and the children are very excited of this project, and so do we.



We recycle plastics into useful goods and reusing it by creating into goods. But not only that, we also empower the women and educate the children. This is pretty much why our project is called Craft And Teach, CAT. If this project goes on for years, more plastics will be reduce, even though it's not until one tenth of the total earth's plastic waste. But if many people start doing what CAT does, then more plastic is reduced. So, you might want to consider before throwing a plastic because, remember...

We are the Caretakers of Environment



Green Map: Looking Place Using Different Mind and Thought

Kong Won Jun

*Sinarmas World Academy
Surabaya, Indonesia*

Our team consists of Won Jun (10th grade), group leader & in charge of international affairs, Natasha (10th grade), secretary, Raihan (10th grade), local affairs, Stephanie (10th grade), James (9th grade) and Andrew (9th grade), our web masters, Ho Jun (8th grade) and Nanda Kevin (10th grade), both in-charge of documentation of the whole process. We are doing the project about *Green Map*.

A green map is no other than a map, which not only shows names of places, but also the potential environment, culture, and the sustainability in a certain living area. It notes down all negative and positive aspects, and is created by the local community using green map icons.

In Jakarta, there are already existing green maps from which we can look at and possibly look up to as an example. One has already been made for the area of Pondok Indah and Kota Tua. Our team has chosen to work towards

the creation of a green map to further promote our second home, BSD city.

In addition to this year's theme of "sustainability in cross-border partnership", we have been keeping in touch with our partner team in the USA through social media such as Facebook, Skype, and Google sites. In order to keep in task and make sure our project is successful, the USA team (which is also undertaking the Green Map project) kept us updated with their progress so we can compare and give inputs as to how we can improve our work.

In short explanation, the steps to do the project are selecting a region that we would like to create a Green Map for. I would not recommend the region to be too big. Then what we set a theme for our Green Map whether we would like to focus on "Tourism", "Environment", "Sustainability", "In general" and so on. The reason for setting the theme is to narrow our focus on the Green Map, because we don't want every single residents, parks, restaurants, markets to be on the Green Map. Once we set the theme it will be easier for us to narrow your places

to investigate. There are Green Maps symbol published in www.greenmaps.org

Once we have an idea of which place we are going to create a GM for, we have to set a boundary of our region. (It will be helpful if we set the boundary once we think we will have enough places to investigate and put it in our Green Map. The best way to set the boundary is by choosing a certain landmark, river, and so on. For our case, we set the boundary near to the river to make sure when we are investigating the places, it will be easier for us to recognize where our position is while visiting places).



The biggest challenge to create this map is we have to really know what we are focusing on, familiar with the area and able to explore what others not used to see.



Environmental based Games

**Catherine Jennifer, Calvin
Winner Liemena, Garret Jeremy
Koeswandi, Eugene Sastrodikoro,
Jessica Tattiana, William Widadjarso**
Teacher: Lina
*Cita Hati Christian Senior School -
Indonesia*

We also decided to make environmental-based games, as an extension of the e-Pledge project. Games help us take in more information compared to normal studying methods. We hope that by making taking a more fun approach towards environmental education, we can prompt young children and teenagers to be more aware of their environment. It is essential for the younger generation to become caretakers of the environment themselves, for they will continue our legacy. Aside from those purposes, these games would also teach both teams teamwork and the importance of discussion. We have prepared two games: a Jeopardy game and a board game; both are competitive 2-team based games. Our team has visited several schools and played these games, some with the younger kids and some with teenagers. After playing the games, we would give out free e-Pledge bookmarks.

The first game was the “Jeopardy” game, basically is a point-based Q&A computer game between 2 teams, the team having more points, wins. On the screen there are numbers such as 100, 200, 300 and 400; clicking one of them will pop a question, which the team has to answer correctly. Each team takes turns in answering each question, and if they answered correctly, they get the corresponding amount of points. If a team chose a question they can't answer, the other team gets the chance to answer it instead. The more points you'll get for a question, the harder the question

will be. We designed 2 Jeopardy games, an easier one for year 3-6 students, while another for 7-12. The students very excited the second we told them we were going to play a game about the environment. We were very glad to see their enthusiasm.

The second game was board game called “Jungle Adventure” (this one is most likely for elementary students). In short, it's a harder version of snakes and ladders, using a dice and a pawn. There will be 2 teams and whichever team reaches the finish line first, wins. However, each team would have to answer an environmental-based question and can only move forward if they got it right. If they got it wrong, they can't move for this turn. Similar to that of the Jeopardy game, the students were very enthusiastic. Additionally, for each question they got wrong, we explained to them a little about the topic, a hands-on learning experience.

We believe that each game we executed really benefited everyone, both the CEI team and the students themselves. But above all, it benefits the environment as now we have a lot more people caring for the environment.



e-Pledge

**Nadia Nathania, Albin Ngawing,
Shintya Tanggara, Aileen Editha,
Samantha Karli, Gerry Tanzil**
Teacher: Marisi Sihombing
*Cita Hati Christian Senior School -
Indonesia*



Nowadays, the society tends to forget their responsibility towards the environment. And so, our team decided to create a movement called “e-Pledge”, to help remind others that the earth needs our support. “e-Pledge” stands for “environmental pledge”, an environmental movement encouraging schools or individuals to implement a promise towards taking care of the environment. We hope that by making a pledge, people would be reminded and stick to their respective pledges. We wish to create a network of an environmental-minded society, where we can communicate our thoughts.

As an example, our school has pledged to reduce plastic bottle usage. We see that the students in our school were reluctant to bring their own reusable bottles. It was a trend to buy water from un-reusable commercial plastic bottles; despite that the oil used is becoming more and more scarce each day. And so, we came up with the idea of setting up refill stations, where students can refill their bottles with only of the price of buying a new bottle of water. By doing so, we hope to be able to encourage students to reduce plastic consumption. This is our pledge as a school; we have also encouraged our students to make pledges of their own. Not only was this implemented in our school, but several local schools have also decided to join the program. The pledges ranged from never using Styrofoam for school projects to becoming a vegetarian.

Correspondingly, we also noticed that some people really want to take care of the environment, but they don't know how to start. In our program, we encourage others to pledge on simple things they can do in their everyday lives. The pledges/actions that you do doesn't have to have a very big direct impact. We believe that small things when done by many, is better

than one person doing a big effort. We would really like everyone's support, both locally, and internationally. To join, you can sign up at www.e-pledgecampaign.org, by clicking the “Get Involved” tab. You can either pledge as an individual/school/organization through the website. In our website, you can also communicate with other pledgers through the forum or give testimonies. In “The Hall of Fame” section, you can also see all the pledges everyone signed up so far. You can also follow our twitter @ [epledge2012](https://twitter.com/epledge2012).



Our Team while presenting to other local schools



A student signing up her own pledge through our website

CEI China



Leftovers

Students: Sze-Du Hoi Yan, Au Hei Tung, Kung Chi Cheung, Lam Lai Ho
Teacher: Miss Lam Yiu Hung
Baptist Wing Lung Secondary Hong Kong

This project is to introduce the use of leftovers. Nowadays, many companies and restaurants or even households leave a big amount of food in their everyday meals. Do you have any idea where the leftovers will eventually be thrown? Landfills? The ocean? Yes, mostly. But do you know we can utilize that waste to good use? There are lots of things that leftover food waste can turn into such as organic fertilizer and soap. The leftover can actually turn into high-quality fertilizer and to the farmers, it's a good news for them. Organic fertilizer is used to improve soil quality and it helps growing organic

fruit and vegetables. That can benefit everyone because we can have fresh organic food. It also suits the principal of sustainable development. Turning food waste will give more space to the landfills, it won't be saturated so soon and save more lands to do more environmentally friendly works.

Project Goal(s):

Our goals are to find out how to make organic fertilizer and make it really useful. We hope to promote it to world. We hope all the countries will make good use of leftovers.

Project Time Line:

In February 2012, we will make organic soap by the leftovers. In March 2012, we will find out the process of making organic fertilizer.



Conservation at the border of Hong Kong- the HK National Geo Park

Team Leader: Miss Man So Shan, Susan

Email: missmanss@yahoo.com.hk
Ching Chung Hau Po Woon Secondary School



This project introduces the treasure at the border of Hong Kong, The Hong Kong National Geo Park, and discusses the importance of cross-border collaboration in its conservation. The Hong Kong National Geo Park is opened in November 2009. A Geo Park is a unique natural area with special geological significance and natural and cultural landscapes, that serves three main purposes, including conservation, education and sustainable development.

However, since the opening of the HK National Geo Park, there has been more and more damage and wastes accumulated. Together with the increasing air and water pollution, measures should be done to conserve the Geo Park. This project also discusses the sources of pollution and suggests ways for protection, especially those involving cross-border collaboration.

Conservation of butterfly between two Chinese cities

Team Leader: Mr. Wong Chi Fai, Thomas
Email: thomascfwong@gmail.com
*QES Old Students' Association
Secondary School*

Summary:

Butterfly plays an important role to the nature which worth for our attention and respect. They are important media for pollination. They play key roles in the food chain, and serve as an environmental indicators to reveal the conditions of natural environment. However, in Hong Kong, we can see that the conservation works of birds is more than those on butterfly. Therefore, we want to draw the public attention to the conservation of BUTTERFLY.

To start with, we will briefly introduce some basic information of butterfly such as their life cycle, living habitat, classification, distribution and diversity of butterfly in Hong Kong and different parts of the world. After that, we will discuss the reasons why we need to conserve butterflies such as the loss of habitat for the development of city and other threats caused by human activities. Then, we will share and evaluate the various ways and methods of butterfly conservation conducted by different stakeholders such as the Hong Kong Government, non-government organisations and using our school (Queen Elizabeth School Old Students' Association Secondary School) as an exemplar to illustrate what a school can contribute to the conservation of

butterfly.

In this project, we will partner with three organizations, they are Fung Yuen Butterfly Reserve, Queen Elizabeth School Old Students' Association Primary School and an Elderly Academy. For the Fung Yuen Butterfly Reserve, it is a famous site and organization to raise and advocate education and cognition on butterfly conservation. From the organization, we receive a lot of training and advices from them. The organization equips us with butterfly knowledge, advice in setting up butterfly garden in our school and also helps us to connect with a Japanese butterfly specialist and start our cross countries butterfly conservation sharing. With the primary school, we will held some activities such as butterfly watching tours, talks and competitions to students and their parents in order to arouse their interest in butterfly and the importance of butterfly conservation. To further encourage public concern and participate in the butterfly conservation work to improve the environment, we will organize butterfly pictures shows and tour to the senior citizen and their family members in an Elder Academy.



Effectiveness of Greening on Urban Heat Island Effect

Jason LAM, Matthew SHIU
*Po Leung Kuk Laws Foundation
College, Hong Kong SAR, China*

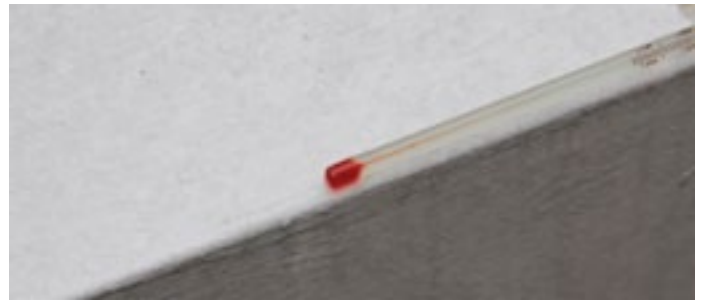
Urban heat island refers to the phenomenon that urban temperatures are higher than the surrounding countryside. According to a research conducted by the Hong Kong Observatory (2008), during the period 1989-2006, there was an average of 0.8 degree Celsius divergence between urban and rural air temperatures in Hong Kong, with an absolute maximum daily temperature difference of 11.5 degree Celsius.

Urban heat island does not only upset the ecology, but also creates other environmental problems in urban areas. Some studies have shown that urban greening can help lower the temperature and reduce the heat-island effect. The effect of large urban parks is particularly effective and significant. However, with limited land in urban areas, roof-top greening would be a feasible way to green urban areas in Hong Kong.

The present study aims to investigate the effect of materials on air temperature. The air temperatures of sites in the campus with the following different environment in the

campus are compared: (1) green-shaded area; (2) green-roof; and (3) un-shaded concrete areas. Through comparing the air temperatures at different sites, the effectiveness and significance of the green-roof can be seen. Urban heat island is not a local problem. We are determined to join hands with the *Cita Hati Christian School in Jakarta, Indonesia* to rise to this challenge.

With different modes of urban development, we can learn how foreign countries combat urban heat island, and finally suggest the most effective way to solve this problem locally in Hong Kong.



Cooperation between School and NGOs - Plastic Bottles Recycling Program

Sing Yung CHU, Sam Yin WONG, Tin Long YU
*Po Leung Kuk Laws Foundation
College, Hong Kong SAR, China*

In Hong Kong, plastic products account for 21% of the domestic waste sent to landfills. Plastic products are not biodegradable and therefore spoil the valuable landfill capacity.

Every day, a lot of bottled-water is consumed by students in our school. Most students dispose the empty plastic bottles into trash bins and add pressure to the trash-treatment system. Plastic bottles can be recycled into other products which are full of economic and environmental values.

In this project, we have cooperated with two organizations: (1) EcoPark, a government-run waste treatment facility; and (2) the Plastic Resources Recycling Centre operated by a local non-governmental charitable group named Yan Oi Tong. With the help of these two bodies, a small scale campaign is carried out in the school to educate students of the importance of recycling plastic bottles. Students are encouraged to recycle plastic bottles and Yan Oi Tong is responsible for collecting the bottles regularly from the campus for recycling purposes.

Recycling helps reduce energy consumption and waste. This assists us in becoming a sustainable campus. Recycling can also promote green economy through offering job and business opportunities in the recycling industry.

Apart from the school-based campaign, we have visited the recycling facilities and education centres in the EcoPark and the Plastic Resources Recycling Centre. We hope to raise the awareness of students on environmental protection and also to cultivate their habit of recycling.



CEI United States of America



Zero Waste at Early College High School

Students: Tony Currier, Elixabeth McAllister, Katie Thompson, Ryan Thompson, Christopher Rodriguez

Teacher: Ryan Kinnett
*Early College High School
Salem, Oregon*

Our zero waste project was put together by (Early College High School Caretakers), an after school group dedicated to making our school and environment the best we can by doing things such as our *Zero Waste project*. We believe in being dedicated caretakers of the environment. We believe in making leadership sustainable and turning the thoughts and passions into actions.

Our first steps were contacting



Kelly Cary and asking for her assistance in a waste audit. This provided us with a lot of good information such as: How much recyclables and compostable material were the trash?

It provided us with what exactly we need to target and told us our options. We decided to have an assembly to kick off our Zero Waste project during Earth Week. We quickly discovered we had waited to late in the year. During our assembly we attempted to teach the students about zero

waste, and how it affects the environment and school. For a few days after the assembly we stood by our sorting stations and instructed the students on where to put what. They caught on relatively easily, so we started to stop instructing them. Over the next month our stations went from good to bad, then from bad to ugly.

The students didn't care anymore and the factors we didn't account for came into play.

Not only did the students of ECHS not put their garbage in the appropriate bins. But we didn't have enough manpower or time to put enough bins. Eventually the garbage was all through in one bin because it was not sorted beforehand. Also many students from the surrounding programs are not vested in our zero waste and we do not have the authority to make them participate at this time. We decided the best thing to do was to start fresh with a better assembly at the beginning of the next school year, and enforcing the proper sorting techniques more sternly. We recruited more people to help and create a



rewards system for sorting out their trash.

Hopefully this will lead to our school wasting less recyclables and compostable material. At some point once we get it off the ground next year we want to work out the kinks and get a grant to spread this throughout the Salem-Keizer school district. This would save quite a bit of money if combined with a watt watcher program. Although the proper statistics need to be crunched for an accurate number it is projected and estimated as much as 400,000 dollars for the entire district with a zero waste and watt watcher program.

That is for every school in the district to. With some schools paying nearly 10,000 dollars on garbage in the 2006 school year. That is an immense amount of money. Many of our schools and

programs have been severely cut. Many teachers lost their jobs. We hope to use a lot of this to leverage change and negotiate with the administration and students. Our best bet is targeting leadership classes from other schools. This will allow us

to hopefully spread our project.



Green Mapping - Naperville's Culture & Society

Green Mapping Team USA: Nasser Young, Amir Cobb, Emery Barnes, Ernie Edwards

*Neuqua Valley High School
Naperville, USA*

Our project "*Green Mapping our Culture & Society*" explores the Culture and Society venues in the City of Naperville. The current situation is that there isn't a comprehensive system that provides information about Naperville's Culture and Society to the local citizens as well as tourist. Additionally, our current facilities don't provide interactive mapping that allows the citizens and tourists real time updates. We thought that it would be very helpful and convenient if there was a simple and easy way to allow visitors to provide useful feedback on their experiences

when they visited the attractions. Therefore, we have decided to take the current information provided by our local venues and create an interactive Green Mapping Website.

This project will be done in Phases to accommodate the various Green friendly areas in our community.

Phase 1: Culture & Society

Phase 2: Nature

Phase 3: Sustainable Living

This project will be done in collaboration with our "Cross Border Partner" Team Indonesia. Their project is "Branching Out" which is a project that explores the reality of tourism in Indonesia, (especially in BSD City) and seeks for the solution to improve it. Current situation in BSD City is that there is a lack of information about heritages and touristic places on the Internet for the citizens of Indonesia and for

foreign tourists to explore and learn. In addition, the condition of tourist facilities in BSD City is very poor. The city does not have public maps on the street and disorganized public transportation. For that reason, we decided to involve two main actions for our project. The first one is to create a "Green Map" and the second one is to build a "Website".

Europe Calling

**Paul Diepenbrock, Onur Duydu,
Femke Fermans, Milou Kuijper,
Sharon Lubbers**
Zuyd University Students

We are five students from European Studies Zuyd University Maastricht and we were assigned to participate in the third-year project named *Europe Calling*. For this project we worked almost 6 months together to organize an international and creative field-excursion for the *Caretakers of the Environment Conference*, on the 4th of July 2012. This project was very interesting and learn full. Because it's a real-life situation we are more motivated and dedicated to the assignment. Our assignment is derived from a practical work situation. This project has a concrete final product, the event.

4 months ago when we were entitled to this project and this assignment we didn't had a lot of practical information about and experience with the project. We did desk research on the internet and contacted some institutions to gain more information. Furthermore we contacted some people and scheduled meetings with them to be informed.

After our desk research we did field research to explore the possibilities for our event. During the field research we made a possible time schedule and we choose our locations for the event. Both those two kinds of research were necessary to plan our event properly. In the end, we gained more information about the flooding problems of the Meuse and now we are aware of what it takes to organize a real life event.

*"You can't cross the sea merely by standing and staring at the water"*¹. That is what Nobel prize winner Rabindranath Tagore said, and he said it right. Nothing can be done be merely staring at the work and actually doing nothing. Inspired by this

quote, we have worked very hard to gain the right information by doing desk as well as field research. We were able to analyze and interpret our obtained information rightly and that is why we believe that we have organized the best field trip one could wish about the flooding problems of the Meuse between Maastricht and Liege. This field trip will not only inform high school students and their teachers about the problems the Meuse causes, but also stimulate them to cooperate and think about possible solutions. Since the *Caretakers of the Environment International* is taking place on an international stage, as the name says so itself, we will also make sure that the group of students and teachers will realize that the Meuse is flowing through a Eu-region, making international cooperation essential to conquer the flooding of the Meuse. We believe that this field trip will contribute a lot to the uniqueness of the *Caretakers of the Environment International* 2012, and we hope that the caretakers of this year will be the embodiment of the quote that inspired us.

1 Biography." Rabindranath Tagore"
Web. 10 May 2012. <http://www.nobelprize.org/nobel_prizes/literature/laureates/1913/tagore-bio.html



Kleur in Castenray

Our project is about the voluntary youth organisation 'Kleur in Castenray' ('Kleur' means 'Colour'). The youth organisation strives to encourage local youth to participate in their own community. This is being achieved in a pro-active, entertaining and artistic manner. Amongst the projects carried out is Graffiti artwork in a local viaduct, guided by a professional artist, 'pimping' the local meeting area, creating social events for the local youth or creating an 'ECO' car with graffiti and plants, as a work of art.

Our project is not just about one activity, but about the being of 'Kleur in Castenray' as a sustainability organisation for and by youngsters. With our participation in the Dutch delegation during the conference, we hope to let our ideas and inspiration cross borders and we hope to inspire other youth from all over the world. By having the youth creating, working and sharing ideas about their own projects, we try to raise awareness and responsibility for their own environment and projects. Also we try to make adults aware that young people can have the inspiration and energy to change their environment in a positive way and to take responsibility for their actions.



Articles

Portugal



Planting in time of drought

Last Saturday, the Association of Friends of the Ecological Park of Funchal, Madeira, has gathered more than 50 volunteers in a journey of planting indigenous species in Pico do Areeiro Mount, almost bare after the wild fire of 2010.

This time the group of 40 Portuguese and Spanish participants of ASPEA XIX Environmental Education Conference on Outdoor Education worked for more than three hours with huge enthusiasm and awareness of the complexity of the ecosystem of the central massif of Madeira Island. The temperature ranged between 10 and 15° C. The relative humidity ranged between 40 and 50%. The blue sky allowed them to see the sharpness of the central range of mountains of the island, from Pico Ruivo up to Paul da Serra.

The weather was excellent for anyone who climbed up to Pico do Areeiro in order to enjoy the landscape. It was also great for us to work, but lousy for the plants that haven't received any rain water for several weeks and rarely have been visited by the mists. Due to the prolonged drought, the pace of planting has been reduced and the maintenance care has been strengthened by placing more fern around the young plants to take advantage of all the drops of

water and reduce evaporation. On Saturday all the water of the reservoirs of the Environmental Education Field of Cabeço da Lenha was spent in the irrigation of more fragile plants, but if it doesn't rain within the next two weeks with some abundance, lots of plants will die from thirst, which is a terrible setback in the process of plant restoration started in August 2010, after the catastrophic fires.

Because it is not the time to lower our arms and we must learn to live with the prevailing atmospheric conditions, the Association of Friends of the Ecological Park of Funchal will go on with more planting and maintenance work for the rest of the springtime.



The Municipal Assembly of Young People

Young people for the environment, an initiative of the municipality of Aveiro and the participation of ASPEA, took place on 4th May. In this assembly, included in the week of the celebration of the Earth, young people of basic, secondary and vocational

education discussed environmental issues that most concern them, such as climate change, consumption, mobility and pollution. There was an active participation of young people in this initiative, which not only came forward with their concerns, but also proposed solutions to environmental problems and issues of their city and their country. It was clear that they were fully aware that their future depends on decisions that adults take on their behalf today.

On this day they made their voice heard; let's hope now that the decision-makers and other citizens will listen to them!



Since 2012 ASPEA has spread its wings and influence in the north of Portugal, by creating a branch in the city of Bragança. A number of initiatives have been carried out and "Cycling for the environment in Bragança" is the new challenge released by ASPEA – Portuguese Association for environmental education, by the *Time of Alchemy* and the Institute of Education, with the support of the municipality of Bragança, the Public Security Police, the Portuguese Institute of Sports and Youth, the Portuguese Federation de Cyclists and Regional bicycle touring Association of Bragança. This will call for attention for climate change, transportation and clean air issues and citizens' participation. People are invited to ride their bicycle and to decorate it with a claim for the environment.

RadioAS - Outdoor education space

Last January ASPEA/ Caretakers of the Environment International - Portugal launched a new project - radio emissions on the Radio Ace broadcast.

Radio Ace is the first national radio broadcasts exclusively via web, a joint project of Aveiro municipality and the municipalities of Santa Cruz (Cape Verde) and São Bernardo do Campo (Brazil). This radio has the purpose of encouraging innovation and creativity, pursuing values such as freedom of expression and international solidarity, and seeking to be at the service of the development of mechanisms of democracy that maximise people's quality of life.

The programme "Space for outdoor environmental education" (EA Fora de Portas), name assigned by ASPEA to this radio project, aims at the promotion of citizenship and environmental education, the dissemination of activities and events of ASPEA, the diffusion of environmental education activities and projects in the Portuguese-speaking countries, in order to deepen the knowledge about environmental and cultural diversity, to promote the participation of environmental responsible young people and to explore relationship between culture, art and environment. The "environmental education and citizenship" programmes are designed and produced by volunteers of the Portuguese Association for Environmental Education, especially by young people, and by other partners of the Portuguese-speaking countries.



In the first programme we had the opportunity to disseminate the EU Grundtvig partnerships project *Forests for all, all for the forests* and the CEI Maastricht 2012 conference.

The "Space for outdoor environmental education" is open to the participation of all stakeholders in environmental education that conforms to the objectives of the programme. The programme will be aired fortnightly on Tuesdays, between 6:00 pm and 7:00 pm.



Macau



The Cross-Border Partnership of The Duck River between China and Macau

Santa Rosa de Lima English Secondary School, Macau S.A.R.
Sabrina Chan, Sandy Kam, Cecilia Lam, Cecilia Ng, Tiago Chan

History of Macau

Macau is a Special Administrative Region (SAR) of the People's Republic of China. Macau became a colony of the Portuguese empire in 1887. It was lent to the Portugal as a trading post but remained under Chinese authority and sovereignty. It is handed over to China in 1999.



Geography of Macau

Macau is a city on the southern coast of China. Macau is situated 60 km west of Hong Kong and 145 km southwest of Guangzhou, the capital of Guangdong Province. It is immediately adjacent to the Zhuhai Special Economic Zone. Macau consists of Macao Peninsula, Taipa and Coloane. Macao Peninsula was originally an island, but a connecting sandbar gradually turned into a narrow isthmus, thus changing Macau into a peninsula. Land reclamation in the 17th century transformed Macau into a peninsula with



generally flat terrain, though numerous steep hills still mark the original land mass.



Introduction of the Duck River

Before building a park on top of it, it is originally a quagmire, it is then turned into a waste disposal station, time passes, and it piled up into a mountain. It is the waterway is one located between Macau and mainland China (Guangdong Province). Because of reclamation of land in Macau, the artificial waterway is formed and this is the Duck River.



Difficulties

As the Duck River is the border between Zhuhai and Macau, so the border defense and the military of the both region is involved, therefore when the expert investigation the

river, the cooperation between the two regions is needed.

Problem

The side of the Duck River has total in all 13 sewage outfall. In addition to the construction of the Zhuhai-Macau border gate, the east of the river is blocked, thus water cannot pass through. And so the water level is shallow, self-purification is bad and the water quality is black in colour and it is smelly. This affected the health of the citizens.

- * Bad Odour
- * Died Fish
- * Sludge



Suggestions to the Solution

- * Different methods have been proposed out from different parts of the society.
- * Get successful examples from other places
- * Learn from their experience and get their method.
- * Ex. Shing Mun River in Hong Kong
- * Control the emission of pollutants to the river by setting up laws and check the water quality of the river regularly by different chemical test and odour test.
- * Dig the mud and sludge away from the river and let the river to get rid of the pollutants and the mud and sludge can be reused as fertilizers.
- * Cooperation between citizens, commercial industries and the government in order to maintain a sustainability of the river.
- * Ex. Citizens will no longer throwing rubbish to the river
- * Commercial industries will no longer emit sewage to the river or they will purify the sewage before they emit it to the river
- * The role of the government will not only be setting up laws but to have staff regularly check and analysis the quality of the water and to strictly punish the lawbreakers.

Pakistan



Messenger of Peace, Project Scouts Integration Camps between India and Pakistan

Judge- Muhammad Majid Bashir
President, Caretaker of the Environment –Pakistan

Judge- Muhammad Majid Bashir, *President Caretaker of the Environment Pakistan*, and *National Commissioner Legal Affairs Pakistan Boys Scouts Association* visited India as contingent leader of Scouts Groups for Pakistan Boys Scouts Association -PBSA in November 2011. Bharat Scouts and *Girls Guides India* BSGI-India and PBSA-Pakistan has decided to release tension between two neighboring countries therefore a special integration Camp programme was announced by both the organizations.

First camp was held at *national youth Complex*, Gadpuri; Haryana from 16th November to 20th November, 2011. 70 scouts from Pakistan and 300 scouts from India participated in this Camp (www.bsgindia.org) and the second was held at Islamabad between scouts from India and Pakistan, 220 scouts from Pakistan and 80 from India (www.pakscouts.org) participated in this Camp, Prime Minister of Pakistan attended the Opening ceremony of this 2nd Camp.

The law for the Scouts guide says “A Scouts is disciplined and helps protect public property”.

CEI-Pakistan first time introduced this concept to scouts of both the Nations that environment (Eco system) is our public property therefore they are locally and globally the *Caretaker of the Environment* and also the custodian and protector of the public property in their respective countries.

Mr. Bashir has given presentation to the scouts, who were participating in these camps. Scouts were informed about the poor situation of Environment, Government policy towards Environment, Environmental laws and the international obligations of both the countries under different conventions and treaties which both the countries have signed and ratified.

In continuation of this idea an awareness campaign was launched to educated schools children in India. The participants of the camps visited local schools, met the students, exchange views on environmental issues with each other, finally realized that the students can protect the environment effectively through this scouts forum. Special programme was scheduled for plantation in the local areas in which all the

participants of the Camps and officials participated.

The participants from India and Pakistan also discussed cross boarder environmental issues. Finally the CEI-Pakistan and Secretary PBSA –Islamabad has signed a MoU to conduct training programmes for Scouts on Environment protection. BSGI has also indicated to start similar training programmes in India. They have also shown interest to conduct a combine training programme both for Scouts of India and Pakistan in future.

UNEP Switzerland President CEI-Pakistan had visited *United Nations Environment Programme* - UNEP Switzerland. Mr. Bashir had meetings with UNEP's officials and discussed about CEI and other environmental issues of Pakistan, and was introduced about “*Green Economy*” project by UNEP. CEI Pakistan will work as an associate group with *Sustainable Development Policy Institute*- SDPI and other stakeholder in this project for Pakistan. CEI Pakistan will also facilitate this project in Environmental education for school Children, Environmental law and Public interest litigation.



Greece



Book Presentation and Teacher's Workshop

Organized by Caretakers of the Environment /Greece

Caretakers of the Environment and the post graduate program of *Faculty of Education Aristotle University Thessaloniki* organized in common the presentation of the Greek translation of the book "*SENSE AND SUSTAINABILITY : EDUCATING FOR A LOW CARBON ECONOMY*" by Craig Johnson and Ken Webster, *Head of Learning - Ellen MacArthur Foundation* and a workshop for teacher training on this topic.

Ken Webster was invited as keynote speaker. The 65 participants who attended the presentation and the workshop that followed next day, were teachers, teacher students, adult students of 2nd Night School of Thessaloniki and of the Second Chance school of Neapolis Thessaloniki.

Presentation was done by the president of *Caretakers of the Environment Greece* Dr Dina. Tamoutseli, editor of the Greek translation and J.Markopoulos professor of the Faculty of Education Aristotle University of Thessaloniki. The presentation was coordinated by the dean of the Department of Education. The venue place was the conference room of the School of Education of Aristotle University in Thessaloniki. This book sets a major challenge

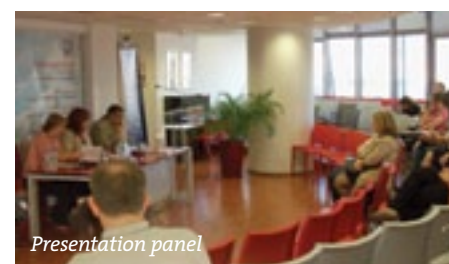
to educators and educational establishments by not only introducing the principles of sustainability to students but also seeking to change the way schools and colleges approach education and view themselves in the context of the local community and society in general.

The first four chapters are used for putting forward the case for a cradle to cradle approach, or 'circular economy', rather than the currently ingrained paradigm of 'take-make-dump'. Sense and Sustainability is based around systems thinking. It applies this to all its work as a reflection of changes in science, which identify nonlinear systems as the norm and the older machine like linear models as special cases or of limited value. Systems approaches based on feedback are the key to understanding participatory learning, to understanding design processes, to understanding how change happens; to the circular or closed loop economy, to understanding ecology, living systems and other feedback led processes such as climate and indeed democracy. Throughout, the authors, Ken Webster and Craig Johnson, use and celebrate lessons from Nature.

Different layers in rain forest were used as a main example of closed loop feedback systems. Limits are a constant reality in the rainforest, yet, paradoxically, scarcity is its own remedy. It triggers constant feedback, learning, and adaptations that shape the organisms and the relationships between organisms so that an extraordinary diversity and richness of life develops. The presentation raised a lot of question and there was a long discussion as the topic was very interesting to the participants. Evaluation forms were given to adult students and teachers. All of them said that the presentation was inspiring, that it opened them a new window on looking at education for sustainability.



*Greek edition of the book by Dina Tamoutseli
The English Edition of the book*



Presentation panel



Audience attending the presentation

United States of America



CEI 2011 Project and Service Work Shared with Jane Goodall and Roots & Shoots Youth

The CEI USA Oregon Chapter shared their restoration project at the CEI 2011 conference in Debrecen in July. It is required that the youth who participated in the projects, regardless of whether or not they attend a CEI conference, are required to share their work among organizations and entities within the community. At the October 2011 *Oregon Roots & Shoots Festival*, CEI Oregon Chapter was given the opportunity to offer a service learning project for the 150 youth and adult participants at the festival at Willamette University.



Youth Enviro Squad shares their CEI 2011 project with Jane Goodall at the Oregon Roots and Shoots Conference, where CEI USA Oregon Chapter sponsored "Bark in the Park" to mulch young trees

Our Youth Enviro Squad (YES) hosted "*Bark in the Park*" in conjunction with the city of Salem to have youth assist in first weeding and then making bark chip rings around young trees in Bush Park to create a buffer zone of no weeds to avoid the dreaded lawnmower blight that attacks

young trees. Students from as far away as Gresham (near Portland) Oregon participated in this valuable service learning activity. Afterwards, youth shared their project displays with one another and Jane Goodall herself in a series of questions and answers.

My Discovery Part one ~V1.5~

Tony Currier-Reagor
CEI USA - Oregon Chapter

I left America with the idea of leaving behind my flaws. I left America with nothing but my potential, tethering me to the ground. When you leave for another country you do not know what to expect or what to be. When you walk into a room you have no idea how the cultures will react to you or you to them. It's a game of chess where neither player knows the rules, not the pieces to play the game with. Many of us believe and feel that because of this: *We can't learn from the experience if it discourages us from learning from some of the experiences*

we could and do have. C.E.I. (Caretakers of the Environment International) is a magical experience this lack of culture variables should be a chance to grow and learn. The setting itself is completely remote - nothing but an adventure. We Oregonians have a tradition for the conference. We are like a pack outside of the conference while in another country a family of sorts. No hostilities or differences that we do not put aside. But during the conference we take a step away the usual friendship. Suddenly our family is replaced by the themes of international travel. We become obsessed with painting a picture of our experiences. Trying to learn and absorb all we can from our new friends. My time in Hungary

taught me a lot. I hope this essay can serve as a guide post for your last days in this conference.

When we walk into a new country we can feel our senses heighten. It is as if our flaws can't manifest themselves properly. This primal, but intelligent, essence is all that is left in us. Do not hinder this inner self. It will teach you things you never knew existed. Cutting our ties to who we think we are allows this inner part to nudge us to healthy things. The idea is to see new things about ourselves. Polish the lens in which you see the world around when you go back home. Use this new you to distinguish who you and what you and your culture think you are. Our instincts are much more

finely honed then any perception we may have. It can be proven because we all have some idea of what that instinct is. Even after all the years of our changing and growing in our culture this new and more mature instinct is still alive. It takes more (resiliency) to be able to vanish and return when we feel safe. With resiliency comes skill and strength. Learning to manifest those traits is more important than seeing them in yourself while in another country.

I found out that in another country, our instincts are more concerned with using what we have them deciding; who we are and what we will be in that situation. The normal style we use when we are at home is not

there. With all the uncertainty we do not have time to try to distinguish ourselves in our usual fashion. Our groups from our country and our instincts take over. The culture has found its way to our natural essence. Giving us this chance to recognize and manifest this “essence” is to call forth abilities, skills, and our natural self. We should enhance who we are with some of this locked away talent. When you catch yourself reacting to a situation ask yourself why you acted that way. How do you decide what to say and how to respond to a situation? What do you notice? What about who you are crosses over the culture boundary? What do we see that isn’t tied to our culture? Noticing, practicing, sharpening, and

defining these traits are key. You rely on them but can you recognize them?

Focus on the things that make up who you are and are different in this new setting. Everything from emotion, thoughts, and logic - we use all of it and more - are indicators of who we are. Figuring out what we are is a question we answer only answer in death, because that’s when we stop changing. By adding a new way to change and allowing this new reasoning into how we change, this gives us more control of who we are. I wish you luck on your new journey. I hope you learn a lot and cherish every moment you have.

How Many Bumblebees Did You Pet Today?

Elliott Finn

*Oregon State University
Corvallis, Oregon, USA*

Six in the morning, when the sun barely crests the hills in the distance and the dew still clings to grass blades, is the best time to pet bumblebees. My papa says the cold air keeps the bumblebees moving slowly. Most March mornings, my brother, Ian, and I would run out to the rosemary bush in the front yard and search for bumblebees. In frigid spring air the bumblebees, our bumblebees, struggled to move one leg and then the next, gradually getting caught in the flowers’ anthers. After this strenuous effort, they would stop to rest. Eyes wide, my brother would excitedly reach out with a gentle finger, softly stroking the delicate wings of our lethargic friend. Soon, losing patience, I would shout that it was my turn and jostle Ian to the side.

Ten years later I stand facing a large rhododendron, adorned with delicate magenta blossoms. Bumblebees industriously move from flower to flower, collecting nectar. I smile when one clumsily drops from a flower, unable to maneuver her large body into the blossom. Nonetheless, she flies to find a more suitable flower with more nectar. After a few minutes of observation I realize that these bees are anything but clumsy. Rather they are engaging in a delicate dance, deftly entering the depths of the flowers to probe for nectar, before moving seamlessly to the next flower. Perhaps carrying a few grains of pollen, fertilizing the next generation of rhododendrons. Remembering our old ritual, I reach out to pet one bumblebee, quickly recoiling when she flees the flower, perturbed that I would intrude on her lunch. I had forgotten the cold air rule; it was too late in the day to be petting. When did I forget how to pet bumblebees? This question bothered me for several days

after I observed the eons-old, coevolved relationship of pollinators and flora. Something happened. Somewhere between eight and eighteen I had forgotten to watch, with wide-eyes, the dance of pollination. When did it happen? Was it when I buried myself in article after article detailing the impending doom of climate change? Was it when I applied for college, preoccupied with worries about my future? Was it when I stayed up late struggling through calculus problems? At some point, I stopped petting bumblebees. Months later I encountered a quote that reminded me of what I had forgotten: Abraham Joshua Heschel vivaciously exclaimed, “our goal should be to live life in radical amazement...to look at the world in a way that takes nothing for granted. Everything is phenomenal; everything is incredible. To be spiritual is to be constantly amazed.” When I grew up, I did not lose my amazement lens, I just started using my lens

selectively. The idea of viewing life through an amazement lens is inspiring. The smallest events, plants and animals are often incredible. All children have an amazement lens.

Camping in the wild always clarified my admiration for life. Walking through stands of old growth hemlock, sword ferns cutting at my ankles, freed my mind of distractions and solidified my ethical beliefs. Over the years of bustle and business, appreciating nature became something to do on the weekends, on a summer camping trip, or on a long hike in a wilderness area. My pace of life separated me from the fabric of all our lives: the fact that nature is everywhere. Looking through an amazement lens at life is a universally

uniting experience. Everyone has pet a bumblebee somewhere in their past. We can reignite our daily relationship with nature by remembering these past encounters. Years of passing by the flower bushes without detailed observation had erased the subtleties of interacting with bumblebees from my memory. These details and relationships surround us. When we forget to notice nature, we forget how to live in nature. Yes, there are sweeping developments and we are destroying natural habitats at astounding rates. The first step towards moving the planet back towards equilibrium does not lie in carbon pricing, wind energy, or urban growth boundaries, but rather with recognizing our intimate interactions with life on earth.

Activists face daunting problems. Yet stopping and remembering the beauty of what we still have reminds us of why we want to continue to coexist with these organisms. As biologist Fred Allendorf eloquently stated, "We need to recognize and feel at a deep level that ultimately we are not conservation biologists trying to save other species. Rather, we are one emergence of life on this planet trying to save itself." The bumblebees are a part of my backyard ecosystem. What life is part of your backyard ecosystem? Your sidewalk ecosystem? Everywhere we look we can find examples of life's tenacity, from the native prairie hugging a road cut, to the native bumblebees burrowing next to my front patio.

Growing a Garden for Food and Therapy

Olga Valdes, Parrish Middle School
Vanessa Carrillo, Rubi Gonzalez,
Tito Aviles, South Salem High School,
Salem, Oregon, USA

The name of my project is "EDEN", its name was created to send this message "Eat, Discover, Educate, and Nurture" The main plan of my project was to create a horticultural community garden for a placement center named CCPC (Christian Community Placement Center). They focus on foster kids that for particular reasons just can't function in the normal foster care system. What CCPC does is place them in a proctor home where they believe the kids will do best, and also assign them a mentor to assist them. The garden is planted to grow food for the kids as well for food the community food share program, this promoting community sustainability.

The reason my team and I decided to make the garden for those kids

is because we feel that it will help them engage in more activity and will show them skills of teamwork and communication. That is where the horticultural part comes in. We specifically designed the garden, so that it would provide horticultural therapy for the kids. For those of you who don't know, horticultural therapy is therapy from nature. You receive the therapy from planting or simply walking through the garden, and it's always a positive environment though we wanted our project to affect the kids as quickly as possible, it will take a longer process.

We plan to finish the garden in the course of four years. What my team and I have learned so far is that supplies, support, and volunteers are the three main things that will almost always have to be used in a project like this one. We realized that finding the project supplies can be a difficulty but that if we know how to approach others and use our youth-adult partnership and community outreach skills, it will help us get what we need.

Support is an essential part to the process. Having someone to always back up our decisions make things easier because we know we're not alone in the decision making for the project and it's always good to see a different point of view. Having volunteers is probably one of the most important pieces of the puzzle to have; it makes the process quicker and easier. I think the thing that we were lacking the most were volunteers. I think we were defiantly underestimating the strength that volunteers would have on the project. That was of our biggest eye opener for us. Another problem we had was schedule and time. A lot of our personal lives would interfere with our normal work schedule. I think time management is something we want to look into in the future. We also need to do better to engage an international partner is this sustainability project.

Our next goal later this summer will be to have a design charette to rethink how the long term design can best fit the needs of all participants.

Honoring our rivers



A drawing "The bridge over the river" by Elizaveta Solozhenkova, student of school 28, Kirov, Russia.



Water colours by Rodion Efremov, student from school 14, Kirov, Russia.



A collage "The river in the town" by Alina Katkova, school 28, Kirov, Russia made of coloured paper, glued to carton.



A drawing "A fisherman" by Elizaveta Solozhenkova, student of school 28, Kirov, Russia.



A mixed-media painting by the artist Marie van Vollenhoven, Maastricht

*"All things by immortal power,
Near and Far
Hiddenly
To each other linked are,
That thou canst not stir a flower
Without troubling of a star."*

From 'The Mistress of Vision'
By Francis Thompson (1859–1907)

Colophon

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