

Global Forum

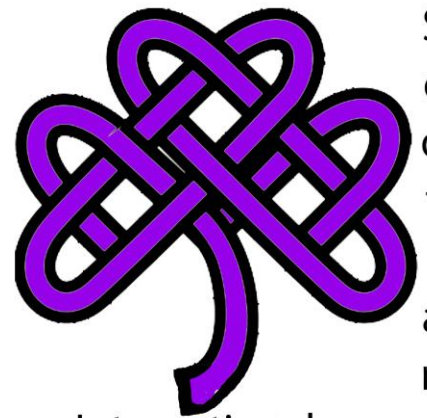
*for
Environmental Education*

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Caretakers of the Environment
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CEI 2013 Conference Delegate Issue

Ardlui, Loch Lomond, Scotland UK July 7-13, 2013

Working in Wild Places: Maintaining a Sustainable Wilderness



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

President's Message



Birgitta Nordén and the CEI International Board with the Mayor of Maastricht during opening ceremonies of CEI 2012

CEI 2013 delegates -colleagues, teachers and students

This is in many ways an important event. Not only that we are invited to experience the magnificent sceneries and culture of Scotland, and explore ways to maintaining a sustainable Wilderness and working in Wild places! But also that we all will be sharing views of how young people of today identify urgent problems in this area, and how they communicate with Caretaker students in other countries to conduct projects in common. An environmental problem in one country may be suggested à solution from Students in another country. Thereby, referring to the collaboration with schools globally, the students locally may experience that their case have support and show legitimacy to act in line with an identified solution. Equally, the teachers often communicate a lot with one another between the conferences and find interesting ways to develop and exchange didactics and education for sustainable development. The Caretakers' teachers are outstanding in their never-ending ambitions and enthusiasm in creating new and innovative methods facilitating for their schools and students to be a part of a global classroom learning towards sustainability.

The strong network that CEI develops - and has developed through the years - as well as its powerful links between committed participants is also shown in the growing alumni group who keep contact via Facebook interest groups and lively discussions, besides that the alumni always at the CEI conferences with various sorts of

creative games, flash mobs, and clever kick-off arrangements spark and support the students!

Of course, the CEI board members carry out a not always visible but hard job not only during the conferences but also through the year via efficient online connections!

Herewith, I like to thank you all for very good and fruitful initiatives, and important preparatory work that you have done in advance of our CEI 2013 meeting in Scotland. And, remember to keep the good job up after the conference, stay in touch, and share with students and

colleagues at home what meaning-making experiences and eye-opening dialogues you have had and how you have learned to see a variety of -and maybe new - sustainability perspectives from your meetings within Caretakers of the Environment International's network. When we leave Scotland,

we know that there will be another CEI conference in 2014. Saying bye, bye Scotland, we will be looking forward saying hello Taiwan!!! So, keep up the good job!

Birgitta Nordén

President, Caretakers of the Environment International





2012 CEI Delegates in front of Maastricht City Hall

Thank you, Armand for CEI 2012

And thank you to Maastricht and Armand's wonderful team of behind-the-scenes staff, volunteers, conference board and, of course, the CEI alumni team. You were exceptional hosts for our 2012 conference! We have lifelong memories, expressed in photos that are featured in CEI social media links. But the reflections included here prove that words can evoke a thousand pictures, too:



Reflection from a Russian Educator

It was the first time I had been to the CEI conference in the Netherlands. I am still being under the great impression and would like to thank the host Armand Wachelder, the board, the participants of the conference for the enjoyable time spent there.

We all understand how many efforts had been made to organize such a great activity and we do appreciate this job. We were



surprised to learn that so many people were not indifferent to what was happening in the world and were deeply interested in environmental education and sustainable development. The lectures listened at the conference were informative, the discussions were interesting. Special thanks

are to the alumni Julien, Laura, Oscar, Stan, Errikos, Calvin who were so great, nice, pleasant to communicate with and who did their best to involve our students into different activities, to encourage them to make friends, setting a good example of hospitality and good will. Thank them for sincerity, kindness, great job.

Meetings, swapping experiences help us learn about each other better that strengthens friendship among peoples and helps to save wild nature.

We also appreciate the efforts made by our students while making their projects that helped them to be involved in making our future better. Going abroad and making friends was not only a change from school. It had a great impact especially on Russian students. The problem of sustainable development in cross – border partnership was new for us and it was a challenge. Thanks again to everybody.

Tatiana Litvinenko
Kirov, Russia



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

6 Jul, the last day of CEI2012 (Maastricht)

Today is the last day of CEI, I took the final opportunity to meet friends, get their Facebook and take pictures with them because there isn't any time left. I wanted to keep in touch with everybody.

I know I would be constantly asked on what I have learnt. What did I get? Besides the obvious presentation skills, social skills and being a leader, I think the skills of self-caring, we are caretakers of the environment, and we are also a caretaker of ourselves. When a person who

can well-manage himself, he can definitely success in a lot of challenges. Problem solving and being sociable are both very important things we need in our life. At the end of the day, if you asked me how I felt, I would tell "I am a caretaker, and I am proud of it".

Man is a student who had taken part in CEI2011 (Debrecen) and CEI2012 (Maastricht). He is now preparing for his tertiary study in September 2013.



CEI 2012 Maastricht, Netherlands

After being a member of the 2011 CEI event in Hungary, it was quickly determined that my team and I would return to the next conference. That year, we found that other kids from different parts of the world were very similar to ourselves. In preparation for the next CEI, we quickly found out the theme of the conference which was relationships across borders. We soon partnered up with our friends from Indonesia after seeing their project from the year before. They began building a GreenMap for the neighborhood they lived in. This GreenMap was an electronic map with icons of "green-friendly" areas around their homes. These areas include parks, museums, and spots for growing vegetation. As we heard more about their project, we became more and more interested in building such a map for our community of Naperville.

We were then finished with our half of our project and began to speak more and more with our project partners in Indonesia so we could combine our projects for our presentation at the CEI in Maastricht. In Maastricht, our two groups combined and explained the process to other students and teachers. Our project was a hit and at the end of a presentation, a few other students from other countries asked to use our project in order to create a GreenMap for their communities.

When it came to comparing the conference this year to the conference of 2011, it was very hard for me. After being in Europe for my first time in 2011, it was very fun meeting all new people that were very similar to me. We all just wanted to enjoy what we were doing, while making the world a better place. We got to do just that at both of these conferences. But according to accommodations and food, the conference in Maastricht was better. The beds were better and the food was all-vegetarian, but in my point of view, was still better than that of Budapest. But I enjoyed both conferences just the same. During the 2012 conference I learned a lot about different culture and ways of living. As we walked through Amsterdam before arriving in Maastricht, we were shocked by the Red Light District as well as all the substances of marijuana and alcohol, which was very different to us. But when it came to the conference, we learned so much about the communities around the world that our own culture was forgotten. I often found myself speaking as if I was talking to my Russian friends, ignoring words that my friends did not understand.

Finally, after hearing about other projects and presenting our own, we had to find ways to present our project to the public. We spoke to the Naperville Commerce Center and found out that they often advertise for many things. We have plans to have our GreenMap advertised through the help of the Naperville Commerce Center, and release our map to the public. We also want to create a GreenMap for Chicago, but due to the city being so large, that will take longer than we expected. In the future, we plan on expanding our GreenMap of Naperville, and doing the same for a GreenMap of Chicago.

Nasser Young
Nequa Valley School, Naperville, Illinois

Carried Away by My Imagination

Carried away by my imagination, I was lost in the business of my life. Watching the colors of the sky cavort with one another, I found a focus into the bigger picture. This is the simple idea of learning to let the creative genius out. Stress is boiled down into a determination to carry on. Leadership is honed, and provided for those without it, a gift for anyone. Leadership is the art, knowing when to step in and help, or stepping back, letting it play out like a game of chess: A piece of life - a gift - given to each person. No

matter whom it is, where someone is from, the value of their cultures, we all have leadership. Like the ocean and moon it is a push and pull. The breath of life comes from the heart. Channeling this life into the actions of others is the art of being a leader.

Maastricht, Netherlands was my place and time for learning this. Having come from Hungary conference a year prior, I knew this year's conference coordinator. This must have been the key differential between the conferences. I saw the way conference was laid out. How it was planned. It was poetry woven into the essence of life. For one week I was a character in living poetry. I felt a part of a bigger whole. Perhaps it was the culture of the Netherlands, the conference planner, the coordinator, or even me; but Hungary was not this way. ***The conference wasn't about trying to find your way into another culture. It was about making a new one among your new friends.*** This feeling of living poetry; the feeling of being whole with the conference, and its people, gave me a moment. A moment that was priceless. I saw Maastricht and was taken away. By day I was a leader juggling the pressures of these feelings; and by night I was worried about facing the next day's challenges. Afraid that a night's sleep might take away my dream, I might be left stranded in the reality I had come to know at home. It was more than a conference, but it was an experience. It seemed as if the entire thing was about making each student become a part of the family. The conference wasn't about trying to find your way into another culture. But it was about making a new one among your new friends. I saw the ideas, cultural attitudes, techniques, and values of every culture reflected in the friendships and partnerships. Maastricht was a home for our new family.

I think we were all a bit teary eyed when it was time to leave. The entire thing seemed to go so quick and it was so passionate compared to the drudge of my work and home life. For me, leaving the conference was like leaving in the middle of a concert. Even though I witnessed a final ceremony for the closing of the conference, I never felt like I had finished it. Imagine being a musician and walking away from the show. You just set down your instrument and walk away, or leaving a book half written. These are frustrating feelings I don't quite understand. But I hope that the next conference will be helping me put these pieces together.

I have found that each conference has shown me a little about who I am. As both an American and a human being, I find that I'm a little more complete when I return. I don't know what it means to be complete. How it could feel important. But I know my life improves with every journey and experience.

Tony Currier-Reagor
Early College High School, Salem, Oregon

The CEI Experience

Since my three close friends: Amir Cobb, Emery Barnes, and Nasser Young, and I all became good friends with a delegation from Indonesia during the conference the year before, we immediately decided that we would join our projects together in order to create a "cross-border partnership." The little things my generation does now can help the environment for the better as we grow old as we convince more and more people about our movement to create a better world. The more people we convince the better and the more people whose eyes are opened to these things will truly help the success and longevity of the earth.

One big way I've began to share this experience with others is over Facebook and twitter. Simply showing my other friends the pictures of how fun learning about the environment and travelling has them begging to be able to join us. If CEI were up to me there would be a HUGE influx of students from my school just because of hearing what we told them about the past two trips I attended. I wish that we could find a way to get our principle to open more doors for CEI at Nequa School because that would make a major impact on many students and also open their eyes to what's happening in the world.

As long as I continue to be on this Earth I want to be a part of CEI. From the two years that I've attended, I met so many amazing people, visited a few beautiful countries, and even grew closer to my friends Amir, Nasser, and Emery. Because of CEI, I now have the insane drive to travel overseas to every country and visit my friends (thank god I don't control the pocketbook because I would have tickets to Indonesia, Japan, Hungary and Russia in my hands now!) As I continue to grow in life I can truly say I will never forget what CEI has done for me.

Ernest Edwards
Nequa Valley School, Naperville, Illinois

CEI 2012 Netherlands: Reflection & Learning

This is my seventh international conference. Every year builds and shapes into molds and outcomes that are unique and special. I had the pleasure of attending the conference with two American youth from my community (Tony and Olga) each representing two separate projects. Both students had their own respective teams and assisted each other in preparation of the conference. Their teams were composed of other amazing teenagers that contributed to the culmination of their project presentations and learning at the CEI Conference. Each time this process occurs, I am left in deep admiration and respect for these students as the leadership and character-building that occurs. I am left in sadness that the others in their team could not be there with them as this experience is one that opens one's eyes to the world as we see the similar challenges and successes of that other humans face around

the globe. I wish more individuals could experience, recognize, and support the importance of an organization that brings youth and educators alike to work together to work for solutions in their local communities which contribute to the overall sustainability of our world.

As each conference passes by, I have noticed a diligent attempt by the CEI Board, it's fellow teachers, and students to do more to stay connected and learn from each other. This year's theme was *Sustainability Through Cross Border Partnership*. I was impressed with the efforts put forth by participating countries to communicate by getting to know each other in advance and to share and comment on the progress of the projects. Tools such as Facebook, Google Apps, and Skype were commonly used. The partners my students had created a Facebook Group dedicated to sharing information about the delegates and their projects. Our Caretakers group began with just one school in Turkey but eventually included another group from Hong Kong. All delegates were focusing on waste issues in their school and community. I really appreciated how the Facebook Group was initiated by the students. What I would do differently in the future is to try to collaborate more with the partner teachers to establish more deadlines for specific sharing outcomes. Using Facebook was good, but I think facilitating more focused discussions around the issues the students were working with would have made the experience a lot more powerful for these youth.

As educators, we need to be able to grow together and hold ourselves to the highest level of professional standards that promote growth and knowledge about topics that affect all of our lives.

Coordinating and managing a conference is a great deal of work. I can personally attest to this point after co-coordinating the conference in 2005 in Salem, Oregon. I think Armand and his team did a wonderful job of coordinating the 2012 CEI Conference. That said, there is always room for improvement. One of the greatest strengths of all the conferences I have attended is the focus on the youth and providing unique and authentic experiences, which promote growth via social interaction and collaborative problem solving opportunities. Teachers/Educators, on the other hand aren't always afforded that same opportunities and attend meetings that lack empowerment, collaboration, and fun. Each conference has a good balance of new and returning teachers and I think it is important to capture and focus the strengths of those teachers who continue to return to the conference and allow them to mentor the new teachers, while at the same time allowing the new teachers to share their expertise. As educators, we need to be able to grow together and hold ourselves to the highest level of professional standards that promote growth and knowledge

about topics that affect all of our lives. But ultimately this



needs to be done in a manner that embellishes empowerment, collaboration, and focus on sustainability of the Caretakers network.

So what am I taking home from this conference? I am taking home the memory of some very good friendships, affirmation to continue my efforts in Salem, and a will to seek more support of CEI from within my school and community. Every conference brings its unique blend of personalities. One thing I take home is the memory of some very special individuals, be they teachers, alumni, or students that leave such a positive mark in my memory. In a very short amount of time I made some very personal connections with some people. I could easily mention a hundred different people here. Throughout the conference,

the workshops and lectures were based on topics that affirmed what I have been teaching in my classes and gave me ideas of how to make my teaching even more impactful on my students. As the 2013 CEI Conference in Loch Lomond, Scotland is on its way, I feel a greater need to try to muster increased support from my administrators and community to get more youth and educators prepared for and involved in the upcoming conference. Many times delegates will be

accompanied by their school's administration and every time these "leaders" are in awe of the work the Caretakers organization does and its wonderful impacts students and teachers have in their schools and communities. I want to feel like I am not alone in my community and school. That stated, as a Caretaker, I will continue to work towards a sustainable future in my community as we all work so hard to improve the sustainability of our earth for the sake of humanity and the environment.

Ryan Kinnett
AVID/9-10 Science Educator
Early College High School, Salem, Oregon



Our First CEI Experience: CEI 2011 Debrecen

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 - 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.



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 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

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!

Chou-Li LIN (Ali)

Group Leader of Earth Charter Taiwan Youth Group (ECTY)

CEI 2013 – Ardlui, Loch Lomond, Scotland:

A Greeting from our Host

'Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.' John Muir (1838-1914)

When the unexpected opportunity to organise the 2013 Caretakers Conference in Scotland became a reality, I decided to turn to John Muir, Scots born father of the environmental conservation movement for inspiration, as this is the 175 th anniversary of his birth in Dunbar in Scotland. His philosophies and ideas changed attitudes to environmental protection and resulted in the founding of National Parks in America to preserve the wilderness in its natural state for future generations.

Thanks to Quids In Theatre Company for agreeing to bring their promenade theatre show 'Mad about Muir' to the Conference, The play has been sponsored by Caretakers Scotland to tour raise awareness of John Muir and his ideas on this anniversary of his birth Following a gentle stroll in nature, you will have the chance to learn more about the life and times of this important figure.

The theme of the conference Working in the Wild :

Maintaining a Sustainable Wilderness, reflects the challenges that are faced by all countries to preserve their natural wilderness places in the face of threats from industry, encroachment from human habitation and exploitation of natural resources. The importance of maintaining wilderness spaces to allow people regular access to nature is vital and as Caretakers we should be constantly encouraging our local communities to preserve access to wild places for all as a priority. By focusing on this in Scotland, a land with large tracks of unspoiled wilderness, we can share ideas for the future preservation of this and other wilderness areas across the world.

Sustainability has been the theme of many Caretaker conferences and living a sustainable lifestyle is the aim for many of us. Now I hope 2013 is an opportunity to turn our thoughts as an organisation to making our annual conference more sustainable. Each year it becomes more difficult for conference hosts to find the necessary funding to support our annual conference. As costs soar, finding the balance between amenities provided and costs incurred becomes more challenging for each host country, so it is perhaps the perfect time to think about the amount of money needed to run a conference. What do I mean by a Sustainable





Conference? I mean a conference where the funding is solely from the delegates registration fees and therefore capable of being repeated year after year

In many ways, the short time available for organisation of this conference (Nov-July) has necessitated a different planning approach in 2013 as it has to be totally self-sufficient i.e. conference fees have to cover ALL costs. This has forced compromises such as limiting the size of delegations but at the time of the conference, we should still have 145



delegates and 19 countries represented. No delegation who expressed a wish to attend has been turned away. Delegations have been asked to compromise on the numbers who attend and in some cases the type of accommodation chosen, but we have found places for as many delegations as wanted to come.

Working towards a Sustainable conference has also necessitated other compromises such as self-catering the conference, using our extensive in house expertise for workshops and limiting the use of buses on field trips. I am confident that the ability to share our considerable knowledge more widely, the

opportunity to come together to share tasks such as food preparation and the organisation of workshops and discussions will result in an enjoyable and rewarding Conference for all participants.

My sincere thanks go to everyone who has offered to help, to everyone who has contributed to the Project blog, Ten minute talks, opening and closing ceremonies and especially to the wonderful alumni without whose help, the planning of this conference would not have been possible.

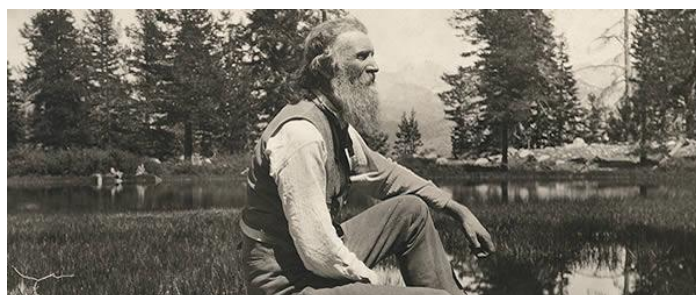
I look forward to an exciting and stimulating conference and the opportunity to welcome you all to Scotland. Pray the weather gods are kind to us.

Anne-Marie Begg
CEI 2013 Conference Chair

John Muir Award

Named after the Scottish Environmentalist John Muir, the John Muir Award is an opportunity to encourage people to engage with the Environment. Divided into four sections, it allows people to **Discover** a wild place, **Explore** its wildness, Take a personal responsibility to Conserve it and Share their experiences with others. This is a progressive award with three levels; the Discovery Award, Explorer Award and finally the Conserver Award based on the amount of time devoted to the Wild Place.

During the Conference this year, everyone will get the opportunity to gain the Discovery Award and workshops and field trips will focus on the four elements, **Discover, Explore, Conserve and Share**. Much of the work will be focused on areas of the Loch Lomond and Trossachs National Park, but it is hoped the skills learnt by the delegates in Scotland will be transferred to their home environment where they can encourage their friends and family to Discover, Explore, Conserve and Share a wild place in their own country and spread the message of John Muir on the importance of wild places in our hearts across the World.



2013 Keynote Address

World Wildlife Psychology and Sustainability: Natural Change

Roseleen Shanley

Leader for Sustainability and Citizenship Bucksburn Academy, Aberdeen.

Development Officer Pupil Voice and Global Citizenship. Aberdeen City Council.



The Natural Change Project was developed by WWF Scotland in 2008 as a new and innovative response to the challenge of sustainability and to the growing evidence that current environmental campaigns are not resulting in the depth of behaviour change necessary to address this challenge. The project drew together seven diverse individuals from the

business, charitable, arts, public, health and education sectors in Scotland. All were selected on the basis of being excellent communicators who were influential in their sector, with some not particularly environmentally aware.

The purpose of the project was to encourage this group to think deeply about sustainability, to communicate through their social and professional networks and to share the changes in their thoughts and attitudes more widely through the forum of internet blogging. The Natural Change Programme included three residencies in remote parts of Scotland. Here, the group completed many workshops designed to get them thinking about human needs and values and what can be done to enable people to live in a more sustainable way. Participants were given outdoor experiences and had isolation time in wild places. Re connecting to nature was a crucial element of the programme.

Each participant's lifestyle and projects were followed in the blogs to note if there was a more committed

approach to living in a more sustainable way since the Natural Change programme and experiences.

As a result of her Natural Change experience, Roseleen believed she became more committed and motivated to sustainability issues within her school and community. She has worked with the young people in her school to bring the John Muir Awards into the school curriculum and school/community projects. Here, many environmental and sustainability projects take place where all generations gained their JMA's for working in the community. The young people have also been working on a European Re-thinking Energy Project with students from Germany, Norway, Sweden and the Netherlands.

Details of the Natural Change Project and Roseleen and her pupils work, can be found at the following links.

WWF Natural Change Psychology and Sustainability

www.naturalchange.org.uk

archive.naturalchange.org.uk/roseleen-shanley/day-in-isolation-heading-home/

WWF Catalysing Leadership for Sustainability

assets.wwf.org.uk/downloads/wwf_naturalchange2.pdf

WWF One Planet Schools Connecting Schools and Communities

http://assets.wwf.org.uk/downloads/1planetschools_web2.pdf

National Trust for Scotland

www.nts.org.uk/.../Leader%20report%20Castle%20Fraser%20January%202010.pdf

Bucksburn Academy School Web Site

bucksburnacademy.org.uk

100 Mirrors: Tools for motivation of enterprising women

www.100mirrors.eu

100 Mirrors

www.100mirrors.eu/portal/en/100.../by.../38-roseleen-shanley.html -

Re-thinking Energy Project

http://bucksburnacademy.org.uk/index.php?option=com_content&view=article&id=207&Itemid=215

http://www.esec.org.uk/download/projects/angus_council_projects/ACC%20Rethinking%20Energy.pdf

Youth Projects

Herewith is are some of the of youth projects presented during the 2013 conference, as well as some not presented.

Living in the Wilderness: The River Mur

The river Mur runs through Styria, the southeast province of Austria. Through the systematic river regulation during the former century, river loops, branches and floodplain forests were separated. These negative ecological effects were intensified through the building of weirs and transverse structures. The amount of these measures has led to heavy losses of biotopes for many species of animals and plants.

The life project "MurErleben" is part of the



European NATURA 2000 program to increase biodiversity. The objectives of this project are nature conservation to protect animals and plants as well as habitats for endangered species. The purpose of "MurErleben" in particular is the re-establishment or improvement and long-term protection of natural floodplain forests and river

landscapes with typical standing water habitats for amphibians, dragonflies etc. These re-established biotopes may additionally function as flood retention areas.



The project team: Rieger Rebecca, Stadlmann Julia, Taferner Lena and Mischlinger Johann (teacher)

Furthermore the nature reserves might also bring new opportunities for ecotourism or recreation into this region.

In the floodplain forest of St. Peter - this area is very close to our school - a branch was artificially created in the year 2004. Two additionally re-activated branches offer a valuable habitat suitable especially for endangered aquatic animals. In future a natural floodplain forest can be developed.

During the next years this river restoration area should be extended by additional re-established ponds and branches. Motivated biology students of our school are given the opportunity to observe and record the biological increase of biodiversity in these new areas. Students of our creative branch had to develop different plans concerning information desks and special "recreation camps". These results and the principle of biological water estimation were presented to visitors during the last LIFE festivity, which was organized by LIFE collaborating municipalities. The minister of environment and all environmental stakeholders insured that this LIFE project is an efficient measure for a successful river revitalization that can help to obtain an intact ecosystem and a local recreation area for everybody.

Justification on the Development of a Mangrove Area



The use of mangrove areas for urban development has long been a controversial issue.

Recently in the society, the development of a mangrove area for swimming facilities has triggered a wide-spread discussion. The discussion is intensified when the mangrove area is found to have significant ecological value for marine animals like seahorses, starfishes etc.

In the present research, extensive field survey has been carried out with the focus on mangroves only. Mangrove is the starting point of food chain in a mudflat ecosystem. The growth and extent of mangrove reflects the ecological value of the mudflat to a great extent.

To investigate the importance of the mudflat in a local context, the same survey was also employed in another piece of mangrove area, which is the largest accessible one in the city.

Through the surveys, the ecological values of the mudflat are investigated, consequently calling for a greater local concern on the conservation of the mangrove areas in our city.

What was the primary lesson learned or problem addressed as a result of the project? We learnt the importance of mangroves. This was the first time we

measured and compared the growth of different mangrove species in a systematic way.

What was the most significant obstacle you had to overcome in order to complete your project? During our study, we have school on weekdays and thus visits on weekends are the only possible. However, there is no guarantee that there are often low tides during daytime. Only the tides are low enough, we can access safely and completely to the mudflats we studied.

If you had to do it all over again, what is one or two things you would do differently? We wish to learn from other teams on their experience on mangrove studies. Maintaining the balance between development and conservation is not easy. To make our project comprehensive, we shall consider the values of the coastal ecosystem near the mangroves too.



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

Comparison between Conservation Strategies in Hong Kong

Among the many strategies of conservation adopted, natural reserve and Wetland Park are two contrasting ones in Hong Kong.



In a natural reserve, except trekking trails and recreational areas, the rest area in the Reserve remains inaccessible. While visitors enjoy their recreational activities, flora and fauna are away from most disturbances of human.

In contrast, Wetland Park was built on former fish ponds. These ponds were reclaimed for the construction of the Park. In the Park, visitor center, paved roads leading to bird-watching towers, floating bridges passing through afforested mangroves on built mudflats are found. Although some hectares of wetland is restricted, many parts of the Park remain artificial.

Based on field studies and literatures, we are going to discuss the effectiveness of these two conservation strategies. It also aims to justify, from the perspective of sustainability, the strategy of destruction-conservation shown in the case of Wetland Park.

What was the primary lesson learned or problem addressed as a result of the project? We understood the impact of the two conservation strategies. It was really not an easy task to compare the strategies and to draw a definite conclusion on "which is better".

What was the most significant obstacle you had to overcome in order to complete your project? It was difficult to quantify the study sites. Thus, indicators are found to compare the two sites, for example, observation on the types of visitors. Also, at the beginning of the study, data reflecting the effectiveness of the study sites were limited



and pose difficulties.

If you had to do it all over again, what is one or two things you would do differently? For a comprehensive evaluation of the effectiveness, we would cooperate with the management of the study sites to explore the biodiversity of the restricted areas, which are usually inaccessible to visitors.

Po Leung Kuk Laws Foundation College, Hong Kong SAR,
China
Ryan CHUNG, Sammi WONG

LOUD Orangutan Project

LOUD stands for Love for Orangutan Dearly. This project is made up of four students from Sinarmas World Academy, Indonesia who really cares about environment and wildlife, especially Orangutan's rehabilitation.

They start the project by doing some research on how the orangutans are being treated both in the wildlife and the zoo and finding facts about orangutans' population and where they live.



The three girls on the picture (from left) are Chelsea Liem, Calista Halim, and Nadya Ashila. While the one who was taking the picture and missing from the picture is Georgina Lie.

On their first research, by visiting a public zoo in Jakarta and interviewing the visitors, they have found that many people who visit the zoo do not really know about any basic facts about orangutans! They do not really know that their 'home' have been being rapidly destroyed for farming plants. We eventually could not find them in the wild in ten years, if we do not do anything to keep their space freed.

This project is not an easy job for any members of the team. Apart from a bit lack of resources or references, the team seems to struggle with their time managing to organize and keep up with their project's run down. Nevertheless, these grade 7 students have eventually succeeded in making aware of how important to protect orangutans! Orangutans are the two exclusively Asian species of extant great apes. Native to Indonesia and Malaysia, orangutans are currently found in only the



rainforests of Borneo and Sumatra. Classified in the genus *Pongo*, orangutans were considered to be one species. However, since 1996, they have been divided into two species: the Bornea orangutan and the Sumatran orangutan.

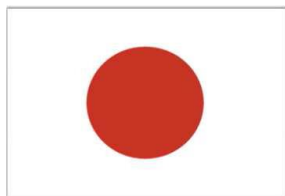
By creating an Ibook, posters, and blogging, they really hope they can campaign and help the life of Orangutans! In such away, they can really succeed in spreading awareness of the endangered species, and being the voice for the orangutans as mentioned in their project's mission and vision so that everyone will be aware of orangutans and will protect them.

Georgina Lie, Chelsea Liem, Calista Halim and Nadya Ashila
Yusep Cuandani, teacher
Sinarmas World Academy, Indonesia



Cleaning Up the Neighborhood: Preserving the Environment around Us

Hello! We are from Daimon High School in Toyama, Japan. Have you ever been to Toyama? It is worth visiting! It is a nice place surrounded by nature. We have a lot of beautiful mountains and rivers. Our high school is also enclosed by rich nature, located in the middle of Toyama Prefecture. At our school there are nine student committees, and three of them concern the environment. Members of the student committees sometimes gather to have a meeting to discuss what they can do as high school students for the environment and also for the community. For example, we do research questionnaires called "Eco-friendly Check" twice a year to raise the environmental



awareness of the students. We also go out to do some volunteer activities such as cleaning-up the area around us. That is why our research project has focused on how we can preserve our rich nature in our neighborhood.

In Toyama there are some tourist spots, and most of them are closely related with nature. People from all over Toyama and Japan come to visit them. Environmental problems usually happen in places where people gather, such as garbage dumping and pollution. For our research we chose some of the places near our school to see what effective measures and efforts are taken to prevent such problems from happening. We visited Futagami Mountain and Kojo Park, which are both amazing places for enjoying nature. Since Toyama is located in the center of Japan, we saw various kinds of plants and trees from the southern and northern parts of Japan living together. We found small but valuable methods used by people to keep the environment sustainable. Putting up fences around beautiful cherry blossoms and attaching name tags to trees are some examples. Environmentally harmless toilets for visitors are good examples, too. We are very grateful to know that

people in Toyama have been making a lot of efforts to protect our unique features of nature, and they have been preserved for a long period of time. Our biggest realization is that our native environment in Toyama can be maintained more by human's assistance rather than leaving it as it is.



We also took part in a clean-up activity of the Sho River, a river near our school. A lot of students from our high school participated in this volunteer activity. The riverside area became very clean. Our action was taken up in a local newspaper, and we believe that this will be a good chance to let many people know what we did for the community. However, there is a problem to be solved, too. We had a chance to interview people who are in charge of the Sho River area. We were surprised to know that even on the next day after we cleaned, garbage was thrown away on the ground again. We can clean the spot again, but that is not a fundamental solution. How can we make everyone nature-friendly and reduce the mount of garbage dumped? How can we grow awareness of the need to protect the environment among people not only in our city but also outside it? Do you have any good ideas that can be applied to our environment? We want to discuss the solutions with you and find out effective ones!

Daimon High School, Toyama, Japan

.....
"Do animals have access to medicines?"

"Do hippos sweat blood?"

"What lives in the grass?"



Are you able to answer these questions? In the past year our students tried to deal with those and similar puzzling issues by taking part in the Eduscience project. This project involves using the latest technologies in mathematical and environmental education.

Thanks to an e-learning platform we were able to visit bears from the Hornund station on Spitsbergen during our biology lessons. We also participated in ecological activities, during which we observed the “earth tremors”, which were measured in the Geophysical Institute of Polish Science



Academy station with top class seismometers. We also carried out our own research during the lessons by means of nature monitoring. We checked what animals could be found in the nearby forest, and which organisms live in a drop of water. We identified the main threats to the Katowice wildlife, and

carried out some activities to prevent them from happening: -tutored by a professional actor, our students prepared a performance entitled “Fairytale Memories...” in which they showed the viewers what humans could learn from animals;

- we took part in the “Clean Up the Forest” action, filling many containers with rubbish;
- we organised the cleaning of Lake “Morawa” shores
- we organised a contest for students of Katowice schools about the wildlife of our region;
- we organised an art contest in our city entitled „Electrorubbish – rubbish or waste?”;
- we established contacts with the Forest Emergency Service;
- -we learned what plants can be used in cosmetology;



And when spring came, we sadly observed that there were much fewer flower-pollinating insects buzzing around our heads, so we began the construction of wild hives ...

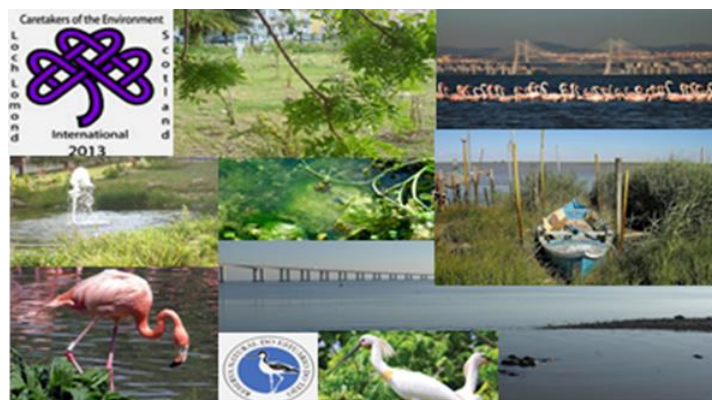
We are very excited, that we will be able to tell you all about this during the CEI conference.

Students and teachers of the Szramek High School
Katowice, Silesian District, Poland



How to create a sustainable garden inside of a big city

Estuary of the river Tagus / Tejo (and the species we can see there: flamingos and herons); Sustainable Garden of Benfica (where there are up to 500 frogs); Clean up the Med (we cleaned a beach near Lisbon)



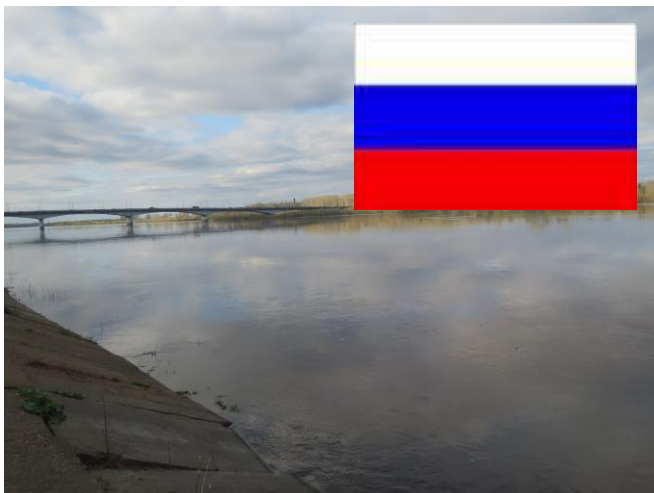
We are really excited to meet you all in July, in the beautiful Scotland!

Teresa Reis (mentor) and the Portuguese students:

João Gonçalves, Mafalda Silva & Migue Corista
Portugal

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

"I have the right for nice and clean river!"



This year we continue working on the problems of water. Our town Kirov is on the bank of the Vyatka river and the river plays an important role for its citizens. We drink water from it, eat fish, the banks are good recreation places. The



river was used as a transport way. But nowadays the river



becomes shallow, many enterprises throw a lot of waste in

it. And as old people said «They could drink water from the river», no one can do it nowadays. We have the right for clear and clean water! And we want to work for it and attract people's attention to the problem of our river. We began with the information about the river and learnt that the name Vyatka means big and silver. The river is very calm and twisting and it changes its direction several times covering our region as in a ring. In the 19 - 20 centuries the river was navigable and people went by ships to the small and big settlements on the bank of the river. People took care of the river, deepened and cleaned it and the Vyatka paid them a hundredfold.

Now many plants and factories, farms are on its banks. And not all of them have good purification of sewage. But what is the worst, people don't care of water. We met with public different organizations and together with "Vyatka keepers" took part in the action "Clean waters". We told about problems of our river to the pupils of our school. We want more young people to be involved in the movement for clean and deep river.

Tatiana Khodyreva and the
group of 8th grade.
Russia, Kirov, school 28

The Forest Park on the Bank of the Vyatka River

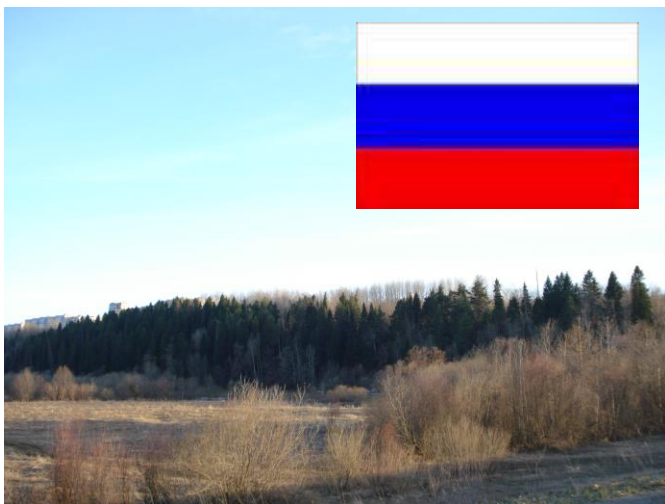
*"Something will have gone out of us as a people if we
ever let the remaining wilderness be destroyed..."*

Wallace Stegner

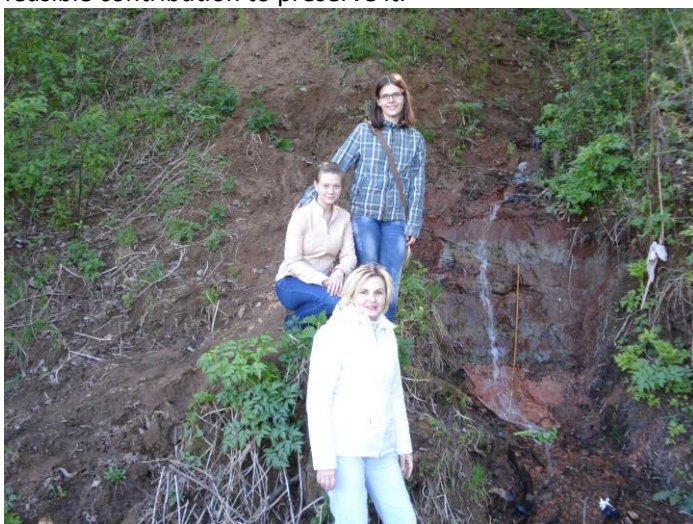
It's really a unique and wild place. On a relatively small forest area you can find a geological outcrop, springs, a waterfall, a cedar that is uncommon and unnatural in our climatic region, a very rare flower which is called Cortúsa Matthioli. A geological outcrop of the left bank has 48 layers of the Tatar tiers of Perm system: clay, marl, limestone, sandstone. The age of the layers is about 250 million years.

Another wonder of the forest is Cortusa Matthioli, a modest low plant on the clay slopes of the ravine. Its wide leaves, covered with hairs, long for cool places. And the cold springs give it water, the willows protect it from sunlight. This flower is a relic of the pre-ice age. It's like a surprise from the past.

Cedars are planted artificially in our region. According to the legend, the genuine cedars grew only in Lebanon. When the merchants of this country passed through Siberia and saw the Russian "cedars", they were astonished. Since then a Siberian pine has been called "a cedar". The cedar in this forest park is 160-180 years old and the only witness of several eras and centuries. Perhaps, cedars were planted by priests of the local church in the early 19-th century. Now there is only one tree from the cedar grove.



The forest park is social and environmentally significant. It's located in an industrial district. That's why it's extremely important that human activity in the forest should not result in its destruction. It is necessary to preserve its diversity for the future generation. Besides, it's essential for the health and quality of people's life there. So the aims of our project are to research the forest and make our own feasible contribution to preserve it.



1. *What was the primary lesson learned or problem addressed as a result of the project?*

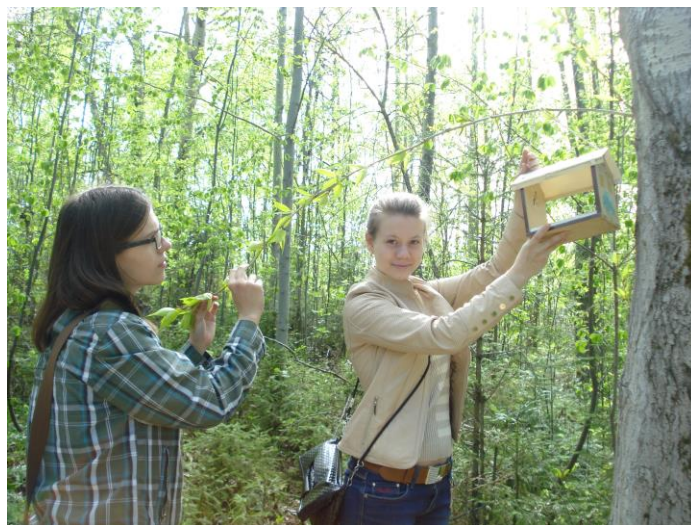
We've discovered a lot of facts unknown to us as a result of our work. To confirm our research we investigated the trees and plants, determined the species of birds living there and did chemical analyses of the water samples in the waterfall, spring and river.

2. *What was the most significant obstacle you had to overcome in order to complete your project?*

The snow was lying in the forest till the end of April, that's why we couldn't begin our research earlier. The dangerous ticks were the second obstacle.

3. *If you had to do it all over again, what is one or two things you would do differently?*

We would do it in the same way because we were thinking



over every detail of the project thoroughly.

4. *An estimate of the number of total hour's youth spent on the project, plus any additional hours leveraged from adults or members of your community.*

We spent 58 hours on the project, but it was worth doing.

Students:

Koromyslova Mariia, Lagunova Mariia

Teachers:

Mochalova Tatiana, Litvinenko Tatiana

Secondary school No. 37,

Kirov, Russia

Green Lungs of our City

Goal: To investigate the level of sustainability in the forests situated within the city.



Tasks:

1. To find out the role of the forests within the city as the places of rest of its citizens.

2. To evaluate recreation impact on the forests (Zubarevskiy, Ganinskiy and Poroshinskiy)

3. To organize actions for gathering litter in these places.
4. To create a site for the people of our city to describe the best places of rest in these forests
5. To hold a competition among students of our school for the best design of litter containers which the people can use in the places of rest



We have visited all these places and found out that they are situated very comfortably for people to get to.

The Poroshinskiy forest is used by people as a place of rest and entertainment not spontaneously. There is a path which was made for people to walk. There are small cafes where you can have lunch or drink a cup of tea. They built tiny pavilions for barbecuing, organize different holidays there, and employ people to take litter away. The impact on the forest is very big.



On the territory of the Ganinskiy forest they have a horse-club which was organized for charities. People can learn to ride horses, to take care of them. The territory is regularly cleaned.

The Zubarevskiy forest is almost wild. A lot of people who live nearby use it as a recreation zone. They go there on picnics and leave much litter. There can be some actions to clean the forest, but they are not often and made by volunteers. After the snow had melted we cleaned a part of the forest.

Our city is constantly growing that's why people need more places for rest. These places must be controlled by the administration of the city. We must protect our nature and support it!

School 28, Kirov, Russia

Sustainable Development in Lund

We are three upper secondary students who have undertaken a project concerning sustainable development. Through the project we aim to create a picture of the current situation of sustainable development in the city of Lund and suggest possible means for improving it. Our first goal is to define



the situation through the gathering of information from various sources. Secondly we will strive to achieve knowledge by researching the public opinion through a series of surveys. Examining these surveys, we hope to come up with a reliable conclusion and thereby design a trustworthy proposal for a sustainable situation in Lund.

Jessica Sörensen, Balder Werin and Lovisa Widbom
Spyken, Sweden

An Urban Forest:

Maintaining a Sustainable Wilderness

Our project is all about Green Map. Green Map is a map found in a web browser as well as on the associated app found on iPhone. It's a map that pin points "green" places in your surroundings. It is similar to a tourist guide and shows you where these "green" spots are, how they look, and if they're nice or not. Our task is to create a Green Map of our home town, Lund, Sweden, focusing on the nature of Lund.

We've looked out places to visit and we will go to these places, take pictures, ask other visitors questions and simply put check the places out. We're doing the project simultaneously with two other groups. One group is from Jakarta, Indonesia, and the other group is from Chicago, USA.

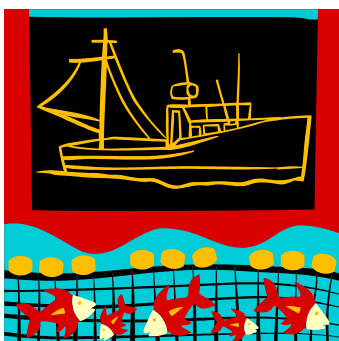
Samuel Thelaus and Ida Hein Olsson

Overfishing in the Baltic Sea - and around the world?

Our project is about the current issue of overfishing in our oceans around the world, but with a focus on the Baltic Sea and the seas closest to Sweden. The rate of f.ex cod are fished around the world is far too high to maintain a healthy population of the species. The lack of larger fish in the oceans in turn leads to increased number of smaller fish,



which in turn then eats a larger amount of plants in the oceans that is what produces the most oxygen on our planet.



So roughly it means; the overfishing is slowly destroying all life on earth.

Robin Asplund and Victor Winberg

Energy Production from Walking:



Lighting from Piezomaterials

This project was inspired by environmental movements that promote the use of renewable energy in the endeavor to protect and preserve the earth for future generations. We drew on research in the field of energy-production and energy-saving products to conduct an experiment that aims to transfer energy produced from footsteps into LED (Light-Emitting Diode) strip lighting using a technology called piezoelectric generation. The following provides more details about piezoelectricity and the conduct of this project.

Piezoelectricity as an alternative energy - Piezomaterials was what we were attempting to experiment with. The word piezoelectricity means electricity resulting from pressure. Piezoelectricity is the electric energy that could be produced and accumulated within certain solid materials such as (bone, DNA and various proteins) in response to applied mechanical stress.

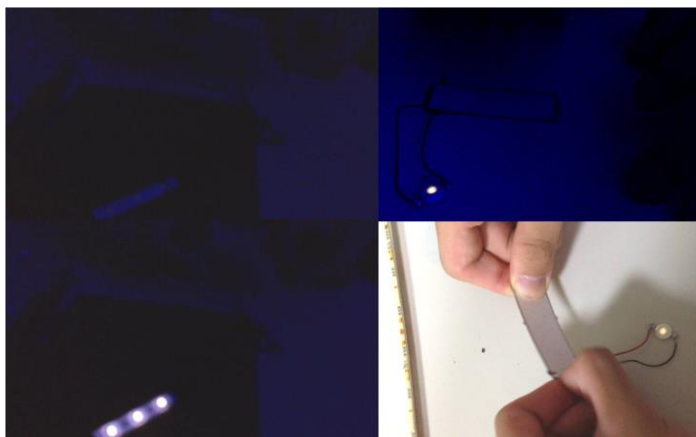


The experiment - We wanted to address these two crucial needs, i.e. energy-saving lighting and alternative energy, by creating some devices that could be used in our daily life.

Our idea was to use the force of our footsteps to press Piezomaterials built in the shoe pads in order to produce electricity. Then, we wanted to transfer the electricity through wires to lighten the LED strips on the sports shoes. Our experiment was grounded in the following hypothesis. Energy can be produced without power plant, transformer substation, and wire....etc. It actually can be easier. Some products with little energy-used can be applied to more fields. For example, travelers with LED lighting shoes

can decrease the dangers when they walk in the wildness at night.

We try to demonstrate the idea that people can get clean energy from ourselves instead of from nature.



Challenges - Our initial attempt was frustrated by challenges we did not anticipate. There are two major challenges we faced throughout the entire experiment. First, the difficulty of getting the materials. We spent much time looking for the raw materials because they were not currently sold in the market. We finally acquired the materials through the factory that actually produced them. Also, the materials produced much less electricity than we originally expected. As a result, they haven't been able to stably provide the amount of electricity needed to lighten the LED strips. Second, the theory involves advanced knowledge about mechanics and electricity. Our teacher has tried his best to help us understand the knowledge, but it also took much more time than we thought. We plan to continue working on the project after this conference with the hope to find practical ways of utilizing this technology in our daily life.

Students

TSENG, WEI-FAN曾洵鈺、YANG, CHIA-CHI楊家綺、KAO, CHIA-HAO高家浩

Teachers

CHEN, WEN-NAN陳文楠、CHANG, SHIH-PEI張世佩

Understanding and Caring for Our Local Ecosystems

We are from Yilan, Taiwan. Out of our love for our hometown, we hope we can make a contribution to the environmental protection in Yilan.

Mother nature is full of amazing things. It is also our best teacher.

However, human beings rarely care for it as much as we should. For this reason, we proposed and carried out this project in an effort to bring more and more people to get



closer to the nature and protect it.

Process - We chose Paoma Historic Trail in Jiaosi, Yilan as a place of fieldwork, because of its rich ecosystem and historical background. Also, the trail is well-preserved without severe damages. Besides, we can go there just by public Transport and on foot so that we can reduce carbon footprint.

In the beginning of the activity, we served as tour guides and introduced the history of Jiaosi and the ecosystem in Paoma Historic Trail which was a connection between Taipei and Yilan in the 19th century.



After the tour, we picked up the rubbish along the route to clean and protect the environment. In the end, we shared the ideas of our project to let the participants know more



about what we can do to take care of the natural environment, and administered a survey to receive feedback and opinions. Most of the participants thought this tour was meaningful and were willing to join it again!

Challenge and Our Future Plans - As for the major challenge in our project, it should definitely be the communication with local people. In order to engage junior high school students in this activity, we have to first acquire approval from the school principal. Moreover, we also need to ask the public sector for help when it comes to waste disposal.

If we had the chance to do the project all over again, we would like to organize a student club at school to invite more students to join our environmental protection group. We hope that through this club we will be able to get more teenagers

involved so that the project can continue in the future.

Students LIN, I-JOU 林宜柔、LEE, CHIA-HAO 李家豪、LIN, CHU-CHING 林楚青

Teachers KO, CHIA-LING 柯佳伶、CHANG, KENG-SHUO 張耕碩



converted into clean electric power-resulting in one half million tonnes of avoided carbon dioxide equivalent per year. Furthermore, Mamak creates skilled jobs, while improving the local air and water quality.

How does the technology work? - ITC's approach to managing the landfill waste is two-fold. The project processes new incoming waste and previously existing



waste differently. Landfill Gas (LFG) will be extracted from existing waste and the methane will be refined from the gas, which will be eventually converted to power for the electric grid. For newly incoming waste, the biodigester and gasifier will process the garbage directly, and in so doing extract the methane from the start.

Sustainable Development at the Landfill - The Landfill project creates jobs. In many developing countries, scavengers rummage through landfill sites in search of things that they can sell or recycle. The Mamak Project is sensitive to the scavenger's dependence on open trash piles and has hired over thirty of them to help implement the project. All workers at Mamak receive a regular salary with social security benefits. In addition, over 180 new formalised jobs, ranging from LFG collection teams to environment and PR managers, have been created as a result of this Project.

Organic waste, such as vegetable, fruit and garden



Trash into Cash:

GS440 - Mamak Landfill Waste Management Project

Turkey is trying a new approach to waste management, in which not a scrap of waste goes to waste. At a former dump outside Ankara, managers look on other people's trash as a potential source of money.



The "Mamak Landfill Waste Management Project" in Turkey turns trash into cash. Open landfills create air pollution, strong odours, and cause major health risks to those who live nearby. In chemical terms, landfills emit methane, a greenhouse gas that is twenty one times more potent than carbon dioxide in terms of contributing to the greenhouse effect. In this project, methane is captured and



waste, comprise 50% of the domestic waste at the site. The Mamak project sorts the organic waste and transfers it to anaerobic digesters where methane gas and high quality compost are produced in accelerated digestion processes. The heat created by the gas is used to grow high quality tomatoes that are distributed to the Turkish population.

Why did Mamak go for Gold Standard? - Mamak is an exemplary Gold Standard project because it works on a large scale while bringing real, tangible benefits to local groups. The Gold Standard's mission is to distinguish excellence in carbon markets - and translate that distinction into economic benefits for the project developer while rewarding buyers with improved reputations and a quality product. This Gold Standard project, which was partly financed by the World Bank, received the World Bank's **"Best Environmental Project" award.**



Benefits - One of the biggest benefits of the project is that the waste heat from the landfill is also used for the heating of nearby greenhouses that produce tomatoes. Heating greenhouses is a very energy intensive process. Now that the city got rid of the landfill emissions, residents are provided with fresh high quality vegetables! Furthermore, the electricity produced by the landfill provides the residents of Ankara with green electricity.

A written statement issued by the municipality said the bad smell that used to emanate from the Mamak garbage dump and the potential environmental threat it posed have been eliminated with the implementation of the waste project. gathered in the Mamak garbage dump in a disorganized way. The statement said roughly 10,000 trees were planted and a Additionally, a new system launched in the Mamak garbage dump to eliminate the "landfill gas" also produces electricity. The statement said the electricity produced by the system has been transmitted to the national network and can light 50,000 residences in Ankara.

P.R.I.D.E. in our Regional Community

Our project has five principal facets, all elements that have been happening for several years at the CEI Oregon Chapter. Their acronym spells PRIDE:

Plant Oregon's native species

Restore disturbed or overused areas

Invasive and noxious species removal

Design parks and gardens

Educate our community about sustaining our resources

Our team of youth participating in these projects varies for a few to as many as 35 youth and adults at one time. We estimate that about 150 youth have joined us over the course of a year, plus about 40 adults. For those of you not familiar with Oregon, we are just north of California, have



a temperate climate with wet winters and mild, dry summers, with a snow pack in our mountains, and a dry high desert east of them. Our climate provides a healthy growing season for many crops, but also weeds.

At Marion Lake Wilderness, we teamed with a non-profit, Willama Restoration Initiative, to replant an area by the lake that was so overused by boaters and campers that the understory was completely trampled. We are anxious this summer, after the snow melts, to see how many of our 500 transplanted species from nearby areas survived. At Bear Creek County Park, we also transplanted Oregon grape, Sword Fern, Mountain Huckleberry, Nootka Rose and Salal in disturbed areas carved out to create overnight camping in what was previously just a day use park. We have also helped eradicate Vinca from Fishermen's Bend recreation site. Because of federal regulations, all restoration there must be done by hand, no heavy equipment. Back in Salem, we remove weeds and build trails at a city park popular with homeless people. At Silver Falls State Park, our latest project is re-planted an area that was consumed by weeds because soils were disturbed by a new sanitation system.

Our design-then-plant projects include or EDEN Garden that is double size of last year. We have directly mentored proctored foster youth in gardening who are overcoming significant challenges. We also helped design and create the Youth City Farm where we sell the vegetables to subscribers and the farmers market. For education, we have reaching out to over 5,000 community members at



events like science fair, earth day, Oregon AgFest.

What was the primary lesson learned or problem addressed as a result of the project? Teens can no longer use "I am too young to make a change" as an excuse. It is evident that there is no secret formula for making a change. It just depends on the person, and what they are willing to do. There is no easy or simple fix to sustain our natural environment. It takes planning, diligence and hard work, but it feels awesome!

What was the most significant obstacle you had to overcome in order to complete your project? Time was a definite challenge all throughout the project, plus limited time after school and other commitments. We have had to adjust to working in less than pleasant weather, or follow a previous group who chose to do things differently than us.



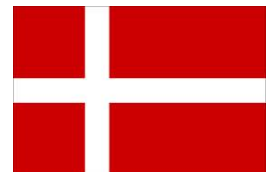
If you had to do it all over again, what is one or two things you would do differently? We will continue to do this work over again, so we must recruit more volunteers as well as ask for more support and adult volunteers to help with the transportation.

An estimate of the number of total hour's youth spent on their project, plus any additional hours leveraged from adults or members of your community. Since last September, each of us has contributed about 200 hours in this effort. So have another 6 youth. Beyond that, the total team effort is about 4500 hours from other youth, community and partner volunteers.

Ana Garibay-Mares and Haleigh Patten-Trujillo
Early College High School, CEI-Oregon Chapter, Salem, Oregon

Nature-based Forestry

Nature-based forestry is based upon the natural processes in different ecosystems. It secures the soil condition by using natural growth processes and natural reproduction.



The advantage of natural-based forestry is a building og robust forests, which are less affected by damage (storm damage or insect infestation). At the same time there will be a greater potential for natural reproduction in the environment, whereby expensive replantation's can be. In addition, the natural forestry is beneficial for biodiversity and can create forests that are more exciting to be in.

In our project we will explore the usage and natural-based forestry in city areas in Aalborg municipality. For this we will interview persons involved and visit an area called "Mølleparken" in the city of Aalborg. We will analyse the methods and how they can be utilised in other countries with similar environments.

We are looking forward to show you all our work in Ardlui☺
The Denmark youth delegation
Aalborg, Denmark



Games Help Appreciate and Enjoy Nature

Hi everyone,

We are the delegation from Portugal and our names are João Ferreira and Leonor Birsmark. As you all know our planet is suffering huge amounts of damage, due to natural causes that we can't control, such as fires, and due to the influence of humans, such as logging and pollution. We can easily see the difference between areas that didn't have human influence and those that did. We started our work with passion, searching for ways to improve our green areas and share our love for them with the rest of the community. I need to say, that it was hard.



Most people know the value of the forest to the environment yet they tend to ignore it. Why? We asked ourselves. The answer is simple; they didn't learn the importance that these areas have on people on a daily basis. So we started our quest to teach people, most precisely children, the value that these areas can have on their lives. We came to the conclusion that for someone to care about something, they need to enjoy it and know what that something gives and needs, for instances a flower gives color and smell to the room but it also needs water and sunlight to live. So how could we make people enjoy nature? That's an easy question, what is more enjoyable than a game? That's right, nothing.

A game can be fun, transmit a lot of information and is easy enough so that people from all ages can understand the message that the game is trying to transmit. So we created a Pedy paper, an handful of activities and games, for example running, riding a bike and drawing, that we can do in the future in an natural place, such as a forest or a park. We also know that teaching isn't all. We need to take part in activities that focus in restoring and protecting the wild. Therefore we participated in some volunteer activities such as Planta-Bosques (reforestation activities) and Clean up the med (cleaning activities).

We enjoyed our work and in the end we learned that no matter how small we are and how insignificant we seem to be, we can make a difference. We hope to see you all next year or when you come to Portugal.

João Ferreira and Leonor Birsmark, Students
Clara Andrade, Teacher
Lisbon, Portugal

Saguaro High School Performs Environmental Projects at R-C Ranch

15 Service Learners from Scottsdale Unified School District were selected to take a trip to Christopher Creek R-C camp site in Payson, AZ. Students were selected from Saguaro, Arcadia, and Desert Mountain High School. Our main obligations for this trip were to help out Ranger Larry Carpenter who is in charge of the camps 75 acres of land also part of the Grand Canyon Council. We helped the environment by building fish habitats to create a fresh trout catch and release pond, also we made drainage ditches around a large portion of land for the flow of the heavy rain fall to decrease flooding in a fine open field area. Not only did we help the environment, but also made it possible for the hundreds of kids that attend this camp every summer. For them to have a great time and enjoy catching



the fish in this pond. By the tasks performed by us Service Learners we believe we made a huge difference and hopefully will bring in more campers

to the R-C Campsite.

Dillon Edmonds
Saguaro High School, Scottsdale, Arizona, USA

Arcadia High School Create a Fish Pond

On Monday, April 29, Scottsdale Unified School District's Service Learning program completed an environmental project. Students from Arcadia High School, Desert Mountain High School, and Saguaro High School had the privilege of traveling to Payson, AZ to take on environmental tasks at a R.C. Ranch, which serves as a Boy Scout Camp. Together the 15 students and four teachers helped work on two projects to improve the habitat of the camp grounds. Mr. Carpenter the Ranger for the camp explained both projects and the reason why they were important. Next he showed us how to implement the projects.

The first task at hand was to replenish the open field on the main area of the camp ground. Students removed rocks, tilled the field and then reseeded. In addition to



removing large rocks from throughout the field, those rocks were used to create and reinforce the drainage of the field during rainy weather. It is expected that later this spring the field will grow to be a grand area of green, lush grass to support the wildlife. The wildlife that lives on the camp is made up of turkeys, deer, duck, and elk. The open

field is also occupied and used by the children who attend camp over the summer and throughout the fall, winter and spring.

The second task that was tackled was building habitats for small fish in a drained pond. This project became a necessity that the Arizona Game and Fish Department reported needed to be completed prior to the summer camp season. In order to create the habitats for



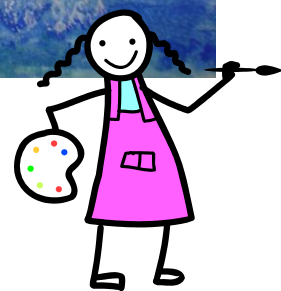
the smaller fish, the student volunteers had to move large rocks up hills and bring them down and build tiny homes for the fish to survive. This importance of this task was so that later in the summer when the currently drained pond becomes a fishing hole for campers, the larger fish do not seek out the small fish as their lunch or dinner. Similarly, crawfish began to multiply in the small lake and consume the smaller fish. The students removed any crawfish they saw and sadly they became food for the birds. The camp drained a vast amount of gallons of water from the pond in order to

eradicate the larger fish. After a long afternoon the student volunteers had built approximately fifty shelters for the small fish. The Service Learning students were proud of their accomplishments and had a greater sense of environmental importance after saving the lives of all those little fish. Overall, the environmental field trip was eye opening for many of the volunteers and after an eleven hour day the students could not wait to become more involved with environmental projects. The students realized that Mother Earth is the home for every person and creature, and needs to be protected and taken care.

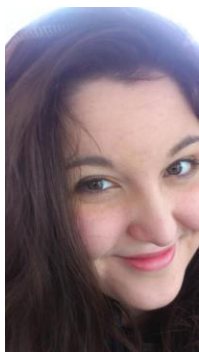
Risa Stuart and Aryanah Assar
Arcadia High School, Scottsdale, Arizona, USA

Art about our Environment

A drawing "The Forest Park" by Ivshina Dasha, a student of the secondary school No.37, Kirov, Russia.



Alumni



Jana Cox
Ireland
19

Conferences attended: Denmark 2008, Scotland 2009, The Netherlands 2012

Motivation to become Alumni:

Wanted to give other students the same great experience I had as a participant.

What are you most looking forward to at CEI 2013?

In my role as entertainment coordinator, hopefully I can bring some good old Irish craic and put some smiles on some faces!

What will you add to the alumni team?

Optimism, organisation & imagination.



Nanda Kevin
Indonesia
19

Conferences attended:
Indonesia 2010, Hungary 2011, The Netherlands 2012

Motivation to become Alumni:

Wanted to help the others have the same adventure as me

What are you most looking forward to at CEI 2013?

To see the students faces fill with joy and to see the fun they have during the activities. As a photographer, I want to capture these faces.

What will you add to the alumni team?

Excitement, fun, technical expertise.



Lucy Mainwaring
Scotland
20

Conferences attended: Hungary 2011, The Netherlands 2012

Motivation to become Alumni:

I loved participating as a student and wanted to participate in this year's conference in my own country and in a different role.

What are you most looking forward to at CEI 2013?

Catching up with old friends from past conferences and making new ones! Also excited to welcome you all to beautiful Scotland and let you experience a bit of my culture!

What will you add to the alumni team?

Enthusiasm, creativity & commitment.

Gold members attending this year:



Julien Beuken (The Netherlands), Laura Cox (Ireland), Errikos Kontogoulidis (Greece), Ayu Darma Patni (Indonesia).

ACEI Experience at CEI 2012

CEI 2012 Maastricht was, to say the least, an experience we will never forget. The hard work, stress and lack of sleep we experienced were balanced by the fun times, new friends and enthusiasm of the students. After a year of preparations via Skype, email and Facebook, we arrived to Maastricht, excited and ready to go! For some of us it was the first time we had ever met in reality and for others it was a nice rekindling of old friendships. Either way, our first day in Maastricht was not only hard work but a chance to bond as a group as we had a lovely dinner in the old town as a reward for our long meetings and preparations.

During the conference it was tough sometimes as whenever people had questions or problems, they came to us at all times, especially when we were often busy with other things. However we worked well as a team and always were flexible and adapted our ideas if plans changed and always tried our best to find a swift solution to problems. One of the most memorable moments for us was the CEI Flash mob. Seeing the enthusiasm and fun that they were having made teaching them the dance even more pleasurable! Also the feedback from the students and teachers about how inventive and creative the flash mob was gave us all a rather nice feeling. The lovely comments and praise we received from the Board, students and teachers really made our hard work feel worth it! Although not all our team can come this year to Scotland, we know they will be there in spirit as we really bonded last year and are now an ACEI family.

Laura Cox

Are you on the EDGE?

Being offered to work on a project like EDGE has been a blessing, and with any project the first step is to personalize it. When a project becomes personal it becomes more than me, this is important to do quality work for the environment. The ideals of a project carry it forward; draw life out of the designer, and not stealing life but being inspired by it. The project essentially makes itself. For me, this “personalization” started with the depraved warning sung by Disturbed, in their song, Another Way to die. I think about the dark tone permeated in every little note. Is this what we are becoming? I look to acid rain, I looked to vast old growth forests being decimated, I see fire suppression ruining our forests. A massive set of ecological disasters left for my generation and I wonder why wouldn't that song be real, or be true?

What can we do to change this? Well, it started for us with Dan Hoynacki's thoughts on humanity and how they form care for the environment. It started with his student creating the original EDGE project. It starts with you and with all of us. Maybe we can't solve all the problems, but certainly we can have an impact.

The problem with many environmental things is that no one takes the environment personally. The cities are for people



and outside of that are for the wild, and the animals. I believe that lack of care is what is leading to these ecological catastrophes.

Many artists need nature for inspiration and helping them focus on life. The human identity needs nature and it has been proven many times over, and things like neuroscience prove it. Trees provide not only

oxygen but also help to repair the psychology of people, so it is proven that forests help to heal the neurobiology of people.

I would like to invite you to join my workshop, called Living on the EDGE. We will discuss the ethics of wilderness living and recreational use. I hope to discuss the personal use of the wilderness and how to use it effectively and safely for the environment. How can we get people to also use it sustainably?

Tony Currier-Reagor
Chemeketa Community College, Salem, Oregon, USA

ASPEA / CEI Portugal – a kaleidoscope of events and projects in 2012-2013

1. MISSION UP (United for the Planet) project

ASPEA / CEI Portugal was invited to join the partnership of this project - Mission UP | United for the Planet of Galp Energy, a project of national scope (mainland Portugal and the Azores and Madeira Islands) addressed to students from 5 to 13 years old and aiming at teaching them about energy - renewable and non-renewable energy sources, energy use, energy efficiency and sustainable mobility. Through small tips, students were encouraged to save energy on a daily basis both at school and at home and to rethink the way they travel to school. Students were also encouraged to set up action groups to improve energy efficiency of those around them - friends, teachers and family.



The action plan for this project as far as ASPEA/CEI Portugal is concerned it included 200 lessons/energy, 2 facilitators training courses, 3 in-service teacher training on energy and sustainability and the curricula and a tree planting campaign. These actions were led all over the country, from Monção, up in the north, Lisbon, Coruche, Benavente, Leiria, Oporto, Aveiro, and the Azores islands. We led these lessons in 116 schools, in 293 classes and touched 5,180 students.

In general, the teachers considered this a very interesting and useful action plan and wished this program would have reached all the students of the school, and, in particular, they wished its continuity in the next school year.

The Mission UP | United for the planet project is promoted by Galp Energia, as part of its social responsibility policy, and has the support of the Ministries of Education and of the Environment, as well as the Agency for Energy (ADENE), ASPEA/CEI Portugal, the National Commission of UNESCO and the General-Directorate for Energy and Geology.



This project was awarded the 2013 Energy Globe Portugal by the Austrian Embassy. This prize is given to European projects on the theme of energy efficiency and renewable energies, since 2000.

2. The Rivers project - Field work on the banks of the Tagus Estuary

Last April 16th and in the context of the Iberian Rivers Project, ASPEA/CEI Portugal, the 5th and 6th grades students of a school in Lisbon and the Administration of the Tagus Hydrographical Region (ARH Tejo) paid a visit to the Tagus Estuary.

The Iberian Rivers Project is a project aiming at the social participation in the preservation of fluvial areas. The citizens are invited to monitor a section of 500 meters of a river or stream through a scientific experimental method, and hence promoting scientific curiosity. This project has been coordinated by ASPEA since 2005.

Previously, this group had adopted a 500-meter section of the Tagus river shore and taken the commitment of monitoring it frequently, by analysing the concentration of nutrients, pH, temperature and turbidity, of taking measures for its improvement and of developing awareness raising activities for this ecosystem.

In this field work, the students explored the living beings that occur there; greater detail was given to the benthic macro invertebrates' community (invertebrates visible to the naked eye and that inhabit the substrate). Through a simple observation of the ground surface several European shore-crabs (*Carcinus maenas*) were found. Using an experimental methodology, students were able to take a sample of the substrate, where they found two rag worms (polychaeta), and an exotic species in



this ecosystem. Among the flora species, a great abundance of the bladder wrack algae (*Fucus vesiculosus*) was registered.

Students also observed the surroundings to assess the degree of naturalness of the section under study and the

trouble spots, such as sewage effluents. They reached the conclusion that the margin of the Tagus River at this location is highly modified due to the presence of a walkway, built green spaces, buildings and sewers which hinder improvement actions. Thus, students will focus on monitoring the section adopted and public awareness activities.

This was a regular activity of the Rivers project, which is now spread in the whole country, with more than 300 registered groups, 85 municipalities, 150 km of rivers adopted in 17 regions, 7,500 participants and more than 24,000 people involved in activities, 600 teachers in more than 400 classes; 256 facilitators for the rivers project were trained in 17 training courses. ***Would you like to develop the Rivers project in your city, region or country? Let us know.***

3. I Children and Youth Forum in Coruche

For 10 years ASPEA/CEI Portugal has co-organised the Children and Youth Forums in Aveiro, a city in the north of Portugal and it was our aim to expand the concept to other municipalities, which we achieved this year. In partnership with the Municipality of Coruche, a city 100 km away from Lisbon, the I Children and Youth Forum took place, on May 23-24, with the institutional support of the Portuguese Agency of the Environment (Ministry of the Environment). This event was part of the International Cork Fair - FICOR.

The Forum was intended to develop the creative ability and the environmental and cultural awareness of children and young people for the future, a difficult but essential task. The program included presentation of students' projects on the theme of the event – water and the “montado” (cork oak ecosystems), field work at Corkland, visit to FICOR, a puppet and theater plays, eco short-films, exhibitions, a Rivers project field trip and several workshops. Children from kindergarten to students from vocational schools took part in this very successful event, which we hope to be the first of many other actions of this partnership for the promotion of environmental education, a more sustainable future and a better quality of life.

4. Clean up the Med

It is usually part of each one of us to commit ourselves,



individual or collectively, to participate in direct action campaigns or initiatives for the environment, the results of which, for obvious, immediate, visible reasons make us proud of ourselves for "duty accomplished".

So it was with the participation of a group of volunteers from ASPEA/CEI Portugal, coming from various regions of the country, in the Clean up the Med campaign, an initiative of the Italian NGO Legambiente, in which ASPEA has participated and enlisted other groups to join, since 2005. In this way, 2 groups organized, one intervening in Murtosa, Ria de Aveiro, in partnership with the city council, joining the Scouts group installed in S. Jacinto Sand Dunes Reserve, the teachers-trainees of the course "Learning out of doors" and the local community; the other group brought together around 50 participants, teachers and students of the José Gomes Ferreira Secondary School, Lisbon, that cleaned the S. Lourenço beach in Mafra, with the support of the Benfica local authorities. All started work by detecting and collecting the garbage that was improperly deposited on the beach, ruining the landscape and reducing its quality. This is an annual campaign, which usually takes place on the last weekend of May, for sure we will do it again next year.

5. 20 YEARS TRAINING EDUCATORS AND TEACHERS

ASPEA/CEI Portugal has been accumulating experience in the

field of Environmental Education since 1990, and one of the goals of its action is to provide moments of reflection and experimentation within educators and teachers. The training of facilitators, educators and teachers has thus been one of the Association's areas of work, with a national scope, where it has been possible to openly debate environmental education and education in general. The shared construction of new knowledge, training for action, experimentation in natural environments and stimulating creativity, are some of the educational proposals that have been implemented.

Many in-service training courses have been held in partnership with teacher training centres in Aveiro, Bragança, Lisbon, Portalegre and Benavente, among others),

contributing in this way to the continuous training of teachers of basic education and secondary education. It is crucial for teachers to acquire professional skills as educational agents to allow them to contribute to the formation of conscious, critical and



participatory individuals, able to contribute to the construction of a sustainable world.

The courses responds to the training needs expressed by teachers, specific projects in which the Association is a promoter or partner, as is the case of the course "Energy and Sustainability - strategies for working transversally in curricula", or as the conviction of the members of the Association on the need for addressing certain themes or strategies. That is the case of the course "Environmental Education for sustainability: learning out of doors", which takes outdoor education as crucial to increasing environmental literacy, and thus the will to act for the environment. Educators are trained to the use of outer space as a pedagogical resource and provide experiences in the natural context. These are accredited courses that have been conducted from North to South of Portugal.

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Youth Forum for Agenda 21

The celebration of "Youth Forum for agenda 21" in Lund Municipality took place in May 2013 with **Mats Helmfrid, Mayor and chairman of the Executive Board of Lund**, visiting an exhibition recognizing the projects that the Swedish students had prepared. Presentations were made by Jessica, Balder, and Samuel. The Swedish delegation will bring the projects to Loch Lomond, and present these again at the CEI 2013 conference in Scotland.



Honoring our Rivers

The Willamette Valley is considered to be very green area primarily because Oregonians embrace nature and work towards conserving the area. Youth may also express their appreciation through odes and pieces of art. For that reason,



it is my honor to be featured in the "Honoring our Rivers" anthology. My inspiration derives from the Willamette River, and my hand. It definitely brings out a deeper meaning knowing that I do manual- intensive restoration projects. To many, hands may symbolize unity and affection, however for me it is deeply rooted to care and meditation. And of course, it all makes sense to me since I find the outdoors to be extremely relaxing, work hard to maintain a sustainable wilderness. I hope looking at my piece is better than me trying to explain it!

Ana Garibay-Mares
Early college High School
Salem, Oregon, USA

Kelly's Corner

The future is unwritten.

Without full knowledge of what adventure I had in front of me, I certainly committed myself to my core-values early on in life. Leadership, academics, community service and recognition have led me to where I am today, a Western Oregon University (WOU) graduate of the class of 2013. I am a first generation student who has had many opportunities throughout high school, then college, to learn who I am and where I should truly stand in life. Out of many of the activities that I been involved in, being an advocate for the OSU Extension (Marion County) and delegate for CEI Conference 2008 has taught me that diligence and hard work can serve you great opportunities, in every situation.



Leadership comes naturally to some. In high school, coming from a low income family I did not see myself going to a 4 year university. Cascade High School sits in a small town community, with a market, a gas station, and a bar for the locals. I had little opportunity to gain work experience without a helping hand from others. Luckily, the OSU Extension After-School Natural Resource Science program connected schools within the Marion county and provided each of us with food, transportation, and education both in and out of the classroom.

The W3 and CEI Oregon chapter program gave students a chance to see the world outside their family atmosphere, as well as kept them from any unhealthy activities that may have surrounded their community. I remember meeting some of my closest friends while learning about sustainability in the NW and visiting places such as Fisherman's Bend, The Oregon Gardens, and The Marion-Polk Food Share. While making those connections,

we had no idea about the impact we had on the community by advocating at fairs about everyone's carbon footprint. We actually implemented what we said into action and created a community garden. We spent time removing invasive species, like scotch broom, and trimmed back several trails so that others can enjoy and follow the same path that we were walking, as leaders ourselves.

After being accepted onto the CEI delegation, I was inspired to do more in this world. The presentation preparation helped develop my communication skills. The opportunities to grow and learn never seemed to cease after I realized my capabilities as an individual. The recognition from the community for the commitment I had made helped me afford college and seek other leadership opportunities that came my way.

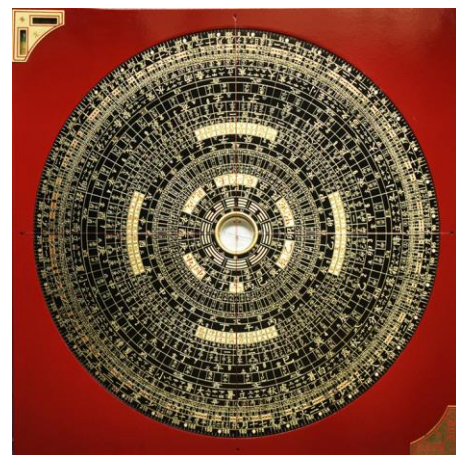
I thank those who have given me their time. I hope I have made them proud, and if given the opportunity I would like to give back to the community who has made me who I am. Being a part of the OSU extension and a delegate for CEI Conference 2008 is an honor I will never forget.

Kelly Gray
Aumsville Oregon, USA
Delegate to CEI Denmark 2008

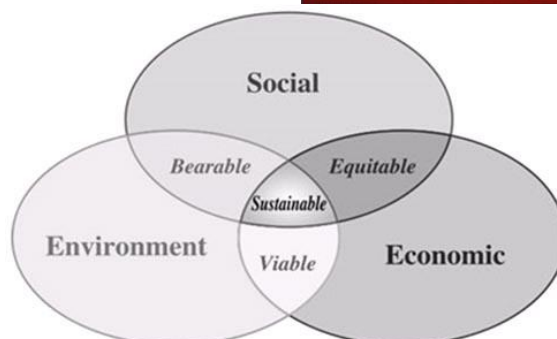


Neecoel W. Y. Cheng: I am glad to have a chance to exchange views with other delegates on sustainable development.

Ho Wan Leung
Wing Yin Tsui



.....



Farewell Indonesian Environmental Agitator The Day Suryo Left Us

The visiting time was just over, but the nurse was so kind and gave me permission to see Suryo in his intermediate room of Mitra Keluarga Hospital-Jakarta. From the entry door, I could see Suryo welcome me with his big smile. "You look much-much better Pak," I said, he nodded and said that he also felt better today. He holds my hand tightly and shared that the doctor needs to remove his lymph and treat his infected intestine. The operation would take place in one or two days. He then enthusiastically talked about the program for a big group of students from Jakarta who annually ask him to organize a workshop about Majapahit empire, a vast thalassocratic archipelagic empire



which based on the island of Java, asking about Indonesia participation in CEI 2013 conference, and a planning to have a barbeque party in his backyard once he return home.

A night before his operation, Amelia Hamidi and I left his room quite late. This time he tirelessly shared to his brothers the memory on how a little girl Amelia Hamidi, in 1980s involved in various environmental education activities that he organized. To his colleague from Ciputra University, Jo Soemawiharja, Suryo said that he felt bored being hospitalized, he wanted to go home soon as he had some new ideas to work with. The nurse allowed Amelia and me to stay longer that night, seems that they knew that it would be my last conversation with him.

Suryo's health condition was up and down during 1.5 months in hospital. Tuesday, May 7, 2013, a short sms notified me that Suryo was in his very critical condition. I rushed to the Intensive Care Unit room and felt anguish plus helplessness. "It's only a matter of hours," the doctor said when we were waiting for his family member to come. That time I realized that his organs began to shut down. "Father Almighty, maker of Heaven and Earth, if you want him to return to You soon, You have the authority, I can't keep my own ego. I believe that he will not feel any more pain and ache in return," those were words I said to God in tears just

before Suryo left us after midnight. I cried my eyes out on my way home. I lost my teacher.

"Ah-ha" Days

"Wow....I never knew that East Java has this fantastic center for Environmental Education (EE)," those words came to my mind once I arrived in The Center for Environmental Education



(PusatPendidikanLingkunganHidup or PPLH)-Trawas for the International Teacher Conference they organized. As a new teacher in a big new school, I heartily agreed when my principal assigned me to join the conference, even I didn't know where the place was. "It's located in the slope of sacred Mt Penangungan, in the middle of nowhere," said one of my colleges, Desia when she found me busy collecting information about public transportation to Trawas. It happened in 1997, and I just moved to my new school,



everything in East Java was totally new to me.

Surrounded by beautiful forest, I heard lots of birds welcoming me with their beautiful songs when I stepped into PPLH. To my surprise there were lots of professional and innovators on EE gathered in PPLH. Here I learned many new things every day; this conference was totally different to other conferences I attended before. PPLH was the place where at the first time I learned about Caretakers of the Environment International (CEI). Birgitta Norden and Ingrid Adolfson from Sweden, Jens Prom from Denmark, Prashant

from India and many others inspired teachers were immediately impressed me. Later on Birgitta patiently guided me on strategies to integrate EE into the subjects and helped me linked my school with Swedish school and schools overseas.

“Oh, you are wearing t-shirt with countries flag, You are ready for school link Bu Stien,” Once Suryo said to me when we sat under a big tree together with other participants in one coffee break time. Later in the future, I learned that school linking was one of Suryo’s top strategies for EE in formal education. Suryo believe that experience sharing among teachers and students of various background and countries is a best strategies to prepare young generations for the life’s future and humanity. Every day the conference introduced me with many new things. Six days conference, six “ah-ha” days.

Working with Suryo

As a new school, Ciputra School was opened to the concept of EE infusion into the subject and international partnership. After the conference in Trawas, the school hosted various EE activities like school link meeting, and international video conference.

My acquaintance with Suryo at the same time became stronger. Later I learned that he was an environmental agitator and EE hero. In his life, Suryo organised, gave speeches, created and led activities, programmes, lectures, networks on various environmental awareness topics for various target groups. He believed that our young generation must be facilitated to take an active role in their community. Therefore we should be working directly with young generation, and their communities in devising, implementing and evaluating the common daily life style and the habits if it were destructing or maintaining. Therefore we need to help this young generation to step forward more confidently on their road to sustainable development. Build and strengthen their skills for leading their own development and work independently for sustainable future. Suryo loved local culture very much and he believed that many cultures contain local wisdoms, and have shown the capability to see and maintain biodiversity.

Working for community development in new order era was really a big challenge for many innovators in Indonesia. When the political atmosphere was tense, Suryo was regularly called by the military and was interrogated according to his activities. His work was internationally and then nationally recognized and he received many awards, namely: The Rolex Awards for Enterprise, Geneva - Swiss 1990, The Ashoka – Innovator for the Public (Social Entrepreneur Recognition), Washington U.S.A 1990, The Global 500 Award, UNEP, Rio de Janeiro – Brazil 1992, The Environmental Award, Pacific Asia Tourism Association (PATA), Jakarta – 1995 and, The National Medal for the participation in the Development, Jakarta – 1996.

We - teachers in East Java - were also encouraged by him to organize international teacher conference, he was the one



who initiate the establishment of CEI/Indonesian chapter in 2001 and in 2010 we had the honorable occasion as host of CEI 24th Conference in East Java.

Unfortunately, since 1998-99 Suryo had been suffering of a rare disease: the Crohn’s Disease – Morbus Crohn (the European word). It makes him weaker with no colon, some ileum taken, and shorter right limb. It was one of the causes that make him left and gave up PPLH. His spirit is willing, but the flesh is weak. However when he felt strong enough, no one can stop him to work. He was working with some freelancers; giving seminar and speeches and field programmes, and then as a part time lecturer at Ciputra University in Surabaya and EE is not about planting trees only,

Together with many friends, I spent lots of weekends in his multi-level tropical style house in Trawas to discussed and designed lots of programs. He knocked the door of various institutions guided me to negotiate and find strategies for partnership. Countless time, he linked his friends and colleagues to us, and encouraged us to find way to work together. In this case, his house became a meeting place where new partnership was developed. When I made

mistakes, he sat with me and uncomplainingly did some reflections together.

Field program on rice field and its cultural ceremony, exploring the environment and culture during ancient Majapahit period; five Environmental Teachers International Conferences (ETIC) and CEI 2010 conference; Organising workshop of “Pekan Budaya Panji (Old Javanese Culture – Panji)” on the Javanese history of local wisdoms integrating culture and nature conservation; Organising conservation of Trawas' Springs by integration activities and supports from various institutions and groups; Organising “Water for Life” program for East Java High Schools, supported by East Java government and – USAID in 2005 – 2006; Organising workshop of “How Javanese Villages' local wisdom conserve springs and forest”, supported by BLH East Java Province, Kabupaten, Malang, Mojokerto, Pasuruan and Kota Batu, ESP – USAID 2007 were some activities we do together. The list will go long if we want to consider his work with villagers, government, and other civil societies. I remember the workshop on indigenous knowledge we had in 2002. There were farmer, scientist and educators involved in series of long discussion. Since we had international participants and villagers, the discussion was run in 3 languages: Javanese, English and Bahasa Indonesia. Interesting!

As a friend, Suryo always care to others. He cooked our favourite meals when we had a meeting in his house; he always bought books for kids in his village when he returned home from a trip. I will never forget his effort to find the best doctor for my injured eye last 2005 and always asked my health progress. When I decided to return back to



Jakarta in 2008, he prepared a Selamatan (a semi religious) celebration of thanksgiving and to ask the blessings from God. At the same time he was also busy called our friends in Singapore to help me when I had to accompany my brother who got cancer to go to Singapore for cure. Suryo wasn't only a teacher and supervisor for me. He was my best friend and moral supporter. He's a role model of sustainable development discipleship.

The walk to Kendalisodo

I know that I am not a mountain climber, and the walk to Kendalisodo temple was not an easy climb, and I know that I had a sleepless nights lately. But this is the final resting place where Suryo insisted to have his ashes spread when his time came. He loved Kendalisodo a lot, and he clearly told some friends this request and even wrote on his small block note before going to surgery room. I said to myself, “No options, Stien, you have to fulfill his last request”

The weather was cloudy and rain fell when Suryo's ashes arrived in his village and his house in Trawas-East Java. It seemed as if the weather had sadly welcomed him home. I encouraged myself to climb and accompanied Suryo to his resting place. Just before we started to leave his house, the Sun shined and smiled, it was really a comfortable temperature for climbing.

During the walk, many times I asked God for extra energy, and even called Suryo to push me to the top. There were about 20 villagers and friends climbing the mountain and attending a special Javanese culture ceremony for Suryo there. I reached the temple at 4.30. The Sun shined brightly or Baskara Manjer Kawuryan. Thank you Suryo, rest in peace my dear teacher ...we will never forget you.

Stien J. Matakupan
CEI/Indonesia Coordinator

Ship Breaking Activities and its Impact on the Humans, Environment and Coastal Zone of South Asia

The ship breaking and recycling industry SBRI in South Asia (Bangladesh, India and Pakistan) has grown over the past three decades and accounts for close to 70% of the global ship breaking industry. The industry provides great advantages: it's probably the most environmentally sustainable way of disposing of old vessels, it creates jobs and supply a substantial quantity of scrap steel for the iron and steel industries the hazardous waste and associated occupational health hazards pose a significant national and global concern.

The “global shift” in the industry to countries with comparatively weaker regulatory systems is of particular concern as ships contain many hazards that can have significant detrimental effects on humans and the environment if not dealt with properly.

The SBRI location and industrial practices make it highly vulnerable to the impacts of climate change and especially to sea level rise. The industry's legacy pollution could pose

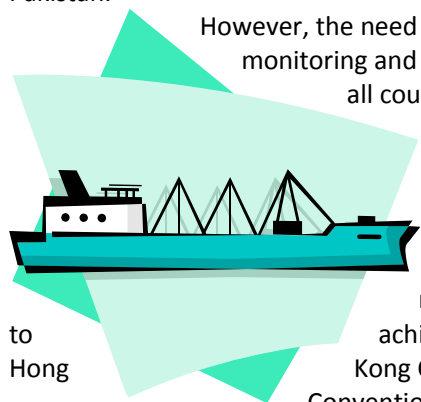


significant threats and challenges at both local (particularly in Chittagong) and regional scales as rising ocean and tide levels submerge beach and near-shore ship breaking areas, washing out accumulated pollutants. In storm surge events, a sudden release of quantities of the contaminated landside beach material into the marine zone may severely affect local fisheries.



CEI-Pakistan along with Center for Rule of Law Islamabad -CROLI and Sustainable Development Policy Institute- SDPI , Ship breaking Platform- Belgium, Bangladesh Environment Lawyer Association-BELA and in collaboration with some Indian local

Associations has prepared a plan to start public interest litigation on this issue to save the environment in South Asia. Along with litigation the other proposed strategy includes institutional capacity building, enforcement of regulations, and investment in waste management facility. Institutional technical capacity and enforcement of National and International legal frame work in India, Bangladesh and Pakistan.



to Hong

However, the need to strengthen monitoring and enforcement capacity in all countries is essential. With regard to infrastructure development, significant investment in hazardous waste management is required to achieve compliance with the Kong Convention, Basel Convention as well as other

relevant international agreements and guidelines in India, Bangladesh and Pakistan. The implementation of interventions in the area of hazardous waste management and disposal may present opportunities for engaging in public-private partnerships in Pakistan.

Judge-Majid Bashir, President Caretaker of the Environment International will give presentation on ship breaking laws in CEI conference in Scotland, 2013.

Judge-Muhammad Majid Bashir
President CEI-Pakistan

The 28th CEI Conference 2014

Place: Yilan, TAIWAN

Date: 6-12 July 2014

Theme: Nature, Culture and Future

Main Host: Earth Charter Taiwan



Welcome and Greetings from Taiwan

The 28th Caretakers of the Environment International Conference 'Nature, Culture and Future' will take place in Yilan, Taiwan from 6th -12th July 2014, hosted



by Earth Charter Taiwan (ECT) with support from different NGOs, enterprises, schools, and the Yilan county government.

Yilan, Taiwan

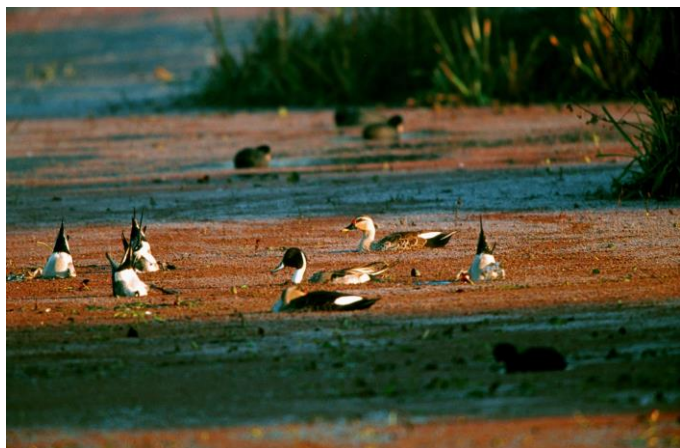
Yilan is located in Northeastern Taiwan, only 1.5 hour away from Taipei, the capital city. This eco-friendly County comprises 2,144 km² and has around 461,000 residents. Yilan's natural diversity includes sea shore (Pacific Ocean), mountains (mountain cloud zone with Cypress), rivers, variety of migrant and domestic birds, hot and cold



springs. This beautiful county is also known for its abundant culture, such as Taiwanese traditional opera and art, unique religious rituals, attractive festivals and lively communities. For the past 30 years, the Yilan government and local people have chosen a green approach to develop their county with the “Yilan values” of environmental conservation, local identity, a deep-rooted culture, clean and active governance.

CEI 2014 conference

The theme of the CEI 2014 conference is ‘Nature, Culture and Future’. All delegates will be asked to present their projects through the oral presentation and poster exhibition. The main conference venues and accommodation



will be inside Huey Deng High School. During field trips, you will visit historical sites, museums, organic farms, rivers and mountains to discover the cultural and natural diversity of Yilan. You will participate in seminars and workshops which cover topics of food sovereignty, permaculture, sustainable development, local environmental initiatives and debates. Of course, there will also be social activities that you can meet new friends and learn from each other.



We are looking forward to seeing you in Yilan next year!

Nancy Chen
Caretakers Taiwan

Education for Sustainable Living

Resolving Problems via Rights and Responsibilities

Economic Sustainability: Educating for Desired Careers of the near Future

These are the outcomes of workshops at the CEI 2012 Maastricht conference

Situation

Education after secondary school is primarily designed to train for existing career positions. By 2022, the technology explosion and economic uncertainty are but two factors that make the availability of desired careers for college graduates uncertain, and undefined. A college education is expensive. Few universities offer degrees in Sustainable Living. Business is reluctant to identify their professional personnel needs in five let alone ten years.

Question: How do Caretakers 2012 Maastricht youth delegates adequately prepare and pursue their college education to assume themselves a career of their desires?

What are the rights and responsibilities of the different entities in this issue?

Individual Students:

Right to choose the jobs we desire to make enough money to be financially secure

Responsibility to make the commitment to work enough to take care of ourselves and others, ensuring safety, paying bills, etc.

Families of students:

Right to guide, not force career choices. Right to not be upset by choices of one family member.

Responsibility to support the individual student within their means and encourage their dreams.

Students' Communities:

Right to view youth employment in a broader perspective than individual desires

Responsibility to consider the consequences of underemployment to the livability of their community

Businesses/NGOs:

Right to organize their own business based on their own ideas and choose their employees

Responsibility to be fair and just, and as specific as possible to prospective employees for the future

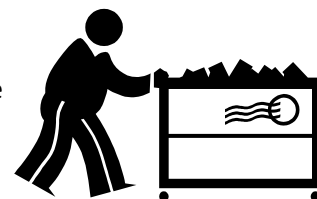
Educational Institutions:

Right to offer education that is popular

Responsibility to provide education that is relevant to today's needs as well as the near future

Government:

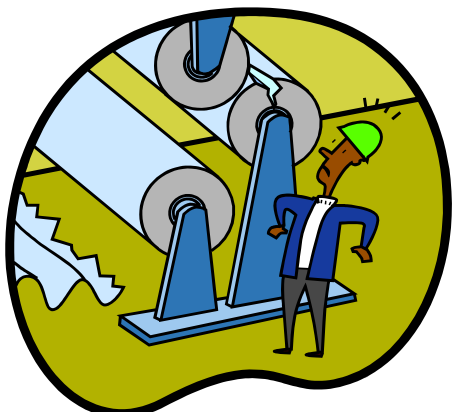
Right to establish educational benchmarks of achievement.



Responsibility to make their jurisdiction as economically competitive as possible.

Proposed Solutions:

1. Students should choose multiple education tracks that match their dreams and passions. In the future, youth need to be more flexible and adapt to changing employment situations.
2. Students should seek practical experiences to see how you like certain professions. They cannot be passionate about something they have never experienced.
3. Students need to realize that the values/measures for achievement in educational institutions is not the same as values/measures in the business world.
4. Students need to challenge educators in providing relevant, realistic, not idealistic employment characteristics outside of the education field.
5. Students need to develop an attitude to keep challenging themselves and take responsibility for their own career development.



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

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