

# The Global Forum for Environmental Education

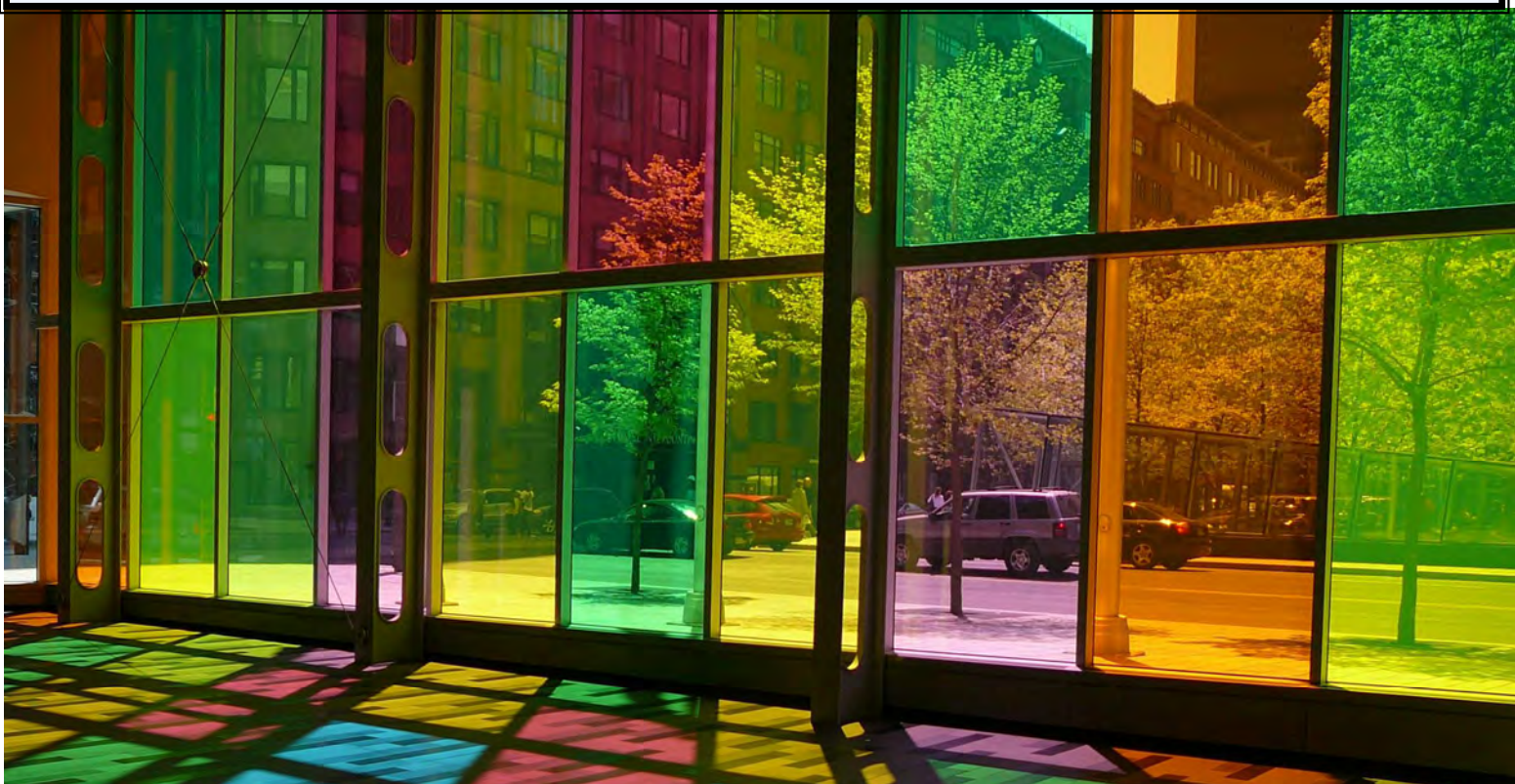
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CEI 2009 Conference Delegate Issue **EXPANDED EDITION**

Aberdeen, Scotland UK July 5-11, 2009

*Sustainability Together: Working in Partnership*



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

## President's Message



Birgitta Norden, Arjen Wals, Fatima Almeida and Dan Hoynacki at the 5<sup>th</sup> World Environmental Education Conference in Montreal

To all CEI 2009 delegates and colleagues, teachers and students involved in Caretakers of the Environment International, the very best mid-year wishes to you! Thank you all for actively supporting the CEI and for never hesitating to engage new students and teachers from countries all around the world. As we finish one school year and begin a new one, we have many tasks. But it is also a time to renew relationships, make new friends, and learn about our similarities and uniqueness's within our CEI network. I am so proud that our 23<sup>rd</sup> annual conference is being hosted by our most capable colleague, Anne Marie Begg. Anne Marie has brought an exciting new dimension to this CEI conference in Aberdeen by urging project partnerships among schools from different countries within a broad range of topics that encompass environmental education for sustainable development.

Please take the time to read through this issue of the Global Forum. It is your collective voice and strives to continue to reflect your achievements, challenges and innovations. Note that there are several events in the next six months that engage our youth in dialogue in preparation for the December UN Conference on Climate Change in Copenhagen: COP15. We are hopeful that the youth of the world will have the opportunity to have their voice heard on the very issues that affect their future well-being. This issue also notes excellent work that is happening with youth and education in countries and communities who have yet to partner CEI. And of course, please enjoy the reflections from students from the wonderful 2008 Aalborg, Denmark conference as well an update from a young adult who was motivated by her participation in the 1999 CEI conference.

Several Caretakers participated in the 5WEEC conference in Montreal in May. The multi-colored, luminous window photograph on the front cover symbolizes the perspective, diversity and synergy of the over 2000 environmental educators from over 100 countries who participated, shared their knowledge and passed through the reflections of these windows many times. This global synergy continues within our CEI work at this Aberdeen conference and throughout the next year.

I urge you to interact with the CEI Board of Directors during the conference as well as through electronic mail afterwards. The strength of the CEI organization lies in the depth of knowledge and diversity of its participants. The common

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

ground we educators share with our students is that we both have much to learn and understand. Our ability to continue and grow our work is determined by how well we continue to communicate with one another.

*Birgitta Norden*

*President, Caretakers of the Environment International*

## Letter from the Editor

It is again my pleasure to edit this 2009 Conference issue of the CEI Global Forum. This issue offers a wide range of information, reflection, great work and call to action. Each registered conference attendee is to receive their own copy. Next month, it will be available in PDF form at our website: [www.caretakers4all.org](http://www.caretakers4all.org) I am happy to accept material for publishing consideration year round. Comments, call of attention to spelling or address errors are most welcome at: [dan.hoynacki@oregonstate.edu](mailto:dan.hoynacki@oregonstate.edu). I look forward to visiting with you and listening for feedback during the Aberdeen conference.

- Dan Hoynacki, CEI Board

## CEI 2009 – Aberdeen, Scotland:

### A Greeting from our Host

*'Happy to meet, sorry to part, happy to meet again'* was the toast I gave at the end of the invitation to attend the conference in Aberdeen, last year in Aalborg and now a whole year has passed and it is already time for the 23<sup>rd</sup> Caretakers Conference.

The theme of this conference is Sustainability Together : Working in Partnership. Around 250 delegates from 28 countries have signed up to be part of the Caretakers Experience from 5<sup>th</sup> –11<sup>th</sup> July at Aberdeen University. I am very much looking forward to welcoming friends both old and new to my home city.

I have been attending Caretakers conferences for the past 15 years, with my students from Northfield Academy, since my first conference in Murmansk with a colleague and friend Carol Park. Sadly, Carol passed away last month, but I will always be grateful to her for introducing me to the Caretakers Fellowship and hopefully those delegates who are attending Caretakers for the first time will have an equally long and enjoyable association with us.

As part of the conference, we have been lucky enough to have two extra events; the first one an **Eco Fair** in a huge marquee, which will give everyone an opportunity to gain a wider knowledge of environmental projects currently being undertaken in Scotland, as well as allowing the people of Aberdeen the chance to appreciate the work being done by young people worldwide on the Environment and an Environmental Art exhibition in a local Arts centre entitled **'Reflections on a Planet'**

I am especially happy to be able to include Art, Media and Drama in the conference, as I feel strongly, as many do, that the Arts help us foster a deep sense of appreciation of the natural environment and stewardship for it. It is also nice as a

non-scientist to be able to share a different view of the environment.

There will also be a chance for everyone to take part in 'sample' sessions of various activities, through Share Time. This is an opportunity for delegates to experience an activity as a small 'sample' from a range of choices. Hopefully, for everyone who wishes, there will be an opportunity to contribute something.

The opportunity to meet old friends and form new ones is perhaps one of the most important elements of a Caretakers conference and it is **this** element that helps fosters understanding and tolerance among our young people. Forming friendships and partnerships and working together is what inspired the theme of this conference and is backed up by the words of the French novelist Albert Camus who said "[Don't walk in front of me; I may not follow. Don't walk behind me; I may not lead. Just walk beside me and be my friend.](#)"

Therefore it is my hope that at this conference everyone will find at least one thing to inspire them, at least one thing to make them smile and will go home at least one friend richer.

Anne-Marie Begg  
CEI 2009 Conference Chair

### The Legacy for Rapemo

Dear Fellow Caretakers,

It was with great sadness that we witnessed the passing away during the year of one of the stalwarts of CEI in Africa, our good friend Odhiambo Rapemo. Long before the annual conference in 2003 in Kisumu, Kenya I had met Rapemo and some of his colleagues. They had sought support to attend the conference in Ireland in 1998. We had sent some money gathered amongst local businessmen to help finance their flights. Due to visa difficulties, they were unable to travel. I was always impressed that they used the money to start a tree nursery and from these seedlings came many new ideas. The true Seeds of Biodiversity! In 2003, I was lucky enough, along with the Host of this year's conference Anne Marie, to visit Rapemo in his home in Oyugis as part of a preparatory visit for the conference. We returned again with the conference delegates and everyone was impressed by the drive and calmness of Rapemo and his colleagues. Having very little money was not a barrier, the idea was to host the conference and host it they did. They continue to have many excellent ideas but need all our support to continue to fight the good fight on the environmental front in Western Kenya on the shores of Lake Victoria. The legacy for Rapemo must be the Seeds of Biodiversity that he has sown. I will miss him.

- Andrew Cox, CEI Advisory Board – Past President

### THE DEMISE OF ODHIAMBO RAPEMO AND DAWN OF AN ERA TO KEEP HIS CANDLE ALIGHT

It is with deep sorrow that we laid to rest the remains of a fallen environmentalist on 11<sup>th</sup> /4/2009. A mammoth crowd witnessed the occasion, crowned by speech from Kenya National Union of teachers executive secretary Rachuonyo

Branch and a prayer from the Anglican Church Vicar Oyugis Parish.

K.N.U.T Secretary described him as a man of international standard who worked diligently as a classroom teacher and coordinated environmental activities of the CATEKS group - regionally, nationally and internationally, he wished that the spirit of Rapemo be kept alive by his children, followers in CATEK and colleagues of the same interest.

As the chairman of the chairman of the group, I write to inform friends, of Rapemo and CATEKS our wish to continue networking with them for posterity and development in the global village. Our first challenge was to fill in the position of secretary/ coordinator. of the group, a position held by Rapemo until his death. Our meeting on 15<sup>th</sup> /4/2009 resolved and elected Joshua Odhiambo to take charge. His duty will include receiving and disseminating information on behalf of the group, taking minutes in meetings and coordinating project works.

Our immediate challenge is to maintain and possibly to improve in our activity which included the following.

1. Agro-forestry (tree nursery)
2. Water and sanitation
3. Orphans support
4. Organizing environmental education field days
5. Collaborating and networking with other organization on environmental issues
6. Participating in ENO programmes

**Tree Nursery** The group nursery has produced many seedlings planting over the years. However due to Rapemo's sickness, its preparation It is far below our target of producing at least 5,000 seedlings this year. We have assigned two members of the group to double their efforts in the project to make it a reality.

**Water** The Clean water project was started at Nyandoma primary school with the support of the **Bill Dawson School**. The project is yet to be completed because of delay in drilling the hole. The first well had to be abandoned because it reached very hard rock. The second well is now dug and it has a lot of water. The lining of the walls is also already made to avoid collapsing. The pump to be used had been purchased but not yet fitted. What is remaining for completion of this project is:

Cement for finishing	10,000
Labour	20,000
Fencing	15,000
Pipes	10,000
Contingency	<u>5,000</u>
Total	60,000

It is our humble request that you help us get the \$1000 so that the project does not die with Rapemo.

It is our sincere belief that when completed you will access it and there will be the possibility to extend the same support to some other associate schools.

**Orphanage** This is the project in our undertaking that turned out to be most challenging. We housed a few children in a

home and supported some in their own homes. At the beginning of 2008 we had to give back most of the children to available relatives but continued to give them support in the same home. Where we started an orphanage, now remains 10 orphans of Odhiambo Rapemo. Is there anything that you can do to support them and that of the others Hunger is declared and National disaster in Kenya now. We call for support from you and friends.

**Link** Last but not least, continue sharing with us and link with us in various programmes globally for the development in Education socially and economically.

**Contact** Our contact person will hence forth be:

**Joshua Odhiambo** Email address: [rapemoo@yahoo.com](mailto:rapemoo@yahoo.com)

Any financial support can be sent to our group account at:

NATIONAL BANK OF KENYA KISII BRANCH  
ACC NAME: CATEK SELF HELP GROUP  
ACC NO : 0124634536000

May God bless you - Teacher John Ongiro, Group Chairman  
Email address: [johnongiro@yahoo.com](mailto:johnongiro@yahoo.com)



## The SunChild Eco-Club Network

### Independent Environmental Education in Armenia

“When I was a child, my grandfather would take me hunting. I was very happy to join him. But every time he leveled his rifle at an innocent animal, I closed my eyes. Eventually I stopped going with him, but I always felt very bad when I saw hunters with their prey. But I could do nothing”, - for 16 years old Arthur these are sad memories. He lives in Urtsadzor, a remote village in Armenia. He is still concerned about animals, but he is no longer helpless: “Now I can speak about the problems I see, I can show people that they must not kill animals, mustn’t cut trees, pollute the environment and many other things. I make a film out of my “mustn’t”, and I show it to everybody.” Arthur is proud that he now can help animals by making films dedicated to the unique wildlife and nature of his home-country.

Arthur is one of more than 600 members of the nationwide network of SunChild Eco-clubs. This network was established in 2006 by the “Foundation for the Preservation of Wildlife and Cultural Assets in the Republic of Armenia” (FPWC).

Through the SunChild Eco-clubs Arthur and the other members learn – among many other things – to express their concerns about endangered nature through films reaching more and more people, not only in their home country, but also abroad.

Today the SunChild Eco-club Network, having local offices in all ten regions of Armenia, is the only independent and sustainable structure for environmental education in the country. All courses in the SunChild Eco-clubs are free of charge. FPWC receives no governmental support, and maintaining the program is only possible due to the organizations partnership with the telecommunication company Viva Cell-MTS, grants, and private donations.

Though major environmental organizations like Conservation International classify the South Caucasus, including Armenia, as one of the planet’s 25 most diverse and endangered Biodiversity Hotspots, Armenian children and youths learn nothing about the endangered natural heritage of their homeland at school. Many endemic species, like the Armenian Mufflon or the Bezoar goat, are nearly extinct by poachers. Moreover the countries alpine mountain meadows are polluted by garbage, sewage poisons the water, and the continuing illegal logging of forests destroys the ecosystem of the country. The founders and members of FPWC are deeply concerned about this deteriorating environmental situation; but unfortunately Armenian society is not yet aware how crucial implementing a solution for these rapidly growing environmental problems is for the future and well being of their children and country.

To save Armenia’s nature for future generations is a challenge which Arthur and the other SunChildren – all between the ages of 12 and 17 - are ready to take. The specialists of FPWC developed a curriculum for the SunChild Eco-clubs that combines media and environmental education. Supervised by professional filmmakers, the youths are taught to make their own films dedicated to nature and environmental issues. They all thematize environmental problems detected by the young filmmakers within their own neighborhoods. Many of the youths confess that through the focus of a camera they, for the first time, are able to discern the environmental problems in their villages – the garbage everywhere, the pollution of local water sources, the maltreatment of animals and many other issues. Before participating in the project these things were so much part of the young villagers’ daily life that they did not notice them as problematic. The process of filmmaking not only sensitizes them for environmental issues; but also makes them analyze their local situations and encourages them to search for possible solutions. But being a member of a SunChild Eco-club is not all about becoming an environmental filmmaker. The film courses are complemented by lessons in ecology theory, environmental law, journalism and art. The environmental curriculum developed by FPWC has a holistic approach which integrates practical skills, theoretical knowledge and creativity. The latter is cultivated through art workshops where children are taught to create beautiful works from garbage, in story telling seminars and painting contests. Additionally the SunChild Eco-club members implement environmental projects in their villages; for

example collecting garbage, installing garbage bins, planting trees, recycling waste paper and laying out model gardens.

The films produced within the frame of the educational project were first screened at the 'Children's Film Program' of the SunChild Environmental Festival in 2007. This event, the only festival of this type in the South Caucasus Region, is also a project of FPWC and takes place every second year. Besides the competitive wildlife film program for adults as well as



Members of a SunChild Eco-Club collect garbage around their village in Armenia

children, the SunChild Environmental Festival offers a forum for open discussions, exhibitions and workshops. The event attracts interested citizens and many international guests from various fields (filmmakers, environmentalists, artists, representatives of international organizations and NGOs). The next festival will take place October 25<sup>th</sup>-29<sup>th</sup>, 2009.

After their premiers in the first SunChild Festival the children's films were aired on Armenian Television and screened in schools and educational institutions. Moreover they were invited to many international environmental film festivals. In September 2008 the film "Silent Scream", which was made by Arthur and the other SunChildren in Urtsadzor, won the first prize in the short film section of Green Screen International Nature Film Festival in Germany.

After three years one can truly say that the participants of FPWC's environmental education program are empowered; capable of becoming future advocates for the unique natural heritage of Armenia. Or in the words of Anahit, a 13 years old member of SunChild Eco-club in Gyumri: "What we do is only a tiny drop in comparison to what we are going to do. It's difficult, especially at the beginning, but there are a lot of us. I mean not only in our Eco-clubs, but the whole world.

'SunChildren' like us are everywhere, and together we can do more and more to make our planet a better place to live!"

(Currently FPWC looks for partners to implement youth exchange programs and joint film workshops for children from Armenia and other countries. For more information please take a look at: [www.fpwc.org](http://www.fpwc.org), [www.savethenature.am](http://www.savethenature.am))

- Barbara Siebert, FPWC Program Director

### About the Author

Mr. Muhammad Majid Bashir is a Judge by profession, presently working with cabinet/Ministry of Information and Press Council of Pakistan as Director Legal on deputation. He is one of the early advocates of CEI and registered the CEI logo in Pakistan.

Mr. Majid Bashir holds Master Degree in intellectual property laws, corporate laws from University of Turin, Italy and IIUI and also in Court Administration from National Centre for States Courts NCSC, William and Mary Law School, Virginia, USA. He also holds Bachelor Degree in law and post graduation Diplomas in Intellectual Property Laws with distinction, Industrial Relation Laws and Taxation Laws from Punjab University, Lahore. He has also attended several Courses and Seminars on Intellectual Property Laws, Environmental Laws, Human Rights and Court Management and Administration in Pakistan, Europe, Canada and USA. He is also founding President of Pak-US Alumni Association. Judge Bashir is the author of four books entitled Manual of Intellectual Property Laws, Tenancy Laws, Minor Acts and



Manual of Property Tax Laws. He has been teaching law in Punjab Law College, Rawalpindi, International Islamic University, Islamabad, Bahria University, Islamabad, and Federal Judicial Academy as Additional Director Instruction, Islamabad and Shariah Academy for the last six years.

### Green Laws in Public Interest Litigation A case study of Pakistani Environmental laws

(This is an excerpted version of the article submitted by Judge Bashir for space consideration. The complete article can be made available via email by contacting the GF Editor.)

There is a proverb that "success breeds success". Ten ideas are good but one idea put in to practice is better still. Public interest litigation in court of law gives you the true picture of this proverb. This is especially true when you practically fight (litigate) cases in the interest of people at large, instead of waiting response from the authority and writing on the issues in "letter to editor" or in "newspapers" or a journal. Of course, writing on the burning issues sometime motivates the general public to take action against the violator and also sensitizes the authority to understand the intensity of the situation. But even then you have to knock the door of the court for the recognition of your fundamental rights.

It has been affirmed and enshrined in all the constitutions of the world that the right to live is a fundamental right of all the

citizens, which includes all such rights which are necessary and essential for leading a free, proper, comfortable and clean life.

As this right to life is primarily based on constitutional guarantees, therefore, all acts which may cause danger to life and the living of human being and all creatures around him will be dealt with iron hands. In other words, protection of life is a constitutional obligation of the state which a state has to perform very diligently.

A person is protected to enjoy his personal rights and to be protected from encroachments on such personal rights, freedom and liberties. Any action taken which may create hazard of life will be encroaching upon the personal rights of a citizen to enjoy the life according to law. Environmental laws require special attention to meet the high standard settled by the constitution towards protection of life, as the violation of environmental laws i.e. pollution and contamination would cause serious threat to human existence and create hazards to the life of the entire citizens in such situation, person exposed to such danger were entitled to claim that their fundamental rights of life guaranteed to them by the constitution had been violated. The environmental laws have been made for the protection of these rights of citizens.

Let us solve this question that what is Environment: It means air, water, land, all layers of the atmosphere, all organic and inorganic matter and living organisms, ecosystem and ecological relationship, buildings, structures, roads, facilities and works, all social and economic conditions affecting community life and inter-relationships between any of the factors mentioned. Going through this definition, one answer that comes to your mind as to how we can protect this environment: Environmental Law (Green Laws). What is Environmental law? **Environmental law means that branch of civil law that deals with issues relating to conserving, protecting and sustainably using natural resources while controlling the spread of environmental contamination and pollution.** Environmental law further includes all international treaties and national laws, rules, ordinances and recommendations pertinent to the conservation, sustainable use and protection of all elements of the earth, sea, and air and even outer space.

The Honorable Judges of the Supreme Court of Pakistan define life after a thorough analysis in Shehla Zia case (PLD 1994 SC 693) "The word "life" in the constitution has not been used in a limited manner. A wider meaning should be given to enable a man not only to sustain life but also to enjoy it. Under the constitution, Article 14 provides that the dignity of a man and subject to law the privacy of home shall be inviolable the fundamental right to preserve and protect the dignity of man under Article 14 is unparallel and could be found only in few constitution of the world. The constitution guarantees dignity of man and also right to life under Article 9 and if both are read together, question will arise whether a person can be said to have dignity of man if his right to life is below bare necessity line without proper food, clothing, shelter, education, health care, atmosphere and unpolluted atmosphere"

The constitution comes to your aid under Article 184(3): If the Supreme Court of Pakistan feels that the life of citizen due to violation of fundamental rights is in danger, the court may take *suo moto* action against the violator to check the abuse of power and misuse of authority. Under the guarantee of the constitution Supreme Court of Pakistan and by virtue of Article 9 of the constitution a citizen can invoke these provisions of law because a large number of citizens throughout the country could not make such representation and may not like to make it due to ignorance, poverty or disability.

Let us discuss the philosophy of the beginning of this article that "success breeds success" and ten ideas and advices can't make such an impact as compared to one practical effort sincerely put forth by anyone.

#### **Public interest litigation (PIL)**

Public interest litigation is a concept in which an individual, Association and institution filed a complaint or petition in a court of law for the protection of public interest in violation of their fundamental rights given by the state. The beauty of this public interest litigation is that it is a source of litigation where a few people can protect the rights of millions. PIL can be filed only in a case where public interest at large is affected. If only an individual is affected by state inaction, it is not a ground for Public Interest Litigation.

Here are some of the possible areas where public interest litigation can be filed: Environment, Human Rights, Child Labor, and Consumer Protection Laws. Within the field of Environment the key issues are air pollution, misuse of natural resources, cutting down trees, causing noise pollution, and illegal construction causing environmental pollution.

There are several landmark cases decided by the apex court of the country in environmental issues filed by an individual, or association in the interest of public at large. Public interest litigation and the Apex courts had invoked Article 184 while performing its constitutional obligations as the sole custodian of the constitution in *suo moto* action. In these cases the apex courts observed that the constitutional court has to honour the guarantees of the constitution if the state and any authority do not honor it. It makes the real difference. The Supreme Court has made the difference in the following cases:

SHELA ZIA VS WAPDA-(PLD 1994 SC 693) - Construction of a grid station near a residential area

KHEWRA MINE CASE: HUMAN RIGHT CASE NO -120 OF 1993 (1994 SCMR 2061) Mining activity polluting the drinking water of Khewra town

ENVIRONMENT EXPLOITATION-DUMPING OF NUCLEAR WASTE: HUMAN RIGHTS CASE NO 31-K/92 (PLD 1994 SC 102)

Right of nuclear waste to be dumped in Balochistan  
TRAFFIC CONGESTION –NOISE POLLUTION city of Karachi  
ROTARY CLUB QUETTA VS D.M QUETTA AND OTHERS C.P NO.119/99 Brick kilns in Quetta city

M.D TAHIR, ADVOCATE VS PROVINCIAL GOVERNMENT, PUNJAB 1995 CLC 1730, LAHORE. Wildlife protection  
SUO-MOTU CASE NO 10 OF 2005 (Environmental hazard posed by the NEW MUREE Project)

SAUO-MOTU CAE NO 13 OF 2005 (Environmental Threat posed by new housing development- Islamabad chalets and Pir Sohawa valley villas-Margalla chalets housing society)

PUBLIC INTEREST LITIGATION is a novel and recent feature of our legal system since the establishment of human rights cell in Supreme Court of Pakistan in 2004. This HR cell is the main reason in rapid growth and development of public interest litigation in our country. In number of cases the Supreme Court as well as many High Courts have entertained petitions and "letter" not only by the person(s) who can be said to be aggrieved or adversely affected in the strict sense of the terms by any action or omission by the respondents but acting *pro bono publico*.

I feel no hesitation to say that the apex courts of Pakistan have changed the trend of Public interest litigation. The honorable judges of the court took action from daily news papers and even simply on the complaint of the aggrieved person. I got a chance to work there for few months. I can say this with great confidence that our procedural system in Human right cells for entertaining applications/complaints from the public at large is the best in the world. It was so impressive and effective that thousand of applications are being received every year. It shows the interest and confidence, faith of the public in our courts and of course in the productivity and effectiveness of the cells. The purpose of this cell was to hold the millions of persons belonging to the deprived and vulnerable sections of humanity who are looking to the courts for improving their life conditions and making basic human rights meaningful for them. They have been crying for justice but their cries have so far been in the wilderness.

**Public interest litigation in its present form constitutes a new chapter in our judicial system.** It has acquired a significant and incredible degree of importance in jurisprudence practiced by our courts and has evoked a lively, though somewhat controversial response in legal circle especially in the media and government sector. This public interest litigation is responsible for the birth of new judicial concepts and the expanding horizon of active judicial power. Indeed it is really a fascinating exercise for the court to deal with public interest litigation because this is a innovative strategy which has been evolved by the supreme court for the purpose of providing easy access to justice to the weaker sections of humanity and it is a powerful tool in the hands of public- spirited individuals and social action groups for combating exploitation and injustice and securing for the underprivileged segments of society, their social and economic entitlements. It is a highly effective weapon fully loaded with morality, ethics and fundamental rights in the hand of law for reaching social justice to the common man, who may be missing all his rights because of misuse of the power, deliberately ignored and denied by the authority.

Public interest litigation is part of the process of participate justice. It is a strategic arm of the judicial aid movement and is intended to bring justice within the reach of the poor masses, who constitute the low visibility area of humanity. Public interest litigation is brought before the court not for the purpose of enforcing the right of one individual against

another as happens in the case of ordinary litigation, but it is intended to promote and vindicate public interest which demands that violations of constitutional or legal rights of large numbers of people. This includes those who are poor, handicapped and the hungry millions of our countrymen - uneducated, illiterate living without civic sense, safety culture, ignorant or in a socially or economically disadvantaged position should not go unnoticed and unredressed.

I raise the point: If "Ignorance of law is no excuse", then how one can claim or take the benefit of law or constitutional guarantees? These guarantees are for the protection of all citizens and not only for the literate, affluent privileged classes; or landlord, industrial tycoon, gentry or fortunate few of the society. Here comes the public interest litigation: The courts, as the custodian of the constitution, individuals, associations, organizations, are the representatives in the interest of millions of ignored, depressed poor people. The courts watch their constitutional guarantees, which exist only on paper and not in reality. We should keep in mind that the welfare and protection of rights is the prime concern of the state or the public authority. It is only a co-operative or collaborative effort on the part of the complainant or petitioner. The public, in fact welcome it, as it would give it an opportunity to protect the rights of the poor and weaker sections of the community, who cannot fight their rights due to lack of knowledge, finances and proper legal guidance. The ultimate guarantee of one's rights, however, lies in self-assertion. The poor and the weak must therefore be organized and made self-reliant. It gives us an idea of public interest litigation societies. This is a common practice in the West and United States of America. People voluntarily work in the interest of public by filling cases and complaint in the court of law and before competent public authority.

The following observation of great American Judge Learned Hand must always be borne in mind:

***"A society so riven that the spirit of moderation is gone, no constitution can save; a society where that spirit flourishes, no constitution needs save; a society which evades its responsibility by thrusting upon the court the nurture of that spirit, in the end will perish."***

- Judge Muhammad Majid Bashir, President, Caretakers of the Environment Pakistan  
E-mail: [judgemajid@hotmail.com](mailto:judgemajid@hotmail.com)

## The Power of Partnerships

The NAAEE's 38<sup>th</sup> Annual Conference, "The Power of Partnerships: Creative Leadership in Environmental



Promoting excellence in environmental education

Education will be held in Portland, Oregon October 7 - 10, 2009 and is preceded by the 6<sup>th</sup> Annual Research Symposium October 6 - 7. In past years, NAAEE has honored CEI founders Ed Radatz and Dr. Arjen Wals with separate, prestigious awards. This fall, CEI USA

Oregon Chapter youth will assist at the conference tasks that include Spanish translation.

Many environmental, economic, and social challenges face our world, but fortunately environmental educators have the skills to lead communities towards positive decision-making and sustainable change. For over 37 years, the North American Association for Environmental Education (NAAEE) has held an annual conference where these educators share ideas on how to teach sustainability solutions. Registration opened June 1 at [www.naaee.org/conference](http://www.naaee.org/conference). The [Environmental Education Association of Oregon \(EEAO\)](http://www.naaee.org/conference) serves as local host, exemplifying the conference theme *The Power of Partnerships*.

From October 7-10, in Portland, Oregon, hundreds of passionate and innovative educators will demonstrate how they deliver quality environmental education that teaches people *how* to think, not *what* to think. On Wednesday, October 7, a keynote address by Peter Donaldson, the creator of [Salmon People](http://www.salmonpeople.com), begins several days of exciting learning experiences. Donaldson's own words best describe what can happen at an NAAEE conference: *"I became a teacher and learned how to learn."*

Environmental education leaders from North America will share their vision for environmental education on Thursday, October 8. A plenary panel will include Elizabeth Kilvert of Environment Canada, Ruth McCully of the US EPA's Office of Children's Health Protection and Environmental Education, and Salvador Morelos Ochoa, the head of the Center for Education and Training for Sustainable Development in Mexico.

Also on Thursday, Kaiulani Lee will present "A Sense of Wonder", a play based on the life and works of Rachel Carson which has toured the United States for over 10 years.

During the NAAEE Awards Luncheon on Saturday, October 9, Charles Jordan will talk about the importance of connecting urban youth to the outdoors. A former director of Portland's Bureau of Parks and Recreation, Jordan's forte was forging partnerships and demonstrating *"that we are more than just fun and games"*. Jordan is also a nationally known

conservationist and the first African American to head The Conservation Fund, a leading environmental non-profit dedicated to advancing America's land and water legacy.

NAAEE is a network of environmental educators who infuse communities with high-quality teaching methods to show the positive, non-confrontational ways that people can bring about solutions to environmental challenges. EEAO initiates, leads, participates in, and supports projects and programs that advance the role of environmental education to achieve student success in education

Registration is available at:  
<http://www.naaee.org/conference>

## My Experience at the "Caretakers of the Environment" Conference 2008

My experience at the Caretakers of the Environment Conference was amazing. I made many new friends with people from all over the world. I met many people just from Oregon. The people from Oregon ranged in ages 14-18; some of the people we met from there were Max, Ashley, and Sarah. I also met two very sweet girls from Sweden, Lenayah and Ella. Just about everywhere in the world was represented at the conference.

We spent three days in Copenhagen. We visited countless castles and many historical sites. For most of this visit it rained and was frigid. The streets were crowded and very busy. The shops were small and lots of fun to explore. Souvenir stores were countless and it wasn't hard to find the thing you were looking for. We took an open air boat tour of Copenhagen's water ways. We saw the former army area and an Opera House, which is a stellar piece of architecture. I loved Copenhagen!

On our way to the conference we took a train to Aalborg, Denmark. For about five hours we enjoyed the beautiful countryside of Denmark. It was very relaxing and a gorgeous view all the way there. Unlike America, on our train ride, much of the land is unindustrialized.. Also unlike America, you see fields of windmills. These windmills are converting wind energy to useable energy. When we arrived at the army base we saw cool trucks and interesting buildings. At one point we took a tour to an old Viking land where there was a Viking graveyard and hundreds of sheep. We went to many classes to learn about new energy and sustainability. This leads me to the theme of the conference.

The theme was New Energy and Sustainability. We learned many new forms of energy that people from around the world are trying to create. To me, the most interesting form was wave energy. There are many different ways to transform wave energy to useable energy. You can have a machine on shore or in the middle of the water. We learned about this at the "University of Aalborg". Our group did a presentation on our work on the banks of the Chicago River. I was nervous for our presentation, but when we got up there, it was okay because I realized most of the people listening didn't fully understand what we were saying. Some of the other presentations were very proactive and interesting. One



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of the best experiences of the whole conference was the fieldtrip we took to a beach in Denmark. At a peninsula of the beach you could stand in both the North Sea and the Baltic Sea. The beaches were amazingly beautiful and we had so much fun.

We deconstructed Ireland's flag. We did this to make a quilt of all of the flags attending conference. It was a good experience because we were making history. All of the teams worked together to make piece of all different shapes and colors.

At the conference we did many things. We learned and studied New Energy and Sustainability. We met and learned about different cultures. And the best was that we all got to do this with unfamiliar people in an unfamiliar place. It was a great experience!

- Erica McCarthy, Chicago, Illinois, USA

## CEI 2008 Remembered

This summer I went to Europe with the Caretakers of the Environment. We visited Sweden, Finland, Russia, and Germany before traveling by train to the big event - my first Caretakers Conference. My older brother, Peter, and older sister, Ashley, had attended previous Conferences and I had heard for years all the neat things they experienced. I wanted the chance to go global. Thanks mom and dad and our teacher leaders, Gail and Wayne Schimpff, for making the Caretakers conference possible for me.

Once there, I learned many things about other countries. I had many memorable experiences. For one thing, I went with my best friend, Josh. He made the trip all the more enjoyable. Who can say they had a rocking time in Europe with their best friend? Not many I'm sure. But what I will never forget was hearing about other countries.

One in particular: Indonesia. At dinner most nights at the conference my friends and I would sit with children from Indonesia. We would try to sit separately in order to meet new people but it always seemed we ended at the same table. I learned about their culture and daily tasks. As a token of their appreciation they offered me true Indonesian possessions such as a small monster looking doll. I also had a chance to tell them about my country and the "usual's" that I go through. Although they were nothing even close in comparison as cool as their country, I am sure they were thankful to learn about other places.

This small act showed me how different our world really is. Although we all live on this earth as a whole we are split by our cultures and views. Not one culture is the same. I do not go through the routines of someone from Indonesia just as they don't go through mine. I really recognized this during my visit. This was a wake-up call for me. I always knew everyone was different but not to that extent. I was very intrigued in what someone from another country had to say. CEI was the first time I really got to know anyone not from my own country. It was a true snapshot of a memory that I will

keep for many years to come. I still have my Indonesian monster doll sitting on my shelf in my bedroom.

- Michael Doucette, Chicago, Illinois, USA

# brightgreenyouth.org

Young minds in action

## The climate and innovation camp Bright Green Youth

We are honored and encouraged to see that interested schools and organizations from different parts of the world are willing to send students to participate as delegates in the climate and innovation camp Bright Green Youth and would very much like to invite students aged 14-18 years and from your organization. Relevant information about the camp is given below for your easy reference and we recommend that you also read the attachments:

**Date:** 8<sup>th</sup>-11<sup>th</sup> of August 2009  
**Venue:** Alsion, Alsion 2, 6400 Sønderborg, Denmark  
**Theme:** Climate and innovation  
**Language:** The official language of the camp will be English

**Accommodation:** Participants will be accommodated two and two (boy/boy or girl/girl) with Danish families in Sønderborg while companions will be accommodated in hotel or private homes.

**Website:** [www.brightgreenyouth.org](http://www.brightgreenyouth.org)

**"Bright Green Youth gathers young people from around the world to participate in a dialogue and generate solutions for climate changes. It is important that these young people are introduced to the opinions of young people from other parts of the world and that together, they form a global opinion on global issues."**

Jørgen M. Clausen, former President & CEO, Danfoss a/s

We expect about 300-350 overseas delegates and about 150-200 of local ones, a totally of 500 young participants. We extend a warm welcome to you to participate in this event and to present the bright green ideas of your youngsters.

Please note that delegates have to pay for their own travel expenses, but the stay in Denmark during the camp is all free and taken care of from our side.

We look forward to hearing from you and hopefully seeing you in August.

Yours sincerely,



Sanne Feldt-  
Rasmussen  
Bright Green Youth  
Mail:  
[SFR@danfossuniverse.com](mailto:SFR@danfossuniverse.com)

**Editor's Note: Check the website for conference outcomes and next steps**

## CLIMATE YOUTH COUNCIL KLIMATTING ETT

### Climatic Gathering 13-15 November 2009 in Lund

This December governments representing the whole world will meet in Copenhagen for the fifteenth – and probably the largest of its kind – conference on climate change: **COP 15**. The aim is for all countries to unite in their efforts in reducing global warming and to produce a successor of the Kyoto Protocol as it expires in 2012. Climate change and the green house effect affect all of mankind, from basic health and prosperity to plain survival. It is no piece of news that this is a central issue for the youth of today, who already are part of the society of today and in due time will be the society of the future.



This is why we will arrange a **climatic gathering** for adolescents aged 12 to 25, with the aim to put the voice of the young in the spotlight. This November, young people will be able to gather at a conference, which will give them the inspiration, knowledge and power needed in order to become part of the global solution of the climatic issue. During this conference, the participants will work out a **united message** to be handed over not only to the delegates and negotiators at COP 15 in Copenhagen, but also to those around the world affected by the issue. The climatic gathering aims to gather between 250-300 youths from Sweden, Europe and the rest of the world. Invitations will be sent to those municipalities in Sweden who have shown an interest in climate issues, as well as international organisations from countries showing the issues' global complexity. As the climatic gathering will take place during one of the large meetings of Lund's youth council, approximately a hundred adolescents from Lund will also participate.

The climate gathering will be created and planned by a **workgroup** of youth representatives from networks, groups and organisations engaged in the climate issue. To make sure that the conference is genuinely created *by* and *for* young people, they will be the ones to establish the programme for the event. During the autumn of 2009, the work will be divided into workgroups, in order to start the practical work of the gathering.

The gathering will **take place in Lund**, and the initiative comes from the youth council of Lund and UFO (Youth Forum for

Agenda 21). The conference will be three well spent days, bubbling with inspirational discussions, workshops, lectures, meetings and other opportunities of learning. Key persons in climate politics, as well as to be-participants of COP 15 will also be present at the gathering. An aim is to keep the climate gathering carbon neutral and to provide ecological and environmentally friendly alternatives, as much as possible.

A link to English presentation of the **Climate Gathering** (= Climate Youth Council = KLIMATTING ETT)

**in Lund** Nov 13-15, 2009:

<http://ungilund.se/eng/articles/climategathering2009.htm>

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### Global Environmental Youth Convention 2009 in Tangshan, China

Students and teachers who have participated in the Young Masters Programme will be able to meet at the recurrent Global Environmental Youth Convention (GEYC). Previous conventions have been in Lund-Sweden (2000), Turin-Italy (2002), Alexandria-Egypt (2004), Dubai-United Arab Emirates (2006) and the upcoming convention will be held in Beijing in 2009. After completion of the project work (part 3) of the Young Masters Programme, the projects from all courses held during 2007-2009 will be evaluated by a jury. The successful projects will be able to present their findings and results at the GEYC in China this will also give a great opportunity for students from all over the world to meet and discuss their projects and experiences in person.

The student projects presented at the GEYC 2009 will be on the following themes:

- City Development
- Olympics
- Mobility
- Energy
- Water
- Food and Agriculture
- Poverty reduction
- Waste
- Consumption
- Tourism

**The convention will take place by the end of November 2009 - preliminary dates are the 27th November to the 4th December - in Tangshan, China.**

### Looking Back At the Denmark-08 Conference

Overall, the conference itself was a good chance to meet new people and learn new things. **People coming together from**

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

**different backgrounds with different languages, is a very beautiful thing.** I believe that the conference in Aalborg was one of the greatest experiences I've ever had. Denmark is said to be one of the happiest places on earth.

Personally I thought that the habitat around me in Denmark was very similar to that in Oregon in the way that they have large areas of land where crops are growing and almost everything is very dry. Also, the weather we have here in Salem is just as crazy as it is there, where some days you have rain and others you have a lot of sun.

The kind of impact that Denmark has on our earth has to do with the wind mills, the amount of people that ride their bikes from place to place, and the amount of people who smoke, especially the young people that already smoke at such a young age. Also the other issues, including littering and the graffiti.

We don't have many wind mills in Oregon. People in Denmark ride their bikes there more than here in Oregon, so much that there were many more bikes than cars out on the streets. Yet there are problems that both of our countries face. We both have problems with teenage smokers polluting the air. We also both have to deal with graffiti on buildings and trash in ponds, lakes, rivers and streams. It is humbling to realize that we both have a long way to go to be completely eco-friendly.

One of my favorite parts out of everything were the tours, because for the most part they were hands on. For every tour we got, the people there gave us some history about the place that we were visiting. Some of it included history of how the Danish settlers and the British fought. We also learned about wind energy and solar energy.

While I was there I realized that it's not hard to make friends and that it's not hard to fit in. I also realized that I'm a very humble person, and that I can make many mistakes without making a big deal about it. In this way I made a couple of friends. One of them was Morten, who was one of the guides from Denmark. I also made friends with some of the Portugal kids, named Felipe, Tiago and Andrea. I also liked that they showed us how to line dance, through which I made another friend named Stefan from Macedonia. While I was there I tried to eat with everybody. Meals included kids from China, Russia, Hungary, Scotland, Ireland, Indonesia, other kids from USA, Greenland, even Holland. All of them kids my age from across the world. In addition I got around to playing some games with the kids from the other countries. I also liked how they had a workshop on how to paint a self-portrait. At the end of the conference, there was a cultural ceremony that I also liked a lot. I guess there were many things that made this event special and a fun experience.

By presenting our project, I learned how to give a good presentation, which I can feel good about, and say "I did good." and know that it's the truth. I'm improving my speech skills by learning how to talk to a group of people.

Just like there is a good side to everything, there is a bad side

too, or what can be considered the things that I didn't like so much. Like when I noticed that I was so far away from home, on the other side of earth, and yet I felt like I was at home in some kind of summer camp. At a summer camp where people my age come from all over the world to present their project, what their countries are like, and their issues. At times, I felt like I missed my family and I wondered whether coming all the way out to Denmark for a conference really worth it.

Then I looked back at all of what I'd accomplished, what I'd learned, what/who I've seen, and who I'd met. Considering that not many people get a chance to do what I've done, I say it was very worth it.

- *Maira Negrete-Gonzalez, Salem, Oregon*

### **Innovative European project: SIEU!**

Schools for Intelligent Energy Use (SIEU) is a European project, which is funded by the programme Intelligent Energy Europe; it counts with the collaboration of 11 partners in 9 different countries (Belgium, The Netherlands, France, United Kingdom, Italy, Czech Republic, Hungary, Romania and Spain). Its objective is to work on energy saving and renewable energy by building a bridge between vocational schools and civil organisations. The methodology builds upon the successful Dutch "Schools for Sustainability" programme.

The students in participating classes set up their own Energy Agency to work on a real assignment from a client. This client can be a company, a governmental administration, a non-profit organisation, a school, and so on. Then starts the exciting process of bringing the assignment to a favourable conclusion, handing it back to the client and presenting the results. In the process, students make use of many resources and make contact with the experts in the field. It is a pleasant variety of intensive collaboration in small groups, thorough work consultation within the class and individual work on the computer.

The project is concluded with an educational event in which the students present their recommendations to the clients.

The project is starting in schoolyear 2009-2010. Project length for schools is around 20h. A teacher training will be planned in the beginning of the schoolyear.



More information about the project and how to participate in one of the partner countries, can be found on the website [www.sieu.info](http://www.sieu.info)

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## Letter from Bangladesh

Hon. President  
Birgitta Norden  
Caretakers of the Environmental International, Sweden

It gives me a lot of pleasure to write to you from Bangladesh. I came to know about your activities from my friend in Indonesia Mr. Suryo who is trying to organize **Caretakers of the Environment International** conference in Indonesia on 2010.

This mail comes to you with a request from Bangladesh that please includes us on your team of Caretakers of the Environment International.

Bangladesh is naturally resourced country. We have big forest called Sundarban which name came to the one of the Seventh Natural Wonders of the World. It is one of the largest Mangrove forests of the world but because of unplanned urbanization and lack of sympathy for nature the trees are now dyeing and the waters are becoming salty so we are losing our world treasures, We have so many things to say but there is no such plot where we could speak.

It seems through your help we can speak and try at least to grow sympathy on peoples mind. Moreover we have Ganges came from Himalaya and gone directly to bay of Bengal but because of Industrial waste the PH Balance of the river water became toxic. The fishes became poisonous. If we don't speak now we have no time to speak in future because we will be dead by then. So I would like to request to the Hon. President and other members to make us one of the Caretaker. We from Bangladesh also very interested to work with you. Please let me know your view. May all beings be happy. Thanks and best regards,

Barua B P Ripon  
Asst Treasurer, World Fellowship of Buddhist Youth

### AmeriCorps in Environmental Education

My name is Nathan Schulte and I am an AmeriCorps volunteer serving with Oregon State University Extension Service in Salem, Oregon, USA. I replaced Robbie Andrus. I am the 5<sup>th</sup> AmeriCorps volunteer from my organization to attend the Caretakers conference. Yet I realize that there are many people who do not know what AmeriCorps or what AmeriCorps volunteers do.

AmeriCorps started in 1994 when President Clinton signed the National and Community Service Trust Act. AmeriCorps is not one but a set of programs "that each year support the engagement of nearly 75,000 Americans in service to meet

critical needs in education, the environment, public safety, homeland security, and other areas." These range from fighting poverty with the VISTA program, to serving as part of a team that serves across the entire country with the National Civilian Conservation Corps. I work for the Northwest Service Academy whose mission is three-fold: Service to Community - Leadership Development - Environmental Stewardship, very similar to the goals of the Caretakers organization.

As part of my service I have assisted with a restoration and tree-planting project with the Cascade Jr. High Environmental Club in Turner, Oregon. The teacher who has nurtured this club is Toni Harvey, who attended the 2007 conference in Hong Kong and who next year will be taking her formidable teaching skills to students in Kazakhstan.

Our project was inspired by our partner school in Jakarta, Indonesia and their project to plant 1000 trees. We modified it for our purposes and succeeded in installing over 1000 plants at parks, campgrounds, and at Cascade Jr. High itself. Unfortunately our partner school is unable to attend the Scotland conference so I extend their greetings and well wishes on their behalf.

I led the Cascade Environmental Club in removing invasive plants from two 250 square feet (23.25 square meters) forested plots on the grounds of their school. I then worked with the students to replant those areas with native trees, shrubs, and wildflowers. The plan is to maintain these areas and expand the project each year so that all of their forested property will one day serve as native habitat for plants and wildlife and as an outdoor learning area for students at the school. The club consisted of about 15 students and 1 parent and I will be accompanying two of these students to the CEI 2009 Conference.

President Barack Obama stated, "***If you're walking down the right path and you're willing to keep walking, eventually you'll make progress.***" Serving as an AmeriCorps volunteer is one of the ways by which I feel I am walking down the right path. Yet I believe that all of us as members of the Caretakers family are making that same effort to walk down the right path, for ourselves and for the environment. We have already seen progress but there will be much more to come. All we have to do is keep walking.

Nathan Schulte, AmeriCorps Volunteer  
OSU Extension, Salem, Oregon, USA

### A Caretakers Legacy Story

#### CEI 1999 Influences Maria's professional career into a carbon neutral company

During high school I became a member of the environmental group at my school. We were a group of students interested in taking care of the environment lead by two enthusiastic teachers. Our teachers happened to be involved in the preparations for the first Global Environmental Youth Convention (GEYC) in 2000, that was held in cooperation between CEI and IIIIEE. This is how I got the opportunity to take part in the Caretakers conference in Costa Rica in 1999 and later on attend the GEYC in Lund in year 2000.

As a kid I spent lots of time in the nature, and I still do. My parents who were both active in the scouts movement took me to scout camps where I learned how to use wood for making fires or to build sheds from it, without harming the trees, other plants or animals. In school though, I learned that the environment is not well, that we take more than we give, that we exploit it and that our whole planet has gotten fever. I got concerned about the fact that I am part of this and that I have an impact on the environment in almost everything I do. I wanted to do the best I could to avoid this, so I joined the environmental group.

We, the students, were part of the preparations for the GEYC as a reference group and got invited to the Caretakers conference in Costa Rica in 1999. We made a project about a river nearby Lund, our city, next to a sewage water treatment plant and presented it at the conference. We explained how we had sampled the water and analyzed its content of nutrients and taken an inventory of the animal species in the river to determine if the river was polluted. As far as I can remember the water quality was quite fine, but still there are problems with green algae around our coast more or less every summer, algae that are harmful to humans and makes it impossible to swim.

Many environmental problems, like the algae blooms, we do not see every day and mostly we do not think about them at



all. In Sweden most people sort their garbage so it gets recycled or used for heat and power production for our buildings. Our streets are clean and the water we drink from the tap is of high quality. However, if you look under the surface, all is not well. We hear scientists telling us that the cod fish population in the sea is decreasing and the herring contains too much dioxin, lakes and oceans turn

green in the summer and we emit millions of tons of green house gases into the atmosphere. We have done a lot to improve our relation to the environment but we need to learn more and get better. After seeing similar problems also in other countries and after meeting students describing their local problems, I chose to study environmental engineering at the university. With a master of engineering you have the knowledge to apply the technology that we already have to make improvements and to develop new technology. I strongly recommend this education, but most important, of course, is to follow your heart. You can contribute to environmental improvements in most occupations by questioning why things are done a certain way and not in another more efficient way better for the environment.

Today, I work in a local energy company that produces, distributes, trades and sells heat and power. About a year ago the company set the goal to become a carbon neutral company, which is a company that emits no green house gases. My duty as an engineer is to calculate our emissions,

from all activities. That means from our cars, the electricity and heat we use in our buildings, the emissions from our production, and emissions from traveling and so on. And most important, I am able to suggest ways of decreasing our emissions. In my job I have the power to make a real change and I am very happy about it.

- Maria Pettersson

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web site: <http://www.lundsenergi.se>

## CEI in Denmark

I commit to join CEI because I want to meet a lot of new friends from other country and also because from joining this CEI program I can get new experience of communicating with people from other country. Also I can play together with my friends and other teenagers from other countries.

My project is about briquette. Briquette is an alternative fuel which is made from waste material such as waste newspaper, nut shell, wood dust and many more others. In the first time, I felt a bit nervous before doing my presentation, but during the presentation, all my nervousness was gone so that I can perform it smoothly. Other countries perform about their global warming effect to their country, new alternative energies and also the things that they can change in their school.

In Denmark, I have participated in some tours and also some fun activities such as football tournament. We were also playing rugby with the Scotland people; it was also fun because we play it with a number of people - around 20 people all together. So I and my friends from Indonesia become one team and the other team was mostly from Scotland.

Almost most of the activities were interesting because most of them were fun. The activity that I will remember 10 years ahead is the project presentation, because it makes me more confident to perform in front of my friends. I learn about some popular places in Denmark. After the trip from Denmark, I will be more care to the environment by throw the rubbish in the right place, stop burning trashes and start to use the briquette that I had made. I hope that I could join the next CEI which is held in Scotland.

- Albert 9C, Indonesia

## Unforgettable Learning Experience In Denmark

I commit to join the CEI conference because I'm really interested when I knew this conference was for youth and discussing about environment, sustainability and new energy. The topic was really interesting for me because I think that nowadays this is the world big issues. I also never joined this kind of conference so I wanted to try something new that can give me new knowledge and more experiences. Besides, I think an international conference is also very good because we can learn and socialize together with other people from other countries.

My project is about how to increase the awareness of Indonesian communities to their environment. I also planned

some learning activities which related in saving energy and take care of the environment. My friends and I together taught to some schools and orphanages how to recycle the rubbish into useful things such as tissue box, folder, accessories, food covering and many others. I also gave them knowledge about how to save energy with solar cooker box and using comic that we made by ourselves about global warming we discussed it together. We also joined an educational trip to give us more knowledge to the environment.

Before I did my presentation I felt really nervous and scared because I saw that there were some groups from other countries have a good presentation. But when it was my time to present I didn't feel any burden anymore and I could do it really well. I have my confidence and I was not nervous at all like before. All of the audiences were really respected and it made me felt comfortable to speak in front of them. Groups from other countries have very interesting project such as biogas from plants, wind turbine, solar panel, electricity generators and testing acid rain project. Things that I learn from other countries presentation were how to be confident when we speak in front of many people and also the organization of the presentation which was very interesting.

There were many activities I did besides the presentation. After we arrived there, we directly met with many participants from other countries and we played and talked together with them. There also was the icebreaking activity and I think this was the best because from here we could socialize and knew each other better. The other activities were field trips. My group and I got the electricity field trip. We went to an electricity history museum and Grundfos company. I also got lectures there about fuel cell that I got it from a professor in Aalborg University and the other was lecture about solar energy. Every night there also quilt workshop which we will make one new flag from all countries flag which joined the conference. There was also cultural night where each country could perform their traditional dances and clothes and we also have a football competition.

All of the activities in the conference were very interesting for me because this was the first time for me to join this conference. I felt each activity has the different feelings to me. I always got something new from every activity there. But for me the most interesting was the cultural night because I could see many different traditional dances and clothes from other countries. All were unique. There was one activity that I didn't really enjoy. It was the lecture about fuel cell because there I didn't really understand about what the professor was talked about. I thought that it was too hard and complicated the way he conveyed it. This conference gave me so many memorable memories and precious knowledge. I think that in 10 years ahead I won't forget all of that. The most unforgettable thing is how I meet so many people from other countries and joined so many activities together with all of them. The togetherness there was made me felt really enjoyed my time there and the ways of other people to save the environment.

The things that made me proud for Denmark are how the country can save the energy by utilize the natural resources

such as the wind turbine. There are many wind turbines that we can find in Denmark. They also really take care of the cleanness of the country. Some old buildings and much kind of museums are really taking care by the people there. The country is already developed well and already started to save the environment.

After the trip to Denmark, the things that I need to do to save the environment is first I still need to continue my project because it is the on-going project. I want to develop my project more to many different of communities to give them more knowledge about saving energy and save the environment mostly about rubbish. I will also start with myself and communities around me to have the better habits like separating rubbish between organic and inorganic or to recycle it, turn off the electricity and learn more about save the environment from internet, books or environmental conferences.

- Felisa, Indonesia

### A Fresh Start with *FRESH YES*

I am often amazed at how much work I am able to accomplish with a small group of teenagers who, when I first get them, have so little experience and interest in the natural world. This group represents many different walks of life, but being outdoor enthusiasts is definitely not what I started with when the school year began. However, after a semester of getting out into the field twice a week, I've branded a new type of student, far different from what I first began with, that actually kinda likes getting out and doesn't really mind getting their hands dirty and working up a good sweat. This same type of kid even begins to recognize that the work they are doing has a significant benefit to the community and natural world and is proud of their efforts.

The group I am referring to is high school students from Roberts High School that are in a program called Fresh Start at the IKE Box. The program is a two-semester program designed to work with students in 9-11th grade who need a fresh start to their educational careers in a small and intimate setting; something different from the traditional large high schools. The results of this program have been very positive for the students how have participated in it. Many are launched into the Early College High School at Chemeketa



Fresh YES!  
Youth discover service and place-based learning build essential life skills and knowledge of their environment

Community College, while others return to their neighborhood high schools ready for success.

The partnership Roberts High School has with OSU Extension Service, Marion County's Sustainable Communities natural resource science program has had a huge hand in the success of these Fresh Start students. The group is enrolled in a 4-H club called *Fresh YES*. YES, stands for Youth Enviro Squad, which is a Sustainable Communities program. OSU Extension provides two very important key elements to the *Fresh YES* students: (1) Transportation and (2) Professional expertise as it relates to natural resource science. These elements have enabled the class to exercise some best practices in education today. They include experiential and place-based learning, while connecting the youth with other natural resource professionals in service-learning projects. **OSU Extension's Sustainable Communities program also reaches beyond the Salem area to build relationships with other school districts and establish service-learning sites.**

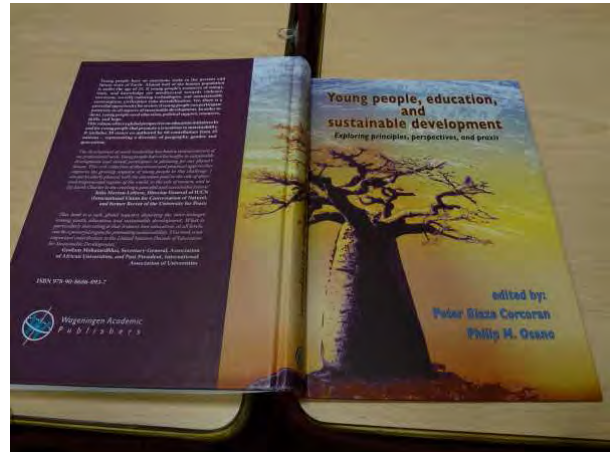
The results are staggering. In one semester the class has accumulated over 600 hours of service in their communities. Students have developed relationships, initiated by OSU Extension Sustainable Communities, not only with the professionals they work with from agencies and organizations like the Oregon Department of Forestry, OSU Extension, Marion County Public Works, City of Salem, the BLM, the Pringle Creek Community, and others, but have also developed their own relationship with the places they have worked. Some of these places include Shellburg Falls, Silver Falls State Park, Bonesteel Nature Reserve, Auburn Park, the Pringle Creek Community, Pringle Creek, Fishermen's Bend Park to mention a few. Another significant observation to note is the positive work ethic that these students have developed over time.

The learning that takes place is hands-on and meaningful to these youth. It sticks with them. With all the work that is done, comes some important learning. Students learn to identify plant animals species, how to collect and organize data, how to think critically about sensitive and complex ecosystems, problem-solve, collaboratively work with others, and how to enjoy the nature they visit. Ultimately they are becoming responsible citizen-stewards who know how to work and how to think.

- Ryan Kinnett, Roberts Alternative High School,  
CEI USA Branch, Oregon Chapter, Salem, Oregon,  
USA

roundtables. In the context of CEI, permit me to highlight consensus answers to the three key questions posed to all participants. The responses from the two niches highlighted here are **Ethics, Environmental Thought, and Worldviews** and **Learning in Society**. All niches answered these questions, which can be found at:

[http://www.5weec.uqam.ca/EN/suite\\_congres.asp](http://www.5weec.uqam.ca/EN/suite_congres.asp)



### **How can environmental education add meaning to our lives?**

- 🌍 By becoming critical of consumerism and the narrow framing of human beings as consumers
- 🌍 By cultivating pluralism, diversity and trans-boundary thinking, and utilizing tensions as a source of learning
- 🌍 By blending formal, non-formal and informal learning while addressing existentially relevant issues
- 🌍 By Linking – Sharing- Caring
- 🌍 By identifying and respecting local contexts and by linking them to global problematics
- 🌍 By developing critical thinking and awakening an ethic of resistance for action
- 🌍 By constructing human being and widening its vision of the world and of time in sharing and solidarity

### **How can environmental education contribute to social innovation?**

- 🌍 By providing big, positive, inspiring ideas: Humans are Nature; Positive Visions of the Future; Respect and Reverence; Happiness; Diversity; Truth and Clarity; Hope as an Antidote to Apathy; Acknowledgement and Acceptance; Fullness of Experience.
- 🌍 By providing opportunities for personal and collective action: Living our Teachings (integrity)
- 🌍 Creating and Choosing a Future (not merely adapting to what is; Active Listening (to people and planet).
- 🌍 By reframing school-community relationships to create hybrid learning configurations involving multiple stakeholders



### **5WEEC Answers Key Environmental Education Questions**

The 5th World Environmental Education Congress May 10-14, 2009 offered 13 thematic niches (in English, French or Spanish) within its 72-page program of sessions, forums and

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

- By strengthening qualities/capacities/ competencies needed to contribute to such innovation (empathy, reflexivity, 'gestalt-switching', systems-thinking, trans-boundary thinking, etc.)
- By recognizing multiple literacies and ways of knowing, valuing, sensing, thinking and acting

### **How can environmental education contribute to political innovation and influence public policies?**

- Environmental education has to include CIVIC education / engagement / responsibility (so 'activism' isn't a bad word!)
- We need to use a wide variety of methods and settings to engage / connect people; & model 'alternatives' to inspire people to demand policies that support those alternatives
- We need to actively support 'green' politicians
- By strengthening new forms of governance that provide space for local identities, participation and self-determination also for those who are marginalized
- By developing learners' capacities to engage in critical and counter-hegemonic thinking
- By utilizing the seemingly boundless possibilities of IT-supported connectivity and (open-source) learning

These "answers" are not so much solutions as that they offer a tactical approach to addressing these issues to apply to our everyday work and lives. I have been humbled to have had the opportunity to share a voice with my CEI colleagues and new WEEC colleagues to help yield a collective global strategy, and I intend to integrate these concepts into my work.

Dan Hoynacki

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