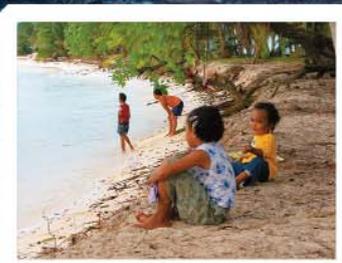


ROTUMA SCHOOLS ECO-CAMP REPORT 2007



The Rotuma Schools EcoCamp is funded in parts by the Vodafone Fiji ATH Foundation and the GEF Small Grants Programme.

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Special Thanks

On behalf of the EcoCamp team of volunteers, LājeRotuma would like to thank Gagaj Kausiraf, his wife and community elders of Oinafa for their hospitality and continued support prior to the camp and extending to the 3-day event that was held in December 5, 2007. LājeRotuma acknowledges the special contribution of the following:

- Island liaison contact Rjtia Atalifo and her family
- The Talifo family of Saurotuma, Noatau.
- The network of island volunteers
- The four primary schools on Rotuma
- Gagaj Fakaru'etoag of Malha'a District
- Elders of Motusa village, who hosted the team during the seagrass watch field trip
- Oinafa elders who shared their fishing and acted as locals guides for the forest walk & bird watch.

Other partners that have contributed in kind include Colgate Palmolive, Fisheries Department, School of Marine Studies, University of the South Pacific and WWF Fiji Country Programme.

Rotuma map with marked areas of the schools
and the camp site



Image NASA

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Image © 2008 DigitalGlobe

Rotuma Schools' Adopt-a-Habitat Approach

In celebrating five years of partnership with the four primary schools on Rotuma Island, LäjeRotuma adopted a different approach to the schools' environmental awareness outreach program. The **"Adopt-a-habitat Program"** goal is to allow students to learn more about their natural surroundings by an adoption-scheme of a habitat situated close to the school, easily accessible and safe for the students to visit and conduct fun-filled learning. Targeting this age group (primary schools) on Rotuma aims for the long-term result of changing the attitude of a generation, that is bound to be the future of Rotuma, as leaders and stewards of the island's natural resources.

The Rotuma Schools EcoCamp is aimed primarily at bringing the four schools together to showcase environmental lessons from each of the schools' adopt-a-habitat program and to learn more about their natural island environment through creativity, innovation and outreach to the wider community of Rotuma. The Rotuma Schools EcoCamp schedule offered a variety of hands-on, fun activities that helped the young campers learn more about their natural world, other people and self.

The **eco-camp's goal** is to demonstrate good principles in the use and management of natural resources with practical knowledge such as the wise use of water, recycling and auditing of household waste generated from the camp.

This report highlights the the fun learning activities EcoCampers enjoyed during the 3 days amidst the wake of a tropical cyclone and a grounding at the anchorage. The next EcoCamp is scheduled to be held during the schools term 2 break in August 2008.

*"I love the dance workshop.
We can fly like a bird and
swim like the fish when we
dance; it's so much fun"*

Chesta of CTK Primary School

*"We take advantage of the
natural environment in Ro-
tuma and stop appreciating it
in our everyday life. But the
bush walk, beach profiling &
collecting rubbish items to
make artwork is making us
see things in a different light
now!"*

Fanifau Rafael, teacher

*"We only know how to draw
but now I can make nice art-
work out of the things lying
around and even learnt to re-
use rubbish"*

Wilfer Rigamoto of Rotuma High School

Forest Walk

(11/12/07 – 8.00am to 9.40 am)



A total of 18 Campers took part in this activity. The types of plants found during the forest walk were recorded and listed according to its common occurrence along the trail and values of each plant were discussed. A total of 26 plant types were observed, during the hour-walk in the bush. The summary of results during the forest walk is included in the Appendices.



Hata
Occurrence: Low



Hefau
Occurrence: Low



U'lu
Occurrence: High



Ota
Occurrence: Low



Rau ji
Occurrence: Medium



Sumi
Occurrence: Medium

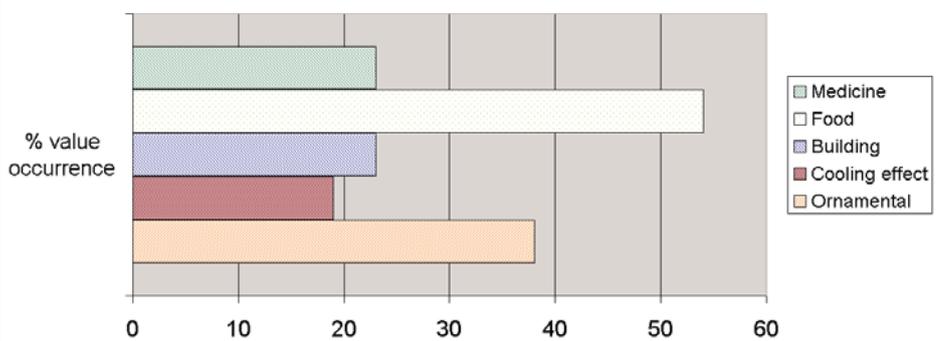


Fakmaru
Occurrence: High



Tier
Occurrence: High

Figure 1. Shows the major plant uses and values for the plants observed during the forest walk



The graph demonstrates the many important uses of plants & trees for food, such as trees to build houses, provide shade and a source of medicine.

Bird Watch

(11/12/07 – 8.00am to 11.00am)



A total of 14 campers took part in this activity. The Bird watch group hiked through the forest recording and tallying all the forest birds they could sight. Birds are also identified through the sounds they make.



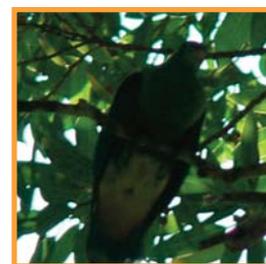
Armea
Abundance: High



Moa
Abundance: High



Branded rail
Abundance: Low



Orange Dove
Abundance: Medium



Purple Swamphen
Abundance: Medium



Brown Noddies
Abundance: High



Black Heron
Abundance: High

Table 1: Results of the bird watch exercise.

Bird Name	Abundance rating	
Banded Rail, Ve'a	medium	• A ground bird that is a good source of protein for the locals
Domestic Chickens (Jungle Fowls), Moa	medium	• The domesticated variety of the jungle fowls that is an important source of protein
Polynesian Triller	high	• Highly vocal and of ecological importance
Rotuman Myzomela, Armea	high	• A striking scarlet and black bird that is endemic to Rotuma
Golden Plover	medium	• A migrant species presently transiting the island
White Tern	High	• A beautiful pure white bird that nests in the trees of the low land forest
Ruddy Turnstone	High	• Found in small flocks of 5 and 6 along the coastline and grassy areas around settlements
Brown Noddy, Gogo	medium	• Large sea bird resting in palms on Oinafa Bay • An important food source for the owls
Jungle fowls	medium	• Wild fowls of the inland forest that is usually hunted by the locals for food
Pacific pigeons	high	• Large grey and green pigeon commonly seen on breadfruits or feeding on the fruits of the strangling fig (aeva)
Black Faced Shrikebill	medium	• Only encountered females and fledglings on feeding forays
Crimson crowned fruit dove	medium	• Small flock feeding high in the canopy of large strangling fig tree (aeva)

Beach Profile

(11/12/07 – 8.00am to 11.00am)



A total of 17 campers took part in this activity. Campers were encouraged to make detailed observations such as the many types of rubbish, trees growing along the beach or the shore birds and other marine animals found on the beach. The 3 hour beach walk led to more group work on making profiles (sketches) from materials like plastic bottles, and other rubbish & detritus found on the beach.



Sketching beach profile



A mock coral reef



Sharing the results, on the beach.



On the beach

Seagrass Watch

(11/12/07 – 8.00am to 11.00am)

What is seagrass? “Ma’usu te Maka”

The only flowering plant that can live underwater. Seagrass is often confused with algae. Seagrass have seeds and fruit whilst algae have spores and do not flower or produce fruit. Seagrass has a root system whilst algae have holdfasts and don't have veins that carry molecules around the plant.

According to the Maka Bay seagrass survey, mean seagrass cover was at 56 percent compared to the algal cover of 33.1 percent. (Please refer to appendices)

Maka Bay Seagrass Watch 2007

Following the wake of tropical cyclone DAMON on December 7th, a team of EcoCamp volunteers spent the day at Maka Bay, conducting the first extensive surveys of the only seagrass area found in Rotuma. There were 19 volunteers who first took part in the orientation of how to conduct seagrass watch survey techniques on the beach before finally taking the measure tape to the water. Four seagrass survey sites were set up spanning at least 400metres along the Maka shoreline and extending as far as 200 metres from shore towards the reef that fringes the lagoon to the bay area.

Why adopt-Maka Bay seagrass habitat?

Maka Bay is a rich seagrass area. The seagrass meadow act as nutrient sinks by buffering and filtering nutrient to the marine environment. The seagrass water water mark and acts as a nursery for commercially important fishes.

The marine animals found at Maka Bay were mainly sea cucumbers, small sized fish, sea snails and different types of sponges. Turtles also feed at the seagrass area.

Field Reflections...

To get a better picture of the health of the seagrass at Maka Bay, annual extensive seagrass sampling must be conducted to monitor seagrass health over time. This kind of information will help towards the protection of such an important habitat. Action led by the community seagrass watch team is piloted by the adoption of the seagrass area by the Motusa District School. It is through this learning and seagrass field surveys for which experiences are inadvertently shared with other schools during the next EcoCamp program.



Volunteer conducting the seagrass surveys at Maka bay.

Where does seagrass grow?

... in shallow soft-bottom sheltered coastline. The seagrass area is strongly influenced by the physical disturbances from storms, cyclones and flooding. The coastal seagrass habitat also experiences the changes to coastline which affects where it is found and what types of seagrass is found growing there. The survival of the different seagrass species at the shallows is determined by its exposure at low tide and to wave action. The common seagrass type at Maka Bay is *Syringodium isoetifolium*

Financial Literacy

Session



Aimed at senior campers and team leaders, this activity introduces the concept of personal budgeting and saving.

The highlights of this session is *Goal Setting and Prioritising*, as described in the Table 2 below.

Goals	Priority of Importance	Frequency	How can we achieve this goals
Water	High	Daily	Use less amount of water (Control)
Education	High	Yearly	More resources and tools
Transportation	Medium	Yearly	Use better road materials
Medical	High	Weekly	Better resources and equipment
Infrastructure	Medium	Yearly	Use materials wisely
Environment	High	Monthly	More awareness programs
Communication	High	Daily	
Re-creational Facilities	Low		
Fuel	Medium	Weekly	Regular shipping from Fiji
Food	Low		Eat more of fresh food then canned food

After doing this exercise with the high school children and the adults, it was clear that no one knew what budgeting actually meant. The awareness on budgeting and saving information on how to save and why they need to save. Saving has always been a short-term goal for most participants. A community financial literacy training & wider outreach is planned for 2008.



REFLECTIONS:

From the field team

1. EcoCamp is too short..can it be extended for a week!
2. The EcoCamp was fun.
3. The timing of the EcoCamp wasn't suitable for many students. Can it be organized during the school term break for an increased participation at the next camp date!
4. Teachers- lower classes (1-4) were not invited to attend. Can the youngsters participate in the next EcoCamp?
5. Thank you for inviting me to be a part of the EcoCamp - Resource dance artist.
6. EcoCamp resource team to travel and be onsite two weeks prior to the camp dates. This allows for orientation of camp volunteers and effective delegation of tasks and responsibilities to improve on camp schedule.
7. More interactive reflective exercises and presentations by the young campers
8. To relocate to a well equipped camp site due to Oinafa's exposure to the normally windy conditions and the lack of housing facility to accommodate the young EcoCampers.
9. More *hanuju* sessions- learning about the environment through story-telling
10. More time spent for the art n Craft workshops
11. Maintain engagement of the elders and community for wider outreach of messaging concepts of the EcoCamp.
12. Working as a team

FINANCES:

Operating Expenses for the Rotuma Schools Camp (October-December 2007).		Amount (\$FJD)
Income from Sponsorships		
USP Rotuman Students Association		500
Vodafone Fiji Foundation (under the community outreach program)		3000
GEF SGP (under the camp budget line)		2000
Private Donations		600
Total income for the Rotuma EcoCamp		6100
Operating Expenses		Amount (\$FJD)
Inter-Island travel (boat passage)		1539.6
Island travel costs (including truck hire)		1007.68
Liaison travel (Suva) costs		426.3
Equipment/ camp materials		365.21
Food costs (including pre-camp clean up & EcoCamp)		896.32
Personnel (including island coordination costs, volunteer allowance)		925
Resource persons		450
Workshop stationery/ items		423.16
Internet/ Telephone costs		151.95
Contingency costs		98.52
Total costs		6283.74
less total income		
<i>Note: - EcoCamp costs were shared with other LRI outreach activities</i>		-183.74
<i>- Contribution in kind</i>		\$5000.00

Driftwood art workshop



Creating a bird mobile



Painting on Canoe



Graig demonstrates an artwork

Eco Sign writing & Signage & Canoe art

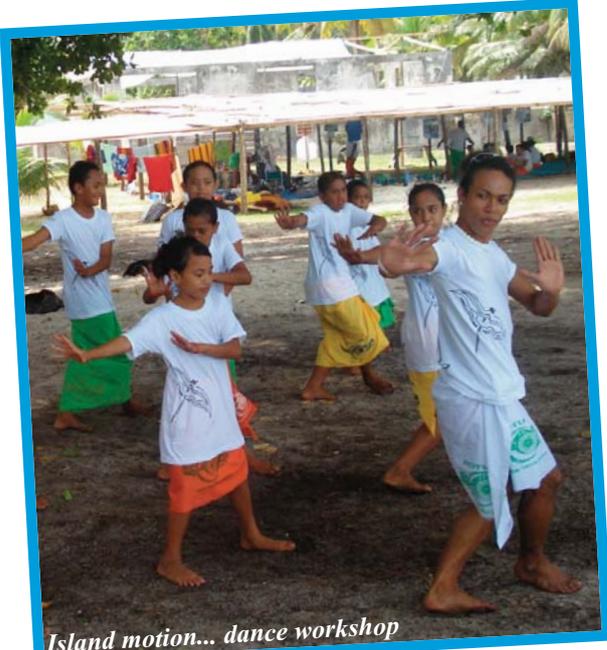


Canoe painting



Cleaning the litter sign at the jetty

Song & Dance Activities



Island motion... dance workshop



Roughing it... island style!

APPENDICES - FOREST WALK

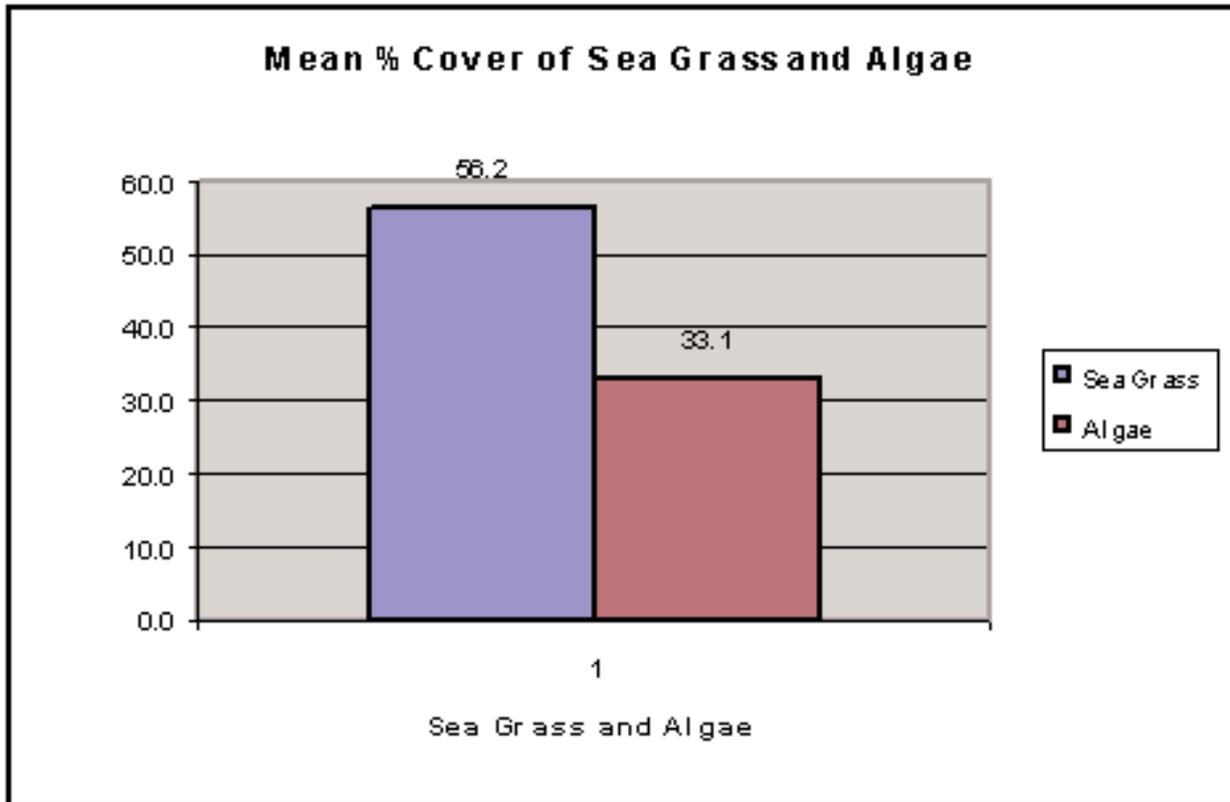
Sumi	Medium	<ul style="list-style-type: none"> • Beach plant
		<ul style="list-style-type: none"> • Provides shade
		<ul style="list-style-type: none"> • Decorative
		<ul style="list-style-type: none"> • Roots reduces coastal erosion
Togoi	Low	<ul style="list-style-type: none"> • Provides shade
		<ul style="list-style-type: none"> • Nut (salisa) is edible
		<ul style="list-style-type: none"> • Bark and leaves as herbal medicine (flu)
Aeva	Low	<ul style="list-style-type: none"> • It grows on other trees finally killing them
		<ul style="list-style-type: none"> • Found growing on the togoi tree
		<ul style="list-style-type: none"> • Is an important plant as it provides a lot of fruits for the a lot of fruit eating birds
Fakmaru	high	<ul style="list-style-type: none"> • Leaves arfe used for making tefui, for cooking
		<ul style="list-style-type: none"> • Nuts is an important food source for many birds
Pua	medium	<ul style="list-style-type: none"> • Flowers are for making tefui and for decorative purposes
		<ul style="list-style-type: none"> • Provides shade
Fao	low	<ul style="list-style-type: none"> • Fruits are edible
		<ul style="list-style-type: none"> • Provides shade
'Am'ama	low	<ul style="list-style-type: none"> • Leaves are used as cough medicine
Firmoto	High	<ul style="list-style-type: none"> • Fruits are used for making jam
		<ul style="list-style-type: none"> • An important food source for pigeons
		<ul style="list-style-type: none"> • Stem is used for building houses
Mor Jaen ta	low	<ul style="list-style-type: none"> • Fruits are edible (good source of vitamin C)
Sir'ie	high	<ul style="list-style-type: none"> • Leaves are used to make dance costumes
		<ul style="list-style-type: none"> • Ornamental value
Hahia' ramram ta	high	<ul style="list-style-type: none"> • For building houses (not the edible kind)
'Ulu	High	<ul style="list-style-type: none"> • An important food source
		<ul style="list-style-type: none"> • Leaves are used in cooking
		<ul style="list-style-type: none"> • Also used to make fishing nets
Kapui	low	<ul style="list-style-type: none"> • Ornamental plant
Umasa	medium	<ul style="list-style-type: none"> • Fruits are an important food source for many birds
		<ul style="list-style-type: none"> • Stem is used for building houses as well as making canoes
Papai	medium	<ul style="list-style-type: none"> • Underground stem is used as food
		<ul style="list-style-type: none"> • Leaves used for cooking
Hau	High	<ul style="list-style-type: none"> • Stem is used for building
		<ul style="list-style-type: none"> • Leaves used for medicine
		<ul style="list-style-type: none"> • Bark is used as ropes and dance costumes
Jojo	medium	<ul style="list-style-type: none"> • Stem used as pegs for clothes line
Ota (Sago palm)	low	<ul style="list-style-type: none"> • Leaves used for thatching houses
		<ul style="list-style-type: none"> • Stem used for making starch
Vi	low	<ul style="list-style-type: none"> • Fruits are edible
Sere	high	<ul style="list-style-type: none"> • Violet flowers attract butterflies and arnea
'Ura	High	<ul style="list-style-type: none"> • Fruits and leaves are used as medicine
Sesei	High	<ul style="list-style-type: none"> • A creeping fern, its rhizomes are used as medicine for the flu
Niu (Coconut tree)	High	<ul style="list-style-type: none"> • Nuts, leaves and stem are very useful to the local people
Mara	high	<ul style="list-style-type: none"> • Underground tuber is used for making starch
Tieri	high	<ul style="list-style-type: none"> • Flowers are for making tefui and oil
		<ul style="list-style-type: none"> • Stem for making tools such as 'iso'a for planting taro and husking coconuts
Julia	high	<ul style="list-style-type: none"> • A fern whose leaves are used for making dance costumes
		<ul style="list-style-type: none"> • Leaves are also used for medicine

SEAGRASS WATCH METHOD

Four sites were selected along the beach about a 100m apart. A 50m transect line was laid at each site, perpendicular to the beach and starting from the edge of the seagrass meadow on the beach side. The first recording starts at the 0m mark where a 0.25m² quadrant (a 50cmx50cm square made from PVC pipe or rod) was placed. Observations about the percentage cover of seagrass and algae, the type of sediment whether it be sand, mud or silt and other living organisms found in the quadrant were recorded. The quadrant was then laid every 5m along the transect line and all the data observed were recorded till the 50m mark. The next line transect was laid 5 m beyond the 50m mark of the first transect line and recording of similar observations were collected at every 5m interval. A total of 3 transect lines were laid at each site totaling 150m. At the end of the sampling, there was a total of 6 sites sampled with five of the sites totaling 150m transect lines each and one of the sites having a 200m transect line.

Results:

The graph below shows the mean percentage (%) Seagrass (*Syringodium isoetifolium*) cover and algal cover:



Seagrass and coral reefs are connected. A reef that fringes the coastline and its lagoon within it, protect shore-line from waves allowing seagrass community to develop. The important role of seagrass in trapping sediment and slowing water movement cause suspended sediment in the water to fall out, benefiting corals which grow better in clean clear water.



FINANCIAL LITERACY

Exercise 1: HOUSEHOLD INCOME

This is an exercise that involves all the money that is earned and coming into the family is recorded accordingly whether it's a weekly, monthly, yearly or sometimes. (A) Total them up by adding per column and then (B) multiplying by the number of weeks (52 weeks) per year, number of months (12 months) per year. (AXB) adding the total for Weekly, Monthly, Yearly and sometimes. This becomes the Total Year Income.

Group 1

Family Income				
types of income	Weekly	Monthly	Yearly	Sometimes
income from selling at the market	\$70			
Wages from your job (full-time, casual)		\$500		
Pension		\$70		
Remittance		\$300		
Stipend		\$500		
Handicraft	\$150			
Copra Cutting	\$90			
Total				
	(A)	\$130.00	\$1370.00	
	(B)	X 52	X 12	X 1
Total Income	(AXB)	\$16120.00	\$16440.00	
TOTAL INCOME (Add: weekly+monthly+yearly+sometimes)		\$32560.00		

Group 2

Family Income				
types of income	Weekly	Monthly	Yearly	Sometimes
income from selling at the market	\$75.00			
Wages from your job (full-time, casual)	\$120.00			
Pension		\$80		
Remittance				\$100
Total				
	(A)	\$195.00	\$80.00	\$100.00
	(B)	X 52	X 12	X 1
Total Income	(AXB)	\$10140.00	\$960.00	\$100.00
TOTAL INCOME (Add: weekly monthly yearly sometimes)		\$11200.00		

Group 3

Family Income				
types of income	Weekly	Monthly	Yearly	Sometimes
income from selling at the market	\$100.00			
Wages from your job (full-time, casual)		\$160.00		
Pension		\$200.00		
Copra Cutting				\$40
Selling Apci (fine white mat)			\$800.00	
Total Income (A)	\$100.00	\$360.00	\$800.00	\$40.00
(B)	X52	X12	X1	X1
Total Income (AXB)	\$5200.00	\$4320.00	\$800.00	\$40.00
TOTAL INCOME (Add: weekly+monthly+yearly+sometimes)		\$10360.00		

Exercise 2: HOUSEHOLD EXPENSES

This exercise is to show all in details all the expenses that are met. This will show how the money is spent and on what and whether it could be monitored and studied to actually spend the money wisely and to more important and essential items that are needed. It has the same calculations as the income exercise but for expense it's more detailed. Calculate by adding all the respective column and then multiplying

Group 1

Types of Expenses	Daily	Weekly	Monthly	Yearly	Sometimes
Groceries (Tela'a)	\$20.00				
Toiletries		\$15.00			
Water Bill			\$6.00		
Electricity Bill			\$21.00		
Phone Bill			\$60.00		
School Fees				\$20.00	
TV				\$300.00	
Transport					\$54.00
Total (A)	\$20.00	\$15.00	\$87.00	\$320.00	\$54.00
(B)	X365	X52	X12	X1	X1
Total (AXB)	\$7300.00	\$780.00	\$1044.00	\$320.00	\$54.00
Total Expenses Year (Add: Daily+Weekly+Monthly+Yearly+Sometimes)				\$9498.00	

Group 2

Types of Expenses	Daily	Weekly	Monthly	Yearly	Sometimes	
Electricity			\$25.00			
Water			\$30.00			
Toiletries		\$12.00	\$15.00			
Medical			\$20.00			
Telephone			\$25.00			
School Fees (uniforms, stationary, etc)				\$250		
Transport		\$4.00		\$296.00	\$370.00	
Fuel		\$30.00				
Gifts				\$50.00		
Household items				\$200.00		
Leisure Activities			\$40.00			
Rent			\$180.00			
Commitments (church, Hanua, School)			\$50.00	\$100.00		
Clothes				\$100.00		
Food	\$8.00		\$55.00			
Total	(A)	\$6.00	\$46.00	\$440.00	\$1196.00	\$370
	(B)	X365	X52	X12	X1	X1
Total	(AXB)	\$2190.00	\$2392.00	\$5280.00	\$1196.00	\$370

Group 3

Types of Expenses	Daily	Weekly	Monthly	Yearly	Sometimes	
Food		\$50.00				
Transportation		\$8.00			\$50.00	
Fuel			\$20.00			
Water			\$10.00			
Church Levy				\$50.00		
Soli		\$2.00				
Education				\$70.00		
Village Levy					\$100.00	
Other Expenses				\$400.00		
Total	(A)		\$60.00	\$30.00	\$520.00	\$150.00
	(B)	X365	X52	X12	X1	X1
Total	(AXB)		\$3120.00	\$360.00	\$520.00	\$150.00
Total Expenses Year (Add: Daily+ Weekly+Monthly+Yearly+ Sometimes)				\$4150.00		

The children now have a fair idea of what the financial literacy session was about when they compared their household income with their household expenses, one of the groups had more in their expenses than what they had in their income.

Comments:

Despite not having the tools / resources this workshop was a step forward to actually having that thought of doing a personal budget or for the family.

Date	Objectives	Target Group	Budget
March – April, 2008 <i>(A 2 days training)</i>	Financial Literacy Training	Youths Seven districts of Rotuma	\$1000.00

PARTICIPANTS

PARTICIPANTS

Christ the King EcoCampers ...

1. Ryan Savea (11 yrs.)
2. Susau Petero (11 yrs.)
3. Tieri Kijiana (12 yrs.)
4. Chester Joseph (12 yrs.)
5. Romeo Josehp (12 yrs.)
6. Jude Saverio (10 yrs.)
7. Frederick W (11 yrs.)

Malha'a EcoCampers ...

8. Milika Tabua (11 yrs)
9. Ruth Amoe (8 yrs)
10. Aisake Voi (11 yrs)

Paptea EcoCampers ...

11. Ross Kuna'u (10 yrs)
12. Ben Drala (10 yrs)
13. Kevin Fesa'itu (10 yrs)
14. Arthur Fesa'itu (9 yrs)
15. Lupe Fesa'itu (8 yrs)
16. Joseph Fesa'itu (7 yrs)
17. Moiro Afereti (11 yrs)

Motusa EcoCamper

18. Jonathan Motofaga (11 yrs)
19. Morris Ralifo (10 yrs)

Rotuma High School EcoCampers

20. Steven Crocker (14 yrs)
21. Tupou Pene (16 yrs)
22. Emma Voi (16 yrs)
23. Vamarasi Fiu (14 yrs)
24. Barbara Ieli (14 yrs)
25. Marine Voi (14 yrs)
26. Manua Tigarea (14 yrs)
27. Gloria Fesaitu (12 yrs)
28. Wilfer Afrete (17 yrs)
29. Philip Viliame (19 yrs)

30. Toutou Olsen (13 yrs)
31. Julius Tiuhea (18 yrs)
32. Mark Philip (14 yrs)
33. Jacob Rupeti (14 yrs)
34. Paula Mani (14 yrs)
35. Priscilla Kapieri (16 yrs)
36. Gina Aropio (17 yrs)

Adult Campers

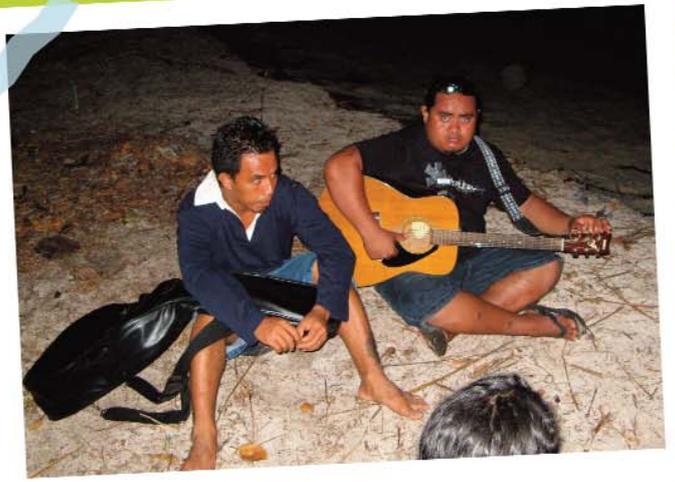
37. Mareta Tiuhea
38. Victor Apao
39. Sauroa Vaivao
40. Selai Penamena
41. Fanifau Rafaele
42. Theresa Aropio
43. Makarita Josefa
44. Ruth Samson
45. Gagaj Tomanav Solomone

LRI EcoCamp Suva Team...

1. Alfred Ralifo (**Camp leader/artist**)
2. Craig Marlow (**Artist**)
3. Serpapelu Fatiaki (**Choreographer**)
4. Jacob Itautoka (**Facilitator-Financial Literacy**)
5. Marie Pene (**Facilitator-Waste/awareness outreach**)
6. Akata & Vamarasi Ralifo (**youth/catering**)
7. Monifa Manueli/Fiu (**Liaison/catering**)
8. Teri Tuxson (**Coral reef awareness**)
9. Feskato'a Isimeli (**awareness**)
10. Rusila Savou (**seagrass watch volunteer**)
11. Kathy Howard, Yashika Nand, (**volunteers**)
12. Antoine Nyeurt (**marine biodiversity-algae**)
13. Ashwini Prabha (**Communications**)
14. Nataniela, Paul, Sumasafu (**catering/song exercise**)
15. William Fuata (**Facilitator-climate witness/fisheries**)



Offloading from the Jetty



The camp talented signers



Feeding time... Yum!



Volunteers dancing to the island beat



Camper receives his certificate from Gagaj Kausiraf (Chief)



Celebrating Kathy's birthday



ROTUMA SCHOOLS' ECO-CAMP SCHEDULE '07

This is the first ever organized EcoCamp activity for the island students of Rotuma. This environmental awareness campaign is being held to raise the profile of Rotuma's unique and fragile natural heritage so that the next generation may be more environmentally conscious in this age of climate change and loss of culture. The Rotuma schools' EcoCamp schedule offers a variety of hands-on, fun activities that help the young campers learn about the natural world, other people and themselves. The activities are as follows:



Driftwood Art Workshop. The opportunity for students to fire up their imagination by interpreting the driftwood pieces they have collected. This would involve the addition of shells, seeds, string, etc, to decorate their pieces to produce a work of art from flotsam and jetsam found along the shoreline.

Limit: 20 campers.

Students to partake in joint production of a large mural in a public place which would cover the overall themes of LRI which are the islanders' understanding of their natural heritage.

Selected by the teachers of Rotuma High School.

Painting of signs for EcoCampers theme and printing of litter signs at Oinafa wharf and Maka Bay.

Selected by the teachers of Rotuma High School.

Opportunity for students to express their artistic abilities and creative ideas on a card and a range of medium (crayons, paints, colored pencils). Themes would relate to forest and coral reef ecosystems and the flora and fauna.



Field activity at the Oinafa nearshore fringing reef, Sea stacks at Maka bay, forest walk at the Oinafa bushland, cleanup walk and the Haus island field trip.

5 - 2 groups of 10 per activity by 4 field trips.

Activities. Musically inclined EcoCampers will be given the opportunity to perform drama and dance pieces based on environmental themes espoused by LRI.

ers.

LājeRotuma Initiative
PO Box 10816 Laucala Beach Estate, Suva, Fiji
E-mail: lajerotuma@unwired.com.fj



ROTUMA SCHOOLS' ECO-CAMP SPONSORSHIP PLAN

LājeRotuma Initiative is offering two categories of sponsorship in the upcoming Rotuma Schools' EcoCamp to be held at the Oinafa Bay area over the 4th, 5th and 6th of December 2007.

Due to the logistics and complexities of organizing the first ever camp of this nature on the island of Rotuma, we are appealing to friends and families of LRI to assist in staging this event. This environmental awareness campaign is being held to raise the profile of Rotuma's unique and fragile natural heritage so that the next generation may be more environmentally conscious in this age of climate change and loss of culture.

We anticipate approximately 400 campers comprised of students from the 4 primary and 1 secondary school on the island.

There are two categories of sponsorship. Please tick your preference:

1. Camper Sponsorships:

- Single camper \$75
- 3 campers \$225
- 6 campers \$375

2. Habitat Sponsorships:

- Adopt-a-Forest \$600
- Adopt-a-Beach, Island \$600
- Adopt-a-Seagrass Meadow \$600
- Adopt-a-Coral Reef, Village \$600



All sponsors will receive an EcoArt gift idea made during the Rotuma Schools' EcoCamp 2007.

For more details on sponsorship, please contact Alfred Ralifo at aralifo@gmail.com and lajerotuma@unwired.com.fj

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Certificate of Participation

This is to certify that

_____ participated in the Rotuma Schools EcoCamp 2007.
LājeRotuma appreciates your contribution towards achieving
the vision in protecting Rotuma's natural heritage.

Coordinator
On behalf of LājeRotuma Initiative

Chairman
Council of Rotuma



Council of Rotuma

