



WORKING
TOGETHER FOR
A FAIR AND
SUSTAINABLE
FUTURE



ERSTE Stiftung

ESFALP

2012/2013



EUROPEAN
SCHOOLS
FOR A
LIVING
PLANET

SCHOOLS TAKING ACTION
FOR EUROPE'S ENVIRONMENT

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© Lukas Jäger / WWF - AUSTRIA

ESFALP V participants at the beginning of their journey. Nationalpark Neusiedler See - Seewinkel, Austria

PREFACE

INSPIRATION AWAITS YOU!

We are very pleased to present this collection of unique and extraordinary projects which were carried out from October 2012 to May 2013 by school classes in different European countries.

The projects are part of a WWF initiative, supported by ERSTE Foundation, called “European Schools for a Living Planet” (ESFALP). The project’s aim is to bring together teachers and students (12-16 years old) from Central and Southeastern Europe, to foster cross border exchanges and most importantly to support teachers and their classes to take action on environmental problems that are of the utmost concern and are a responsibility for all of us.

Themes such as the Danube River, our Ecological Footprint and Active Citizenship were at the core of the school projects. A variety of ways to get active for the environment and nature are shown by the projects in this document.

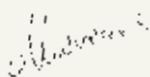
The Danube River and its tributaries make up Europe’s lifeline and connects 9 countries like an intricate spider’s web. It crosses borders and serves great purposes: transporting freight and passengers and playing an important role in our traditions and rich history. As much as the river provides to us, we have the responsibility to protect its waters.

Concerning our Ecological Footprint, Europe has a chance to make a shift from lifestyles bent on the exploitation of nature with unabated consumption toward one of sustainable development and responsible use of natural resources and the environment. Every day kids and teens hear negative news about the environmental destruction of our planet. This initiative seeks to highlight that young people have real opportunities to make a change for the better, and it encourages them to work together to ensure that Europe’s future provides high quality habitat for humans and nature.

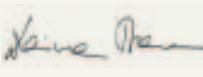
The goal of Education for Sustainable Development is to give young people competencies and show possibilities that enable them to contribute actively and in a responsible way to a future worth living. Therefore the theme of Active Citizenship plays a particular role within ESFALP.

“European Schools for a Living Planet” 2012-2013 addressed these topics in several steps. The first step was an academy that took place in the Neusiedler See/Seewinkel National Park in Austria in October 2012. Here 33 teachers and 33 students representing selected schools throughout the region, WWF trainers and external experts spent one week together learning about topics such as the Danube River, Ecological Footprint and Active Citizenship and acquiring methods for improving nature and environmental education in the classroom. Following the academy, the teacher-student pairs returned to their schools, created project teams, came up with project ideas, and then created and implemented an action plan. During the projects, in order to encourage active citizenship and youth empowerment, students played a main role, while the teacher stepped back and offered support as a mentor and coach.

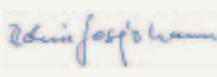
We encourage you to read about the student action projects and be prepared to be inspired!



Cătălina Murariu
WWF Romania



Danica Bauer
WWF Austria



Robin Gosejohann
ERSTE Foundation

REDUCING THE ECOLOGICAL FOOTPRINT OF STUDENTS AT VIS



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 13 - 17)

Green Team

Vienna International School

Austria

Britta Hörnchen

Yoonwoo Kim, Aiman Abdul Razak, Alexandra Christandl, Arushi Prasad, Bingqing Liu, Britta Hoernchen, Christian Hesling, Gaia Caramazza, Gerum Gashaw Gebeyehu, Guglielmo Marta, Hannah Prattis, Kristina Dimitrova, Ilke Ilayda Cicek, IndraDoris von FreytagDrabbe, Katherine Crosby, Lama Al Eryani, Lili Kovacs, Muhammad Fahmi Abdul Muin, Netta Yehoshafat, Nina Grossfurthner, Paul von HabsburgLothringen, Vedangana Raj, Yuki Kamishima

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was to help create a “Green Team” in our school. I needed to communicate meeting times with students and facilitate meetings and book venues for events. In terms of decision-making, suggestions were made by the group and then decision taken (with my guidance). Students attended meetings and came up with ideas and implemented the action plans.

PROJECT DESCRIPTION

TOPIC

The idea was to increase the environmental awareness of VIS Students. We used the concept of the ecological footprint as a theme for the project. The members of Green Team launched several events to tackle some urgent environmental problems within our school and to try to educate students on how to reduce the school ecological footprint.

MAIN ACTIVITIES

Different events were organised around the “ecological footprint” idea.

The Green team was created and started raising awareness with the first event “launch day” on the 17th of January. The team members calculated ecological footprints of the individual students in the morning. During this process, students were able to reflect on their habits and think about consequences of their actions. After receiving their ecological footprints, some students were shocked to discover that they were leading such a wasteful lifestyle that they decided to change some of their careless habits and reduce their footprints. The result of the individual’s ecological footprint was displayed on a board where everybody could see it and realize that our footprints are much larger than what Earth can possibly sustain.

“Reduce, Reuse, Recycle” was our next major event on the 22nd of March which was the day before Earth Hour. In the morning, our team took photos with the teachers, students and parents who would participate in Earth Hour. In order to further promote earth hour, the team worked with the school administrators to turn off all the lights in the hall for 20 minutes during the break. During the black out, an announcement was made by our team members, informing the students about the significance of Earth Hour. For the event to work smoothly, the team members had done extensive research



beforehand and prior to the event, had changed all our Facebook cover photos to Earth Hour promotional picture. The event continued in the afternoon when the team set up basketball hoops connected to the bins and a board for the students to stick their rubbish on to create Recycling Collage in the mall. The students showed great interest in the basketball game, aimed at encouraging the students to recycle papers. Many students also stopped by to stick their rubbish on the Recycling Collage board. While participating in these activities, students were told by our members about the importance of recycling and its benefits. The Green Team also met regularly and has started trying to find longer term solution to our school's recycling issues and other waste problems.

ACHIEVED OBJECTIVES

The green team's main objective was to raise awareness in our school and possibly change the habits of the students to be more environmentally friendly. Our goal was to educate students about the concept of ecological footprint and our environmentally unfriendly behaviours that we should change. The team has successfully achieved this aspect by involving all the students and teachers with our events. By participating in our first event, the students and teachers were able to reflect on their habits and recognize the importance of reducing their ecological footprints.

The team has also achieved our next objective which was to run and increase participation of a student led recycling programme. A committee in our team has worked with school administrators to change a flawed recycling system in our school and introduce proper paper bins into each classroom. The team has also started organizing group of younger students to collect papers from the classroom during breaks and lunch which is a student led recycling programme that we aimed to create as one of our objectives.

BIGGEST OUTCOMES OF THE PROJECT

After calculating ecological footprints of many students, the teams has discover through interviews that people started paying more attention to their daily behaviours and began identifying their habits that they could change to reduce their ecological footprints. Many students also showed interest in our display of individuals' ecological footprints which made them think about their own footprints.

Behavioural changes occurred with recycling habits. After a presentation about recycling to grade 7s and 8s, although the changes were short term, they made an effort to use our school's recycling bins and separate papers from normal rubbish.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Dividing roles and accomplishing the objectives set at the beginning went well. The team members were able

RECOMMENDATIONS

Create a narrower objective and perhaps start sooner in the year.



to work together and help each other to bring the pieces together for the event to work. The problem occurred with the tight schedule as our events took more time than we had expected.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

A group of Green Team members visited the school director to discuss the effectiveness of recycling bins in our school. We have agreed upon providing each classroom with special paper bins and re-evaluating current recycling bins. We have the full support of the school and already a lot of changes are under way.

ONE WORLD ONE EARTH



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 13 - 17)

TEAM: Green BananaZ
SCHOOL: Wiedner Gymnasium, Vienna
COUNTRY: Austria
COACH: Angela Ransdorf
TEAM MEMBERS: Bilaver Matilda, Smailovic Irma, Cvitic Josipa, Brandl Patricia, Burger Andreas, Devide Lea, Eckensperger Stefan, Eggl Chiara, Eitler Tobias, Heindl Lara, Kössldorfer Hanna, Kössldorfer Mila, Lehner Elisabeth, Posch Tobias, Röhnsner Josef, Schager Melanie, Schnell Jakob, Zodtl Larissa

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My job was organizing the meetings, which means finding a date where most people can come, defining the agenda, facilitate the discussion, helping them to define aims and tasks and to set deadlines, bringing in some ideas, writing the minutes of the meetings and sending them to everybody, supporting them in talks to the school caretaker who owns the tuck shop/buffet, inform the teachers about our activities. When we had decided what to do we found a way how the students could do it by themselves. So they organized themselves and worked mostly on their own. We decided everything by democratic voting.

PROJECT DESCRIPTION

TOPIC

We wanted to sensitize our students and teachers about their ecological footprint. Our aims were the use of paper and a change of the offer of the school cafeteria (more sustainable products).

MAIN ACTIVITIES

- making a questionnaire to get a first idea, how much impact your lifestyle has on the earth
- presentations for the kids of the first and the second form about the ecological footprint and what they can do
- making paper with the junior students
- making posters about the advantage of seasonal fruits and vegetables, about the problems of meat (unsustainability, ecological and health problems, species appropriate husbandry), the different “footprints” of food, the problems of aluminium cans
- installing of a website on facebook, putting information about our work on our website and in the school paper
- talks to teachers about reducing the waste of paper by scaling down the handouts and/or printing on both sides of the paper or also by using electronic devices or moodle.
- singing the “Earth Song” by Michael Jackson on the staircase of our school.
- developing ideas for our cafeteria.



ACHIEVED OBJECTIVES

- Teachers use more often double sides copies, but we are not able to quantify this change and I am not quite sure whether it is the result of (only) our activities
- Some junior students got a new approach to paper and to the worth and the use of it.

BIGGEST OUTCOMES OF THE PROJECT

- Some persons use paper more consciously
- The discussion in the school cafeteria has started again.
- The group “Green BananaZ” feels comfortable with itself and takes this school year as a start for further work and we will go on next year!

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

- Groups who were motivated and where one leader felt responsible and organized the others were successful
- notwithstanding the timeline students forgot their tasks which ruined whole parts of our work



- we had problems with the website, as well with the teachers (illness) as with the technology
- students fell sick and could not do their task
- it was difficult to find meeting times for all members
- if you want to change the offer of the cafeteria you have to change the demand of the customers first – that is still very tough!

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The only impact is that our group will stay together and work on our ideas also during the coming school year.

HOW DID YOU CELEBRATE?

We are going to celebrate on May 11th and we will visit the Strandbad (“lido”) in Baden. There we are going to have fun, to do some sports, to chat about new ideas, to eat – hopefully there will be no rain!!

RECOMMENDATIONS

- Use a communication system which is really used by everyone in the group
- Be sure that everybody in your group who is responsible for a task wrote the deadline down in his/her agenda
- Look always for two responsible persons for important tasks for the case if somebody falls ill
- Only one topic at a time for the whole group, no parallel work on different things!



SAVE THE GREEN HEART OF THE WORLD



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(age 13)

TEAM: ECA – Ecological Ants
SCHOOL: 2 SOU “Academic Emilian Stanev”, Sofia
COUNTRY: Bulgaria
COACH: Daniela Katsarova
TEAM MEMBERS: Dimana Borissova, Kossara Keskinova, Ekaterina Andreeva, Dilyana Borissova, Ita-Beatris Avramova, Ralitsa Neykova, Branimir Danchev, Magdalena Tsacheva, Mitko Mitkov, Ivan Grigorov, Bojidar Dermendjiev, Antoan Kralev, Denis Evtimov, Simona Ivanova, Dimitar Bahchevanov

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I was a facilitator – advised them, listened to their ideas, guided them through the tasks and supported them with any help they needed. I was beside them when the leader led the discussions and we all made the decisions together. When we had to choose, we always voted and decided what to do in a democratic way, considering the opinions of everyone. We worked as a team, doing everything together and everyone was able to take part in the activities. ECA was a great team and managed to inspire their classmates, who came and helped us with all our activities.

PROJECT DESCRIPTION

TOPIC

We worked on the topic of deforestation and we focussed both on recycling paper and planting – flowers, bushes, herbs and trees. The main message of our project was created by the students: “The trees are limited, so SPARE a white sheet – SAVE a tree; PLANT a tree – SAVE nature”

MAIN ACTIVITIES

- Ecological Ants did a research on the local eco problems and created PPT presentations
- The team organised an Ecological footprint informational campaign and led discussions about the problem of deforestation
- ECA held a consultation with experts from the Botanical garden in Sofia
- ECA painted posters with powerful messages, displayed them in visible places around the school and used them during the charity events
- ECA announced and carried out a contest for making recycling bins for paper out of waste materials for every class. The students who created the most original bins were given prizes
- ECA, with the help of other students, announced and organised three fundraising Cookery shows and St Valentine’s gift exhibition
- Media work – ECA was interviewed by a reporter from the national newspaper DUMA and a whole page article was published on February 5th. The community was



informed about the goals, the implemented activities and the future steps of our WWF project

- ECA had our parents' support – plants were donated and parents helped for the fundraising activities
- Outdoor activities – we went in the mountains hiking and played games on the fields
- ECA, with the help of their classmates, planted flowers and bushes in the front schoolyard
- ECA, with the help of experts from the Botanical garden, built an educational herbal spiral in the schoolyard and students from the primary school planted the herbs
- Students from our school planted trees in the Vitosha mountains

ACHIEVED OBJECTIVES

- we researched the local eco problems and created presentations
- we informed the classes about the Ecological footprint in order to raise awareness towards the problem of Deforestation
- we organised and conducted a campaign of making and putting recycling bins for paper in the classrooms
- using the media, we informed the community, expressed our opinions and attitudes towards the environmental problems in our country
- we organised fundraising cookery shows to raise money to build a spiral of herbs
- we managed to inspire the parents to help us with the fundraising activities and plants were donated by a parent
- we planted flowers and bushes in the schoolyard
- we built an educational herbal spiral for the students to take care of and study the different herbs
- some students from the school planted trees in the National Park "Vitosha mountains"

BIGGEST OUTCOMES OF THE PROJECT

All participants – students, teachers and parents became active citizens and gained new environmental attitudes, as they planted and took care of the trees, herbs and plants. There is also behavioural change, as they stopped using so much paper and recycle the used one. The students started doing homework and projects on the computer and handing them in on disc, not on paper. We also talked and discussed the saving of electricity and water, using the bikes for transportation and protecting the wildlife. In the community people see the changes at school and they start protecting the environment, too.

RECOMMENDATIONS

A great help for me was the support of the Principal of my school and a lot of my colleagues. That's why I recommend winning as many teachers and students on your side and inspiring as many people around you as you can. Of course, you also need a lot of passion, time and love for the nature and the students you work with, but it is worth experiencing it!

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Although we achieved all our objectives, we didn't manage to do it at the maximum extend. Not all 1260 students were reached by our information campaign and not every class took part in the recycling bin contest. That was because we didn't manage to involve all 95 teachers at school.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The students became active learners, they learned how to study by doing and how to be involved, motivated participants in the learning process. They not only take care of the herbal spiral, but also educate their peers about the herbs, the Ecological footprint, the deforestation and other environmental topics.

HOW DID YOU CELEBRATE?

Ecological Ants and the students who helped this year are in the 7th grade and have exams at the end of May, so we will celebrate then. We are going on a picnic in the mountains and organizing a disco at school for all who helped us. 🍀



EAST - EAPT

ENVIRONMENTALLY AWARE STUDENTS TODAY -
ENVIRONMENTALLY AWARE PROFESSIONALS TOMORROW



TEAM: Arbour Dryads Team (AD Team)
SCHOOL: Leonardo da Vinci First Private School, Ruse
COUNTRY: Bulgaria
COACH: Diana Paunova
TEAM MEMBERS: Peter Balchev, Filiz Ibrahim, Vladimir Petrov, Ivelin Atanasov, Rumen Atanasov, Izabel Ilcheva, Simona Ivanova, Boryana Balcheva, Simeon Marinov, Vivian Asenova
(ages 14-17)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

We established collective action approach as it saved time and turned out to be more important to the group than spending time in search of complete and total agreement. Getting a result and learning from it together proved to be more important than being right. However, in the brief discussions we made sure that everyone had their say.

We also cooperated with experts at the Ruse Chamber of Commerce and Industry to coordinate in real-time and to check our thinking with people whose experience, expertise and situational knowledge helped the team make smart choices.

I myself coordinated the work and the contacts.

PROJECT DESCRIPTION

TOPIC

Main Project Topic: Current trends in the ecological footprint business and utility companies leave in the town of Ruse; what steps can be taken to reduce it.

Accompanying activities: Organising and participating in initiatives, events and competitions (e.g. We and The Forest, Earth Day, National Geographic Kids, Water Day, etc).

MAIN ACTIVITIES

As the Project title suggests, most of the Arbour Dryads Team efforts and time were dedicated to research work. With a view of its successful realisation, we shared our idea and coordinated our work with the Ruse Chamber of Commerce and Industry. Our mentors generously authorised the team to apply the Ecotoolkit electronic platform in the research. This product was designed by Bulgaria (Sofia and the Ruse Chamber, in particular), Estonia, Slovenia and Belgium in 2012, and is a new development in the sphere of measuring ecological footprint. The platform contains a kit of practical tools that are useful for monitoring and reducing businesses' environmental impact and saving costs. It also allows visualising a company's environmental performance, calculating its footprint and choosing between 250 eco-tips. The team made a visit to the Chamber, where the platform was presented to them, and the students had two training sessions with experts during which they acquired the skills needed for working with the platform and were given the status of eco-consultants.

In November and December 2012, the team interviewed 30 businesses and collected data for the January-February 2012 period. Then we analysed the results and



suggested steps to reduce their ecological footprint, which we sent out to them. Meanwhile, the data for 2012 was organised in Excel tables.

In March, the process was repeated. This time we collected data for the January-February 2013 period with the same companies. Following this, we analysed the latter and compared the data for 2012 and 2013. The results showed that the surveyed businesses have reduced both their CO₂ footprint and global hectares, on average by 9 tons and 2.6 hectares accordingly. The conclusion is that Ruse SMEs are making efforts to go green, and these have a positive impact on the area.

ACHIEVED OBJECTIVES

So far, AD team has achieved the project objectives; we have assessed the ecological impact of business and utility companies in the town of Ruse, have advised them on measures they can take to make it more eco-friendly and then again have assessed their impact after the application of these measures. What is left according to our plan is to publicise the results of the survey with the help of the media, which will be our priority in May. We have also attracted other companies' interest in their ecological impact on the area and followers have joined in the idea. Our team and school are planning to continue to provide assistance as authorised consultants after the project completion. We believe this will be of the benefit of all Ruse citizens.

BIGGEST OUTCOMES OF THE PROJECT

The platform that we used to process the data allowed to automatically mail the particular company with the results/suggested tips. The findings were presented in graphs, tables and maps, and these really impressed the local business people so they were curious and eager to take steps to improve their standing among other companies in Ruse. They also realised that such actions on their behalf would boost their image as being more environmentally- and consumer-friendly.

The combined efforts of students and parents are also worth mentioning. As most of our children's relations own or are employed in small or medium enterprises, the project work was mutually beneficial; parents gladly helped, and team members felt important, knowledgeable, responsible and professional. Moreover, youths realised that there are things they can teach their parents (e.g. IT skills, working with software platform for environmental management, eco practices, etc), and parents were proud and excited to see their offspring in a new light.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The first stage of the project went smoothly though we had not expected such a warm response from the local businesses. Unfortunately, at the beginning of March some objective difficulties appeared which we cannot have predicted; Bulgarian people organised street protests against monopoly power suppliers and high energy prices that consume their wages, which led to the government's resignation. Understandably, these events and the financial

RECOMMENDATIONS

The best age group to implement such a challenging research project with is 15-18 as it expects students to have very good computer literacy and scientific knowledge. For the same reasons, it gives them the satisfaction of doing serious studies and analyses. Also, it would be good to involve parents, partners, friends and relations owning small and medium businesses so as to ensure that there is enough reliable data collected.

problems our respondents were facing affected their willingness to cooperate; some of them did not provide their data for 2013 despite the fact that we doubled our efforts.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Our work was supported by all colleagues and classes; the Excel tables with the data were produced in IT classes, while the results summary and analyses were made in the Chemistry, Biology and Chemistry classes; souvenirs and products for the accompanying activities were designed in the Arts and Crafts lessons.

HOW DID YOU CELEBRATE?

The traditional annual school event in April this year was dedicated to our EAST EAPT project and held in the town Drama Theatre Hall. The performance and the exhibitions organized under the logos of WWF, ERSTE Stiftung and ESFALP were enjoyed by local authorities, partners, the media, parents and friends.



FROM THE RUBBISH BIN TO THE CATWALK



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(age 13)

TEAM: EcoCreators
SCHOOL: Bratia Petar I Ivan Kanazirevi, Razlog
COUNTRY: Bulgaria
COACH: Kinka Pendzhakova
TEAM MEMBERS: Asya Radkova, Ivan Petrov, Bozhidar Dimitrov, Ivana Tumbeva, Boryana Ilieva, Kameliya Kutlarska, Victoriya Varsanova, Krasimir Kostadinov, Valeriya Nikolova, Mariya Lazarova, Georgi Vasilev, Petar Durev, Georgi Shopov, Preslav Dimov, Galina Petrova, Ralitsa Topalova, Diana Pandeveva, Simeon Geshev, Dimitar Rachev, Simona Mihaylova, Elena Naydenova, Teodora Delieva, Elena Popova, Tsveta Orozova, Ivan Belchev, Stefani Butilova, Ivan Gramatikov

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

The main role as a teacher was to get my students active and motivate them to learn useful things while doing something inside and outside of the classroom. I managed to make them participate in both school-based and community-based citizenship activities.

A whole-class discussions were the core of the decision-making processes.

The students took part in all the project activities—from the project planning, various project activities, media relations to the project feedback.

PROJECT DESCRIPTION

TOPIC

The project “From the rubbish bin to the catwalk” was addressed to students, teachers and local people and its goal was to change their attitude toward the paper and plastic waste and their consumer habits.

MAIN ACTIVITIES

To reach the project goal we did the following activities:

- Carrying out workshops for obtaining useful information necessary to raise students ecological awareness;
- Watching films and presentations connected with the topic chosen;
- Registering an Eco Creators group in Facebook;
- Having an eco-picnic in Pirin mountain (walking, taking local fresh organic food, delivering posters with maxims for the nature, taking away our garbage, playing proper games and so on)
- Collecting waste paper and plastic (e.g. plastic bottles) in school separately. Both items were transported to the nearest recycling centre.
- Meeting with the local artist Veselka Georgieva for sharing ideas and showing ways





how to turn paper and plastic into accessories and fashion pieces, e.g. bracelets and hairclips;

- Making similar or other fashion items during the Art and Craft classes and at home;
- Selling some of the hand-made fashion items at the school patronal festival;
- Organising a fashion show to raise awareness teaching people about the second life of the waste around us. Schoolmates, teachers and representatives of the local authorities were invited. It was a final project event for project feedback and evaluation;
- Raising money for people with intellectual disabilities living in our town;
- Collaborative work with the regional journalists.

ACHIEVED OBJECTIVES

- uniting the project team while doing their tasks and developing team spirit;
- developing leadership skills in some of the students.

BIGGEST OUTCOMES OF THE PROJECT

- New environmental attitudes for both the project participants and all the others who were inspired by their positive examples/schoolmates, teachers, parents, local people;
- Practicing and developing social skills;
- Raising the students' interest towards the waste topic;
- Behavioural change concerning the rubbish around us;
- The adults could learn from the young.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Well: all the project activities were done with pleasure and in an easy way, because they turned out to be suitable for the age of the project participants and interesting enough

RECOMMENDATIONS

I would give her/him information and advise her/him to apply for the following ESFALP 6 Academy because I find the whole procedure from the way of applying, the usefulness of the Academy and the project work very useful and productive. I have already shared some information as during the school year I attended several seminars and teacher training courses-the best events for sharing such kind of information.



to be realized. Thus we managed to achieve the project goal in an enjoyable way.

Not so well: Some of the project activities allowed the girls to be more active and some of the boys stayed passive. I had to make up some other tasks for those who didn't have what to do to keep them active.

Unresolved: When there are so many project participants working eagerly and being active how to choose the one (only one) who will travel for the final event?

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Diversification of the pedagogical methods when some of the project activities were applied in the regular classes.

HOW DID YOU CELEBRATE?

One of the most attractive project activities, a waste fashion show, was planned for the end of the project period. It took place at the school cafeteria and was attended by a lot of schoolmates. As soon as the show finished the excited and dressed in strange costumes participants continued with a disco and treating. On the next day, 27th of April, 2013 all the participants went on a free trip to the city of Plovdiv. The travel expenses were paid with money from sponsors /our school, a parent of one of the students and part of the grand money we got from ESFALP management. The trip was a prize for the excellent work all the students did.

THINK AND ACT ENVIRONMENTALLY CONSCIOUS!



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 12-13)

“An Ecologist”
Prymari School “Ivan Vazov”, Vidin
Bulgaria
Yuliana Chavdarova
Aleksandra, Boyana, Gancho, Denis, Dimiter, Desislava, Jessica, Emma, Iveta, Kalina, Karinna, Kristopher, Lyuboslav, Laura, Michael, Michaela, Michail, Martin, Siyana, Christo.

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was to help them and guide their activities. Decisions were taken by discussing and voting. Students divided themselves into groups according to their capabilities and chose leaders of the respected groups as it follows :

- Mihaela Guleva – speaker of club “An Ecologist” – organising the events and presenting the activity of the partners and the press.
- Karina – a presenter-is responsible for the gathering of information .
- Iveta – computer specialist
- Boyana- coordinator – is responsible for the contacts in the team and coordinating the activities in the project.
- Emma- a photographer –is responsible for gathering the picture materials .
- Laura-a painter- responsible for the artistical design

PROJECT DESCRIPTION

TOPIC

We decided to work on reducing the environmental footprint. We have shown the need of separately gathering the garbage, composting and acquainting the biodiversity in the region. We worked to increase knowledge about environmentally conscious lifestyle and organised different activities in support of our goal.

MAIN ACTIVITIES

We made a survey about the ecological problems in our region. For this purpose we visited:

- The expert of ecology of Vidin.
- We made a survey among the students about environmental issues . We established contacts with Biodiversity Institute of Bulgarian Academy of Sciences for studying and protecting of rare species inhabiting the region, the Ministry of Environment and Water supported us with materials and company “Ekopack “ provide us with bins for separately collecting the garbage in classrooms.
- We organized two environmental workshops for all students in the sixth grade / 100 pcs.



RECOMMENDATIONS

Bear in mind the surprises of the weather in connection with the outdoor activities.



On each of them they met with the need to reduce waste products and how to do so. We showed the importance of separate collection and composting of vegetable waste. To reduce the frequent fires in the region we have shown the biodiversity and the need of conservation.

- Then we organised an action in the yard of the school for separately collecting.
- We put a composter for the leaves in the school yard.
- We planted 10 trees in the park and the alley was named after our project.
- We cleaned a section of the Danube River.
- We visited the area of the Danube, where the only habitat in Bulgaria Pale yellow yarrow. Together with scientists from the Institute of Biodiversity Ban counted the species. This is a new kind for Bulgaria open in 2006 and it was in the red book. We put signs in place to prevent it from digging in sand, fire etc.
- We visited the municipality and presented a letter with suggestions for dealing with some environmental problems of the city. We distributed leaflets to citizens on various topics and gave interviews for local TV and vestments.

ACHIEVED OBJECTIVES

We have delivered all of the tasks in our project. To investigate the impact of our work on the students / to think and act environmentally / we made a survey both at the beginning and at the end. The results show that their activities have increased knowledge of:

- Environmentally conscious way of life by 18% - to 36%
- Knowledge of biodiversity in the region of 35% - to 65%
- We organised the gathering of paper, plastic and glass. Pupils and parents participated actively and the result was a 565 kg of paper, 212 kg of glass and 58 kg of plastic waste products gathered.
- Planted 10 trees in the park donated by the Forestry Agency.
- Students participated in the preservation of 126 tufts pale yellow yarrow /*Ahilea orholeuka*/ in his only field in Bulgaria and set tables all the way.

BIGGEST OUTCOMES OF THE PROJECT

- The new concept to our students, their parents and some colleagues were “composter, composting.” All were very pleasantly surprised by how easily you can make or buy a composter. They watched with interest the demonstrations of composting. They left, fully convinced that they will no longer burn plant remains.
- All students were impressed by the disclosed facts about recycled materials. They collected separately in class

and some of them at home. Students and colleagues who attended the environmental workshop for the first time, heard of the rare species which live in this region.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Everything went as planned the organisation of the events at school. We gather each week and discuss what lays ahead. When we started our activities outside of school we had a problem with the weather. It was making jokes with us and we had to postpone the dates until an appropriate weather conditions were able.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Giving important information through games and music was a pleasant surprise for everyone. There sparked initiatives even among the pupils for some of the games, exhibitions of paintings of nature theme and separately collecting. Our school will not accumulate huge piles of leaves. We will compost, and with the compost will manure indoor plants.

HOW DID YOU CELEBRATE?

We will review the implemented activities, report the results and discuss future ideas for environmentally conscious living. We will have lots of awards, a cake and music. 🍷

BUTTERFLIES IN ARCADIA



TEAM: CRO Butterflies
SCHOOL: Gimnazija Josipa Slavenskog Čakovec
COUNTRY: Croatia
COACH: Andrija Bacinger
TEAM MEMBERS: Monika Ključarić, Kevin Kutnjak, Regina Novak, Andrija Dodlek, Josipa Horvat, Paula Ilijaš, Lucija Jambrović, Sara Novak, Lovro Kadi.
(ages 15-17)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

The students had the main role in this project and I (as the teacher) was a moderator. I suggested the main activities and then they had to, all together, bring the decision which activity is the best way to present what we really did. By doing so, I tried to encourage my students to work independently. I was a moderator and my obligation was, for example, when students decided to present our project in other schools, to phone the school principal and ask for permission.

I am a young teacher so there were no strict teacher-student relations, we cooperated as friends, which was great because they were more relaxed.

PROJECT DESCRIPTION

TOPIC

Our topic were the *Maculinea* butterflies, which habitate in our County of Međimurje (location Bedekovićeve grabe), and are a very endangered species. We worked on educating young people about the importance of these species and improving their protection.

MAIN ACTIVITIES

In our project, we took part in several activities which included not only us, but also some other schools from our county (The School of Economics Čakovec and the primary school in Sveti Juraj na Bregu). We visited the habitat of Bedekovićeve grabe two times, but sadly it wasn't the time of the year when they take their final, beautiful form and decorate the meadows (it occurs in July and August). We organised quizzes in three primary and two high schools, a lecture at our school, and took part in the community's Project Day, in which we informed ourselves about how the locals work on the protection of *Maculinea* butterflies. We informed our local media about our project, and Paula, who is in our school's journalism group, has written several articles for local news portals and our own school webpage and school newspaper ČAGI. Together with biology teachers from our school and teacher Željka Kadi from The School of Economics Čakovec we did a detailed research for our project and created a presentation for our lectures and quizzes. The awards (canvas bags and pencils with WWF logo) were given to quiz winners.

ACHIEVED OBJECTIVES

Our primary goal was to work on educating young people about the importance of *Maculinea* butterflies and improving their protection. We carried out a questionnaire about *Maculinea* butterflies and their habitat Bedekovićeve grabe. The results were surprising



RECOMMENDATIONS

I would definitely recommend that type of leadership (teacher as moderator). This project is here first of all for the students. That way of leadership broadens students' creativity, it involves social skills, communication and collaboration with other schools and different people. Participation in this project was good not only for students, but also for me, as a teacher. I would recommend this type of project to other teachers because I learned a lot and gained a great experience.

and a bit disappointing because a lot of students have never heard about these endangered species and their habitat. After we analyzed the results, we decided to organise a trip to Bedekovićeve grabe. We learned some new information there, and met beautiful sights. We made a presentation about our project, divided into groups of two students and visited local schools. The students were open and interested, they eagerly participated in our quizzes. Satisfied with the outcome, we fulfilled our expectations.

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcome of our project is that now a lot of people know about location Bedekovićeve grabe and butterflies we're trying to protect. Teachers and students in our school are interested in endangered species more than before and they know about the whole „*Butterflies in Arcadia*“ project.

Also, we managed to educate local community, because before, many people didn't know about this protected location. Almost everything we've done was followed by our local or school newspapers and posted on official websites of our county (www.emedjmurje.hr) and our school (www.gimnazija-cakovec.skole.hr).

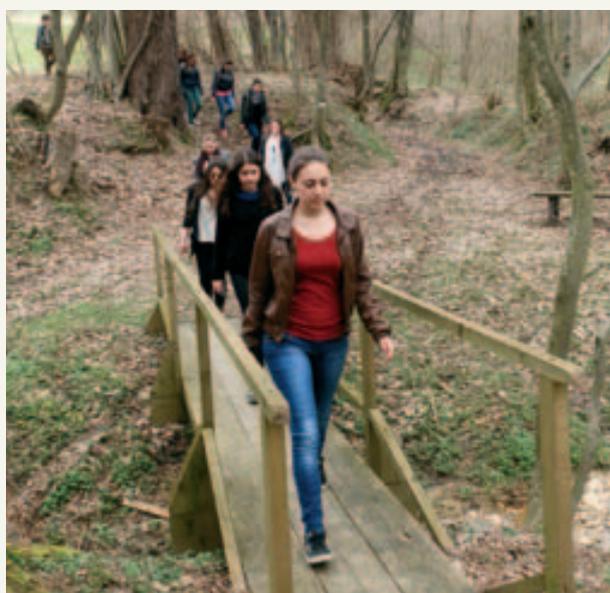
WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Our project included students from our school and many students from other schools in our county of Međimurje. During the survey a lot of them participated. There were some students (in other schools) who didn't realize the seriousness of the survey. Unfortunately, their results have had to be removed.

Recent lectures and presentation about our project „*Butterflies in Arcadia*“ and promotion of the ESFALP project in other schools have gone very well. Students were interested and willing to participate so we don't have any „open questions“, we've solved all the problems.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

We have started to use new methodologies, for example questionnaires and surveys which were well accepted in our school. It helped us to find out certain information which was very important for our project. Students also began to pay more attention to the protected area



Bedekovićeve grabe and they certainly have become more environmentally friendly.

HOW DID YOU CELEBRATE?

We did not celebrate yet. We had a small celebration last week with other participants of ESFALP project from Nedelišće and Prelog, but we have a deal that the main celebration will be in May with teachers and students from Nedelišće and Prelog. All together, we will organise a paint-ball tournament in a beautiful forest near Čakovec. ❀

LIGHT SAVING CITY OF PRELOG



TEAM:	THE LIGHT SQUAD
SCHOOL:	Primary School Prelog
COUNTRY:	Croatia
COACH:	Maja Lesinger
TEAM MEMBERS: (ages 12-14)	Maja Kos, Dino Novak, Iva Marciuš, Ivona Marciuš, Nives Košak, Nives Hošnjak, Željka Malek, Marko Štefan, Ivona Jelačić, Lucija Naranda.

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was the role of the project manager. My job was to keep the team and the project on track, be sure we hold the budget, the deadline and the quality of our work. Since I'm an adult I usually had to deal with sponsors, donators, contracts, media, legal issues, organization and preparation of events, reports, co-workers, coordination and graphic design. Decision making process was horizontal in most of the situations, except in critical situations. The students had the same responsibility for their decisions and actions, but always acted as a team and helped each other.

PROJECT DESCRIPTION

TOPIC

We worked on the topic of light pollution in our town of Prelog, especially light trespass and glare because they directly influence people's health, represent a great hazard for surrounding wildlife and are great electrical energy consumers. We decided to turn our project into an educational campaign.

MAIN ACTIVITIES

Research about Light Pollution - finding, gathering and presenting available data from internet, books and data bases to educate ourselves about light pollution, making a short questionnaire for the interviews

Interviewing Citizens 1&2 - interviewing citizens with a short questionnaire about their knowledge of light pollution and energy efficient light bulbs, comparing before and after data (the educational campaign)

Distributing Promo Materials - distributing flyers to the public, building info stand in the school, promo and educational quizzes in the school library and at town square

Workshops in City Library and in School – creating, organizing, preparing materials and conducting a workshops in city library for the citizens to educate them about light pollution and energy saving light bulbs for their outdoor lighting

Lectures in School for Parents & Pupils - creating, organizing, preparing materials, presentation and lectures at the teacher-parent meetings in school and in all of the classes

Interviewing the Principal of Our School and the Mayor of our town - organizing the meeting, preparing interview questions



Meeting with sponsors: UNDP, Philips etc.

Media campaign activities: managing the Blog, our Facebook page, writing articles for local newspapers, school newspapers, School's and UNDP webpages, participating in 4 radio shows during the entire project

Presenting the Project Effects in the School: presentation of the project team and the project effects in the school hall for the students and the teachers, giving an interview for the school paper, organizing quizzes, organizing gatherings and team buildings

Celebrating important dates: Earth Hour, Planet Earth Day, Water Day, Renewable sources Day...

ACHIEVED OBJECTIVES

We have reached all of our objectives

- Education of pupils, parents and citizens of Prelog about light pollution - reached through lectures and educational campaign in school, distribution of flyers, radio shows
- Introducing energy efficient light bulbs in 50 households - reached through Earth Hour giveaway event
- Decreasing light pollution of one public building in Prelog out of four of interest reached through interviews and talks with principal of our school and the library - Primary School in Prelog - changed all the light bulbs and replaced them with energy efficient ones, turned off the big main light in front of the school, Town Library - introduction of energy efficient lighting in the entire library



RECOMMENDATIONS

I would recommend detail planning of the activities with dates, human resources, to do lists, needed materials and detailed project planning. Involvement of students in all the segments of planning. Documenting everything, even the smallest activity. Considering each member of the team as an adult capable of making decisions but also letting them and you be playful and childlike. Trusting your team!

BIGGEST OUTCOMES OF THE PROJECT

We reached all objectives and the goal of the project. We raised the awareness about light pollution and its negative side effects. At the beginning of the project our poll results showed that 90% of students and 56% of citizens that were questioned do not know anything about this problem. After the project, 100% of students and 60% of citizens that were questioned do know what light pollution is and what the side effects are. We persuaded people to change their attitude along with their light bulbs.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

There weren't many problems. The biggest difficulty was the motivation at the end of the project. Lack of motivation was the result of exhausting obligations and hard work in school and free activities that students have. We all were overwhelmed at one point but got through by just relaxing and letting go.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Students and teachers realized that they could rely on each other and that students are capable of giving good presentations about any subject. Students realized that teaching is not so easy but that any subject can be interesting if it's put in a fun and creative way.

HOW DID YOU CELEBRATE?

We didn't celebrate yet but the three teams from Međimurje County in Croatia (OŠ Prelog, OŠ Nedelišće, Gimnazija Josipa Slavenskog) decided that we're going to go to a paintball centre at the end of May and spend all day outside barbecuing, talking, hanging out and playing fun games. 🍷



LET'S REDUCE...



TEAM: Green Sparkles
SCHOOL: Elementary school Vidikovac
COUNTRY: Croatia
COACH: Marija Benčić Vukičević
TEAM MEMBERS: Vita Rumora, Emanuel Starčić, Kiara Brljafa, Ana Marija Ivanov, Tisa Bastijanić, Marin Brkljača, Laura Jovanović, Nina Božac, Noa Sardoz, Donata Starčić, plus 200 students.

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I was a project coordinator, I find it a rather demanding role, as I had to think about the programme, the lectures, the working process, presenting the blog, cooperating with media (TV, newspapers), etc.

The decision about the project topic was made in a democratic way, presenting the ideas and proposals of both the teachers and the students.

Students have been working in teams on lots of tasks, and the students of my class (7b) have been especially active, and are therefore the team's leaders.

PROJECT DESCRIPTION

TOPIC

The main topic of our project was our Ecological Footprint, with the main message : Let's Reduce... It dealt with the topics of reducing the ecological footprint, promoting sustainable development, preserving the biological diversities and active citizenship.

MAIN ACTIVITIES

A **Project Day** at school (presentations of students' work : Let's reduce the use of water, the use of electricity, the use of paper, let's reduce the litter disposal in nature, all kinds of negative communication and indifferent lifestyle, let's reduce the unsustainable tourism: paper collecting in the period of six months students collected 1.320 kilos of paper), a **Free Hug** activity, participation in the Christmas **Flea Market** and the **Fashion show**, distributing **leaflets** with 5 practical pieces of advice: **Rethink, Reduce, Reuse, Repair** and **Recycle**, a lecture and workshop about the **Biological diversities**. After the lecture we organised the workshop **WORLD CAFE**, a workshop of **producing soaps from the olive oil**, students also made **ceramic pots**, painted them and put smelling salts inside, creating a **souvenir**, students formed small **eco – patrols** with the task to visit the areas where they live and to take photos of the illegal dumping and to **interview our co-citizens** about the illegal dumping and to record their opinions, they also sent a **letter** about their findings to the local as well to the town authorities, and asked them for cooperation, students produced a **short film** about a conflict situation and the possibility of its solution, they distributed the copies of their **anthem**, they also gave the **sweets of happiness** to other students and teachers, they created a **comic book** about water consumption, a student created the application, students also prepared the exhibition of **art work and eco – ethnic clothing** made from recycled waste, created **the labels**: Turn me



off... and put them all around the school. We organised a **lecture and a workshop about the Renewable Sources of Energy** we collaborated with our local TV Nova TV and local newspaper Glas Istre -they were present at our Project Day, and with our City authorities and a County of Istria. On the State level, we participated in the **Festival of Science**.

ACHIEVED OBJECTIVES

We achieved almost all of our stated objectives. The Project Day at school was the finalisation of the work - its results showed how much we all worked.

BIGGEST OUTCOMES OF THE PROJECT

The most important changes are raising students', teachers' and public awareness of the importance of reducing the ecological footprint. We hope that the attitude towards the ecological footprint will change in our community. We are sure that some behaviour will change in our school. The paper collecting will continue at school, the headmistress has already given this task to the eco-group, so next year it will continue. The eco-patrol planned to get in touch with the local authorities for the future collaboration. These actions will help in changing our class, school and community. We motivated students to reduce the use of electricity, water etc.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The students' work and participation were very good. We had problems when we had to get in contact with the town institutions, but we were persistent and found all the necessary people.

RECOMMENDATIONS

I would certainly recommend the educational impact of working on a project. Participating in the ESFALP Academy, the teacher gains new experiences, widens her/his educational competencies and opens new possibilities of international cooperation, getting to know other cultures and changes in narrower and wider community, which represents the goal and the spirit of ESFALP.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The Project Day showed how this kind of project can be presented to students and teachers, so its methodologies can be useful for some other projects in the future.

HOW DID YOU CELEBRATE?

We will organise a visit to the **Nature park** for the students (sport activities and the educational games), the teachers celebrated with a piece of cake, juices and coffee in the staff room on 3rd May 2013.





SMALL STEPS FOR A GREENER FUTURE



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 13-14)

The Green Dream Team
Osnovna škola Nedelišće
Croatia
Sanja Crnčec

Dino Korunić, Petra Špicar, Borna Baksa, Zoja Vizinger, Sara Kirić, Maja Cmrečnjak, Karlo Čemerika, Luka Petek, Saša Novak, Ana Novak, Luka Jurkijević, Tena Horvat, Ena Srnec

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

During the development of the project plan, I had the lead role, but as students became more immersed in the topic they took on a more important role in the project planning and realization of activities. My assignment as a team member was to set up cooperation with outside associates and communicate with them.

We operated as one big team, but for each activity there were students who were more interested in a particular area and they would take over the lead role. Activities were decided on during weekly meetings.

PROJECT DESCRIPTION

TOPIC

Out of three ESFALP topics we chose to work on the topic of ecological footprint. Through our activities in the biosphere reserve of Mura-Drava-Danube we researched the biocapacity of the area and measures taken to reduce the ecological footprint for a better quality of life in the municipality.

MAIN ACTIVITIES

Research: we analyzed the satellite map of Nedelišće and made a map of land use in the Municipality.

Research / outdoor-activities: When we became Junior rangers (in cooperation with the Public Institute of managing protected natural areas in Međimurje County), we visited the Mura – Drava – Danube biosphere reserve in the Municipality of Nedelišće where we explored and analyzed macrozoobenthos in the Drava River. We joined “More flowers – less garbage“, a project organized by local government. We also participated in “Safeguarding frogs from getting hurt on the roads” where we helped by taking frogs safely across the road and showing other community members how small steps can lead to a greener future.

Workshops: In school we organized student workshops to give ideas how one can reduce the ecological footprint in almost any activity.

Media work: A story about our project aired twice on Croatian National Television. In February we were invited to be guests on Radio Čakovec’s “Voice of Youth”, a weekly show about popular topics that hosts youth from the region, to inform the audience about our project and motivate other young people to think about contributing to the environmental protection of the region.





We **cooperated** with local government (Green Agenda for Municipality and garbage disposal), Public Institute of managing protected natural areas in Medjmurje County, the primary water source “Nedelišće”, and a physician who familiarized us with effects of 2012 floods on people’s health.

ACHIEVED OBJECTIVES

- Explore land use in the Municipality of Nedelišće - we found that 50% of the municipality is taken up by agricultural areas, followed by woods, pastures, and meadows (about 25%), and water areas (4%). The rest of the area is covered by settlements, roads, and economic zones. The greatest footprint on agricultural areas is left by apple and grain farms. As a part of their Green Agenda, Municipality of Nedelišće designated three zones around the primary water source as protected areas, introduced constant monitoring while using chemicals for plant protection (so-called “green list”), and stimulated production of family-owned eco farms.
- Macrozoobenthos in the Drava River – because of floods in October 2012 and March 2013 and long winter, we only found a few units of the same species (Ameiobionta-Mollusca-Gastropoda and Polychaeta-Annelida;Arthropoda) while researching the water quality of Drava River; not enough to test the water quality.
- Workshops allow students to develop their creativity and through playful activities identify possibilities to decrease the ecological footprint. We carry out these activities in our school at least twice per year. Workshops - WS1- Ornaments made out of natural materials, WS2 - Postcards using recycled paper, WS3 –Eco-farming (growing beans in eggshell pots), WS4 – map of the Earth made out of plastic bottle caps.

BIGGEST OUTCOMES OF THE PROJECT

- Research work – promotes better understanding of the area we live in and provides us with information about our surroundings.
- The environmental issues – we were acquainted with Nedelišće’s Green Agenda, a 2004 winner of Croatia’s Eco-Oscar, nation’s highest honor in environmental protection. Thanks to this effort there are no more “black spots”, unauthorized landfills, in our Municipality.

RECOMMENDATIONS

Our school was a part of the ESFALP III program so the teachers are familiar with possibilities of getting involved in international projects. For next year we applied to work on a project with ACES.

Students welcomed the idea of more teachers participating in similar projects adding that the projects bring new experiences for teachers who then transfer their knowledge and love for nature to them.



- Active role in environmental protection programs (Junior ranger, Safeguarding frogs).
- Role of youth in protecting the environment and inviting other community members to join us in our efforts via various media outlets.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

This project allowed students to become more open and aware of their potential. They appreciated support of local government agencies and environmental community organizations and expressed a wish to continue working in eco-activities in their school and community in the future.

Students found it difficult to conduct their research because the data that was available to us was ten years old and it was hard to draw parallels with the current situation. We mostly worked in smaller teams since it was hard to have all students present in all the meetings due to schedule conflicts and extracurricular activities.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

Students greatly enjoyed working in teams with students from other grades on a topic that included different school subjects and promoted growth of their eco consciousness, while trying to make changes in school (workshops) and in their own homes.

HOW DID YOU CELEBRATE?

We celebrated the end of our project with a joint presentation with ESFALP teams from schools in Prelog and Cakovec. We will also present during our school’s year-end celebration when we highlight student’s highest accomplishments during the academic year.



LET'S REDUCE THE ECOLOGICAL FOOTPRINT OF OUR SCHOOL!

TEAM: Green Earthworms
SCHOOL: Budai Nagy Antal Secondary Grammar School, Budapest
COUNTRY: Hungary
COACH: Venczel Ágnes
TEAM MEMBERS: Bencsik Írisz, Vicze Adél, Beke Petra, Devecsei Fanni, Petrény-Barócsy Szabina, Szabó Luca, Trauznitz Márk, Bognár Gabriella, Bertalan András, Bese Rebeka, Kondri Péter
(ages 12-15)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I set up the frames, collected the enthusiastic members and decided to meet every Monday afternoon. Sometimes I gave ideas or started debates. We decided collectively. We wrote all the ideas on the board and voted. It was the students who came up with most of the ideas and accomplished the tasks. I only helped them with telling and keeping the deadlines and in organization.

PROJECT DESCRIPTION

TOPIC

We have chosen the ecological footprint topic, because the children were really interested in it. The students decided the topic, the title of our project and the tasks plus activities. I think they were right, this was a very useful project.

MAIN ACTIVITIES

In November we collected the team members, planned our project, created Greeny, the lovely earthworm and divided the tasks.

In December we collected clothes and toys for an orphanage, created eco decoration for our eco-Christmas tree (plastic bottles, used light bulbs, computer spare parts, toilet paper rolls) organized a present-swap. Petra prepared a 10-minute film about the ecological footprint. (We advertised these activities on the school radio and posters)

In January Peti planned the leaflets, which Rebi printed and cut. She prepared 500 copies, so that each pupil and teacher could get one. (These flyers can be used as bookmarks) On the 2nd Monday of January Peti, Rebi and some of their classmates handed them out to the pupils and adults at school. Luca created a poster with a box and a question: What's this? The answers were put in it, and 3 students, who replied correctly were given presents.

In February we showed the film to all the classes and wrote a questionnaire, which they had to fill in. The 3 best classes won 1-1 tort. (They were very happy)

For 23rd March Gabi created a poster, and we all switched off lamps and electric appliances.

In April, on student's day we prepared a free buffet for pupils, where they could enter if they have answered some questions. Great success!!! We planted an almond tree in the





garden and water it regularly. Last week of April: “Come to school by bike week.” (Winning class: no tests or answering for 1 day) + several posters and 2 competitions.

In May: celebration.

ACHIEVED OBJECTIVES

We managed to call their attention to the problem of too big ecological footprint, (the film was shocking) and also showed them some ways to reduce it. (Don't throw out what you don't need, you can swap or convert it into something useful, or you can give it to poor people. Don't travel by car, walk, use public transport or cycle. Buy local food. Plant fruit trees. Transport can increase your ecological footprint incredibly.) Our activities were mostly games and fun, but students had to think and needed knowledge to answer our questions.

BIGGEST OUTCOMES OF THE PROJECT

All the students in our school know what ecological footprint is, and they are also aware of the dangers of “having too big foot.” They attitude has changed, there is less litter in the corridors and classrooms. More of them came to school by bike than previously. Some of them are trying to buy local food.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

They loved the activities in school time, but not many of them stayed in the afternoon when school ended. (The eco-buffet, eco-Christmas tree, the film, posters went well, but the ‘swap-present’ did not, most students ran home.) After this not very successful activity we decided to organize everything in school time.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

I think our project concentrated mainly on the individuals, our aim was to change their attitude step by step. We could make the first few steps, they have to go on.

HOW DID YOU CELEBRATE?

We haven't decided about it yet. We have plans, but haven't agreed yet.

RECOMMENDATIONS

Collect enthusiastic, reliable and hard-working students who you can work well with and trust. Let them use their imagination and help them when needed. It's a lot of work, but also fun and useful, worth doing.



EVERYTHING FOR OUR ENVIRONMENT



TEAM: Our World
SCHOOL: Táncsics Mihály Gimnázium, Mór
COUNTRY: Hungary
COACH: Andrea Nagy
TEAM MEMBERS: Barbara Adorján, Bence Farkas, László Fister, Ábel Jánosi, Regina Mergl, Krisztina Psóra, Fanni Somogyi, Judit Szentendrei, Hanna Tarnai, Nikoletta Tógyer, Szilvia Tógyer, Viktória Tóth, Dávid Végh, Sándor Zechmeiser.
(ages 15-18)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as a teacher was organizing the meetings, giving motivation and feedback to the students, and I was also a kind of a coordinator. When I could not participate at the meeting, I helped the students with a script of what they should discuss and then asked for a report, these times two students led the meeting. We made the decisions in a democratic way. The students gathered the ideas and with the help of the caretaker, teachers and supporters carried the tasks out.

PROJECT DESCRIPTION

TOPIC

Our field of activities included two topics: active citizenship and the decreasing of our global footprint. With the planting and by the introduction of selective rubbish collection in the school we managed to make everyone active and involved; but also made our local and global footprint smaller.

MAIN ACTIVITIES

Our major activities during the past months were outdoor ones – namely the planting of bushes and saplings in the school yard. We planted them in three stages – once in autumn (ca. 60 wild rose, blackthorn and hawthorn), and twice in the spring (ca. 60 syringas and 150 oak seedlings) – all are native in Hungary; we planted them and do the watering with the help of all classes. All the bushes and saplings were donations – from two forestries and a foundation.

We placed 14 wooden bird cavities on the trees in the schoolyard. We cleaned a green area from litter around Mór. A lot of time outdoors were spent in Ljubljana when we visited Gimnazija Šiška between 21-25 April with 11 students. We had worked together and celebrated Earth day with a lot of activities and presentations.

Indoors in Mór we organized two photo competitions and exhibitions (the topics were: living creatures and water). We also worked on the same questionnaire about organic food that the Šiška secondary school made.

We have started selective rubbish collection in our school – we installed 4 three-part bins on the corridors. We made a compost frame, to which we take the green litter. We installed two barrels to collect precipitation so that we can use it for watering the seedlings and our little garden.



We appeared once in the regional newspaper and in the local TV, but very soon, in May the next appearance is coming.

ACHIEVED OBJECTIVES

Our major goal as we stated in the project plan – was/is/will be the greening of our school and mates. As you could see, we took great steps towards it – mostly with the planting. Out of our aimed objectives we managed to do lots of things for the protection of animals. For it we have done the following: we fed the birds during winter, we placed wooden cavities for nesting, we collected and gave donation to the shelter of stray animals, we looked for and found home for some of them, we organized and listened to lectures (about the strictly protected Rákos viper, about water, bird protection, and we invited a vet for instance). The topic of the photo competitions and exhibitions focused on animals, plants and water – so those who applied and watched the photos could think about their importance and fragility. Next to the photos we stuck quotations and thought-provoking sentences.

BIGGEST OUTCOMES OF THE PROJECT

We are not at the end of our way of aims, but we have taken important steps and developed confidence

in ourselves. We manage to involve more and more students and teachers and the example we provide are followed by more and more people around us (more is meant in a small scale for we are a small school, but every single change is just as important). Just to name two: we deliberately used train for the journey to Ljubljana – many of the students had not travelled by train so far – but realised what fun and how spectacular it is. When we found a home for a dog – it was like saving our own souls, positive feelings and examples spread fast.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

When we had the plan, the way, the responsible persons and deadline for the task, it went well. We had difficulty in organizing the meetings – because the group is made up of students from various classes. To compensate it, we made a Facebook group for communication.

HOW DID YOU CELEBRATE?

The visit to Šiška secondary school and the primary school in Koper was a celebration itself. Next September the second part of the exchange will take place with lots of activities with all the members. In May in our school we will have a celebration for all the members of our ESFALP team (cycling, DIY, visiting a passive house).



RECOMMENDATIONS

It is very important to inform and involve other students, teachers and parents - you may never know where help would arrive from.

Don't be afraid if you have a lot of ideas - have short and long term plans, you don't have to do all in a year!



THE GREAT WORLD OUTSIDE HERE THERE IS NO PLACE FOR YOU



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(age 12)

TEAM: Jewellery Box
SCHOOL: Algyői Fehér Ignác Általános Iskola
COUNTRY: Hungary
COACH: Emese Ficsorné Réti
TEAM MEMBERS: Martin Csarnai, Bálint Demecs, Zsófia Gábor, Renáta Hegyi, Laura Horváth, Viktória Korponai, Edina Kucsera, Gergő Molnár, Viktória Molnár, Balázs Nemesok, Ádám Ország-Sugár, Dániel Papdi, Peter Qell, Károly Schulcz, Tamás Sándor, Alexandra Szabó, Anna Szekeres, Laura Szekeres, Vivien Temkó, Vanessza Tóth, Balázs Vidács

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as a teacher was quite complex. Not the decision making concerned but the organizing things. From the beginning the motivation of the pupils was very important. As I worked with 12 year-old children, from the challenging their attendance to the realization, it was a hard work and my main role. I had to organize the steps of realization and the time line of the project. In other hand I had to motivate my colleagues, too. As the matter of fact the main decisions were made by the pupils. The teacher's role was only to offer some ways and create them and they decided.

PROJECT DESCRIPTION

TOPIC

Our topic was Ecological Footprint. Our main aim was, that pupils get know the concept of the ecological footprint and learn different techniques and methods to count it. We wanted them to learn how to search for different information on the Internet or how to use the Green Library of the school. We aimed the counting ecological footprint on the level of individuals, families, class and school. We hope that children will take these ideas home and their parents will be influenced by these things.

MAIN ACTIVITIES

- At the beginning of the project children watched a thought-provoking film called The Eleventh Hour. It was shocking for them. Also from this film they got a lot of very interesting, exciting and shocking information.
- They made posters inspired by the film. It was interesting to see, that most of them feel, that they are responsible for our future. There are some really enchanting conceptions.
- An article about our project was published in the local paper called Algyői Hírmondó.
- We planned the place, measure and form of the project wall where we put activity results.
- We organized a logo-planning competition. They voted and the winner became our logo.
- They looked for some information and data about the ecological footprint, they discussed the experiences. We formed the concept of the ecological footprint.
- They filled in a form about the ecological footprint individually



- We counted the individual footprints, and then we counted the class's and the school's ecological footprint.
- We made diagrams about the results for the project wall.
- They listened to a very interesting lecture about the global warming, the reasons of it and the role of the human beings in it.
- After getting results of footprints from each class, children suggested ideas how to reduce them. The suggestions were put on the project wall and were printed and pupils could take the list home and share with parents.
- There was a very popular suggestion: grow vegetables by your own. Some parents and colleagues provided pupils seeds and plants, and they sowed and planted them in the school's garden. Now we are waiting for them very much.

ACHIEVED OBJECTIVES

We had some possibilities to invite some experts of the theme, and they gave a lecture on very important topics, like global warming, and effects on our surroundings etc. We could make an own plantation in the school garden.

BIGGEST OUTCOMES OF THE PROJECT

As our school is an ECO-School the environmental education and nature protection are central task in our school. We have been able to develop this attitude in our pupils' mind with everyday practice since they've started school. Through the environmental education we try to change the parents' approach in the question of protecting nature and they can think in a green way. We believe that we can do it. The theme of this project and the international importance of these environmental things confirmed our more than one decade's work. All of the activities and results of this project made us sure that we do is important and effective. It is good to know, that we are going on the right way.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The motivation of pupils went well. They saw the importance of this topic. They worked with pleasure. They were very eager to research on the Internet or making posters or build up the project wall. Our main difficulty was the lack of time as usual. There were lots of school events, competitions, and they had to learn hard this year.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

During the activities pupils realized the importance of reducing ecological footprint. More and more classes started to deal with the topic. This way the work grew up to the level of school. They searched on the Internet and they realized that how many organizations deal with the ecological footprint. With the maths teachers they counted it on maths lessons, made suggestions to reduce it on technology lessons. They found more and more details and they learnt to use the Internet in a clever way on ICT lessons.

RECOMMENDATIONS

I would encourage him/her to do it. I learnt very much from this project, too. As I am not a science minded person - I teach grammar and literature -, a lot of pieces of information were new for me, too. The experience to learn together with children was very useful and pleasure for me, and these experiences are very important in our development as teachers, I think.

HOW DID YOU CELEBRATE?

With the leading of our music and drama teacher they learnt a pantomime performance about the importance of protecting nature. It was about a forest and animals living in it. The trees were cut off and the animals lost their place of living. They were confused and tried to find another place to live. It was very touching and edifying. They performed it in front of their schoolmates.



LIFE GIVING WATER



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(age 13)

TEAM: Vízimanók (Water Trolls)
SCHOOL: Kállay Miklós Általános Iskola, Kallosemjén
COUNTRY: Hungary
COACH: Jozsefne Egri
TEAM MEMBERS: Balogh Klaudia, Belicza Nikoletta, Berki Andrea, Csekk Tamás, Csurpek Csenge, Egri Krisztina, Harsányi Diána, Ilosvai Nikolett, Kantár Csaba, Kapin István, Maczali Martin, Nagy Dorella, Németi Szabrina, Orosz Bence, Palcsák Péter, Pisák Ádám, Rácz Alex, Szabó Árpád, Szemán Martin, Teremi Mirella

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

As a teacher I helped the plan of the students with advices and I have organized the visit of the public utilities. During the visits I provided adult supervision and translated the collected data. I uploaded to the blog of the esfalp. If the coach of the group had trouble to keep the deadlines then I Intervened and asked the pupils to finish the tasks in time.

During the chemical experiments I and my colleague handled the toxic materials and I checked the keep of accident prevention rules. To the use of the 230 Euros I helped to choose the prizes and the duplication of the pool I helped with my colleagues in the composition and execution of the competition's tasks and the assignment of the prizes to the closing ceremony of the project.

PROJECT DESCRIPTION

TOPIC

Kállósején has an endangered water base, 4 kind of toxic material can be found in the drinking water. With my pupils, we researched what we can do for the protection of the drinking water in our village. We tried to raise the awareness of the children and adults to that every contaminating material we use and we let it into the environment gets back into our drinking water and it endangers our own and our children's health.

MAIN ACTIVITIES

November: brainstorming, actual environmental problems in our village and county (collecting information - choosing topic)

December: measuring the condition of the drinking water in our village, collecting data, systematisation, visiting at the waterworks, having contact, laboratory examinations: Visited the local waterworks company

January: speech of the requested expert (past-present-future): Making a presentation about the past, present and future.

February: Experiments for the examination of the water. We would like to examine how will the different pollutants (H₂SO₄, motor oil, petrol, detergent, NaOH, etc.) influence the germination of the seeds.

March: Visit at the sewage plant. We organized a poster making contest to the occasion of



the International Day of the Water. We kept a “water-day” in our school. We made a presentation about the importance of the protection of the water to our school.

April: Visit of the council. Handover of the petition to the mayor. Survey how many family house are not connected to the waterworks and the sewer. Get to know the ways of the water treatment and their efficiency and the importance of the future developments.

Walking for water: We joined the national campaign organized by the E-miszió foundation, which’s goal is to raise awareness of the students to the importance of saving water.

Walk to the Kiscsere brook that is 3 kilometres away from our school, dip 6 litres of water from the brook per person and take it back to the school. We wanted to demonstrate to the pupils how hard is for those who walks as much as we did for the daily drinking water. This is only 6 litres of water. We waste 130 litres of water a day, we should walk that distance 23 times a day.

Closing of the project: We organized a regional contest with the participation of 8 schools, which’s topic was the protection of the water.

ACHIEVED OBJECTIVES

We succeeded to raise the awareness of the pupils, adults and teachers to devote more attention to the clearness of the drinking water, and to care more for the protection of their narrower, wider environment. Be interested in the state of our village and the planned developments. Take party actively on the municipal council meetings. We succeeded to achieve that they to use their citizen rights. They dare to ask questions about the present and future plans from the representatives. They dare to give advices, criticizes the deficiencies. They don’t just plug their head into the sand, they dare to talk about the topic on the courtyard of the school, in the educators room and on the streets too. They raised their voice against the dysfunctional sewage plant, and the periphrastic smell. They asked the local government to disclose the data of the inspection of the drinking water quarterly. Make public forums again. We didn’t have such forum since 3 years, where the population can be informed about the updates. Finally they feel like they can have a say into the fate of the village. The pupils could experience what kind of rights they have and how they can exercise them.

BIGGEST OUTCOMES OF THE PROJECT

The pupils and the teacher were equally shocked about the data of our presentation, and the experience of the germination experiment. They use detergents, dish soaps, acid and different descalers in the households daily. They rashly spill the fried oil into the garden. They don’t think about it’s getting back into the drinking water and what kind of damages it can cause. It became the topic of the parent conference too. The pupils counted that who uses how many chemicals in their home. We are going to repeat the survey at autumn and we are going to compare the results. We hope for a

RECOMMENDATIONS

Try to collect as much data with the pupils before the choosing of the topic.



decrease. We would like to reach that they collect the fried oil and there shall be a collection site, where they can hand it down. The local government made a promise that they are going to establish a collection site.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The choosing of the topic and the work of the students went without problems. The public utilities hardly gave a permission to visit their sites. The hardest was to organize the visit of the sewage plant. The mayor was pleased to welcome us and he accepted with pleasure that the students are interested in the protection of the water. We got our money in the last moment because of the reorganizations.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

My colleagues really liked the pupils’ presentation and the fill of the pool after the presentation. The data we collected was shocking to them. They found it very good idea to brush up the heard things with the test, which were to be filled in group-work. We succeeded to stimulate pupils in active participation.

HOW DID YOU CELEBRATE?

We planned a monumental event as the closing of the project. For the honor of the name giver of our school we organized a series of contests that lasted for 2 weeks, which’s closing we organized an environmental protectional contest to the pupils of the county. The topic of the contest was the protection of the water. At the end of the contest the winner groups got a certificate and gifts. After the awards ceremony we showed our presentation and the achieved results. 🍀

ECO-STEPS

(Steps stand for Strong, Teenagers, Energetic, Powerful, Savivors)



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 15-17)

The Bees

Theoretical Lyceum "A. Mateevici" Soldanesti

Moldova

Aliona Pinzari

Pinzari Anastasia, Durnea Cristina, Pistrui Cristina, Bobeica Victoria, Gafin Valeria, Odobescu Daniela

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as a teacher was to guide them during the project. Also I think being their teacher and coach in the same time I felt there were times when they came to work only because we are having English classes together, so they cared to come to work but also they hoped to be rewarded with good grades during our English lessons, which of course never happened, I always explained that our project and the lessons are two different things. It was interesting to have this experience of having an ecological project. When talking about decisions, all the decisions were taken together with the team, we talked for hours on how better to reach our goals, always guiding but accepting their ideas.

PROJECT DESCRIPTION

TOPIC

Our topic was raising awareness on the importance of selecting waste in our community. It was a need in our community as here we are the first town in Moldova who is implementing a project on building a modern landfill, so it was a burden for our citizens to be informed on how correctly select the waste. Also to leave a footprint we painted the benches in our park writing slogans and painting the logo of WWF "panda".

MAIN ACTIVITIES

Visiting our Mayor: First of all the students went to our Mayor to tell him about the project and our intentions. We were received like guests with tea and biscuits. The Mayor told the students that he was very happy for the students to do this work of informing the population, he hoped that the youth are those who can teach the adults on how to correctly select waste and about the fact of how important it is for the new landfill. Another activity was the students went to the platforms where they took pictures to show our people that the way they dispose waste is not correct. They made a power point presentation on how it looks now and during the trainings we had they asked people questions on how to solve the situation. The best results in our presentations we had when talking to youth in schools then with adults.

Cleaning Activity Day: Another activity was to clean and plant trees in a part of town close to the small river Ciorna that passes through our town, we had many students volunteers also some adults joined to clean. It was a nice spring day the students were happy they could save the place even they had to carry lots of waste from the water.

Flyers Delivering Week: This week was the most exciting. Every day after classes the team went to different regions in the town, from door to door, to deliver flyers and inform people about how correctly to select the waste. It was an interesting experience for them



,they met new people, saw the way people live in different parts of the town, communicated to different people with different ideas, they met many people with a positive attitude to what the students said but there were others that would not care. In the end they were very enthusiastic about what they did.

Painting the benches activity: To paint the benches and leave a footprint in our park was one of our goals too. On that day we had lots of volunteers joining us, they all worked hard on cleaning the park then after raking and gathering the trash there some ten students painted the benches green, drawing the logo of WWF "Panda" and slogans written on every bench, now many people here speak about our school and the students who care so much to have a clean town.

Eco-Walk: On the first of May when everyone here stays home celebrating we organized this great event called "Eco -Walk" to raise our people's awareness on the fact that our town deserves to be clean. Students made posters saying "We want a cleaner town" "Don't pollute the air", "Select correctly the waste", "Be an Eco-Citizen" etc. also green balloons. We walked through the main streets in the town shouting "Keep our town clean" etc .Also the press was present in the streets taking pictures .

Radio programme: We have our local radio, so in March three girls from the team were invited for an interview about our project. They made an interesting ecological programme discussing about our goals and informing about ESFALP and WWF. The programme was broadcasted every Saturday for three weeks so it was indeed a good information. Many people when seeing Panda knew about the project because they listened the radio.

Other activities were our four trainings which were held in our two schools, where we informed about our project, about how much time things that we throw need to decompose and about the project that our Mayorality is involved related to building the new landfill, about how important for us is to select waste. On this purpose the Mayor gave us four new bins for waste , so we brought at the trainings some trash and invited students from the room to dispose correctly the waste. On each bin was written a word like "Plastic", "Paper", "kitchen Waste", Metal. The students liked the Role-Play activity, they agreed it will not be easy to convince the adults of acting the same way.

ACHIEVED OBJECTIVES

Raise awareness. We will create a video by February 1st to show our people how they should correctly dispose waste.

Create an advertising campaign. We will divide our community in five regions and have public presentations to tell people about the impact of waste in our community.

Clean the Central Park. We will clean and decorate the park by April 25th, painting the benches using lively colours and drawn pictures to inspire population on taking active part in keeping the places around the town clean



RECOMMENDATIONS

My recommendation is to COMMUNICATE to people and you will find someone to follow you. Your good intentions..

We achieved all our goals, with difficulty only to make people come out in their neighbourhoods for a meeting with us,. That's why after our first meeting when we had only a few people to come to listen. We had to make changes. We informed them from Door to Door. We got a very good awareness campaign, so we can say now for sure that 80% out of all the people living in town are informed.

BIGGEST OUTCOMES OF THE PROJECT

I consider that our project indeed has big outcomes. First of all we were the first to tell people about the new landfill that our Mayorality with the help of GIZ are building ,some of them never seemed to hear about it, so we informed them about the new landfill and the way we should act when having platforms, the role of bins and what kind of waste should be disposed there. We have noticed changes, people now select better the waste they do not through it in no authorised places. In our school students liked to work in the campaign, they want a continuity for the next year. They want WWF to be present in the school the next year too. Also I can say that ESFALP helped me see my students also caring for our community.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

We had our trainings that went well, the advertising campaign that went very well. Many students wanted to do something for the community, but also here I can mention that there were also students that were hard to be convinced .It is something that it's not easy to be educated when from their families they come without any desire to involve.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

In my country in our educational programs we don't have projects in open air. but involve students in doing something for the community is a need in the educational system, I think ,because, yes they are busy studying but unfortunately when studying we have no time to discover their souls ,to see them as citizens, they never tell you what is deep in their souls so here this project is like a plus in education, they open their minds, can tell you more about what they think etc...

OUR CLEAN VILLAGE



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 15-19)

TEAM: Green Lighthouse
SCHOOL: Theoretical Lyceum Svetlii
COUNTRY: Moldova
COACH: Natalia Todorova
TEAM MEMBERS: Alexandra Mochu, Inna Konstantinova, Alla Tulba, Alina Mateescu, Artem Makedonskii, Elena Uzun, Dmitrii Lambriu, Anastasiya Konstantinova, Darya Tatar, Victoriya Lugovskaya

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

Doing additional work in the project, I was it's coordinator. Regulated the performance time, gave advice, over looked and corrected the work of groups.

During the project, all decisions were made completely democratic. Our team worked in small groups. Each group has been implementing their task. Once a week we all gathered together. Each group talked about their work and offered solutions of the problems. We discussed them and took the final decision.

Thus students investigated problems, proposed and criticized ideas, chose best deals, found and made decisions.

PROJECT DESCRIPTION

TOPIC

Our team has worked on the theme of improving the environmental and aesthetic conditions of the village and its surroundings. Decrease the depth of our ecological footprint. By attracting people to action, we want to increase their responsibility for the environmental situation of the village, and hence for the state of the Earth.

MAIN ACTIVITIES

Our project aims are to improve the ecological status of the village. We wrote a few articles about the academy ESFALP V, about our project, about Earth Hour in school and regional newspapers and at regional internet-portals, also gave an interview to internet portal.

We conducted interviews with students and staff of the Lyceum and agro-technical college. Made posters about saving electricity, the importance of water and the importance of Earth Hour. We studied the environmental situation in the village and made a map where indicated places of ecological disaster. Our team made an inventory of drinking water wells. We revealed wells polluted by oil products, wells that need repair or temporary closing. We held a conference on the problem of the quality of drinking water in our region and in our village. We wrote a project of new park instead of the felled pine trees.

In February and in March the Lyceum students together with their parents gathered and brought us wastepaper. All classes of the Lyceum took part in the restoration and improvement of the school park.

With the help of the local administration and management of agro-technical college we organized and conducted cleaning of the streets of the village from debris.





The students of the Lyceum and agro-technical college cleaned the recreation area near of the village from debris.

Cleaned the floodplain of the river Ialbug around our village from the rubbish. We made connections with schools of other communities located on the coasts of the river Ialbug and organized them for cleaning of the river floodplain.

All the residents planted more than 600 trees, many bushes and flowers.

ACHIEVED OBJECTIVES

We have fulfilled almost all tasks that were set by ourselves in the autumn 2012.

We have awakened the villagers from indifference to environmental cleanliness of the village. We lit the desire to help us to bring real benefits to the village and the all Earth.

We removed the debris in the village, in a recreation area of the village residents, in the floodplain of the river Ialbug.

any trees, bushes and flowers were planted. Now it is drought and the people look after young plants and seedlings.

The school and the villagers have to save more energy. Parents have established economical light bulbs in almost all classes of the school.

School students have collected two tons of wastepaper, with the help of their parents and grandparents.

We carry out a reconstruction of school park. We planted of birches, shrubs, restored and made new flowerbeds, from the old student's desks made benches, and from the old of gas cylinders made rubbish bins and fixed them in the park.

BIGGEST OUTCOMES OF THE PROJECT

We note the important results of our project. First of all, changed the attitude of students of the Lyceum, agro-technical College, community residents to the environmental state of the planet Earth, the environment of our village. Environmental problems began more to interest the young people. More and more people say that we talk a lot about the poor ecological situation, but do very little to improve it. We increased

RECOMMENDATIONS

Doing such projects is much easier to teachers of biology, geography, ecology and chemistry. They know the environmental problems of the planet and the localities much deeper. The teacher should have a lot of energy to be able to draw away the students.

The project manager should have more trust in students. Students should be able to show their initiative, creativity and responsibility. Then the work will leave a deep impression in their minds.

environmental culture of the people of our village and the region. More and more people seek to save electricity. People clean garbage after a holiday in nature, make fires only in special areas, or bring with them man-gals, throw out the trash only in specialized landfills. The public authorities have become more attentive to the problems of the environment, They began to allocate more resources to the solution of environmental problems.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The main problem was shortage of time. Our classes end at 3:00 pm. A lot of homework and a lot of after school activities, which also had been to prepare. We tried to work on weekends, afternoons, effective use of school break and class hours.. It was difficult to write the project of creation of a new park in the village. In this we were helped by mayor of our village. Unfortunately, we did not succeed to finish. We submitted the project to the National Environment Agency, but it is still being discussed. We hope that it will approve and we will soon get funds for implementation.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Our school places great emphasis on environmental work. But mostly the conversation, activities were carried out at lessons of technological education and on class hours. We have spread the experience received in the Academy ESFALPV in the use of environmental games. Now, our teachers have to use them on different subjects. We are planning for the future to continue the cooperation with the local authorities, the communal services, and the Regional Consilium of Youth.

HOW DID YOU CELEBRATE?

We celebrated the completion of our project fantastic! We invited all those who took part in the project, who helped us. (Unfortunately, not all were able to arrive) We thanked everyone for the support, enthusiasm and initiative. The classes of Primary school collected the most waste. We awarded them by cakes and pastries. We handed in a special handmade souvenir to the local administration.

Then, we organized stations with various games in the school park. The winners received tokens to exchange at the fair. One could take a ride on a horse carriage, braid trendy pigtails, take a bun, juice or a beautiful balloon, and make body art. Music sounded. Everyone was delighted. 🎉

HAIUCII RÎULUI BÎC



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 16-18)

Bik river protectors

The Theoretical Lyceum "Mihail Sadoveanu", Calarasi

Moldova

Valeriu Gorincioi

Dvornicov Nicileta, Mitrea Iuria, Fisticanu Ana, Cornovan Mariana, Samson Cristina, Bulat Adriana, Maimescu Anastasia, Zamfir Mariana, Birca Veaceslav

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was not more than consultant all organizational aspects were made by the team. They realized: studying and identifying ecological problems of the town, they found the main problem - Bik river pollution. They made an action plan for solving problems and organizational problems were solved too and conducted monitoring of the project.

PROJECT DESCRIPTION

TOPIC

Status Bik river that flows through our village and its pollution. Low level of ecological culture of citizens of the city of Calarasi and settlements around it.

MAIN ACTIVITIES

An ecological study was conducted about Bik river on segment of Calarasi town. Identified the main sources of contamination and have proposed ways to solve the problems found. Information obtained during the study was presented to local authorities, businesses located on the banks of river Bik, there were three radio (school) information materials. As part of the International Project, European Schools for a Living Planet, a group of 40 students from Theoretical Lyceum "M. Sadoveanu" has participated in an eco activity "Haiducii Riului Bic" on the 27th of April. Volunteers have spend about 2 hours cleaning the region of Bik River, Calarasi. Students were motivated to participate in a clean-up activity and to show an example of eco activism. It was easy to notice the enthusiasm of the youth in the process of making Earth a better planet.

The activity was organized in partnership with the City Calarasi Mayor, which provided all the required materials.

It was also organized a patrol of 10 volunteers who distributed informational materials about the status of the river Bik and disposal of pollution.

ACHIEVED OBJECTIVES

Citizens from Calarasi town were informed about the need for cleaning and in good ecological maintenance Bik river banks to have a healthy living environment.

Point made:

- 20 volunteers researched the ecological status of the river Bik and inform the people about the results of research (through information posted on the project blog, organizing an information campaign in four educational institutions in the city)





- 100 volunteers participated in cleaning up the banks of the river Bik.
- 10 volunteers formed a river patrol tracking about unauthorized disposal of garbage on the banks of the river.

BIGGEST OUTCOMES OF THE PROJECT

The project allowed young people's involvement in identifying and solving environmental problems in the community. Students concluded that there is not only clean where cleaning is often, but where is kept clean. Participants received research skills, presentation, teamwork, discussion of the most important topics critical thinking. The main part of the project was certainly practical activities, participation in cleaning the river Bik, preparation of environmental information, ecological patrol participation.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

The project was enthusiastically supported by the youth of the community, representatives of local authorities, teachers, managers of schools.

Unfortunately, there have been cases of indifference on the part of citizens and businessmen.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The project allowed the formation of learning communities as it was attended by representatives of the two high schools and one college. To identify environmental problems were lessons conducted research in the chemistry, biology, geography teachers using the corresponding objects. The organization of sanitation attended school principals and teachers of civic education. Students developed their research skills, communication, use of scientific language, and self-evaluation.

HOW DID YOU CELEBRATE?

All participants in the various activities of the participants received diplomas but not yet final activity took place. The final event will be held on May 25.



RECOMMENDATIONS

We had a good cooperation with Ms Timuta, she is a Professor of Biology at the High School "Alecsandri" Calarasi, an active teacher, PhD in biological sciences.

BANG ON YOUR MIND



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 16-18)

Bangers

Apáczai Csere János Elméleti Líceum, Cluj Napoca

Romania

Vörös Alpár István Vita, Pilbák Enikő

Bakk Balázs, Bazsó Imola-Enikő, Bona Kinga-Andrea, Cserei Márton, Fodor Hilda, Jánosi Zsuzsa-Anna, Jenei Lőrinc, Kerekes Szabolcs, Kovács Áron, Kovács Zsolt, Kőmíves Norbert Márton, Lészai Ferencz, Márton Imola Ilka, Müller Dalma, Orbán Berthold Attila, Sabo Mária Klára, Sallai Eliza, Sándor Csilla Imola, Sipos Csilla, Strasser Krisztina, Székely Balázs Péter, Tóth-Gáti László Levente, Tóth Timea, Török-Gazsi Zoltán

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I was more a supervisor of the children's project. They had a lot of good ideas, there was a strong leading group among them consisting on 7-8 youngsters. We had a very democratic decision making, all their thoughts were listened and they were keen just to have a positive feedback from the teachers. All the activities were led by the students we were just spectators on most of their actions. As a teacher I was the person who could have an outside view, so I could give them advice how to have the biggest impact. They needed also help to get the information to the mass-media, and to involve sponsors.

PROJECT DESCRIPTION

TOPIC

With our team we chose the ecological footprint topic. It was an easy decision because we held a voting and everyone in the team chose this topic. We wanted people to realise how much extra energy we use and that we can have a good life if we try to live ecologically.

MAIN ACTIVITIES

Our activities aimed at reducing our ecological footprint. We researched electricity and water consumption in our school and homes. We printed stickers with the message "Don't waste electricity!" and "Don't waste water!" and placed them in our school. We also created a poster which advertises the contest we organised, about reducing electricity consumption. The most economical classroom was rewarded and called the "most economical class".

We advertised our project with the poster, stickers, and also with a newspaper article of the school and we told all the classes about the project personally, too. We also published an article in the city's newspaper, *Szabadság*, and two of us went to a radio station, *Paprika Rádió*, where they described the project.

It is also important that we created a facebook account for our project, which we updated twice a month with photos or anything else related to the project. The account is very useful, so that more and more people found out about our project and faced its importance. This account has for the "profile photo" our team's logo.

We organised activities in three different locations (Kolozsvar, Tordaszentlászló, Magyarokpus) on the 22nd of March, for Earth Hour. We played with our schoolmates



and teachers, than we lit candles and released 10 lanterns.

On our school's days we planted 300 trees in a forest near our city. We also organised a three hour long activity for all the kids from grades 5-8 in our school (games, drawing, watching documentary films).

During this project our team was looking for dirty spots in the city which we highlighted on a map of the city and which we are going to give to the mayor of the city, hoping that he will do something about it.

On the 26th of April, we organised a "gala evening" as the closing of the project. Before that, on the 22nd of April, celebrating Earth Day, we had an activity for grades 3 and 4, where they made ECO-crackers (our own invention!!!) for the gala. We invited many people, as the invitation was published in the city's newspaper, too. After the presentation, there was a fashion show, too, with girls dressed in clothes made of paper. We held a raffle and then we watched the stars and planets with a telescope from the school yard, switching off all the lights in the school.

Broadly, these were our activities during the project, but we don't want to stop here, because there is plenty of work to be done to reduce the city's ecological footprint.

ACHIEVED OBJECTIVES

Our objectives were to reduce electricity and water consumption at least in our school, but also to capture people's attention about ecological life. We think that we succeeded - the school's bills were significantly reduced. This means that we captured our schoolmates attention, as well as that of the teachers. Our outdoor actions got the attention of the general public, local newspapers, radio and TV stations and internet news portals. Especially our final event got a big media interest. By the advertising many people in the city could hear about our project, so we hope some of them will make the first steps.

BIGGEST OUTCOMES OF THE PROJECT

We think that one of the most important actions we did was the tree planting, because in the forest where we planted the saplings many trees were cut out.

In the school we succeeded in reducing the consumption of water and electricity, but also in teaching our schoolmates about ecological life. We were able to involve all classes of our school and through a variety of activities to have a real impact on their thinking about our environment.

One of the biggest outcomes was that as the result of the income from the raffle of the gala evening we will be able to change the lighting system from our classroom to more eco friendly LED based technology.

Our project had an impact also on the vice mayor of the city, who was very opened to hear about our opinions on how to run the city, and she helped us a lot with some of the activities we organised. And after we will give her the

map on which we highlighted the dirty spots we hope she will be able to mobilize some people to clean those places.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Our project went very well, but we think the problem was that we had to learn a lot at the school, beside this project and we could not focus only on this and the activities we organised. But in spite of this, we succeeded in reaching the goals we wanted at the beginning. Some of the students say they were to lazy to get more involved in the project...

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

With the stickers placed in every classroom we convinced our schoolmates and teachers not to use the lights unnecessarily. We hope that our teachers also mention the importance of ecological life for the students.

As teachers we have planed to connect the project with an optional subject taught by us each year in grade 11. We can say that we got some new perspective and new methods for teaching this subject in the next years to come.

HOW DID YOU CELEBRATE?

At the end of the project we held a "gala evening" in our school, where we invited everyone who wanted to see our project presentation. There was also a fashion show, when the "models" (schoolmates) were dressed up with clothes made of paper, suggesting the importance of ecological life. We also held a raffle with many valuable prizes, which we got from our sponsors. The income of the raffle will go to change the lighting system in our classroom to more economical ones, based on LED technology. At the end of the gala evening we watched the stars and planets with a telescope, switching of lights in the school and the school yard. It was a way to get realise how small and vulnerable we are in the Universe. ☺



RECOMMENDATIONS

As teacher it is very important to see students as partners and allow them to lead the project, in order that they should have a better feeling about their successes and of their importance. Projects like these are important to make students more mature and responsible, feeling they could have an impact on their community and environment.

IT'S LIFECHANGING...



TEAM: Green Guard
SCHOOL: Clubul Copiilor Sighișoara
COUNTRY: Romania
COACH: Fülöp Birsan Eugenia
TEAM MEMBERS: Fülöp Birsan Alice, Andrei Mădălina, Lutsch Carla, Halmen Agathe, Rolea Mircea, Tarța Moga Paula, Iuonaș Florin, Bernat Andi, Pelei Calin, Barabaș Denisa
(ages 14-17)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as a teacher is:

- To coordinate all activity that takes place in the team
- Creating frameworks for the project activity
- Support the team in the business of disseminating and publicizing the project
- Monitoring

The student's role in this process is to:

- Gather information for the project
- Organizing the workshop for the project
- To inform the colleagues and the community about this project

PROJECT DESCRIPTION

TOPIC

I worked on sustainable development and awareness of the medieval citadel of Sighisoara and of the protected area Breite.

MAIN ACTIVITIES

- workshops to choose topic
- meetings and interviews with people who have decisive roles in the community (deputy mayor), deputy president of the foundation MET
- disseminations on regional level (city Victoria, Piatra Fântânele - Bistrita)

ACHIEVED OBJECTIVES

- to motivate more people to take part
- to inform the local authorities about our project



- to get their approval

BIGGEST OUTCOMES OF THE PROJECT

- evidence of teamwork
- the contribution for each project (information researches, photos etc.).
- the team recognition in the community

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

- the encounter with people who support us in this project, deputy mayor and deputy president respectively MET
- dissemination
- the workshops organized by team

I didn't have any difficulty, the people were receptive. :-)

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

In our school project is known, including the school board, I had help and the backing of the Deputy Director and class master.

HOW DID YOU CELEBRATE?

I have not celebrated because the project is not fully completed. ☹

RECOMMENDATIONS

I would recommend them to set some goals as easy to achieve and to trust the project team ESFALP.



THE FUTURE ACTIVE CITIZENS



TEAM: School no 1
SCHOOL: Gymnasium School No. 1 Piatra Neamt
COUNTRY: Romania
COACH: Gheorghita Tifui
TEAM MEMBERS: Radu Galan, Andrei Ana Maria, Roibu Grigorie, Bira Cornel, Budu Lavinia, Ciocan Sergiu, Szalo Emesse, Iorgu Constantin-Vlăduț, Tudosa Paula-Larisa, Zinove Andrei
(ages 12-15)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as coach was important because the team often needs instructions but the decisions are democratic, in the majority principle. We decided on topic for the project and goals in a democratic way. The democratic decision was difficult because democracy needs tolerance and the majority. We achieved it.

The students feel satisfaction for involving in environmental protection.

The team leader was strong motivated and coordinated the team well. He was full of initiative.

PROJECT DESCRIPTION

TOPIC

- The team worked on Active Citizenship topic.
- Sometimes you feel comfortable just standing around, not doing anything, but sometimes you want to do more to make a difference in society. It is your right to participate, to exert your influence to bring your contribution to society. You can be an active citizen in many ways.

MAIN ACTIVITIES

- collecting of plastic bottles from the city neighbourhood
- presentations of ecological footprint problem sent by e-mail or social media. We sent the ecological footprint presentation joined by tips for it by mail to students friends or parents. The team send it from Facebook , thousands of people liked it and stimulated us.
- planting trees in the city neighbourhood
- hand made things from recycled materials. Children have written essays on topics of environmental protection and made objects from recycled materials.
- collecting of mobile phones components for recycling. We placed cardboard boxes for collection of waste electrical and electronic equipment such as batteries, light bulbs and cell phones.
- Earth Hour celebration and promoting the general public voluntary activities for environmental protection and our involvement as responsible citizens, businesses, associations, state institutions



RECOMMENDATIONS

I would recommend doing many activities during the school holidays. A stronger connection with students families is welcomed.



ACHIEVED OBJECTIVES

We get measurable results. We achieved all stated objectives. In this way, the team created feasible objectives.

This project was mainly aimed at educating young people in the spirit of protecting the environment are encouraged to become directly involved and responsible.

Each of us must get involved in voluntary work aimed to protect the environment, to recreate nature of the plants and trees to regain rightful place. If each of us plants or plant a tree today, tomorrow we breathe cleaner air, nature will reward us.

Educating the young generation in the spirit of environmental protection through its active involvement.

BIGGEST OUTCOMES OF THE PROJECT

- There are more outcomes like care for nature as a moral development of the young generation, environmental education for promoting responsible attitudes towards the environment and civil society, information, awareness and education, development of sense of initiative and communication at school.
- The team convinced school students for project participating is the most important change.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

I believe that teamwork was important and well done.

Later, during the project I noticed that my phone photos has not the needed resolution.



An “open question” for me is that I could develop this project next year by my own.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The students became interested in promoting a sustainable lifestyle by growing interest in maintaining and promoting the health of the environment.

Young people are encouraged to take measures to help decrease impact upon nature by changing daily habits.

HOW DID YOU CELEBRATE?

The team celebrated by a trip to Pietricica Mountain. The students had a great view. After it we went to a pizza restaurant. Students played games and made body-painting.

ZERO WASTE SCHOOL



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 11-13)

TEAM: Zero Waste Team
SCHOOL: “Dimitrie Anghel” Middle School, Iași
COUNTRY: Romania
COACH: Nicoleta Potorac
TEAM MEMBERS: Dumitriu Loredana, Olariu Madalina, Ciubotaru Florin, Buhus Iulian, Ciubotaru Florin, Frecateanu Andreea, Gherasim Alexandru, Gherasim Florin, Rotaru Vlad, Soponariu Andra, Stratulat Andrei, Teodorescu Irina, Lupu Roxana, Lupu Alexandra, Florea Bianca, Negru Mihaela, Danila Madalina, Horaicu Andreea, Olariu Cristina, Dumitriu Cristina, Ajidancei carmina, Vaschim Lidia, Gherasim Florenta, Gherasim Rosalinda, Baba Daniela, Gabura Marian, Briceag Nicoleta, Ajidaucei Roxana, Dumitriu Sergiu

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

Working with younger students, I had to coordinate the team, as it seemed there was too much time spent on planning and too little was being done. Therefore, my role was to make sure that the timeline of the project was not overlooked. In addition, I had to make the travel arrangements for our cleaning campaigns and obtain authorisation and approvals from local authorities for our selective waste collection centre.

The children decided the objectives and main goal of our project and what they wanted to do to reach the goal.

PROJECT DESCRIPTION

TOPIC

We worked mainly on educating people about what carbon footprint is and how to reduce it. We also tried to educate a sense of responsibility to react towards the threats posed by pollution.

MAIN ACTIVITIES

Our goal was to educate people about ways to reduce carbon footprint by power of example, believing that in order to see change, you have to start changing things yourself. Therefore, we planned some activities in which we could show ways to show what we stand for.

Our first activities had the purpose of providing the know-how so we organised a few presentations in our school, in which we also presented the results of our research (regarding the waste management problem which affects water quality in our area).

We planted a mini-orchard in our schoolyard so to set an example of ways to improve air quality and reduce soil erosion.

We set on a cleaning campaign to reduce the effects of pollution around Lake Ciurbesti, and protect the natural habitat of birds that nest there.

We organised an “Earth Our” event, which focused on two main activities: the “Art



through recycling” workshop and the “Food fair”. We presented our activities and project at CCD Iasi Spring Galla.

We contacted local authorities and asked their support to make a selective waste collection centre in the schoolyard, as waste management is such a problem in our area. We also tried to negotiate a contract with the waste management company for selective collection of waste for recycling.

We also gathered materials for our “Green manifesto”, an illustrated how to be green guide for people of all ages. We gave interviews in the local newspapers to make our project and ourselves known.

ACHIEVED OBJECTIVES

We raised awareness about carbon footprint and we involved our school and the local authorities in a joint effort to educate people about the importance of a smart waste management system and of sustainable living.

BIGGEST OUTCOMES OF THE PROJECT

The biggest change I think came within ourselves, our team (which practically extended to the entire school of more than 300 people). As we progressed with our project, we became increasingly committed, increasingly aware of the injustices that are done to us as future generation. What started as a project, ended up being a mission. We think that what we started will create a ripple effect and we will soon begin to see real changes in our community.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Due to an unfortunate event, our project kick-started with a two-month delay. Also, while everything was going great with our selective collection centre, the waste management company working in our area and which agreed to our terms, terminated the contract without notice. Therefore, the plan is on hold until the town's hall auctions the service and finds a new contractor.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

I think that more people realised that it is important to teach ecology in schools, and because the curriculum does not provide it, we have to make up for its absence by integrating it somehow in classes. ☺



RECOMMENDATIONS

I would strongly recommend that you involve at least another teacher to help you with the project. Not having a partner (especially if you're planning on working with younger children) could prove a handful. Start small, make a clear-cut plan and stick with it. Leave a margin of error; there could be unpredicted delays. Finally, choose your student wisely, because if he/she loses interest, you will have to do his/her part too.



AWAKENING!



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 13-15)

OWLS ON THE ALERT

Milica Pavlović Primary School, Čačak

The Republic of Serbia

Biljana Uskoković Brković

Jovana Milovanović, Andrija Raketić, Aleksa Karajić, Bojana Novković, Marija Milutinović, Anđela Lovrečić, Mihailo Erović, Jana Ikodinović, Valerija Divović, Natalija Petrović, Anđela Novaković, Andrea Nikolić, Doroteja Vujinović, Nikolina Prtenjak, Anđela Đukić, Đurđina Parezanović, Luka Rakonjac, Aleksa Prelić, Milica Manjak, Arsenije Stošić, Milica Petrović, Kristina Krdžić and Dimitrije Gajić

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I coordinated efforts to achieve the objectives, provided support, made team members independent and helped with the decision-making process. The team made decisions by consensus. It was divided into smaller teams, depending on the activity, pupils' interests and age; they functioned as a whole unit. The pupils were highly motivated and genuinely enthusiastic about nature conservation; they cooperated with all relevant people. Older pupils took upon themselves a challenging task of defining responsibilities and the scope of each activity. The younger ones became increasingly interested and independent.

PROJECT DESCRIPTION

TOPIC

We set ourselves a general aim to address the growing concern over biodiversity loss and nature conservation in this area.

Our goal was to set an inspiring example in nature conservation and motivate people to take action to protect nature in their communities.

MAIN ACTIVITIES

- Attending lectures, presentations and a street exhibition, a study tour of a special nature reserve - extending our knowledge.
- Organising and hosting lectures and educational workshops; creating and administering our own bilingual blog; making interesting presentations, posters and bilingual boards, handing out leaflets - sharing the knowledge we gained and motivating people.
- Making and placing bird feeders and bird houses for migratory and resident birds, paying particular attention to endangered species – providing a safe environment.
- Constant bird-watching; participation in IWC (International Waterbird Census); our photographs of extremely rare and protected bird species published on expert websites.
- Restoration of important natural habitats – eradication of invasive plant species.
- Participation in the rehabilitation of the areas affected by forest fires.



- Decrease of inorganic waste – cleaning up the Ovčar-Kablar Gorge.
- **Constant media coverage:**
 - *TV Galaksija, a local TV station: news reports, special programmes, their kind offer to make a documentary about the project and our contribution to nature conservation;*
 - *RTS, the national broadcasting company: news reports;*
 - *print media – an article about our actions in a local newspaper;*
 - *expert websites – support, approval, photographs published;*
 - *our bilingual blog – articles, photographs, links.*
- Contribution to **Earth Hour** – a candle-lit presentation and switching off lights.
- Contribution to **World Water Day** – cleaning up the river banks.
- Contribution to **Earth Day** – collection of waste paper to be recycled; joining the worldwide event ‘The Face of Climate Change’, contribution to the Photo Mosaic.
- **An open-air party** to celebrate; all the people who contributed to our project were invited.

ACHIEVED OBJECTIVES

We achieved all our objectives except for the planting of new trees in the rehabilitated areas affected by fierce forest fires last summer; we will join the action planned for autumn 2013.

BIGGEST OUTCOMES OF THE PROJECT

- Our achievements are recognisable in our city, the surrounding area and our country, since they offer solutions to burning environmental issues and serve the public interest.
- A group of pupils will join us and continue to conduct ecological activities after the completion of our project.
- We arranged further cooperation with relevant people, schools, societies and organisations.
- An increasing number of citizens join ecological actions and recognise the necessity of nature conservation.
- All primary and secondary schools in our region agreed to participate in Eco-Fest 2013 and share their experience with environmental issues.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

- The pupils left a favourable impression on their peers and citizens.
- We did not encounter any major difficulties.

RECOMMENDATIONS

Teachers who recognise the topics put forward by ESFALP should convey these to their pupils in a creative, active and thought-provoking way, giving them an opportunity to decide on the issues they deal with. Following pupils’ progress will bring teachers enormous pleasure.



- The biggest threat to the Ovčar-Kablar Gorge is unplanned construction. The problem arises from the lack of planning acts for protected areas and slow or ineffective legal procedures.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

- The major benefit from this project is pupils’ gaining a clearer perception of common environmental issues and finding effective solutions for dealing with them.
- Thanks to their positive and responsible attitude towards this matter, other pupils and the Parents’ Council strongly recommend such activities in our school.

HOW DID YOU CELEBRATE?

The open-air party was held in the Kablar Mountain Camp in the Ovčar-Kablar Gorge on 27 April. Following a short presentation of our work, we expressed our gratitude by giving the contributors acknowledgements and flyers showing our most significant activities. We were proud of the snacks in the shape of animals.



OUR ECOLOGICAL FOOTPRINT



TEAM: Green Apple
SCHOOL: Vocational School Of Trade, Catering And Tourism, Leskovac
COUNTRY: Serbia
COACH: Perić Emilija
TEAM MEMBERS: Kristina Kostić, Violeta Đorđević, Filip Stanojević, Nikola Lilić, Andrija Ristić, Ilija Vrtikapa, Miroslav Đokić, Mihajlo Savić (age 16)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role in the realization of the project was mostly as an advisor and a coordinator of the students' activities. All the team members had some ideas, which we brainstormed and then discussed, and chose the most practical and applicable ones in the end. I am really pleased that we succeeded in making them 'think green', which they also showed in other extra-curricular activities (eco bags we used are the product of the students' company, they also make 'fišek' from recycled paper, they took part in planting trees in the school park, etc.).

PROJECT DESCRIPTION

TOPIC

Our topic was Ecological footprint and we made a small and modest step towards raising people's awareness of the consequences of our everyday actions. The target group were the students of our school, and they are delighted by the new Ecological classroom in our school.

MAIN ACTIVITIES

At first, our plan was a bit different, but we had to modify it due to the small amount of financial resources we had at our disposal. The original idea was to make an ecological classroom with a solar panel on the roof to help save electric energy and use solar energy instead. Unfortunately, solar panels are too expensive, so we could not afford one. We chose another classroom, with a skylight and a big window, which gets a lot of sunlight during the day, so we do not have to use the electric light. We had the walls painted, collected aromatic herbs, dried them, and students made wallpapers using the Eco bags and aromatic herbs. They also made 'recycle bins' for paper, plastic and mixed waste. They collect the waste weekly and take it to recycling. They also engage in other activities and work in two students' companies which make and sell Eco bags from ecological material and 'fišek' (cone) from recycled paper. The project also grew in another direction, when we got our principal's support to refresh the school park. The students helped plant evergreen trees and bushes and enjoyed it. They have more ideas, but this is just the beginning and we hope to bring those ideas to life through our future projects.

ACHIEVED OBJECTIVES

We achieved almost everything we wanted, except the purchase of the solar panel. Use of natural and/or recycled materials, saving energy, promotion of European ecological values and motivation to take action are fully achieved through this project and some other connected activities.





BIGGEST OUTCOMES OF THE PROJECT

The most important outcome of this project and all the activities is a different way of thinking (we call it 'green thinking'), seeing and doing things, always bearing in mind the consequences of each particular action. Slowly but constantly, the behaviour of students is changing and we can see it in everyday small actions (picking up the paper from the lawn, separating waste, etc.).

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

We had no bigger problems during the realization of our project, as it was not too demanding, but students spent great time doing things together. The only problem was that we did not have enough time or money to realize all the good ideas students came up with.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Our project did not have big impact on the educational system in our school, although students and teachers who had a chance to use eco classroom were delighted and enjoyed the fresh colours and the scent of aromatic herbs, so we only created a classroom with a pleasant atmosphere.

HOW DID YOU CELEBRATE?

We have not celebrated yet, but will report to you about It at the final event. We placed some photos and an explanation on the school website. 



RECOMMENDATIONS

We would recommend finding a sponsor for some activities of the project.



RECYCLE AND UPCYCLE



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 12-14)

Young Greens On the Move

“Ljupce Nikolic”, Aleksinac

Serbia

Slobodanka Kitanovska

Aleksandra Stojković Tijana Zivić Marta Zivković . Valentina Stanojevic Marija Nisic Nikola Markovic Kristina Stankovic, Aleksandar Pesic, Milan Tasic Maja Mitic Teodora Marković, Teodora Marković, Minja Milojković, Aleksandar Veljkovic Anastasija Nenadovic Sonja Mihajlović, Minja Djordjević Uros Stefanović Andjela Stojanovic Sara Živadinović Tijana Paločević Marko Milosević Mia Vuković Filip Markovic Ivan Stojanović, Vukan Cekić Masa Vuksanović Miljan Stević, Milan Milosević, Miica Milosević

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role as the teacher was to coordinate the work of the students' team, together with other teachers. Now, I can say that experiential learning, mutual respect communication skills and shared authority have produced a successful team whose aim is not immediate winning the prize, but great satisfaction from what we have learned and more importantly, applied. All decisions during the project were made in a democratic way since the team set the group time (twice a week) and set appropriate standards of work. There were two parallel processes: the students performed the tasks, collected waste material, photos, books, made presentations, participated in the workshops and the round table, and the Green Walk; the teachers followed their needs and demands – organized the trips, made sure they are safe and kept records of their work. The students even managed to gather volunteers who helped them (their parents, family, friends).

PROJECT DESCRIPTION

TOPIC

The topic of our project is “Recycle and Upcycle”. It addresses the problem of low awareness and the lack of knowledge of school children about the waste and the ways it can be recycled and reused.

Project goal: Raising awareness of environmental protection of elementary school children, about the importance and significance of the recycling process.

Our main message: Young people, you are on the move: Unite and Save Mother Earth!!!

MAIN ACTIVITIES

The main activities of our project are: Eco –Educational Workshops, Sports Events , Round Table , Theatre Performance, Short Film, Final Event “Green Walk”.

The eco-educational workshops were implemented twice a month. The aim of the workshops is to raise the level of knowledge of school children about the importance of recycling. During March and April, the workshops were held at school and the team members made the clothes, jewellery and the scenery for the theatre show and the final event. Public call for to students for drawings for the eco colouring book was closed at the end of March. On 14 March, 2013 round table was held. The representatives of elementary and high school





parliaments from the Municipality of Aleksinac participated in the round table. Also, the representatives of local authorities and public institutions took part in the discussion. The participants were presented with the project and its ongoing and planned activities and we reached the decision to have a joint event on 21 April. Also, the flyers and posters were distributed during the round table. There was a great celebration in our school on 22 March, 2013. Careful and thorough preparations for the theatre show lasted almost two months: the students learned the lines and made great costumes with the help of the teachers costumes (dresses, necklaces, bracelets, flowers, penguins, waves, birds, bears). The well rehearsed lines were environmentally powerful- at the end of the show the audience sang along with the students” Recycling-what is it”.

On 19 and 20 April, 2013 the team participated in the sports events held in the Town Sports Centre. The handball matches were organized by the local authorities and the aim of the event was raising money for sick children in Serbia. Our team went there to show support and took the collected waste which can be sold. We are so proud we could give our little contribution. The event had the media coverage.

On 21 April, 2013 there was celebration in our town which marked the Earth Day. The students from all school from the municipality and kindergarten children made posters, costumes and walked in the centre of the town. During the walk, the team members distributed the eco coloring book. After the walk, the students talked to the mayor who expressed his satisfaction with their work.

ACHIEVED OBJECTIVES

The first objective was to Increase children’s ecological knowledge through 10 eco-educational workshops for 30 students of elementary school Ljupce Nikolic during the project. It was achieved since all 30 members of the team took active part and the students stopped asking



RECOMMENDATIONS

I would encourage him/her to read some similar projects, to set the objectives clearly and to be too ambitious. Participation in the project is enjoyable experience. You do a lot of research, meet new people, cultures and traditions. You should always try because “never try, never gain”.

for help in the recycling and upcycling processes.

The second objective was the promotion of the protection of the environment and the importance of the recycling process by organizing planned events (sports competitions, workshops, round table, theatre play and the final ecological event GREEN WALK) for 300 direct beneficiaries, and about 2000 indirect beneficiaries, students and citizens of the Municipality of Aleksinac. This objective was achieved.

The third objective was creating positive ecological awareness with the students and citizens in the Municipality of Aleksinac by the implementation of events and distribution of promotional material and local media promotion during the whole project (about 150 bilingual eco-coloring books, about 150 comics, 100 flyers, 10 posters, 3 TV reports, 3 radio shows, film). This objective was also achieved since we had distributed 150 eco-coloring books, 100 flyers, 10 posters, even 6 TV reports, and 3 radio shows. The film is still for school use only, but we hope it will get its audience.

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcome of our project is the raised awareness of young children about the importance of the environmental protection. The project activities have broadened students’ knowledge and enhanced their social awareness wide range of socio-environmental concerns. The project has generated more interest among students, staff and the citizens and influenced our attitude and commitment towards the environment. This change is simply reflected on our lifestyles that need not only knowledge, but also greater grounding on who we are and the meaning we hold of all life to sustain such commitment.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

Many schools are seeking to find ways to inform and involve students, teachers and parents to share responsibility of the environment. Our school has found its way through participation in ESFALP. Also, other schools come and visit us and ask about the project. Many are becoming more experimental in their education wherein they integrate an extended agenda on ecology and sustainability in geography, physics, and active citizenship curriculum.

HOW DID YOU CELEBRATE?

The team had a small celebration on 21 April, 2013 after the final event “Green Walk”. They were served with drinks and chocolates at school. But, the main celebration is going to take place on 24 May. The students will be the guests of the kindergarten “Lane” when they are going to get the certificates for their work and efforts.

LET'S SAVE THE NATURE



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(age 13)

TEAM: Children of the Nature
SCHOOL: "Ivan Goran Kovacic" Primary School, Stanisic
COUNTRY: Serbia
COACH: Svetlana Kalajdzic
TEAM MEMBERS: Vanja Cimesa, Uros Rosic, Bojana Veselinovic, Una Crnomarkovic, Bojan Grujic, Nikolina Karabatic, Milica Matijevec, Aleksandra Komazec.

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I was there to guide them, to organise rehearsals, to get the costumes from the theatre for the school plays and organise the visit to nearby schools. The students organised themselves into groups, some were actors in the play, some were the creators of the FB page "Children of the Nature", others participated in the other important activities such as making posters, taking pictures from the plays, handing out the leaflets... I wasn't acting as their teacher in this project but rather as part of them (the students) and all of the decisions were brought together.

PROJECT DESCRIPTION

TOPIC

We decided to make a school play about ecology and how people treat toward nature. After the premiere in our school, we began our "tour" and went to several other schools where our group performed the play.

MAIN ACTIVITIES

The students who were doing on their FB page were doing their job, quite properly, other group was learning the script for the play, and the third group was making posters and informing people about our activities. After the premiere of the play in March in our school and in our village as well, we went to a nearby school in Gakovo, then to Aleksa Santic, then to Ridjica. After the spring break, we will go to school in Conoplja and Kljajicevo. All these are local schools in villages near our school. We also organised some activities for the Earth Hour when the children were handing out the leaflets and posters in the Stanisic, and we also organised activities for The Day of the Planet Earth where my students, dressed in their costumes, were talking to small children and we organised activities for all of the people who care about the nature. The Sombor Newspapers wrote about all of our activities.

ACHIEVED OBJECTIVES

We managed to get the costumes from the Sombor Theatre, to organise visits to local schools. So far we managed to visit 3 schools and to organise the play in our village. By the end of the may, we will have visited 5 schools for sure. We won't be able to go to Novi Sad as it was planned. If any other school turns up, we will be glad to go and perform there! All of the activities related to the project were successful and our great help was a wonderful woman Dragana Djapic, a culture coordinator in our local community who helped us organise all of our activities and she was our true supporter.



BIGGEST OUTCOMES OF THE PROJECT

I can definitely say that all of my students are more aware of the problems that concern nature. We hope that we will open up some big questions and that more and more people will deal with the same topic as we did. Our school, teachers who work there and the students now think in a different way, we organised the planting of the roses in the school garden and many students came to help!

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

When it comes to the project itself, we didn't have any problems, everything that we planned we achieved. The only thing I regret the most as a teacher is the fact that we didn't write anything in our blog. Not because we didn't want to, but because I had technical difficulties and couldn't solve them...

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Well, this project is one of the first of this kind in our school and we have definitely started something!! The students want to participate so we won't stop after the final event in Romania, but we will continue to work on our local community and to perform in the local school, raising awareness among students!

HOW DID YOU CELEBRATE?

We haven't celebrated yet because we haven't finished the project! Hopefully, by the end of the May we'll have our celebration and you'll see the pictures in Romania! 🍷



RECOMMENDATIONS

First of all, I would recommend to ALL of the teachers to apply for such projects because they really broaden your horizons, give you a chance to make a difference! Also, my recommendation is to be persistent with the children, local community and with everybody that you work with. And, of course you and your students MUST have an idea and follow it and believe that you can do it!

LET'S WORK TOGETHER WITH THE NATURE



TEAM: Co-workers of nature
SCHOOL: Gimnazija Šiška, Ljubljana
COUNTRY: Slovenia
COACH: Helena Črne Hladnik
TEAM MEMBERS: Urban Cigula, Gal Ašič, Tadej Košir, Alex Škerban, Žan Smrekar, Pia Slana, Jaka Fefer, Nejc Kavka, Kaja Debevec, Katarina Gašpar, Anita Žnidaršič, Niko Adamič, Aljoša Marjanovič.
(ages 16-17)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

After a brief presentation of the project given by one of my students and myself, several students decided to cooperate and we created the ESFALP team. From the very beginning I was trying to avoid being in the central position and encouraged the students to choose one particular environmental topic and discuss it. Generally speaking, a lot of effort had to be put into motivating the majority of students to cooperate. The students were working on different activities in several smaller teams.

PROJECT DESCRIPTION

TOPIC

There are many negative impacts of industrial agricultural practices on our health and environment. The overuse of pesticides and chemical fertilizers tends to pollute the soil, air and water. We decided to focus on organic farming, which can be an ecofriendly alternative to the industrial – conventional – agriculture. It is known that organic farming and local markets (local supply of food) can reduce ecological footprint and have no negative effects on our environment.

MAIN ACTIVITIES

Two main research activities were carried out. First, ESFALP team developed and applied a questionnaire to find out how much do our students and teachers know about organic farming and what are their attitudes towards the use of organic food. The questionnaire was answered by 26 teachers and 166 students. Second research was focused on exploring the origin of the fruit and vegetables that are being used for food consumption in our school kitchen, since it was anticipated that a long-distance transport causes a larger ecological footprint.

In addition, a number of accompanying events were organized. From January till March 2013 Slovene eco-farmers' apples were offered to our students in the main hall of our school.

Some students and kitchen staff made observations that quite a lot of food has been thrown away. We installed two baskets into which the untouched food after a meal (for example yoghurts, packed sandwiches, fruit) could be put for those who are still hungry.

In February we started to collect fruit and vegetable peelings from the school kitchen for composting, which will be used at our school ecogarden during the autumn.

The ecogardening was one of our main practical activities in the spring. In our school ecogarden the main principles of organic farming have been put into practice. We have



been cooperating with the Institute for sustainable development and Ecological association Porevit.

In the spring several students started to perform phenological observations of the trees in our neighbourhood.

To promote eco-creativity of our students we announced two competitions. At the end of December 2012 a dustbin design competition was organized where the students drew sketches of dustbins for collecting organic material. In February 2013 a fotocompetition entitled "Water: the source of life" started and the exhibition of the best photographs took place on the World water day (March 22nd).

In cooperation with Táncsics Mihály Gimnázium (Mór, Hungary) a students and teachers exchange has been accomplished. We met during the last week in April in Ljubljana and spent 5 days together. Since the Hungarians have also been working on their own ESFALP project, both their and our students had an opportunity to present their project results.

ACHIEVED OBJECTIVES

Three of the four objectives stated in the project proposal were achieved completely. First, we found out what is the current students' and teachers' knowledge and attitudes towards organic farming/food. Second, we have been practising successfully and on a large scale the principles of organic farming and presented these to other people by working in our school ecogarden. Third, separated waste collection for organic material was implemented at the school level. The fourth objective – to raise awareness of trees and other plants in our school neighbourhood and to explore effects of global warming on plants – has not yet been accomplished due to an extremely long and harsh winter. As already mentioned, phenological observations started in the middle of April and will terminate by the end of August.

BIGGEST OUTCOMES OF THE PROJECT

The most important result of the project is that our school ecogarden has become well-known and recognizable among students, parents, local people and other schools. There are now a lot of our students who are interested in working in our school ecogarden. One of our students also participated at the talk show "Urban gardens" at the National television. The National television invited us to prepare a party in our school green neighbourhood in the middle of the May in order to motivate more secondary schools and people in general to create ecogardens.

Another important positive result of our project was also the students' exchange. Its benefits include discussions about the ecological issues in English language, cooperation with Hungarian students during various practical activities, birdwatching at Ljubljana marsh and having fun together.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

In general we realised all of the activities that we had planned and we enjoyed teamwork. Of course we also

RECOMMENDATIONS

First of all, a good time schedule of the project is vital, because its duration is short. Next, it seems to me a good idea to do research activities during the winter time and more practical (outdoor) activities during the spring. From the teacher's perspective it is also very important to accept and to take into account students' ideas and to trust that they can manage to do things quite well. Finally, students' exchange should be organized, if possible.



encountered some difficulties. One of them was how to introduce healthier and locally produced organic food in our school kitchen. We proposed the collaboration between the school kitchen staff and one of the agricultural cooperative. They started to communicate, but so far the progress has not been as strong as expected. More time and energy should be spent to achieve this goal.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Composting and ecogardening, phenological observations, competitions, students' exchange – had a noticeably positive effect on our school's educational system. For example, ecogardening engaged students by providing a dynamic environment to observe, experiment and learn.

HOW DID YOU CELEBRATE?

A kind of a celebration was the excursion to the Slovenian seaside with the Hungarian students. The end project celebration will occur on May 17 in our school park in cooperation with our national television.

THE ECOSYSTEM SERVICE



TEAM: Spartium junceum
SCHOOL: Scuola elementare Pier Paolo Vergerio il Vecchio, Capodistria / Koper
COUNTRY: Slovenia
COACH: Marjan Flandia
TEAM MEMBERS: Alen Cickovic, Rebeka Kocjancic, Mateja Jakac, Sara Paola Calcagnini, David Renko, Juri Costa
(ages 12-13)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

We have been working together on the project trying to avoid the relation teacher - students. At the beginning of the project I guided the project but then the students take the leadership and run out with own ideas.

PROJECT DESCRIPTION

TOPIC

We have been working towards recognize that our life is tightly related to the nature. We began to asking us, who provide us, every morning when we get up, the cereal we eat, the air we breathe, the water we drink...and we chose the topic: Nature services in other words the topic we worked on was the Ecosystem services.

MAIN ACTIVITIES

Our group focuses on understand how the ecosystem services operate and why it is important for all of us. Once understood that the glass of clean, cold, clear water drawn from our faucet because it has been purified by wetland or by root system of entire forest, that the trees in our front yard work to trap dust, dirt, and harmful gases from the air you breathe and give us the clean air and we we considered that the cereals we eat is brought to us each morning by the wind, sun and soil we began with our activities. On the one hand we were doing more research to improve our knowledge about the ecosystem services on the other we did some activity to awareness other people and students.

So the main activities we did:

- research about the ecological system
- educate other students about the importance of ecological systems
- educate other people through image, art, poetry
- restore the ecological habits in the fire area

To achieve this goals we:

- learnt about ecological system
- wrote the brochure about ecological systems



- made photos and documentary of the fire degraded area
- visited the degraded area
- wrote item for newspapers and web page
- prepare an exhibition at school
- the plan to restore the area and plant some native plants
- concluding event (we are planning to visit botanical garden in Padova) and making the exhibition about the plants in our school.

ACHIEVED OBJECTIVES

We achieved all stated objectives.

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcome of our project is the awareness of other students, which becomes more and more interested on the issues of sustainability and ecological problems, specially in this region where every year we have fires.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

In my opinion the great difficulty was, when the students needed to write the weekly report for the school web page and for the project. In many occasion they didn't write on time. So we made a decision to set the dates and still this way they were not able to forward the work on time. On the other hands we didn't have any difficulties on doing our project. It was a really pleasure working with all the group.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Some teachers of our school became so interested at the argument that they did a decision to include some topics of environmental issues in their subject. In our opinion was a project that left a lot visual (photos, documental) information which was important for the all personal in our school.

HOW DID YOU CELEBRATE?

For the final event we are going to visit one of the oldest botanical garden in Padova. After our visit we are going to make a exhibition in our school.

RECOMMENDATIONS

I can say just that we need to be a good observers and somewhere during the project it will be a pleasure to give the driving of the project to the students.



WASTE CAN BE USEFUL



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 15-18)

TEAM: Waste Land
SCHOOL: Biotehniška Šola Maribor
COUNTRY: Slovenia
COACH: Simon Gračner
TEAM MEMBERS: Mihaela Roškarič, Damjan Ferk, Urška Padovnik, Tamara Korez, Simon Smodiš, Blaž Bauman, Anja Stermšek, Manja Balaj, Nastja Krajnc, Veronika Steyer, Iva Težak.

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I supported their work and offered professional and technical help. I made contacts with the media.

The students suggested different activities. We discussed which of them can be done at school and which can be done for other people (primary school students, kindergarten children, the citizens of Maribor). When we chose a few activities, the students prepared presentations suitable for different age groups.

PROJECT DESCRIPTION

TOPIC

The topic of our project was Waste can be useful. It's a very popular topic nowadays. Our main goal was to inform students at our school and other people about the importance of waste separation and its re-use.

MAIN ACTIVITIES

- made a PowerPoint presentation on waste separation and showed it to other students,
- practical presentations about waste separation at our school,
- waste separation in classrooms,
- in order to make waste separation for our students and teachers easier, we put pictures that represent different kinds of waste on waste bins,
- collecting waste that could be used for making new things,
- making useful things from waste,
- the students and teachers have cleaned Mariborski otok (a small island that was flooded a few months ago),
- presentation of the whole process of the collection and management of waste electronic equipment and devices and consequently collecting waste electrical and electronic equipment at school,
- collecting plastic bottle caps for a 3-year old boy who is seriously ill in Maribor and its surrounding area (the caps were sold to the company that recycles them),



- writing articles for newspapers (Večer, Eko dežela, Ovtarjeve novice, Majšperčan),
- presentation of our project on different TV and radio channels,
- presentation of our project on YouTube and Facebook.

ACHIEVED OBJECTIVES

- waste separation in each class,
- warning people about effect of waste on the environment,
- educating people on the importance of proper waste management,
- making useful products from different sorts of waste,
- collecting waste that could be used to make new things,
- writing a project anthem,
- writing articles for newspapers,
- concluding event in Maribor at the end of the project.

BIGGEST OUTCOMES OF THE PROJECT

The students and teachers at our school separate waste, so we believe that our project was successful.

We educated a lot of people of different ages about the importance of proper waste management. We believe most of them separate waste in their homes.

We are talking about waste much more than before the beginning of the project. Quite a few people have contacted us and wanted to know what they can do with certain waste.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

At first we couldn't decide which activities would people find interesting. Also, it wasn't easy to make contacts with the media. Both problems were solved with our first activity - Cleaning Mariborski otok, which caught the attention of the citizens of Maribor and the media.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Some teachers included the topic of our project in their lessons (art, foreign languages, physics, vocational subjects, biology).

HOW DID YOU CELEBRATE?

We celebrated the end of the project in the city center. We invited kindergarten children, primary school children and other citizens of Maribor. We prepared different workshops for children (making piggy banks from plastic bottles, making flowers from egg cartons, making pictures from plastic bottle caps, etc.).

RECOMMENDATIONS

They should think what the main environmental problem in their surroundings is. They shouldn't do too many different activities. They can be difficult to control and present as one topic.



FROM RIVER'S SOURCE TO MOUTH



TEAM: Hydro Students
SCHOOL: Osnovna Šola Brežice
COUNTRY: Slovenia
COACH: Vesna Babnik
TEAM MEMBERS: Tina Preskar, Nik Simončič, Marina Nour, Žana Baronik Florjanič, Marisa Ban, Lara Jambriško, Matej Ogorevc, Nikoleta Nour, Nina Šafer, Amadej Petan, Mark Jeršič, Lara Omerzu

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was to mentor, moderate and to coordinate the projects, without overstepping into any of the students' roles. A significant part of it was to encourage the students, placing a great deal of effort into motivating them, keeping the projects going. Another part was maintaining the contact with the school management.

In attempt for the students to gain a feeling of ownership of the project I encouraged them to make their own decisions. They had open discussions and voting. Sometimes they needed to compromise. I was not always invited to the discussion, as they sometimes used Facebook to communicate.

PROJECT DESCRIPTION

TOPIC

The project team aimed to learn the river monitoring techniques and to raise the awareness of different types of local pollution of the river Krka and the surrounding area (water pollution, light pollution, waste separation, consumerism, noise pollution etc.).

MAIN ACTIVITIES

Main activities consisted of monthly Saturday workshops, guest lectures and a course on river monitoring techniques, followed by regular weekly water monitoring of river Krka. Each workshop focused on individual topic: active citizenship, WWF, waste separation, smart consumption, noise and light pollution, International day of forests etc. The workshops included topic related discussions, games and other activities; for example coloring and marking the classrooms recycling bins, matching them to the recycling bins used in households; and monitoring the noise levels in the school cafeteria while raising awareness of noise pollution. After the workshop project members and other participants spread the workshop's message to their classmates during next homeroom class. We also organised two guest lectures on light pollution and International day of forests and organized or joined several citizens' actions (FLASHMOB, Slovenia-wide project "Mladi o okolju / Young people on Environment", "Earth hour"). The river monitoring is still ongoing, as we decided to extend the monitoring period and to expand the current partial reports into a research paper for the next year's "The Competition for young researchers". We presented the project at a local nature conservation round table and conducted 3 surveys in the local community on local environmental issues. We organized and performed at a fundraising event with a cultural programme to present the project to the local public and to raise funds for the project's expenses and lab equipment. Throughout the project we kept the public informed of our activities with the project's blog.



ACHIEVED OBJECTIVES

- 14 students (6 planned) learned river monitoring techniques (3 months).
- 5/6 months of river monitoring. 2 students continue to perform the river monitoring after the completion of the project for the purpose of writing a research paper.
- 6/6 monthly workshops on different local pollution topics (one open to the public): International day of forests, active citizenship and WWF, waste separation, smart consumerism, noise and light pollution, water pollution.
- Organized or joined 3/6 citizens' actions (FLASHMOB, Slovenia-wide project "Mladi o okolju / Young people on Environment", initiative "Earth hour").
- Opened a Facebook project group and page and wrote progress reports on the blog. Made 2/6 project brochures and posters. Organized a fundraising event to present the activities to the local community. Included students' personal reports to classmates during homerooms.
- Organized 2/4 lectures with guest speakers for the students and local community on International day of forests and light pollution.

BIGGEST OUTCOMES OF THE PROJECT

The project's message was "Open your eyes: if you treat the Nature well, it will do the same for you!". To raise awareness of local community we realised that we need to first start with ourselves. Thus we decided to turn our school into a good practise case. Our school does not accept changes likely, that's way we are pleased to see behavioural changes in the students and teachers regarding waste separation and noise pollution. We still presume based on team members' personal experiences, but these changes are already penetrating local households.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Engaging more students in research didn't go as planned. It's difficult to motivate them until the completion, due to their extracurricular activities overload. We managed by focusing on the workshops and citizens' actions, which were success. Apart from motivation we have an open question how to achieve better public exposure.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

There were no impacts on our educational system. River monitoring can and will be included only in research paper competitions as it's too time consuming to be added in the regular curriculum; however we are hoping to integrate raising awareness of local pollution as a permanent topic in different classes.

HOW DID YOU CELEBRATE?

We are planning a picnic trip. :-)

RECOMMENDATIONS

I would recommend that they include other teachers in the early stages of the project. Start with smaller teams, work with the students they are better acquainted with. Make sure the students have time for all the project activities they planned, and try to plan them in a way that the timeline itself helps to keep the students motivated.



HEAL THE EARTH



TEAM: Earth Defenders
SCHOOL: Secondary school # 8 1-3 grades, Izmail
COUNTRY: Ukraine
COACH: Larysa Olefirenko
TEAM MEMBERS: Anastasia Tsion, Daria Supriaga, Ganchev Ivan, Ganchev Nick, Kot Anastasia, Iordec Alexander, Fedotov Nikita, Mitin Eugene, Liits Andrew, Mahova Anastasia, Dorofeeva Inna
(ages 14-15)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

Alexander Glushenko began the project but as he left Izmail I had to become a coach of the project. It is a strong team of the students united by the common desire to change their life for better. They are active in problem discussion, responsible in decision making and eager to work as a team. The type of decision making is democratic. All of them like Nature and want to improve the surrounding world by doing concrete deeds-helping birds in winter and spring, planting trees and flowers, creating projects of parks.

PROJECT DESCRIPTION

TOPIC

Heal the Earth is the slogan and the main aim of the project. Only active citizens can bring changes so we wanted to get skills of leadership to promote our ideas, to explain them, to involve students in practical actions of nature protection, be our supporters sharing our concern for the future, keeping the Danube alive. We got active and motivated others.

MAIN ACTIVITIES

According to our plans we celebrated all ecological fests involving the students of the 3-11 grades: World Wetland Day, Earth Hour, Day of environment, Day of meeting birds, World water day. During the cold winter we helped birds survive on the nearby lake and in the district park. In our workshops we made feeders and bird houses. It was the work for the boys. The same was while planting trees and flowers and ivy along the school fence. We got permission to paint the fence by our elaborated pictures of different flowers widely spread in Ukraine and showing world harmony. The symbol of our project is the Earth surrounded by the children's hands and the citizens of our district liked it. The exhibitions of the primroses attracted attention of everybody. During the ecological week we attended 4-8 grades making presentations on ecological problems of our town and country. But the most fairy performance was our participation in the Art gallery presentations in autumn, winter and spring where the girls from our school studio showed the multi-coloured seasons. All these events were reflected in our local newspapers and TV. We got some awards for the results: Lists of Honour, trip to the international camp in the Crimea "Artek" for the research work in Biology. We tried to learn more about the nature so we found new information about plants and animals of the Danube region and spread it to others with the help of our school site. We visited 2 nearby settlements-Bolgrad famous for its grapes and Kamenka well-known as an agricultural centre. We rode the horses for the first time in our life. It is unforgettable. We wrote the anthem of our team which is sung by the pupils.



ACHIEVED OBJECTIVES

We had the chance to make lifestyle decisions and made positive changes in our district environment, we also gained the knowledge, skills and experience for the life in the democratic society. Our action “The greenest classroom” inspired all the pupils and the best were those- the6B, the7B, the4A and the 8B.They were awarded the prizes. But the best award is being the greenest. Heal the Earth, these words are well-understood by the pupils who do not want to stand apart, they want to be active to contribute in a responsible way to a future worth living. Their position is expressed in their leaflets.

BIGGEST OUTCOMES OF THE PROJECT

The main problem was to motivate pupils to work together and feel personal responsibility for the life in school, clean environment and respect to others. We started with our self-education not urging but propagandizing our attitude towards surrounding world. We made interesting projects of new parks and invited everyone to express his own vision. our posters announced new actions and the main result was active participation and vivid interest. 150, 200, 180, 25, 400-the number of the participants differ but among them are pupils and their parents, citizens of the district. No waste, no garbage in the streets, a lot of flowers and trees planted by the children. Respect of the adults supporting our actions. Changes in the minds of the pupils who understand the value of Nature. Our self-respect, too.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

We had some problems on opening the blog but then Eugene coped with the task and we involved Andrew who had more experience. Both had a good practice. It will help them in future. Not all pupils have good habits of English as they learn French as the 1 language so we asked Peace Corps volunteer to develop their language skills 2 times a week. We addressed the authorities for getting trees free of charge and got them. We are thankful to the parents who supported us.

RECOMMENDATIONS

I would recommend not to be afraid of taking responsibility and believe in pupils’ creativity. Such projects widen their outlook and give practical skills of being useful. One important thing- you need real support of the community. Sometimes teachers try to impose their way of solving problems- let children act as they choose, making mistakes they will better understand how to make a right choice.



IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

To change something you need to know the problem well, have a wide outlook and good skills of communication. At school we showed how to work in team discussing problems, how to get children interested by using games, songs, pictures, different presentations. Some were afraid of public speaking, some for the first time did research work, we made friends with many younger pupils, gained their respect.

HOW DID YOU CELEBRATE?

We did not celebrate yet but we want to do it on the bank of the Danube near the camp fire. 



THE DNIEPER RIVER IN THE HANDS OF YOUNG PEOPLE



TEAM:	The youth parliament of the Dnieper river
SCHOOL:	Kyiv Peace School 211
COUNTRY:	Ukraine
COACH:	Mariia Gusak
TEAM MEMBERS:	Usanova Angelina, Kondratiuk Yulia, Utvenko Diana, Murashko Valeria, Goltseva Valeria, Tabaniuk Yulia, Gilub Daria, Tatiana Luniak, Maria Servetnik, Kotelnikov Valentin, Vladislav Melnichuk

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

- My role as a teacher-coordinator is to organize the children into the team, to help them to realize their ideas and dreams and to encourage to embody them.
- So for me it's the honour and pleasure to be even rather coordinator and assistant for them. I try to do everything possible, especially because kids are loaded with lessons and have not so much time as I would like.
- Making decisions we used the method of brainstorming, voting, discussion and debating.
- The children were inspired by the idea of participating on the international level, so they played the key role: they generated the ideas and fulfilled them.

PROJECT DESCRIPTION

TOPIC

We quickly chose our main theme of the project - "The Dnieper River", because it is a topic close for each of us. And then by brainstorming and voting the methods and activities that will help us in achieving it were selected.

The goal of our project work, mainly is the improvement of the environment of the Dnieper river, through increased responsibility, environmental awareness and consciousness of citizens, especially of young people, motivating them to take actions.

In our project we want to pay special attention to the ecology of the Dnieper river. Certainly we are not able to solve all existing problems with our own strength but we will try to pay tribute and contribute with the help of active citizenship and the development of ecological consciousness among our people and especially among the young people.

MAIN ACTIVITIES

Creation of the environmental club, producing posters, invitations, creation of leaflets and spreading them, presentations, speeches, publishing magazines, researches concerning our theme, writing articles to media, creative workshops (how to reuse things and materials), exhibitions of children's works, charity fairs, correspondence with other schools and organizations, excursions, eco education – lectures, films, consultations with specialists and workshops, paper collecting, meetings and conferences with teachers and children from other Ukrainian and foreign schools and other interesting people, creation of international children ecological community, changing experience, outdoor work, clean-up campaign, tree planting excursions, final celebrating.





ACHIEVED OBJECTIVES

Most of our stated objectives were achieved. Especially:

- We created an ecological club in our school and promoted its fruitful work in future.
- We established the partnership with schools of Ukraine, Russia and Belarus, located on the Dnieper river banks and some ecological organizations and institutions. And we plan to continue this work inviting new and new schools into our community.
- We organized the international children community, dedicated to ecological problems of the Dnieper river.
- We encouraged people to reuse old things, recycling, moderate consumption
- We had a lot of workshops and lots of different interesting indoor and outdoor activities
- And as a result - we made first steps to raise the environmental awareness of people, especially youth, involving them into different actions.

BIGGEST OUTCOMES OF THE PROJECT

Our students have received a lot of knowledge about environment, thanks this they become more ecologically conscious and proposed to be supervisors for young pupils next years.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

- The best that I have noticed is the magic of pupils' transformation, because the project gave birth to creation of the lyrics and music of the song about the Dnieper river, the creation of the children's constitution of the Dnieper river.



RECOMMENDATIONS

The first recommendation I want to share, is to involve the children of younger forms, developing their self-esteem in solving different problems.



- The project awoke the great desire of communicating and sharing ideas. Pupils used all their talents, skills and abilities to contribute into common affair.
- As all our students were overloaded by educational process, it was difficult to coordinate their activities.

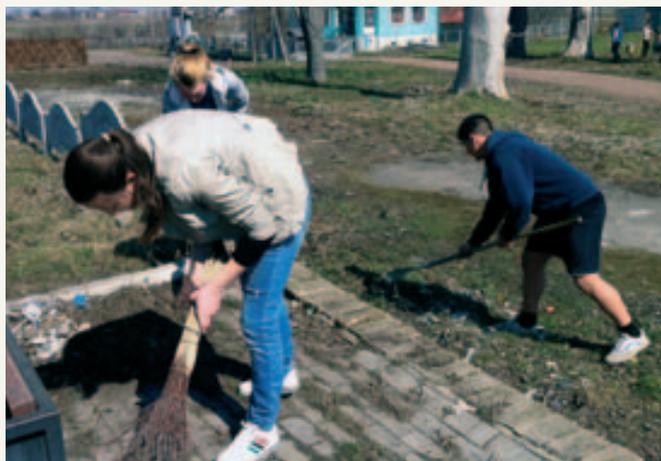
IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

- The creation of the environmental club has made the ecological education more active. Although teachers of our school have never stopped these activities, using Different manuals and text books such as the Green Pack.
- So I can say that children of our team were inspired by this project and were very active.

HOW DID YOU CELEBRATE?

We have not celebrated yet. But we are planning to make our local final event together with the team of our colleague Natalia Gnatiuk from Rivne. And I would like to tell you about it later.

THINK GLOBALLY ACT LOCALLY



TEAM: Diadkovychi Environmental Club
SCHOOL: Diadkovychi Secondary School, Rivne
COUNTRY: Ukraine
COACH: Nataliia Gnatiuk
TEAM MEMBERS: Koval Taras, Kuziv Yana, Kulik Anya, Kozakavich Ira, Stafichuk Mirsolava, Dryhulya Zhenya, Koval Tanya, Dubatovka Natalia, Lustina Ana, Mykhalchuk Dima, Raykovski Dima, Stovpovets Zoriana
(ages 12-17)

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

My role was like a co-leader within the team. I would have liked it to have been more of just a facilitator but this is the first project my school has put on. Nevertheless, the team and I worked together. We made the decisions together but the students implemented all the aspects of the project. As our school continues to participate in projects my role will become more like a facilitator. I understood that my students first needed me to set an example of how the behind the scenes aspects of a project work.

PROJECT DESCRIPTION

TOPIC

Our main focus was ecological footprint. We wanted to teach our community that everyone; no matter if they live in a small village or a big city, has an ecological footprint and needs to be aware of their impact on the earth.

MAIN ACTIVITIES

Our main activities were based around the theme Think Globally; Act Locally, which to us meant education into action. Our first activities were based on showing the community how and in which way they were leaving an environmental footprint. We did this through researching our community. We determined that the biggest issue was the way that people treated litter, especially plastic. We created a map that highlighted the most polluted areas and We then went onto educating the community about why these were such big problems, ways that they were directly causing these problems, and ways that they could directly help these problems. We did this through seminars, competitions, special classes and other educational activities.

Next, we moved to outdoor, action-based activities. We encouraged the community to put what they had learned into action by starting creative projects that would directly impact the problems we talked about. We did action-based activities like a community-wide clean up. We targeted areas where students had done their own research as to the most litter and collected all the plastic and glass to be taken to the recycling plant in the nearest city. We also showed the students creative ways they could recycle. We asked the student to bring in old clothes and showed them how to sew the old clothes into bags. We then went to the local shop and traded their plastic bags for our reusable bags. We also did other outdoor activities like planting trees and creating birdhouses.



ACHIEVED OBJECTIVES

Reflecting on our objectives has been one of the most rewarding parts of this project. We almost completely met each of our objectives. First objective was to create an environmental club within our school; this was a completely new idea for our community. However, we were able to form the Diadkovichy Eco Club and implement this project. Next was educating our school and community members. While we were not able to directly educate the older community members, we believe that through all the information that the students brought home, and through their involvement with the actual clean-up activities, the older communities members did gain knowledge about their ecological footprint. Our last objective is where we believe we were really successful. Through the uniting activities of this project, we really believe that we have motivated our village to begin thinking in a more environmentally conscious way!

BIGGEST OUTCOMES OF THE PROJECT

The biggest change in our community has been a change in viewpoint about the environment. We have overheard students discussing new ideas of ways to recycle and have seen them actively encouraging kids not to litter. The relationship that our students now have with the world around them has a new importance. Before this project, there was absolutely no environmental education. Students could not have even guessed the actual impact they have on the earth. Because of the effectiveness of this project (and the students interest), our school decided to make environmental education a part of the school's curriculum.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

Best part - the excitement of the students to participate in the educational and action activities. They were really interested in how they personally affect the Earth!

Difficult part - getting the older members of the community involved with the project. However, we are proud of how successful it went within the school.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Besides for the addition of environmental education into the curriculum, the partnership with local NGO was really interesting for our school. It showed the teachers that in some areas it is beneficial to have a representative come in to teach. The students will be more excited and the representative is more knowledgeable.

HOW DID YOU CELEBRATE?

We are planning the final event for the end of May. We will be bringing together all the schools that participated in the competition to create their own small scale-recycling project. We will present the winning group with a prize and have a B.B.Q.

RECOMMENDATIONS

I think that my position in this project was particularly unique because of the lack of project experience in my small village. I would recommend really involving as many people with the planning process as possible. Word-of-mouth really is the best form of advertisement and to gain participation within a small community.



WHAT CAN I DO TO MAKE MY PLANET GREENER?



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEAM MEMBERS:
(ages 9-17)

School Youth Euroclub “Beam of Europe”

Novyi Rozdil School 4, Lviv

Ukraine

Nataliya Nayavkow

Yuliya Nayavko, Tanya Bodnar, Khrystyna Konyk, Roksolana Pyvovar, Romana Pyvovar, Roman Hapatyn, Vitalik Matskula, Mariana Humenna, Diana Matviiv, Tetyana Tereshkevych, Iryna Hruntsiv, Volodia Ivasyuk, Yuriy Hurskyi, Yana Shyika, Oksana Lyakhova, Taras Borak, Marta Bilinska, Marta Bilyak, Olena Zubrytska, Oleh Borysovskiy, Bohdan Hrynyshyn, Ostap Skrutovskyi, Andriana Pasko, Dmytro Pykus, Yana Nykolyshyn, Tetiana Lyubinska, Nataliya Hladiy, Victoriya Lyshtyshyn

ROLES, TYPE OF DECISION-MAKING AND LEADERSHIP

I played the role of a facilitator and organizer. I gave my students the opportunity to make decisions. I promoted our project among the teachers and the authorities in the town educational department, trying to involve a bigger amount of people.

The students participated in the discussions and events, they provided different ideas, and, actually, we had some leaders. Children participated in the project actively.

There were several small teams working on different issues, preparing for a bigger event, however, they had a common goal and the events were conducted by the whole group, involving as many people as possible.

PROJECT DESCRIPTION

TOPIC

We worked on encouraging young people to reduce their pressure on the planet and making them contribute to a socially and environmentally friendly environment. One of the aims was to lower their ecological footprint and raise people’s awareness of the environmental problems by becoming active citizens.

MAIN ACTIVITIES

Yuliya Nayavko informed the school on the project events by announcements and posters in our School newspapers, articles in the local newspaper, web blogs, school website. To involve the local community, I organized a meeting at the educational department for school youth clubs’ coordinators where we planned our work on Ecological month in April.

Euroclub “Beam of Europe”, Peace Corps volunteers celebrated the Earth Hour 2013 by playing ecological games, speaking about global issues. We promoted it with posters in every school and lots of people joined us by switching off the light.

Senior students had a meeting with the Candidate of Sciences from the Ukrainian National Forestry University. He told the students about the World Environmental Constitution. Students also learned about different researches that are being held in the Carpathian Mountains. We signed the document on cooperation.





We did the school survey at the Ecological Fair on April 1. We had some workshops on raising awareness about people's damage to the nature. More than 75 students measured their ecological footprint, had a survey at school. The Peace Corps volunteer conducted two workshops on reusing plastic bottles into useful things, showed ecological films.

All schools took pictures of the dirtiest places in our town, displayed them in the town council. We participated in the All-Ukrainian cleaning up event, planted flower beds. A school Footprint conference on April 17 was a great success. Students prepared reports on saving the planet.

About 150 students from all town schools celebrated Earth Day on the main town square. We played ecological games drew our planet where every school had its own continent.

ACHIEVED OBJECTIVES

During the project we gave young people the knowledge and skills to measure and lower their ecological footprint.

We involved five local schools in the project. We shared the materials, showed films on the ecological issues, promoted tips on how to save the planet and its resources.

Ecological conferences were held in all schools.

We encouraged young people to improve their community demonstrating by example. During the cleaning up campaign about 600 people made their surroundings cleaner. The pictures, taken before and after the cleaning up, showed



RECOMMENDATIONS

- Involve as many people as possible
- Cooperate with educational authorities, they might support your ideas
- To plan the project event using SMART objectives
- To brainstorm students for their ideas and identify those that are of the biggest interest for them
- Let students be responsible and lead the project

amazing differences. 40 students from all schools planted five beautiful flower beds on one of the town squares.

We managed to make the Earth Day celebration a big town event. The people's deputies came to thank students and teachers on their activeness and supported them in their activities.

BIGGEST OUTCOMES OF THE PROJECT

We involved all town educational establishments, community authorities and organizations in our project.

We have raised a great students' interest. Students from all ages and their parents help us with collecting used paper. The cleaning-up project changed young people's behaviour. They try keep their community clean. Young learners made a display of drawn pictures of endangered flowers in our local area to prevent their destroying. Now students are aware that they can do a lot to make our planet greener.

We will have the presentation of the project at the Parental school meeting in May and September.

WHAT WENT WELL? WHAT WENT NOT SO WELL?..

This was the first ecological project and it was a big success. The presentations and reports during the project had a big influence on the participants. They were able to see their progress and this inspired them greatly.

However, we are still collecting the used paper for recycling. It's difficult to find a company interested in collecting it.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

We decided to have the similar celebrations next year. We will plant flowerbeds and trees to create a school garden.

We will have annual ecological events to raise awareness of people and encourage them to reduce their pressure on the planet and to contribute to a socially and environmentally friendly community.

HOW DID YOU CELEBRATE?

The end of the project celebration coincided with the celebration of the Earth Day. The teams of every school prepared a poster on ecology, a game and we drew a Big Green planet in the town centre. Every school got a certificate. 🌱

ESFALP V TEAM



Nathan Spees



Knut Neumayer



Otto Husinsky



Danica Bauer



Robin Gosejohann



Zsófi Krasznai +
Alice Thinschmidt



Cătălina Murariu



Barbara Tauscher



Marco Rufolo



Emil Benesch

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Raluca Nica (WWF Romania)

Florentina Gheorghiu (WWF Romania)

Ingrid Rubel (WWF Austria)

Hermann Prokop (WWF Austria)

Jörg Wissinger (WWF Austria)

Members of Youth Taking Action for the Earth (YTAE)

Wolfgang Pekny (Ecological Footprint expert)

Lukas Ilgner (photo)

Alex Spineanu (design)

And all those who contributed to the impact of ESFALP V!

100%
RECYCLED

WORKING TOGETHER FOR A FAIR AND SUSTAINABLE FUTURE

“With its projects, ERSTE Foundation intends to contribute to mutual understanding and the consolidation of European values within Central and South Eastern Europe.

The WWF education programme intends to train and motivate children and teenagers to take action for sustainable development.

With “European Schools for a Living Planet – taking action together for Europe’s environment” WWF and the ERSTE Foundation want to add important environmental aspects to cross-border school projects.”

Doraja Eberle

Chairwoman of the Board,
ERSTE Foundation

Magor Csibi

Country Manager
WWF DCP Romania

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