



WORKING
TOGETHER FOR
A FAIR AND
SUSTAINABLE
FUTURE



ERSTE Stiftung

ESFALP

2013/2014



EUROPEAN
SCHOOLS
FOR A
LIVING
PLANET

SCHOOLS TAKING ACTION
FOR EUROPE'S ENVIRONMENT

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© Lukas Jäger / WWF - AUSTRIA

ESEALP VI participants at the beginning of their journey. Young nature explorers at Donau Auen National Park, Austria

PREFACE

INSPIRATION AWAITS YOU!

We are very pleased to present this collection of unique and extraordinary project descriptions from activities carried out from October 2013 to May 2014 by school classes in 11 different European countries.

“European Schools For a Living Planet” (ESFALP) is a cooperation of WWF and ERSTE Foundation. The project’s aim is to bring together teachers and students (13-17 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 and ideas 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 nine 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” 2013-2014 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 September 2013. Here 33 teachers and 33 students representing selected schools throughout the region, WWF trainers and experts spent one week together learning and acquiring methods for improving nature and environmental education in the classrooms. 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 eco projects and be prepared to be inspired!


Cătălina Murariu
WWF Romania


Danica Bauer
WWF Austria


Robin Gosejohann
ERSTE Foundation

WASTE (UN)WANTED



TEAM: Waste Warriors
SCHOOL: GRG 15, Vienna
COUNTRY: Austria
COACH: Elisabeth Übleis
TEACHERS: Christine Schleiffelder, Marlies Breier, Maria Hein
TEAM MEMBERS: Wanda Perner, Nora Nitsch, Alexander Köhle, Konrad Geßl, Helena Ottner, Paul Hofer, Bianca Meßner
(ages 12 - 13)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

In our project we aimed to reduce the amount of waste produced at our school by means of various awareness-raising activities. In addition, we wanted to introduce a separating system so that the waste can be recycled more easily. Before our project, waste had not been separated at our school.

ACHIEVED OBJECTIVES

- We were able to raise awareness for the topic of pollution in the microcosm of our school and also on a global level.
- We were able to convince students, teachers, our headmistress and all the members of the cleaning staff that separating waste was a benefit to our school. Teachers signed a declaration that they would do whatever they could to support the new system of separating waste.
- As we did not get any money from the headmistress for our bins, we had to find a sponsor or get them for free. In the end, we managed to get 70 fireproof bins for residual waste for free.
- By means of a class competition, we created appealing signs for the bins to instruct students on how to separate waste.

MAIN ACTIVITIES

- We had a lecture by an expert on waste avoidance and recycling. He works for MA48. He provided useful tips on how to avoid waste.
- We visited the waste incinerating plant Fötzersteig. We saw enormous amounts of waste and learnt about burning waste for heating houses.
- We watched and discussed a number of films dealing with global problems resulting from too much waste.
- We created up-cycling sculptures from waste.
- We designed posters to raise awareness. These posters address the problem of waste and encourage students and teachers of our school to avoid waste.



- By means of a class competition, we created signs for the separating system.
- We collected all the waste produced on one day at our school. This waste was put in plastic sacks which we placed around an image of the earth. This image was painted by students of our class.
- We invited a volunteer from the charity “Wiener Tafel” to speak about wasting and saving food.
- We contacted local politicians to ask them for financial support for our bins.
- We managed to get 70 bins for residual waste for free and cleaned them.
- We produced stickers for our bins to instruct students on what to put into each individual bin and what not.
- We began to place the separating system all over the school building (This process is still under way.) and informed teachers and students on how to deal with it.

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcome of the project is that we could successfully install a separating system. Teachers, cleaning staff and an increasing number of students are committed to use this system. Separating waste definitely raised awareness for the problem of pollution.

It has also been a major success to get the so called “SGA” (a board of teachers’ students’ and parents’ representatives) to change the house rules of our school in the way that the separating system will be integrated. As of the next school year, the failure of not separating waste will be an “offense” according to our house rules.

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

It was really rewarding to see how students got absorbed in the project. On the other hand, there were internal conflicts between some students, which sometimes made work difficult. It was challenging to convince our headmistress of the necessity of separating waste. Obstacles were overcome by talks and “marketing”.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

- A bigger number of teachers of different subjects are more dedicated to environmental issues now.
- The house rules are to be changed as a consequence of our project.

HOW DID YOU CELEBRATE?

We’ve not yet celebrated. What we want to do is to have a barbecue without producing any waste. This means that we will bring our own plates, cutlery and glasses. We are going to buy food from a local butcher, a bakery and the market.

RECOMMENDATIONS

Carrying out a project with a class of 29 students is a big challenge. In the future, I would only carry out projects with smaller groups.



ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

It was a rather difficult to keep students going on the project. Initially everyone was enthusiastic about it, but a number of students lost interest throughout the project. It was necessary to repeatedly remind the students of deadlines and to “push” them a little to do what was to be done. For many students, it’s really difficult to stay focused. Sometimes they had a lot of ideas but found it difficult to pick out one and carry it out. When this was the case, I had to step in. Else, decisions were made by students and the teachers accepted it (even if this meant that things were not “flawless” – e.g. the design of signs).

PROTECT THE NATURE PRESERVE PIRIN



TEAM: Pirin watchmen
SCHOOL: High Vocational School of Transport, Razlog
COUNTRY: Bulgaria
COACH: Goritsa Lazarova
TEACHERS: Emiliya Yordanovam, Tsvetanca Darcchieva, Svetlana Adamichina, Iskra Gorelska
TEAM MEMBERS: Marta Dragovcheva, Ivan Garabiiski, Katerina Kolentseva, Malin Damianov, Dimitar Altanin, Vladimir Dalov, Georgy Dashev, Ibrahim Yashar, Emine Geroiska, Mustafa Vural, Valeria Lazarova, Ulia Yocheva, Djeihan Kupo, Dimitar Filipov, Aleksandar Aleksandrov, Kemil Boshnak, Todor Belchev, Slavcho Shopov, Nikola Biliov, Boris Gundev, Georgy Komoarov, Miroslav Rolev, Fatime Mustafa, Feimi Matsev, Kemil Bushnak, Mehmed Ahmed

PROJECT DESCRIPTION

TOPIC AND MESSAGE

- The main goal: stop deforestations of Pirin Mountain.
- The forest is our – mine, yours, his, hers – it is ours. Stop cutting it, stop destroying it!
- Do not close your eyes when thousands of trees near your home disappear day and night!
- Be active - plant trees in Pirin Mountain and take care of nature!

MAIN ACTIVITIES

1. We took pictures of places where the forest was cut down and now there is a real danger of landslides. We also took pictures of an area where a fire destroyed the forest some years ago. We took pictures of a very beautiful forest situated high in National Park Pirin. The aim of these activities is to show to other students in our school that we have to be responsible and to take some steps to prevent the forest.
2. We organized a photo exhibition with these pictures in the school hall.
3. Students make researches of plants and animals which are in danger of extinction in our area which is the result of destroying the forests.
3. We met the representatives of National Park Pirin in our school. We watched films about Pirin, about forests in the past and now, about the mountain lakes and animals and plants there.
4. With the local state forestry we planted trees in special areas in the mountain.
5. We planted trees and flowers in the school yard too.
6. From recycled wooden material we made a pergola for the school yard.
7. We went to National Park Pirin and cleaned rubbish left from tourists, and saw the natural habitats of wild animals.





8. We organized a competition for a short film “Be responsible- use the natural resources in a sustainable way”.

9. Publications about our activities: the official site of Razlog municipality and the site of National Park Pirin: http://pirin.bg/news/14/14_4.html and <http://razlog.bg/novini/item/2766-uchenitzi-ot-eko-klub-pirinski-paziteli-opazvat-okolnata-sreda>

10. We created objects from recycled plastic materials.

BIGGEST OUTCOMES OF THE PROJECT

The most important change was made in the way of thinking of our students – the forest should not be destroyed and all of us can do something for preventing this.

We can plant trees, take care about wild animals in the mountain which are still surviving in the National Park Pirin. We take care about the trees and flowers which we plant in our school yard – they just remind us that in the mountain there are forests and we are responsible for them.

The work with local state forestry and National Park Pirin made our school a preferable partner for future eco projects. Some students decided to study later at University of Forestry in Sofia and to work in this field.

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

The students worked well at school. All the activities at school were realized successfully. The main difficulties came from the complicated procedure in taking permission to go out from the school—we had to prepare many documents and to send them to the Regional Inspectorate of Education and it takes about one month to get the answer.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

- The project faced a big interest: students and teachers were very active.
- The method to get knowledge by personal experience and taking responsibility for your tree or flower etc. is really useful.
- Perspectives – regular meetings with representatives of eco organization and including our students in new eco projects. Making lessons more attractive by using different eco topics.



RECOMMENDATIONS

If possible, make activities within the school – in some countries it's difficult to go out with students; include more parents in the project – they are really very powerful and they can support the project very much; more students – better results; practical work – the personal experience is in the basis: go out of the classroom and work in the yard or other place outdoor; use different activities.

HOW DID YOU CELEBRATE?

We visited National Park Pirin and there in the Yavorov hut we celebrated. We visited Pogledets peak and we made fantastic pictures of Razlog valley. During our way to the peak we saw the place where the bears live – exciting and frightening. In the evening we had a disco and students danced and had fun. On our way back from the hut to the town we cleaned mountain paths.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

The role of the students in the project was really important. They decided what we will do during the project—they generated ideas for how to reach the project goals. They looked for information and made researches, they planted trees and flowers, they made a pergola. They chose the place for the celebration event and what activities to do there.

My role as a teacher coordinator was to organize everything connected with the school documentation, to arrange the meetings, to be in touch with the other teachers in the school who supported us and to lead the entire process. 🌱

THE CHANGE STARTS WITH US



TEAM: 9 a class
SCHOOL: Vocational High School of Clothing and Design 'Princess Maria Luisa', Sofia
COUNTRY: Bulgaria
COACH: Vanya Karamanova
TEACHERS: Kalina Baruh
TEAM MEMBERS: Angela Pakerova, Angelina Antonieva, Bozhidara Angelova, Borislava Tsekova, Donika Kostadinova, Elena Shvets, Ivana Vasileva, Ivelina Baldzhijska, Yolanda Tsareva, Kaloyana Gaberova, Mariyana Madzharova, Milena

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The future of the nature and the Earth depends on Us personally - we could change it for better with our creativity and by taking personal responsibility and action for reducing our consumption. Our goal is to start changing ourselves and to influence more people, our schoolmates and families to live environmentally friendly.

ACHIEVED OBJECTIVES

We achieved most of our objectives. We all changed somehow our way of thinking and behaving environmentally-friendly and responsibly. We started reducing our personal footprint by saving electricity and water, collecting rubbish separately, walking more... We made small changes in the everyday routine, which make difference. We influenced some family members to unplug appliances at home, stop running water, use less plastic bags, recycle. We convinced our schoolmates and teachers to start recycling.

With the 4 posters and the pictures exhibition we published our messages in a visual way. We decided not to make a brochure. We replaced the workshop for Art from garbage with gardening in the school yard, which wasn't planned. The interactive games on sustainability made us deeply understand the topic. Being closer to nature during our visit in the bio-farm made us happy.

MAIN ACTIVITIES

We measured our Ecological footprint and decided what to do in order to step lightly on the Earth. Educated all the classes at school why and how to recycle. Bought 5 coloured plastic bins and donated 3 more paper ones and 1 for batteries - collecting the rubbish separately is a big achievement for us! Watched 2 movies: "The story of stuff" and "Valour". Had a meeting with representatives of 2 NGOs and played the amazing game "Homoresponsabilis" - about sustainable living and trade.

Planted our own trees and vegetables in plastic bottles with Filip Kirilov - a leader, teaching how to live closer to nature with less consumption. Organized an Art competition "The Earth before, now and after us", then Art exhibition on the first floor with the pictures. Made 4 posters under the 4 topics: The Earth is only One, Make alive the garbage, Water is Life, the Ecological Footprint! "The World Cafe" was a new challenge to think about our personal responsibility. Cleaned the school yard, made a compost, planted a cherry tree, a lilac and flowers - made it a pleasant place for gathering.



Celebrated the Water Day 22 March by giving a cup of water to everybody at school, a presentation about the Memory of water and Massaru Emoto. Joined the Bulgaria Cup Project by collecting plastic cups as charity at school. The most exciting – our visit to the bio-farm of Filip – we learned what sustainable farming is, felt here and now - happy in nature!

BIGGEST OUTCOMES OF THE PROJECT

Students collect rubbish separately not only at school, but also at home (most of them didn't think about it before). Some of them chose to walk more. Many influenced their family members to change their consumer habits: not to waste water; stop the electricity and unplug the electrical appliances at home; to recycle - most students do it regularly! Girls planted vegetables on the balcony.

Not wasting anything, thinking about nature and environment – real behavioural change! Happy changes in school – bins for recycling rubbish, new attitudes for all classes and teachers! Team spirit increased, kids got more responsible, tolerant and empathic.

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

Difficulty to meet regularly the whole team, on Action days especially – the enthusiasts acted! Make parents change habits - it didn't stop kids to change themselves. Change constantly the habits of the other students and teachers at school – remind them about the coloured bins. Still not reusing!

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

There wasn't any impact on the school educational system, only an influence on the habits and attitude of many students personally. Most important: this is just the Beginning, we only Started the Change – it goes on.

HOW DID YOU CELEBRATE?

We are going to have a picnic in the nearby park in May, when the weather gets dry. We will have bio-food, bio-cakes, homemade dishes and will play games from the Academy. At school, we will remember by pictures all the activities and fun we had together.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

The teacher's role was hard and enriching: "pushed" my kids to be responsible, to come at all the meetings, motivated them verbally and by my personal example. Made them think, reflect and be creative, give their own ideas and opinion; provoked, organized, coordinated them. I didn't find one leader, I relied on several girls to take the leadership.

Found interesting people to invite and talk, kept the timeline and the deadlines, wrote on the blog. Students had an active role, after brainstorming and voting they decided what and how to do, painted pictures, made the posters. Many ideas were theirs.



RECOMMENDATIONS

This is a great project - I feel a positive change in my students and in myself. The small steps we make now: talks, films, posters touch their souls and minds - we create better humans and future! So - don't get discouraged when students don't always show enthusiasm. It's worth the time and the effort - you personally will learn a lot and will feel rewarded! Join in and enjoy!

RESPECT, PROTECT AND ENJOY



TEAM: Green teens
SCHOOL: "Sv. Sv. Cyril and Metodii", Bachevo
COUNTRY: Bulgaria
COACH: Rositsa Chatlabasheva
TEACHERS: Nadejda Popova
TEAM MEMBERS: (ages 12 - 14)
Ivaylo Stoyanchev, Milena Nakova, Mario Saev, Mariana Krainova, Iva Kenanova, Rositsa Kostadinova, Slavina Prangova, Delina Aladjova, Maria Saeva, Maria Kulincheva, Spas Kenanov, Ivana Prangova, Ivan Bashtenski, Vasil Zavarinov, Reny Kenanova, Borislav Pendjakov, Spas Spasov

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The main message of our project was: "Let's do something about local and outdoor pollution and people's irresponsibility". We aimed to show how a few students from our school can do some important steps for the local nature and how they could reuse old materials in order to give them a second life.

ACHIEVED OBJECTIVES

We studied different sources of information and made students have direct contact with nature. All members were encouraged to become more open minded and responsible. We achieved the main goal- to show students how little work it is to produce one thing and how great it is to get in return many things and to solve many problems. The team members became aware of the importance of the environment and biodiversity in our area and they became more responsible to preserve and conserve this wealth they depend on.

MAIN ACTIVITIES

Our team had a variety of activities during the project. First, when we came back from Austria, Ivaylo-the student who visited Illmitz- told the students about his experience there and about the idea of the Academy. After that we prepared a wall display with some interesting pictures from the Academy in Austria. The next step was to arrange a special place at school to separate waste with handmade bins.

The students also arranged a wall display "For a living planet" and a project work on the topics "How do you imagine your green village in the future" and "The Earth in Danger". With the idea to recycle and reuse different materials students from the team organised a workshop in order to make some candle holders from old jars and glass bottles. They also made some birds' houses from old wooden material and put them in the local park.

We also organised two short trips to the Rila mountain with organic food, outdoor activities, sport, walking, cycling etc.

Students from 5th grade decided to change the interior and exterior of the school and planted some flowers and trees.





All students from the school were involved in the campaign- “Let’s clean Bulgaria for one day”. We cleaned the local park and the area in front of the school.

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcomes of our project are behavioural changes in all of the students at school- they started to recycle glass, plastic and paper and reuse the materials they are able to. We prepared a special place at school for recycling garbage and most of the students began to use it. We also succeeded in showing the students and teachers how our life could be better if we try to respect and protect the nature.

All of the students realized that they should walk, cycle, use public transport in order to save energy and of course, not to throw rubbish together but to separate it.

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

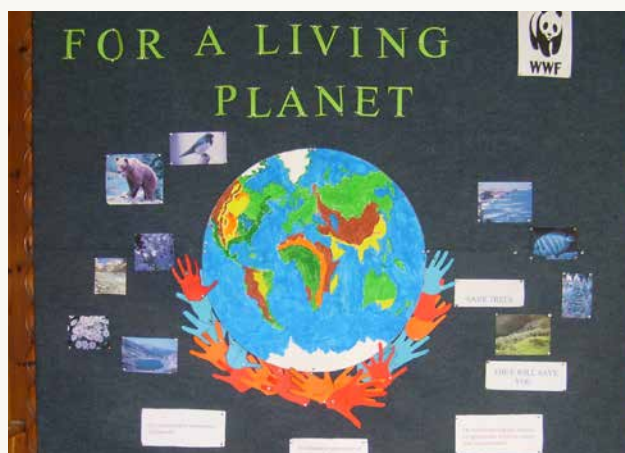
All of the planned activities went well. The students had a great enthusiasm to separate waste, to do wall displays, workshops etc. We had difficulties in arranging the meetings because the students were from different classes and some of them were involved in other school projects. So, sometimes it was very difficult to work all together.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

We had some lessons in English classes connected with the project title. We organised discussions on different ecological topics- “ Ecological footprint”, “The Earth in Danger”, “The three Rs- Reduce, Reuse, Recycle”, “Which is the worst invention”, etc. We also prepared some power point presentations on the topic and students watched them during their Geography classes.

HOW DID YOU CELEBRATE?

We organised a special party at school with the whole team- a discotheque, a cake with the name of the project team and the students received certificates for their participation in the project. It was exciting and funny.



ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role was to encourage students to do environmental activities, to explain them the importance of nature, to motivate more and more students to protect and respect the nature and to show them how important is this for their future. I was also the supervisor of the activities.

The role of the students was to do all of the activities planned at the beginning, to be active in the workshops, exhibitions, trips, discussions, etc. They also have an opportunity to attract their friends and families and to explain them how our region can be more attractive and clean.

RECOMMENDATIONS

I would recommend to read more about the Academy, to see some pictures from different projects and the ideas of different schools. It is a good idea to explain the students and colleagues how important it is to work for the nature and the biodiversity and to realise what is our environmental footprint.

The ESFALP project will be very useful for every teacher and student.

CRO BUDDIES FOR BATS



TEAM: Buddies For Bats
SCHOOL: Osnovna škola Popovac
COUNTRY: Croatia
COACH: Goran Podunavac
TEACHERS: Marijana Kuna
TEAM MEMBERS: Arlavi Vedrana, Ban Damjan, Copak Ivana, Čizmar Nikolina, Ferkov Sarah, Kostić Laura, Marolin Ivan, Merkaš Branimir, Sabol Marina, and Šafran Ivan
(age 14)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our main goal was (and still is) to educate other students and the local community about the importance of the endemic species of bats in the area around Popovac (Baranja, Croatia) and how to save them.

ACHIEVED OBJECTIVES

Our main objective was to produce a movie in which we will present our achievements during the year concerning the preservation of bats. We did a short movie and published it in which you can see what we did in the past few months, but also in June people in our village will see at school ceremony a short theatre performance about our project.

MAIN ACTIVITIES

We visited the habitat of bats several times during the year and collected garbage in the area in front of the cave.

After researching how much students knew about bats, we were searching for more information about bats in the school library and on the internet to be able to make a promotional material. Also, students listened a lecture about bats from a biologist from Nature Park Kopački rit and learned even more, because all that was introduction to make posters, brochures, presentations, quizzes about bats. During the workshops we made bags and badges that have our logo, that we designed ourselves. We also made a short movie in which we presented all our work, and now we have rehearsals for the last day of school when we will have our theatre performance about bats, in front of all the local community, that will hear our official song.

BIGGEST OUTCOMES OF THE PROJECT

The biggest change was made in our school – all the negative opinions about bats we transformed in positive way, students realized that bats are not enemies and how lucky we are to have them in our place. Also they spread the knowledge to their parents and neighbours so we got a positive change in the whole community.

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

All the activities that we planned, we finished them in due time, students were very responsible and willing to contribute to the project's success. We are satisfied





RECOMMENDATIONS

Students are those ones making goals and choosing activities. As an eco-school we have had so many projects, but this project started with students and we asked them what they want to do. Mostly, our other projects were not started in this way. We, the teachers, would make a goal, and choose almost all the activities.

with all the things we did in 8 months. We are sad that we didn't manage to build an info table near bat's habitat because the local government said no and didn't want to negotiate with us. Since there will be again in few times when 18+ citizens will choose who will represent people in the village, we hope it will be someone who will have more passion for ecology.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

From my point of view, I can't say that our project had any impact on the educational system, because we used the same methodologies as we use in other projects in our eco school. All this years we had a lot of practice in doing projects, this one is different because we strictly followed the "rules" that we have learned in Illmitz, at the ESFALP Academy.

HOW DID YOU CELEBRATE?

We still haven't celebrated because of the rainy weather and busy schedule in the school, but in May we will have a picnic in nature.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role in this project was to support my students and help them to solve some problems we all had with our local government. Each student in the team had its own task and Vedrana was the person who was there to give them advice and take a look if things were heading in the way we all planned. We tried to do everything in the easiest way for us, not complicating too much because we were a small team, and our focus was to be productive and focused on the final results.

HEALTHY ENVIRONMENT FOR HEALTHY LIFE!



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEACHERS:
TEAM MEMBERS:
(age 14)

Eko-projektanti
Primary school Drenje
Croatia
Marija Pešić
Aneta Orešković, Lucija Tomić, Katica Stević, Senka Jančikić, Kristina Filaković
Benjamin Krivošić, Amela Vorgić, Dejan Žitnjak, Patricija Agatić, Petar Mudrinić, Kristijan Tomaković, Šimica Ilak, Izabela Gorski, Nevija Bulut, Mihaela Bulut, Sandra Henc, Dino Dešić, Leonarda Apati, Jurica Bareš, Antonio Bareš, Matej Brkić, Patrick Brkić, Danijela Bobinac, Tomislav Kajtar, Tomas Lucijak, Mateja Sinjeri, Valerija Vavra, Mihael Koić, Nika Koić, Danijela Pek, Josip Novak, Matej Ilak, Marija Magdalena Tomšić, Jelena Barušić, Sanja Sinjeri, Matea Mikić, Iva Hanuljak, Karla Petanjak, Mario Kristić, Lucija Filaković, Sanja Sinjeri, Magdalena Filaković, Marija Mihaljević, Dolores Hanuljak, Petra Kukučka, Nikolina Ilak, Petra Raguž, Mía Karoli, Davor Tiborc

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We want to increase awareness of the local community about the negative impact of pesticides on the environment as well as on the human health.

ACHIEVED OBJECTIVES

We increased awareness about the importance of keeping our environment clean, especially among the students in our school. KStudents were happy to remove plastic from nature, knowing that waste will be properly stored. They were involved during the entire school year and they also got many new eco-ideas for the next school year. They want to continue collecting plastic waste and make it an ongoing project in our school. And that's a fantastic idea!

MAIN ACTIVITIES

During the first semester we focused on fund-raising for the water analysis by:

- collecting and selling old paper
- making Christmas ornaments and baskets from old newspapers during our "Little Christmas Workshop"
- organizing Christmas party and sale where all our Christmas ornaments were sold.
- collecting and selling plastic bottles
- collecting plastic bottle caps for the Croatian Leukaemia and Lymphoma Association

The second semester was all about the research and getting the final results. We have:

- made a poll among the people in our community (Drenje County) about the pesticides awareness
- made a poll among the farmers in our community (Drenje County) about the types of pesticides that are mostly used on corn and vine plantations around our villages





- collected 4 water samples that we sent to the laboratory in Osijek (testing if there is any signs of pesticides in groundwater and in a nearby lake) – still waiting for the results from the lab

- still collecting plastic bottle caps until the 15th May

Next week we will interview the county mayor, mr. Slavko Dešić and we hope to interview the owner of the largest corn farm in our County, mr. Željko Fabric.

BIGGEST OUTCOMES OF THE PROJECT

A positive reaction about the idea of preserving the environment from everyone who has been involved in our project.

My students now have a positive attitude towards environment, due to our project, and they are determined to make their lifestyles more sustainable.

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

More or less, everything went well. We had some slow-downs during the first few weeks after the Christmas holidays (February was the worst month, cold, grey, depressed, nobody had any will to do anything!), but we somehow managed to increase the motivation (I think we just needed a little bit of sun to brighten the day) and now we're back on tracks again.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The Project was a whole lot of experiences during the lessons with the environmental and sustainable development themes - eg. in Biology (7th and 8th graders), Nature Science (5th and 6th graders), Geography (5th – 8th graders), and the theme about pesticides, with the collecting and analysing water samples was a perfect exercise for 8th graders during Chemistry classes.

HOW DID YOU CELEBRATE?

On the 30th May we're having a celebration, where we will invite parents, friends, our mayor, retired teachers and principals of our school, where we will show what

RECOMMENDATIONS

To find reliable students and just relax and enjoy the process.



we did during the year. Also, we invited the traditional folklore group "Drenjanci" (few members of our team are also in the folklore group) to enhance the ceremony. There will be a short play from our literary group and in the end gifts for the most prominent participants in our Project. For our guests (actually, for everybody) we will prepare some snacks and (non-alcoholic) drinks.

Also, I wanted to reward my student and project-leader, Benjamin, for everything he managed to do during this year (with all the tasks involved in the ESFALP Project and representing our school in Austria, that he did really well, he also managed to participate in 4 regional competitions with some great results) so my colleagues and I proposed to my principal that the school trip on 21st May, when all the kids of our school will be visiting Hrvatsko Zagorje (north-western region of Croatia), for Benjamin should be for free. And the principal agreed. Yey!

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

As a teacher, I've contacted the lab in Osijek and arranged a meeting with lab technicians on a terrain for the water analysis (also, managed to get it for a lower price, so we could collect and send 4, instead of 3 samples). contacted a county mayor to set an interview. I took photos, I updated the team with all the information, I had received from the organizers. I contacted Mrs. Blaženka Drokan (member of our community) who agreed to help us to collect the money by making newspaper baskets (she donated around 25 baskets for free) and showing us how to make Christmas ornaments made of newspapers and toilet paper rolls. I found the right address and contacted the Croatian Leukaemia and Lymphoma Association for donating our plastic bottle caps, and excused bunch of missed classes for the sake of the Project.

WATERS OF VELICKA



TEAM: ESFALP Straznice
SCHOOL: Purkynovo gymnázium, Straznice
COUNTRY: Czech Republic
COACH: Jiri Kubalek
TEACHERS: Jiri Kubalek
TEAM MEMBERS: Richard Průžek, Vladimír Pokorný, Tomáš Macalík, Nikolas Zábelka, Josef Šťastný, Barbora Hořáková

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We wanted to show that the water quality of the river Velicka which flows through our town is influenced by people and their activities. There are several sewage disposal plants along the river and the canal but we wanted to find some “suspicious” or “illegal” things to report about them!

ACHIEVED OBJECTIVES

We decided to measure some significant hydrological parameters of water in the river Velicka. The parameters were: pH parameter (water acidity), water temperature, concentration of nitrates. Originally we wanted to cover much higher range of parameters but we realized it would not be realistic.

Our scheduling was connected to the coldest part of the school year and we had to think of ice in the water during winter. Therefore, we started to measure meteorological parameters in our school yard and we continued with hydrological measurements later. Although there were not low temperatures in winter, there was still ice on the surface of the river Velicka, as well as on the Bata Canal (a historical manmade canal), which both use water from the natural protected area of the White Carpathians. This is why we had to change the original scheduling of our measurements.

MAIN ACTIVITIES

First stage - developing a project concept. We supposed that the project should be based on researching the environment near our school and its surroundings. We wanted to collect data about the quality of water in the Bata Canal and the river Velicka which both flow close to our school. It is connected to the main topic of ESFALP 6 - “the Danube” - because water from the Bata Canal flows to the Morava River and later, in the border of Slovakia and Austria, it flows to the Danube. We had to decide which kind of data is necessary to collect to know what the quality of water is. We also researched the map and offered where the measurements will be done to get the valid knowledge about the water parameters. Finally, we created a schedule of measuring the parameters to cover different parts of the year.

Second stage - buying instruments and chemicals necessary for measuring hydrological and meteorological parameters: Thermometers (air and water ones), an instrument for measuring air humidity, a digital instrument for measuring pH parameter (the most expensive one), and some other instruments. We also bought chemicals for measuring





concentration of nitrates and nitrites in water, or papers for measuring the pH.

Third stage - measuring the parameters. We started in our school yard with meteorology. The reason was simple – there was a layer of ice on the river and therefore we were not able to do any hydrological measurements. But in March we were finally able to collect the water samples from the river and then we analysed them. We do not know what the results will be.

Fourth stage - an excursion to the springs of the river Velicka, in the protected area White Carpathians. There we measured the same parameters as in our town. After that we compared the results and prepared articles to our local magazine.

BIGGEST OUTCOMES OF THE PROJECT

We had to communicate with the local authorities (mayors of the town Straznice and of the village Javornik), as well as with officials from the protected area “White Carpathians”. They were very interested in our research and supported us. We were not afraid of finding something “suspicious” and in the end we had a pleasant surprise. After comparing the data from the springs of the river Velicka with the data from the town Straznice we could not prove the hypothesis that there could be some water pollution. It was a really nice surprise for us that the river is really clean even 30 kilometres from its springs.

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

We did not have any serious problems. The only one was the ice layer during on the river Velicka (from December to the end of February). But never mind - we had to wait to start the hydrological part of our project in March 2014.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Our school works on the project EcoSchool and our activities enriched the people who were interested in “more serious” research, compared to using typical activities for the project EcoSchool. Some of them would like to join us in future because they would like to work in the field

RECOMMENDATIONS

I can recommend that the teachers can give more responsibility and decision making to the hands of pupils. They can make some mistakes but it is fine when they feel the freedom and responsibility at the same time. And later the pupils will be ready to do the projects or some other activities, or they will be ready to create their own programme. It means less work for the teacher and better feeling of independence for the pupils.



of Physics, Biology, or Chemistry in the future and they want to work on “something serious”.

HOW DID YOU CELEBRATE?

We will celebrate in mid-May, during an excursion connected to “Waters of Velicka”. We plan to see the confluence of the river Morava with the river Dyje (the Velicka flows to the Morava and later the Morava flows to the Danube). In case of bad weather, we will pay a boat trip on the Bata Canal.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I tried to use my role as a mentor. In fact, the boys (+ 1 girl) prepared the main line of the activities and I worked as a “logistic centre” for them. I sometimes had to contact the mayors or the organizations but most activities have been decided by the pupils.

PROTECT THE ENVIRONMENT FREE THE ANIMALS



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEACHERS:
TEAM MEMBERS:

Earth Warriors
G. SOŠE a SOU Kaplice
Czech Republic
Věra Sládková

Dita Raynochová, Hana Císařová
Kristýna Motyčáková, Klára Korbelová, Vojtěch Smolík, Eliška Andršová, Adéla Fischerová, Jana Jeřábková, Adéla Kuchařová, Kateřina Toncarová, Klára Kijacová, Petr Zrna, Monika Ngole, Tereza Musilová, Sára Šítalová, Adéla Proboštová, Petra Slípková, Hana Plzová, Eva Michalčáková, Tomáš Beránek, Petr Papoušek, Václav Starý, Ondřej Nový, Martin Mihalík, René Völkel, Pavel Pípal, Jakub Ottenschläger

PROJECT DESCRIPTION

TOPIC AND MESSAGE

To make children aware of the local and global aspects of their everyday decision such as:

- If I visit an aquarium for dolphins I support the one who makes money on their suffering.
- If I pollute water, I may be forced to drink it.
- If I want to make money from tourism in my area, I may lose something more valuable.
- If I do not care what is in the food I eat, I may cause damage I have not intended.
- If I do not protect trees, I may lose the central piece of our ecosystem.
- If we do not know what and when to feed birds in winter, we may hurt or even kill them.

ACHIEVED OBJECTIVES

The objectives of the project are not easily measurable, which might be a mistake, but we hope we influenced the attitudes of the children. Many of them have changed their opinion on dolphins, birds and trees, they even became interested in them. They learnt how to negotiate, argue, look for information and come to decision in case somebody wants to exploit the countryside. They learnt quite a lot about the environmental issues of the place where they live and the global aspect of our daily meals. The activities were so enjoyable and straightforward that they got the message. At their age the project day might have been just their environmental awakenings, but we hope an important one.

MAIN ACTIVITIES

We invited 7 primary school classes to our school to participate in three or four 60 minutes sessions on 6 topics, each being taught by a group of grammar school students.

The first group in the gym learnt about various types of dolphins, their lives, habitat, echolocation, etc. by means of physical activities, jigsaw puzzles, information exchange.

The second group learned about the water cycle, the River Malše and reasons for water shortage in various places of the planet by mime, maps and discussions.



The third group had to make a decision whether to build or not to build a hotel in an area where wolves have been monitored. They learnt how to negotiate, look for information, argue, protest and about other endangered species, too.

The fourth group focused on the presence of palm oil in our food. This was followed by a short film and presentation about palm plantations and logging damaging rainforests.

The fifth group presented trees as vital parts of the ecosystems and their reduction in numbers as threatening life on the planet.

The sixth group learnt to recognize birds by their sound and appearance, made feeders and listened to stories about birds by a local bird-enthusiast.

BIGGEST OUTCOMES OF THE PROJECT

The core of the group are students who have already been interested in environmental issues, but many other students at school laughed at them. Now some of these are helping us with the theatre play about waste and are willing to help in other ways, too.

More students at our school are concerned with protecting the environment and the topic is regarded as more serious.

Some students and I have been offered a membership in the local organization of the Green Party. But, more importantly, I have been approached by several people with a question how to recognize products with palm oil inside and how to substitute them after the publication of the article.

We have been also approached by teachers and children from primary schools and asked to prepare more activities for children concerning environmental issues.

Generally, the idea of buying local food or gardening has become very attractive to people, some students openly admit to buy second-hand clothes in order to help the environment.

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

The students worked really hard when it was necessary, came up with wonderful ideas and were grateful for the opportunity to say what they wanted.

The only major problem was time, because the headmasters allowed activities only on the last week before Christmas.

We were planning to create a website with companies selling local products, but it may be a failure. The people we asked did not really agree and we are short of time because of rehearsing performances for the other project.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Language teachers use more films with environmental topics (some of them even created by WWF).

RECOMMENDATIONS

I would do the project later, so there would be more time for planning, research and creative work.

I would check the students' work more often and give them more advice how to deal with the children if they misbehave. But I cannot say the outcome would be better.



Some teachers plan to improve cooperation in this field.

The most environmentally active students from various classes will be chosen for a one-week course on eco-farm. This seems to be something they are really looking forward to.

HOW DID YOU CELEBRATE?

We are planning a picnic in the wood in May.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

As a coach I was trying to be helpful and to keep the pace, but I accepted the students' decisions. I thought they would lose their enthusiasm if they could not do what they wanted. I dealt with the head teacher, paperwork, reminded them what needed to be done, etc. If there was a block that did not allow us to go further, I usually came up with an idea and asked them to either come up with something better or stick to my idea, because the time was usually the problem.

"ECOLOGICAL FOOTPRINT" WASTE



TEAM: Deblin Ecoteam
SCHOOL: Elementary School Deblin
COUNTRY: Czech Republic
COACH: Tereza Cerovská
TEACHERS: Zdenka Kovaříková
TEAM MEMBERS: Jakub Crha, Veronika Crhová, Tereza Kupská, Nicola Matoušková, Martin Müller, Tereza Ondrašíková, Zdeněk Sendler, Jan Sojka, Filip Soukup, Michal Šeda, Markéta Štulpová, Martin Zavřel, Aneta Zavřelová
(ages 13-14)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The main topic of our project was WASTE. Our motto was "Let's think before we throw away". We wanted to address pupils and their families, teachers and the local people, activate them to think about their consumer habits and lifestyle.

ACHIEVED OBJECTIVES

Most of our stated SMART objectives were achieved. We improved our School Recycle Corner and encouraged people to select waste. We had two interesting excursions, which gave us personal experience and new perspectives. Everyone at school had the opportunity to gain new knowledge and skills throughout our activities on issues about waste, environment, ecological footprint.

MAIN ACTIVITIES

School Recycle Corner – We decided to reconstruct the School Recycle Corner. We made new posters about the life cycle of paper, plastic, glass and Tetra Pak wrappers.

Educational Programme Tonda Obal – Pupils from 1st to 9th grade and teachers participated in a great educational programme about selecting and recycling waste. Professional lecturers handed over new interesting facts and information on the topic waste.

Excursion to Waste Incineration Plant – Deblin Ecoteam headed by eco-friendly transportation to Brno. We gained important information about the functioning of the plants, how the waste is collected, transported and dissolved. Great personal experience!

Exposition Ecological Footprint – An NGO lent our school a mobile exposition about the Ecological Footprint. Ecoteam members prepared presentations and invited their families to a commented exposition.

Child Labour Day – The entire school joined a school project day dedicated to Child Labour. The main goal was to make children through films and activities realise how lucky they are. We spoke about fair trade and discussed ecological footprint of children living in the rich "north" and children living in the poor "south".

Visit to Deblin kindergartens - We presented the children our self-made programme about collecting and separating waste.



Excursion to Thermal Power Station – Deblin Ecoteam headed for the second time by eco-friendly transportation to Brno. We visited an interesting thermal power station which burns wood chips to generate heat and warm water for thousands of families living in Brno-Bystrc.

Earth day – Our school traditionally celebrated Earth Day by cleaning up villages, playing eco-games, working on eco-projects (e.g. building a bug hotel), planting trees and having fun together.

BIGGEST OUTCOMES OF THE PROJECT

Working together on the project had many positive outcomes.

- teamwork, time spent together, getting to know each other
- practicing and developing social skills
- cooperating among pupils
- involving team member families into school activities
- inspiring others to change their waste habits
- raising children's interest towards nature, environment, sustainable development

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

Most of our planned activities were accomplished and went well. During the project we came up with new ideas and possibilities. The project was developing. Our various activities were like parts of a puzzle coming together into a unit. We had difficulties with finding enough meeting time after school and some team members remained passive.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

School board supported our work during the project. We are planning to create a voluntary after-school ecological club for pupils from all grades, where we would like to focus on further environmental topics.

HOW DID YOU CELEBRATE?

We haven't yet celebrated. Maybe a good occasion would be our planned fair trade breakfast. We will have a picnic outside school with homemade goodies and regional products.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

Being my first real project, I had to learn about what my role as a teacher was. Teaching biology and geography I used a lot of my lessons to discuss project matters. I helped them to create the project time line and coordinate activities. I facilitated the organisation of excursions and school day projects. I supported the team using the project money. We used different abilities of team members on specific activities, which was great. The students worked reliably on given tasks. The team made decisions by consensus. On the other hand they had to be often motivated to keep going.

RECOMMENDATIONS

Participating in the ESFALP project gave me, personally, a great experience. I recommend creating a project team from volunteers, who are interested in the topic and want to work beyond school duties. Prepare yourself and the team that the project will be time consuming. Make a well-thoughtout project plan and timetable. Set achievable objectives. And especially enjoy yourselves!



KEEP THE WATER ALIVE



TEAM: Aquacleanerds
SCHOOL: High School of Informatics and Financial Services, Plzeň (Pilsen)
COUNTRY: Czech Republic
COACH: Mgr. Ivana Kupková
TEACHERS: Lenka Holubová, Ivana Kupková, Pavla Lopatová
TEAM MEMBERS: Tomáš Fejtek, Daniel Flidr, Georgi Gjurov, Pavel Hartl, Martin Kašpar, Jan Klán, Klára Konopásková, Tomáš Kopáček, Kristýna Lepší
(ages 16-17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Improving the purity of these water sources and their surrounding areas in Pilsen.

ACHIEVED OBJECTIVES

The planned activities have been realized. Instead of a visit to Pilsen hydrometeorological institution we have been to Pilsen sewage plant.

MAIN ACTIVITIES

Workshop in Vienna; Cleaning the surroundings of the dam and around St. George; Motivation exhibition; Jungle behind the fence; ZOO - The Czech river exhibition; How to do it ecologically? - Stands in the competition;

Trip to wastewater treatment plant - water sources checks, feeding small birds in the parks and woods;

Cleaning the banks of the dam called Czech Valley near our school, surroundings near the church St. George and the well; A visit the Sewage Plant, The River Basin The Vltava River, project day Water

BIGGEST OUTCOMES OF THE PROJECT

Improving the status of the environment in our neighbourhood – students participated at cleaning activities near water sources and they cooperate with environmental companies.

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

Well: students motivation and their achievements

Not so well: a lack of time to prepare all the planned activities

Difficulties: an integration of these activities to the school lessons

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The activities could be regularly put on the school programme.



HOW DID YOU CELEBRATE?

The team Aquacleanerds joined a free visit to the very popular science institution-exhibition Techmania in Pilsen.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

The teacher – an activity coordinator; keeping an eye on the deadlines.

The students – creative activities (a content of the working sheets, notice boards, cleaning actions and projects, shooting a film – a spot including a preparation of the students' screenplay and direction).



RECOMMENDATIONS

To plan activities very well, to plan their schedule, to enroll other teachers and a school management.

DANUBE IS OUR TREASURE



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEACHERS:
TEAM MEMBERS:
(age 17)

TEAM: Bocskai
SCHOOL: Bocskai Istvan Reformatus Oktatási Központ (secondary school), Halasztelek
COUNTRY: Hungary
COACH: Melinda Schottne Marta
TEACHERS: Orsolya Acs-Szabo, Monika Fejesne Marton, Marianna Borzsonyine Rossu
TEAM MEMBERS: Erik Sebastián Ascarza, Enikő Bodolai, Eszter Csillag, Zsuzsanna Mária Elek, Bálint, Farkas, Anita Gere, Zsannett Eszter Gombocz, Tünde Gunics, János Halász, Bernadett Klaudia, Horváth, Orsolya, Horváth, Péter Kocsis, Anna Szilvia Kókai, Janka Polla Kovács, Luca Andrea Kulcsár, Tibor Lakatos, Ferenc Molnár, Rebeka Melinda Nagypál, Gergő Richárd Pap, Csongor Tamás Paulusz, Zsófia Sipka, Tünde Veronika Szabó, Anett Takács, Árpád János, Ungvári, Boldizsár, Kurucz, Dzsénifer Oroszi

PROJECT DESCRIPTION

TOPIC AND MESSAGE

What do you think when you hear the word the Danube? We think everybody have their own ideas, like in our team. We try to bring the Danube as close as we can to the people of our town. How can we do that? We made our Danube track in the school garden. Everybody can do something for our treasure!

ACHIEVED OBJECTIVES

First we want to talk about Danube in different ways. We have small groups: biology, chemistry and physics, history, biology, art and literature, geography. They work with the Danube but in their small topic. They made an exercise book for our track.

Second we made our Danube track in the school garden. We have a little group of boys who worked as hard as they could. They cleaned our small pond, they did the land work, planted flowers. We now have our track in the garden. But it isn't ready, we have to take care of it since it's always changing.

MAIN ACTIVITIES

We have had indoor activities until the long autumn and winter time. We planned our projects stages at this time. But spring has arrived and we also did some outdoor-activities.

First we worked in the school garden. Every team had a little maybe 2 square meter place and they had to make a stage of the track. They could plant flowers and take care of it.

We travelled to Esztergom and we visited the Museum of the Danube. Here we learnt about the herbs near the the rivers, touching and smelling. The students tasted the infusions of these herbs and after that they could make their own teafilters. The museum is magic: come here and visit it!

We also visited the Emese Park near Halasztelek, in Szigethalom. This Park is a medieval park where we can learn a lot of things about the history of the Danube river: what people do with it, why was it useful, why was it dangerous. After this, we went paddling.



Our main activities were very successful, everybody liked them and we learnt a lot of new things.

BIGGEST OUTCOMES OF THE PROJECT

These 26 students worked together on this project. They learnt a lot of things about our river. Everybody did their best. They showed the others how they can work on a project. We have had also some helper students.

I think that we started something that will continue, because the track will be in the garden all the time, anyone can use it. The students are very proud of their work.

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

It was very hard to always motivate them. They had a lot of work to do in the school and sometimes it was too much for them. It was hard to work alone, because not so many colleagues helped us.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Anyone can use the track in the garden. It could be the part of our school's education.

HOW DID YOU CELEBRATE?

We went to next to the river into the forest of Tokol. Our class played football, volleyball there. We talked about the project and other things. And we cooked together paprika potatoes. They were delicious!

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I am the head teacher of this class. I tried to help Anett on how she can plan her work, and what she may do.

It was very hard sometimes to stay at the back but I think I did what I planned. They worked alone, but I was next to them when they needed any help. ☺

RECOMMENDATIONS

Try to win other colleagues and work together with them.
It is hard to be the only teacher who motivates the team.



DANUBE EUROPE'S LIFELINE



TEAM: WFW (Work For the Wetlands)
SCHOOL: Mohácsi Kisfaludy Károly Grammar School, Mohács
COUNTRY: Hungary
COACH: Katosné Sütő Katalin
TEACHERS: Judit Nádasdiné, Szanyi Principal, Gabriella Hahnerné Feth, .Zsuzsanna Laczkó, Csaba Papp, Ildikó Klieber, Lídia Verőci, Eszter Lieliné Darabos
TEAM MEMBERS: Amrich Petra, Berek József, Bernáth Máté, Boda Tibor, Dan Rebeka, Fehérvári Dominika, Iloskics Milán, Józsa-Dénes Hanna, Légrádi Gergő, Litter Fanni, Markesz Ferenc, Nemes Csaba, Simon Alexandra, Sümegi Donát, Sümegi Valér, Szajcsán Lilla, Sente Richárd, Szökőcs Luca, Tamás Ákos, Tokaji Róbert
(age 17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our project aim was to take the first steps to make people understand the importance of the natural, self-generating “fok” system in order to achieve the sustainable restoration of wetlands.

ACHIEVED OBJECTIVES

We planned to create a map of the natural floodplain channels using computer aided technology measuring an area of 1040 ha in the Duna-Dráva National Park (DDNP). The map was intended to serve the basis for further projects trying to fulfill the total rehabilitation of the ecosystem in the given area.

We managed to cover a considerable area of the National Park, but much less than we originally planned. The total area explored was about 500 ha. The reasons for that are partly due to the weather circumstances, schedule problems and the loss of interest. However, we succeeded in creating a map of the measured territory.

MAIN ACTIVITIES

Our main activities mostly included lectures, conferences on the topic and questions related to our project aim, outdoor activities exploring, measuring the nature reserve area in our region, mapping and getting a taste of active citizenship by visiting local primary schools with a one-hour interactive presentation. The toughest part for the students was to show our presentation to our school staff.

BIGGEST OUTCOMES OF THE PROJECT

First of all our team learnt about and also tried to raise the awareness of our school staff and pupils of Mohács by explaining the importance of the “fok”, the old self-generating side-channels in the wetland area. With the new cooperation between DDNP and our school, we enhanced environmentally friendly attitudes of people involved in the project. We also succeeded in helping students with their career decisions by getting to know internationally recognised experts.



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

The first difficulty we had to face was to get started and be SMART. We had some really good ideas in advance but we realized they were unsuitable for the objectives.

Another challenge was to keep up interest, which unfortunately showed a sharp decline after some time. Choosing one student for the final event also gave me a hard time. Eventually we overcame these problems one by one and are about to finish the project with quite a few results.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

It enhanced cooperation and team work. Nevertheless, we could also see that in our education system it is not easy to do project work and we had to plan carefully. Our school leadership was incredibly supporting. It also showed us how enthusiastic local conservationists are no

matter how many difficulties they also face. We got a lot of inspiration from them.

HOW DID YOU CELEBRATE?

We have not yet celebrated. We are planning to do that in about two weeks' time. The plan is to see and learn all the other things the national park can offer us.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I think I was the coordinator of the project whose main task was to time the steps, discuss questions with all the people involved, to advise students what to include in their presentations held at the local primary schools, to keep in touch with the rangers of DD National Park. The decision making process was the result of our team discussions and students could choose to do different tasks involving more or less activity or creativity. 🌱



RECOMMENDATIONS

Don't Worry - if you can't fulfill everything the way you planned and if you couldn't motivate everyone as you imagined.

Be Happy - you will find some very special people whom you can always count on.

BIN ELF



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEACHERS:
TEAM MEMBERS:
(age 14)

Green Heroes
St. Benedict School, Budapest
Hungary
Orsolya Varga
Orsolya Acs-Szabo, Monika Fejesne Marton, Marianna Borzsonyine Rossu
Zsófia Aliczky, Vilmos Arendt, Zsófia Buczkó, Csongor Fajsi, Anasztázia Farkas, Márk Gosztola, Zsanett Gurzó, Villó Károlyi, Luca Kaszab, Júlia Kiss, Réka Lencz, Éva Paller, Péter Sidó, Brigitta Sztankovics, Hanna Tóth, Lili Vida

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We wanted to teach a group of kindergarten children (Saint Benedict Kindergarten, group: yellow, number of kids: 24, age: 4-6) how to handle waste (how to collect selectively, how to reuse it and why it is important) from 2013 october to 2014 april.

Message: "You can use everything!" (raising awareness)

ACHIEVED OBJECTIVES

We worked with the kids. They now know the selective bins, and they can use them. They thought and talked about waste in our environment several times.

MAIN ACTIVITIES

Group meetings, brainstorming, information collecting, shopping, working with the kids.

Our group and the kids met; we established personal bonds. We got the names of the children previously and everybody chose one or two. Then a tale (Kipp-Kopp, the Chestnut Boy) was read by a member of our group. Afterwards, we talked a little about the tale and the life in the forest.

We made Christmas decoration out of nutshells, reusable paper and plastic bottles. The tale of the bin elf was told. Selective bins were introduced. We told the kids a tale about an elf who helped the animals of the forest when they faced problems because of the garbage they met in their habitat. After the story, our group introduced the selective bins, and the kids were to find as many pieces of trash as they can (we had hidden them before in the room) and put them into the correct bin. They got a sticker after each action.

We wrote a play about how the earth (and water, soil, trees, animals) feel themselves when humans do bad things to them. Our group members were the actors, and the kids really enjoyed the show.

We made spring/Easter decoration out of recycled materials. The bin elf's birthday was celebrated. We talked about unnecessary wrappings, and made a cake out of fresh, healthy ingredients (eg. carrots).



BIGGEST OUTCOMES OF THE PROJECT

The group members learned about working in a team; the importance of responsibilities and communication. The kindergarten children learned about waste, and they talked about the program amongst each other and at home.

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

My students were really motivated when we were with the kids. However, they did not like the organizing part, and sometimes it was really hard to motivate them. They often did not like each other's ideas, and did not have enough patience to listen to each other.

Besides the motivation factor, the biggest difficulty was the tight schedule. It was extremely difficult to find a day and an hour when both the kids were there, and our class was also free of school obligations. In the spring term, the group members had several exams, so they were tired and exhausted, and did not want to have other obligations.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The importance of the impact kids have on each other. The possibility that different age-groups can work together. The impact that responsibility has on teenagers.

HOW DID YOU CELEBRATE?

We will go to an adventure park together. We also planned to have a uniform T-shirt, but we couldn't decide on one colour and form.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My most important role was to motivate the group members, and to find the ones who can be the organizer of smaller groups, and who is able to motivate the smaller group's members (eg. those who write the script for the roleplay).

Sometimes it was hard to find the best person for a job, who was responsible enough to keep their task in mind. Small annoying things often happened (like the person who was responsible for the nutshells left them home) and they were sometimes hard to manage.

We used the democratic method (voting) for the decisions, and I also had a veto for the ideas and plans that were dangerous or impossible. 🍌



RECOMMENDATIONS

Find group members who do not have too many obligations, and have plenty of time to act freely.



THE ECOLOGICAL FOOTPRINT: CONSUMPTION AND GLOBAL EFFECTS



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

ECO outlaws
"ORYZONT" Lyceum, Chisinau
Moldova
Lungu Marina
Haruta Doina, Dolinschi Stela
Corcimaru Calin, Braghis Daniel, Carpov Mihaela , Ciub Gherman, Coroi Eugen, Ciobanu Adrian, Ermacov Alexandru, Formusatii Alin, Galeanu Alia, Lascu Alexandrina, Matvei Stephania, Matricala Maxim, Ous Francesca, Railean Vadim, Rosca Anastasia

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We are a small link in a big chain!, that's why our project plans to prepare a new generation and act differently: Encouraging the students to re-evaluate individual consumer behavior: Personal position: where am I, in which direction does our world move? Is the goal "ours"?

ACHIEVED OBJECTIVES

All the objectives we have set were attained to a great extent:

1. Initiation of exchange of ideas and views, informative discussions in small groups
2. Showing that our happiness does not depend on material things
3. Reflexion of feelings towards recent global trends
4. Visualization and collection of opinions without peer pressure
5. Awareness raising for the connection between our consumption and biodiversity
6. Give a place to share opinions and learn from each other. Give everybody the chance to say what he/she thinks about important topics.
7. Show the distribution of the world: 25% of all people use 75% of all resources
8. Let participants experience in a concrete way the distribution of resources
9. Pictures often motivate more strongly than words. A creative way to reflect and deal with a theme for the exhibitors. Chance to share with others what we found out and made. Raise public awareness.
10. Learn from each other. Get other people involved. Practice social skills.
11. Do something together as a group.

MAIN ACTIVITIES

- we distributed flyers with information needed



- in the special spaces we placed boxes of trash nominated (garbage, paper, plastic)
- we held on October 31, 2013 an exhibition of drawings "World Day of the Black Sea"
- on December we held a competition of wall newspaper about "The Red Book of Republic of Moldova"
- we went to the small classes and we played videos, quizzes about the world educational games
- we were invited on March 25 to show live "The time children", where together with students from other schools we talked about "Earth hour"
- we organized a photo-exhibition on the theme "The man is part of the Universe"
- the most exciting activity was that of reports with theme "I can change the world"
- exhibition "See the beauty in nature" was replaced by greening of the city spaces

The largest, the most exciting activity, but it was unplanned, was flash mob at Andys pizza, where students were invited the public on International Activity during EARTH HOUR.

The project helped the students to be more confident to take on new responsibilities, to be more conscientious, more than that, the parents were pleasantly surprised that they saw children from another point of view. At the end we organized a party.

BIGGEST OUTCOMES OF THE PROJECT

In Romanian language is a proverb: One swallow does not make a summer!, which means you can not do anything by yourself. I was a teacher and I was pleasantly surprised by the students work. They have become more mature, more interested in the world around them, they changed their lifestyle, choosing a healthy way of life (cycling) and natural resource economics.

Themselves and their families began to live valuing nature, taking care of it.

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

Even though what we did was beautiful and very interesting, and the project helped us to meet again our attitude towards the world around us, it was not easy. The most interesting part was the teamwork. What we liked most from our activities was the flash mob.

The most difficult thing was the attitude of others: just a few people helped us and supported us, many criticized and did not want to help us. A painful aspect was that the school administration has not supported us, not praised us for what we did.

RECOMMENDATIONS

It's very easy! I do not imagine that one of the teachers would like to participate in the project, so I really convince my colleagues from other schools to join, because it is a good opportunity to know more information on this topic, to meet experts to practice English, to make new friends, to exchange experience, and, not least, to have fun. I already have colleagues who want to participate, and I wanted to help them.



IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

All students in the school had the opportunity to participate in new and interesting activities for them. They were influenced positively: new methods, new information, curiosities, etc. The biggest impact is that students chose environmental education as an optional course for next year. A new thing is the use of recyclable items: bottles, plastic bottles, plastic bags, etc..

HOW DID YOU CELEBRATE?

We gathered in a place, we ate, we danced, we shared gifts ...

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

From the beginning I thought my role would be higher, because I have to do more, but it was the opposite. Because I work in two places, I spent less time with them, so the students acted alone, conducted by Calin.

My role was to print and buy the necessary materials, to interact with the media with others teachers and others VIP, etc.

A HEALTHY WORLD IN A CLEAN SOCIETY!



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

EcoForce

“Adrian Paunescu” High school, Village Cazanesti , District Telenesti

Moldova

Banari Mariana

Popescu Victoria, Coscodan Elena, Costandoi Lilia, Dorofei Angela, Apalaghi Viorica

Banari Alina, Apalaghi Mihaela, Balan Sorin, Apalaghi Nicolai, Gandrabur Lena-Maria ,
Ozmen Ana, Spiridon Eliza, Cristea Alina

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The message of our project was: „Let’s develop a high spirit of Environmental culture and voluntarism, to promote a healthy lifestyle among youth all over Moldova! Let’s show that we care about our future! We want a better life with a better, clean society! So, if the future society we are then we should begin with us with an ACTIVE CITIZENSHIP DAY!”

ACHIEVED OBJECTIVES

We showed the villagers an example of responsibility and also that the young generation take care about their future and think about it . We developed the spirit of voluntarism among youth, provided information and Youth education according to current aspects of Europe, got experience and skills that matter today; promoted the dialogue and contact between young people.

MAIN ACTIVITIES

At the beginning we worked in groups, prepared and organized the conference, made interviews ,went in the village and urged the villagers to keep our road clean and plant trees. We did seminars with students about biodiversity and Danube River, wrote articles that were published in the local press, talked on radio about our project, went to the mayor and discussed about trees ,bushes ,benches and how to build the fence around the park. We bought supplies for benches and built them, then bought roses, bushes, trees and planted them together with some volunteers, cleaned the main road. With the mayor help and order it was a day when all villagers cleaned in front of their gates . While we were planning this project, I tried to keep on contacts with „The League of Moldovan Youth” so we made „martisoare,, and gave them to all villagers on the 1st of March, then did the activity „Free hugs,, where they felt closer to each other. At the end of the project we’ll invite mass media and we will tell about the project and its outcomes. We’ll inform local citizens how much one school team can do if students are motivated to bring changes into our routine life.

We plan to celebrate by going hiking to Chisinau to visit our Parliament and Television – on the way to our capital we will stop in Codrii Orheiului, sit on the grass, prepare food, sing songs and talk of our feelings and actions, and of course plan another activity.

BIGGEST OUTCOMES OF THE PROJECT

This project was the first one in my school. I am happy that we could make Students



change the attitude towards nature, environment, even towards them.

They began to be very kind with nature and respect the cleanliness in the school yard and in the classrooms. They take care and water the planted bushes and roses.

Villagers were curious at the beginning, some helped us.

The mayor found money to pay monthly 2 men to clean the main road and to take the rubbish.

We build good relationships between gymnasium from Cazanesti and Vadul-Leca, The League of Moldovan Youth and students themselves!

The most important changes that we have noticed are: better relationships, more trust, a bigger responsibility from villagers living near the main road.

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

I was lucky that I had such hard-working teachers, workers and students. They planted roses and bushes, installed benches, informed villagers and explained why they should keep our village clean.

Unfortunately, we could not build or buy litter boxes for the main road because there were too expensive so I bought the small one, only for school. The mayor helped but after many meetings and insistence. It is very hard to involve villagers.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The project had a good impact on the educational system, teachers and students that helped us. Our school is known all over the country due to media work. We had and have a good collaboration with The League of Moldovan Youth.

HOW DID YOU CELEBRATE?

We shall go to Chisinau, to TV and Parliament. We will present and grade the project.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

A mentor is someone who offers guidance, support and teaching and acts as a role model.

In this project I felt pleasure on the one hand because my students had strong desire to do something and on the other disappointed of some people who contemptuous looked at us.

I loved being able to communicate and teach, and to see students learn and gain confidence, it is very satisfying that they talked to their peers, found the places where to install the benches and bushes.

I tried to make myself available to anyone who might need. Our team had programmed and non programmed

RECOMMENDATIONS

Focus on respecting the deadline.

Write after each activity, be insistent, well- organized and if authorities offer to help then make time and go to the meeting and don't wait when you have time because it can be too late.

Be sure that the problem that you found is the problem the most people wanted to solve and try to involve all of them in it.

You should not wait for help but go and knock and open as more possible doors as you can.

At the end you should begin another project so as wasn't forgotten what you did.



decisions but every time we identified an existing problem, listed possible alternative for solving it, selected the most benefits of these alternatives, implemented it, gathered feedback to find out if the implemented alternative was done good or not .

PUHOI

POWER UNITES HELPFUL OBJECTIVES AND INITIATIVES



TEAM: ECO - fighters
SCHOOL: Puhoi Theoretical Lyceum, Puhoi
COUNTRY: Moldova
COACH: Botezatu Galina
TEACHERS: Soltan Maria, Frunze Petru, Iurcu Nina, Baltaga Nicolae, Leca Aurica, Furdui Svetlana, Soltan Angela, Ciobanu Lucia
TEAM MEMBERS: Utica Olga, Iurcu Dina, Ungureanu Tatiana, Iurcu Mihaela, Ilovan Ana, Palade Victoria, Bumbu Nadejda, Ciobanu Daniela, Grejdeanu Radu, Iachim Radu, Adam Elena, Cemacenco Dorin, Nicolai Cristi, Toma Ana, Vutcariov Marinela, Ionas Ana, Reulet Constantin, Coda Cristina, Castravet Lidia, Dogari Andreea, Toma Daniel
(ages 10-17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

To arrange a park on the area opposite the school, where teachers, pupils and their parents can walk, play or relax.

ACHIEVED OBJECTIVES

- 42 students planted a flower carpet on the park area by the 10th of April
- 6 students arranged four metal rubbish bins by the 1st of March
- 416 students participated at the contest “The most original bird house”
- 3 teachers and 90 students organized educational actions on the topic “What should we do to keep clean our parks?”
- 60 pupils planted 40 trees by the 15th of November
- An exhibition of objects made of recyclable materials was organized.

MAIN ACTIVITIES

First, we prepared the territory from the park: we gathered the garbage, cut the dryness, raked the leaves, brought soil from the forest, carried and spread it on the area of the park. We planted trees, installed the bird houses which were made by students from different forms. We made garden beds from tyres, coloured them in different colours and arranged them in the park. We planted grass, bushes, flowers, such as lilies, chrysanthemums, daffodils, Easter flowers etc. We watered them every week. We installed rubbish bins made of metal. We made an exposition of objects made of recyclable materials.

All the pupils got involved in this project with enthusiasm and together we made a beautiful park, that will remain forever.

BIGGEST OUTCOMES OF THE PROJECT

Planted trees, installed bird-houses, planted flowers and bushes, arranged



garden-beds, wonderful area of the park to admire, behavioural change in our school and village, raising students self-esteem and confidence, increase public awareness on the necessity to keep clean our parks and community.

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

The children living in the country like nature and it was a great experience for them to work in the school park and get involved in extracurricular activities. The students liked spending their time in the open air and they got involved with enthusiasm in the project activities. We collected all the valuable ideas from our students and teachers using different techniques: brainstorming, round table, games, problem solving, presentations etc.

Despite all the difficulties we managed to fulfill our goal.

One difficulty was that our leader was rather passive and there were not too many initiatives from the students at the beginning. We changed the leader who demonstrated fully her leader abilities. She inspired the other students to come with good ideas and to implement them following our plan.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Our project had a positive impact on the educational system, because we have learnt how we can use our knowledge, abilities and attitudes to change to better things in our school, in our communities and even in our families. Our teachers pay a bigger attention to the ecological education, sustainable living, active citizenship both within their classes and the extracurricular activities organized.

HOW DID YOU CELEBRATE?

We would like to go on an excursion in Codrîi Reservation, as we have planned. But there might be some difficulties with our headmaster approval. If she does not allow us to visit this reservation, we will go for a picnic in the forest near our village.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role was to inform the students and teachers about ESFALP, to convince them to apply for the project, to come with initiatives, to organize and coordinate the work done, to help my students raise their English language level.

Our students had to determine which are the most important ecological problems in our community, to propose suggestions in order to solve them, to focus on the biggest challenge. They urged our villagers not to throw the garbage away, they decided how to arrange the park, what types of trees, bushes, flowers to plant, how often to water or weed them etc. They took pictures and put them on our blog.



RECOMMENDATIONS

I would like to recommend to do a similar project in another school where he or she and his (her) students will be encouraged and appreciated or at least not punished all the time.



ONE MAN'S TRASH IS ANOTHER MAN'S TREASURE



TEAM: The Saviours
SCHOOL: Lorin Salagean Technical College, Drobeta-Turnu-Severin,
COUNTRY: Romania
COACH: Nadina Carmen Nicolici
TEACHERS: Maria Lazăr, Valentin Ștefan Tutunaru
TEAM MEMBERS: Safta Ionuț Cornel, Videscu Dana Maria, Aldea Ana-Maria, Turaiche Cristina,
(ages 14-16) Popovici Răzvan

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We wanted to change peoples' attitudes towards recycling and garbage disposal, make them think twice, try to fix things, and reuse them. Our project managed to make students in our school more environmentally aware and they have now different shopping / consuming habits, as well as their families and friends.

ACHIEVED OBJECTIVES

1. 30 students in our school and 100 members in our community have been actively involved in all the activities of the project.
2. The project team have interviewed 150 people in the local community about their shopping habits, and have presented their findings in school and community.
3. 30 students in our school have taken part in different workshops during which they have given value to trash, and they organized exhibitions in school and took part in contests and competitions.

MAIN ACTIVITIES

1. We set up the team project: coordinator, students responsible for different activities, direct and indirect beneficiaries
2. We created the Facebook page of our project: <https://www.facebook.com/esfalp6ctls>
3. We organized the first workshop where we put down the questions to include in the questionnaire
4. We created Christmas decorations out of old plastic bottles, we decorated a Christmas tree only with the decorations students created, and we disseminated our project in school and in the community. Three of the students' creations entered a national contest and one of them received 2nd Prize
5. All the members of the team wrote articles about ways in which sustainable living can be achieved, and they entered the 2014 International School Essay Competition organized by Livingrainforest. All these articles were published in the school magazine Environment, which was issued in March 2014. 3 essays are among the finalists and in July we will find out who the winners are



6. We created spring decorations made from recycled items and organized them in an exhibition in our school
7. We distributed the questionnaires in the community, gathered and interpreted the answers, then decided in what way we can make people aware of the importance of protecting the environment
8. We organized a conference in school having as theme the Environmental protection
9. We set up many workshops where we continued giving new life to useless things. Some of the objects created entered the national competition organized by a Romanian NGO, having as theme "Easter"

BIGGEST OUTCOMES OF THE PROJECT

Our project managed to make not only our students, but also part of the local community aware of the little steps everyone can take to make the world a better place to live in, by recycling and by not simply discharging everything that seems worthless. We were able to give new life and value to worthless things, such as waste paper, cans, plastic bottles, etc. Our project is now a good example for the local community and other schools as well, as it was disseminated within the local community by word of mouth.

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

We created a real team in our school, and if initially only a class was involved, in the end many classes as

well as some other teachers were willing to take part in it. We had a problem with one member of our team which was selected for the national handball team and had to leave the project. We found another girl to replace her.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

We will continue the activities of this project as the impact was good, especially as we managed to design some interesting activities for our students specialized in environmental protection. Thus they learned how to practice what they learn during their lessons on this topic.

HOW DID YOU CELEBRATE?

We will have the final party on 15th May when we evaluate the entire project, then we throw a party and all the members of the team (students and teachers will receive certificates).

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

This time my job was a very easy one as I only had to guide my students, not to coordinate the entire process. Students were responsible for carrying out the project, and each member of the team had their role. Everything we decided and we adapted during the project was done together by consulting all the members of the team, as this project is for students, not for teachers, and students must like what they do. They learned by having fun and even without realizing they are developing some long-life skills.



RECOMMENDATIONS

I would recommend them to take students' interests into account, otherwise the project may fail. I would also suggest to them to step back and let the students run the project, have roles and responsibilities - in this way students will not lose their interest and motivation in the project.

GREEN FOR HEALTH



TEAM:
SCHOOL:
COUNTRY:
COACH:
TEACHERS:
TEAM MEMBERS:
(ages 7-17)

TEAM: The Green Ravens
SCHOOL: Matei Corvin Technical College, Hunedoara
COUNTRY: Romania
COACH: Iliuta Monica, Zaharia Marta
TEACHERS: Corina Truta, Kiss Andrei Mihai, The Children's Club from Hunedoara, many other teachers
TEAM MEMBERS: Mozes Annages a, Winkler Adalbert, Szekrenyes Daniel, Padurean Erik, Gabor Eniko, Balogh Rudolf, Umit Grancea, Cramer Alin, Gordan Claudiu, Marginean Carmen, Ciuraru Mihai, Onofrei Radu, a group of 7 years old children, who took part at the tree plantation

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The message was to offer a healthy alternative to the fast products and to teach children to cultivate their own healthy food. They found out the difference between the food they can buy and the food they can cultivate. We also demonstrated that there are other ways to celebrate and children actually enjoy it! We also wanted to bring children close to nature and nature close to our students.

ACHIEVED OBJECTIVES

We can tell that we achieved all our objectives. We increased the awareness of a large number of students between 7 and 16 years about healthy food, planting trees, cultivating bio products and we celebrated in a healthy and amazing way in the open air without junk food and loud music. We involved a considerable number of teachers, the manager of the school and parents who helped us to organize the actions. Besides the educational part of the project we had a good time together, we managed to calculate our budget in an extremely wise way involving all the parts: students, teachers, managers and parents. The most important achievement is the valuable and pleasant time spent together in a very useful way. Children learnt the useful lesson of living healthy without being constricted or taught as they expected. We demonstrated and showed them anything; they used their mind and their senses to learn, realize, remember and use everything they have seen.

We are proud of our activity because we offered something extremely useful to our school and community in an original way.

MAIN ACTIVITIES

Our first activity was an indoor activity and we can call it research work because children calculated their footprint and discussed the way they can reduce it. They found out about the environment- friendly means of transportation or insulation of the houses.

Spring came and we decided that our first outdoor activity should be a common one where we can invite older and younger students. We planted trees with our students, fruit trees in the garden of the secondary school and decorative trees in the front of the Children's Club and the secondary school. In order to have a wonderful and well organised garden we bought a lawnmower to take care of the lawn under the trees.



“Fruit for cigarettes” was an important action and involved many teachers and students. It was organised in the yard of the secondary school and we offered an apple, a banana or an orange to anyone who gave a cigarettes instead. We were helped by the manager and other teachers.

The main activity and the celebration took place in the open air. Children worked at a bio farm and they got bio products lettuce, onion, eggs, milk. Most of them never had the occasion to pull a plant from the ground or milk a cow. The celebration followed the farming day using the products we had from the farm.

BIGGEST OUTCOMES OF THE PROJECT

The changes in our students’ attitude were obvious and almost instant. Environmental projects were supposed to include cleaning or planting or other unattractive activities. Even teachers from our school were not sure that this kind of project can bring a lot of benefits to health, new knowledge, improving English during the activities. We proved that environmental projects can be done in a very serious but amazingly easy and funny way. Children changed their attitude toward farming, people in the village appreciated their work, and the manager of the school was also convinced about the usefulness of our project.

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

Working with students was easier than we imagined. They were very eager to get involved, they were ready to fulfil tasks, they were also punctual with deadlines or at the project meetings. Involving other teachers was also quite easy and our manager had a positive attitude toward the project. A delicate point of the project was media and involving authorities. The most important way we made known our work became the facebook and the site of the County Inspectorate.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

From the point of view of an English teacher the impact was important on the students’ specific language connected to environment, farming, even celebrating.



RECOMMENDATIONS

I would recommend to have clear objectives from the beginning of the project, to involve as many students and colleagues as he/she can. It is good to have a back-up plan for the activities which depend on the weather.

Plan carefully outdoor activities and take care with the bureaucracy, it is as implacable as weather!



During the activities or during celebrating they had the occasion to use English in a specific way. We demonstrated that English classes can be efficient while learning something else or making posters.

We also changed the perspectives of an environmental project in our school demonstrating its material and spiritual benefits for the school, students and teachers. We also demonstrated that students of very different age groups can collaborate and have fun together.

HOW DID YOU CELEBRATE?

We are very proud of the way we managed to celebrate because we did it in a wonderful surrounding, in open air and mostly with healthy products, most of them gathered by the children themselves. The natural setting, the sunny spring day made our celebration perfect, children cooked their food we did not need catering or pizza as the “regular” celebrations were organised. It was not a common celebration but reading students’ impressions on the facebook we are very happy with it.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

As a teacher I presented the project to the students at the primary school and I found the perfect colleague to present it at the secondary school. We built up a team, scheduled the project meetings and designed the activities. Together with Monica we brought further the project to the headmaster of the school and we asked help when we needed it (means of transportation, students’ documents). Students were the most important actors of the projects; they will bring further the ideas and knowledge assumed during these months. We like to think that all the decisions were taken together, all the voices were heard.

SEASONS OF CHANGES



TEAM: The butterflies
SCHOOL: Secondary School Raucesti, Neamt
COUNTRY: Romania
COACH: Anton Traian
TEACHERS: Balan Irina, Tanase Rafael, Gavrilaoia Mihai , Mariuta Anisia, Vrinceanu Domnica
TEAM MEMBERS: Huma Dragos, Trofin Denisa, Costache Alexandru, Vasiliu Ioana, Nicuta Cristian, Cucos Ana Maria, Panaite Elena, Dediu Madalina
(ages 11-14)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The message was: "It's time for a change!"

The aim was to reduce the huge amount of plastic waste which "suffocates" the local communities in Romania and to form a favorable attitude towards the protection of the natural environment.

ACHIEVED OBJECTIVES

At the beginning of the project we set some goals that we managed to fulfill. Our school looks "greener" now and the local community has a special place for plastic waste disposal.

Besides plastic our students began selectively collect paper, batteries, electrical waste thus participating to other educational programs for organic waste recycling.

- to be aware of health and environmental problems stemming from the current way of dealing with waste, and the role that each has ;
- to apply simple solutions and to relieve the problem of waste;
- to recycle and to incorporate the materials into an eco-cycle;
- to select and process information about the environment;
- write ecological messages representing pleadings for the protection of nature (especially through the recycling of plastic waste) ;
- to talk to passers-by;
- to collaborate with co-workers, team pursues a creative and critical thinking.

MAIN ACTIVITIES

The project, called "The Seasons of Change" was divided into four seasons.

Autumn - Organization: organization of teams' work training materials: special containers for plastic waste, brochures, posters; identify the sources of pollution with plastic





RECOMMENDATIONS

I recommend teachers who want to deliver projects on environmental issues to identify a single issue and to focus their energy in solving it.

waste; purchasing "compactors" for the plastic dissemination of the project.

Winter - Domestic "Plastic waste" : the students went to collect plastic domestic waste from Raucesti and shared information about the impact of plastic waste on the environment.

Spring - Wild "Plastic waste" : the teams went along the rivers in our village to identify the most polluted areas and performed regular "trecks" along the rivers to collect plastic waste, compact and weigh it.

BIGGEST OUTCOMES OF THE PROJECT

During the project activities "we smiled" when we didn't find any plastic bottles thrown in the ditches along the village roads.

We felt happy when our students organised competitions on the amount of plastic waste brought to be compacted.

I noticed the pleasure with which students worked to in a clean environment.

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

It worked well the way in which plastic waste has been collected and compacted.

The recycling didn't work well as there isn't a specialised company in the area we live in.

Unfortunately there isn't a national or regional education to recycle waste or to sort it in categories. It's a good thing that the European Community undertakes the Romanian local communities to store garbage selectively.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

For the Secondary School from Raucesti the project has had a major impact because we are a small school and we managed to take a stand on the issue of the environment protection. We discuss this issue with our students more and more and give examples of activities carried along the project. My fellow teachers have already enrolled in other ecological projects.

HOW DID YOU CELEBRATE?

After a few months of work the team has taken a well deserved break on May 10 2014, when we were invited by the local community to make a trip to the first station of household recycling waste in Girov funded by the European Community where students have seen what a large-scale recycling process means.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role in the project was to draw worklines to eliminate the identified problem. I had to guide and counsel the students, showing them ways to solve different tasks.

The students were those who made this project be successful and remain above the years in the community memory. 🌟

GET GREEN FINGERS



TEAM: Green Fingers
SCHOOL: Energetic High School Cluj-Napoca, Cluj-Napoca
COUNTRY: Romania
COACH: Oana Lefter
TEACHERS: Anca Petriuc, Raluca Tehei, Octavia Oltean
TEAM MEMBERS: Mihai Pop, Claudiu Sabău, Bogdan Sâncrăian, Darius Stan-Pop, Dragoș Roman, Paul Cozma, Nicolae Cătălin Safta, Paul Baba, Ionuț Ranta
(ages 15-16)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our project was aimed at raising students' awareness regarding environmental issues and the impact we have on our surroundings. We wanted to transmit the message that we can re-use many materials and reduce our ecological footprint in ways accessible to anybody.

ACHIEVED OBJECTIVES

The members of the team learned how to build a small greenhouse, how to plant seeds and care for plants. They used transdisciplinary knowledge (Electrotechnics, Biology, Geography) in order to grow plants.

MAIN ACTIVITIES

In the beginning the students worked together to collect recycled materials for the greenhouse (glass, pipes, the water tank). Next they collected old flowerpots and seeds. When all the materials were gathered we started building the greenhouse, with the help of Anca Petriuc (teacher). Ionut Ranta took photos of the main stages of the project and Paul Cozma and Darius Stan-Pop took notes in order to document our activities. Dragoș Roman and Bogdan Sâncrăian together with Raluca Tehei (teacher) researched what seeds we could use and made a list of the best time to plant them. Catalin Safta was in charge with watering the plants and making sure they are well cared for.

The next step was the dissemination of the project activities. Mihai Pop was in charge of organising the presentation of the project for the other students of the school. At present we are preparing a poster that will be displayed in the school.

BIGGEST OUTCOMES OF THE PROJECT

The most important outcome of the project was the fact that the students who participated changed their attitude towards recycling and are more aware that we have to save water and energy. They are determined to continue their work with the greenhouse and to involve more students from our school in eco-friendly activities.

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

We managed to work as a team, although it was difficult in the beginning because the students come from different classes and their school schedule is different. We set our



tasks clearly and eventually we completed most of the activities that we planned to do.

Unfortunately we were not able to organise an exhibition and fair with the products of our project but we plan to continue our work and hopefully we'll have more flowers in a few months' time.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The team members were more enthusiastic about "learning by doing". The students in our school have compulsory practical stages where they apply the knowledge acquired in class, but the work on this project involved several subjects and they expressed their wish to have more similar activities.

HOW DID YOU CELEBRATE?

We have not celebrated yet, but we plan on giving diplomas to all the students involved in the project at the end of the school year ceremony (mid-June). We also plan on organising an outdoor party with all the team members at the end of the school year.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My main responsibilities were to motivate and organise students. They were a little reluctant in the beginning but their motivation increased as they saw the results of their work. We took decisions as a group (teachers and students) and then we assigned tasks to individual members of the team. Each student was responsible for a type of activity and most of them completed their assignments. ☺



RECOMMENDATIONS

I think that more students should be involved and work on the project should start earlier (in September).



PURE NATURE FOR THE FUTURE



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

Eco Team
Primary school "Braća Grulović", Beška
Republic of Serbia
Nada Džamić Šepa
Milka Vidović, Dalibor Ptrović
Ivana Dinić, Dejana Ivić, Dejana Homolka, Milka Rodić, Nikola Krnjić, Nebojša Kurilj, Viktorija Đorđević, Petar Bilić, Bojan Bradić, Vanja Milisav Đorđević, Aleksandar Obradović, Nikolina Kozić, Boža Bogunović, Vuk Milosavljević, Dejan Repaši, Stefan Škrbina, Slavko Gavrilović, Nataša Stamenković, Nikolina Vlaović

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The goal of our project was to raise awareness of children and youth about the importance of preserving and protecting the environment, through lectures and interactive knowledge acquisition, to enhance environmental awareness, expand environmental education and develop ecological habits.

ACHIEVED OBJECTIVES

Educate students about the importance of forests, on renewable energy, the importance of recycling (papers, plastics, cans, trash, glass).

Creative workshops, lectures, presentations, writing literary composition, song. Exhibitions of student work from recycled materials, afforestation in our city park, involvement of parents and local residents to collect recyclable packaging, performance "My tree", media promotion, continuously collecting, sorting, recycling of materials, organizing a visit to national park "Fruska Gora", organizing a humanitarian operation "Days of giving", participation in the international campaign "Earth Hour", posting on the blog.

MAIN ACTIVITIES

- Students were informed about the main project goals and activities.
- With the help of the Environmental Movement Beška, citizens were informed and invited to participate in our project.
- Held educational workshops on the recycling and renewable energy resources (presentations, films, lectures of experts from organizations RECAN fund)
- Students, parents, school employees, collected recyclable material. Institutions (medical centers, municipalities, post) invited our students to collect waste from them. The involvement of all these actors led to the development of environmental awareness on proper disposal and recycling. It was a small contribution to the stimulation of economic development - in our country recycles 400 grams of EE waste per capita, while developed countries, recycle up to 10 pounds of electronic waste per inhabitant.
- Organization of large amounts of collected recyclable materials with the help of the JKP,



Indjija and the local community (Capture of containers, measuring the amount) ...

- Students documented all activities, writing reports, which are regularly placed on the notice board at school, and keep the public informed.
- Conceived and organized a dramatic show "My tree" for all the school children and local residents Beska. The play was performed at the primary school in the neighboring, Stara Pazova, who also joined our project and helped students organize an eco-football tournament.
- By means of social media, students follow and exchange ideas with other ESFALP teams.
- The project was presented on local TV and newspapers.
- From the collected money by selling recycling containers were bought teaching materials for cabinet biology (model heart, magnifying glass, posters).
- Organized a trip to the National Park "Fruska Gora" where students are introduced to protecting plants and animals.
- Students presented project outcomes to their peers and the local community.

BIGGEST OUTCOMES OF THE PROJECT

- Students give great attention to separating the waste both in the home and at school. (Can not find a can thrown on the street or in the school yard).
- Once a month, students collect recyclable waste at a distance of 5 km of the highway.
- Institutions and companies from Beska invite the students of our school to take the waste collected from them.
- Parents provide great support for students (assist them in transporting el. Waste, paper ...)
- Marked important dates for the environment (Day of trees, Earth Hour, Car Free Day ...)
- Action joined preschool institution "Dandelion" and in the "Bosko Palkovljevic Pinki" from Stara Pazova.
- The importance of learning a foreign language (English)

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

Initially, many students were reluctant to get active unless they received a reward. By involving them in project activities, they now understand that actions are not directed to obtain personal benefits, but the welfare of the entire school (buy teaching resources, the promotion of the school, praised by the local community), developing friendships and environmental awareness.

The small number of teachers was engaged with the

comments: it's of Biology and of Ecology... We are mathematicians, historians, etc. We have no time for that. You can worry about environment, not me!? It is worrying, but we will convince them!

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

12-14 y/o students could relate environmental topics to formal curricula in chemistry, physics, geography and biology. This was possible by organizing 45 minutes classes and introducing practical activities, as an extension of regular lessons.

HOW DID YOU CELEBRATE?

At the end of the school year (20 June) we will present the project and an exhibition to the entire school and the local community. After that will be organized eco party with healthy food (prepared by parents), fruit juices and fruit.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I was in charge of starting and monitoring the project. I established contacts with the municipality and partners, and also organized the transportation. Team work and decision making by students. All team members have had their charges and full freedom in implementation.



RECOMMENDATIONS

Good preparation team, equitable sharing of activities, contacts with relevant institutions, enthusiasm, willingness to disprove, well-informed about current environmental problems due to the large number of questions asked by students why this is? Since this? Why this? etc. And of course a smile :-)





MY WAY, THE GREEN WAY



TEAM: Eco-Musketeers
SCHOOL: Elementary school "Drinka Pavlović", Belgrade
COUNTRY: Republic of Serbia
COACH: Marina Drndarski
TEACHERS: Jelena Hadžidorđević, Nemanja Stojanović, Kristina Radojčić and Slobodan Živković, Ante Ćurlin, Slavica Horvat, Lukić Lola, Marina Drndarski, Dragana Miličić, Slaviša Stanković
TEAM MEMBERS: 37 students from fifth to eighth grade (age 11-15). This group of children has led by Mila Todorović (age 13)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The goal of our project was to raise an active citizenship in wider communities about water quality of the river Sava. By testing the water quality along the river Sava course to demonstrate that any negative impact in the upper course affect the quality of drinking water and the reduction of biodiversity in the lower reaches of the river.

MAIN ACTIVITIES

Outdoor-activities: Water sampling three rivers (Sava, Topčiderka and Danube) and from the Sava lake (acumulation); macroinvertebrates sampling from the river Sava (as bioindicators of the water quality); measuring temperature of the river Sava water from autumn to spring and others parameters; waste collection on the Sava riverbanks; investigation the river Sava biodiversity (as part of international wetland day)

Laboratory work: physical, chemical and microbiological water samples analysis

Social work: creating a blog about the Project, media work (on the Belgrade Radio One in Emission for Youth); promoting the Project through the ppt (about the results of the river water samples analysis) and exhibitions; creating the river Sava water survey; participation in the web conference celebrating the international wetland day; shooting two documentary short films to raising public awareness about the river Sava water quality

BIGGEST OUTCOMES OF THE PROJECT

Through the Project, the students identified opportunity to: getting results by working together, recognizing environmental pollution that has no borders and can affect on people who live in the other part of the world, behavioural change related to the river water, power of the media in raising public awareness about the environment, continually improving environmental friendly lifestyle.

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

+ Good communication with students, fast deal and organization.

- Misunderstanding and bad response from colleagues in the Project.

Open question: How to motivate colleagues to respond to the Project without financial compensation



IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Students who participated in this Project were intrigued and motivated other peers to participate in some similar projects – students showed that every project can be realized with enthusiasm and perseverance; from the results of this Project can be learned why it is important to change everyday habits.

HOW DID YOU CELEBRATE?

Our team will celebrate at the end of the school year – by performances (film and ppt presentation), exhibits, and at the river Sava bicycle safari in agreement with other international schools in the Project (on the same date for all four schools).

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

As mentor, I coordinated ideas and helped realizing of the Projects. Sometimes I had to prioritize activities (written in our Action plan) to go towards achieving the ultimate goal.

My student, Mila Todorović always has the major role. With her ideas, enthusiasm and communication competency managed to lead a group, set achievable goals and with the others present the results to others (students and teachers, and to the public on the radio).



RECOMMENDATIONS

To start with the small project which can easily be achieved - small project that delivers results is like wildfire for large projects where it can participate in the whole school and the local community.

GREEN SCHOOL



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

The guardians of nature
Osnovna škola Gavriilo Princip, Zemun
Republic of Serbia
Natasa Birovljev
JMarija Bojanov, Gordana Petrović, Sofija Kijanović
Sofi Biljalov, Magdalena Božinović, Jana Vasiljević, Aleksandar Trtica 14, Aleksandra Rajković, Petar Bondzić, Luka Trninić, Marko Stolić, Mateja Mihajlović, Nevena Milićević, Aleksandar Trtica, Tijana Bucalo, Marta Dragaš, Mihajlo Panajotović, Marija Milošević, Marija Kojić, Miodrag Mihajlović, Radovan Stanojević, Stojan Cvetković, Jovan Pantelić, Marija Mikić, Dušica Ostojić

PROJECT DESCRIPTION

TOPIC AND MESSAGE

More plants and less waste.

ACHIEVED OBJECTIVES

We had more plants in the school and the schoolyard. We learnt how to separate waste for recycling. We got containers for recycling and plant plants in garden school.

We made ecological decorations for Christmas trees; educating younger pupils in our school and their parents not to buy already cut Christmas trees but those with roots so they can plant them again; Educating pupils and parents to save the tree which will contribute to environmental education.

MAIN ACTIVITIES

- Out team discussion on environmental issues in the region in order to identify problem.
- Marking the international day of healthy food (16th October) with research on the food habits of teachers and students. Discussing with students (team group) about healthy and unhealthy food. Educating other pupils in our school about healthy food from our region.
- We made compost in the schoolyard and plant. We went in ecological workshops of Green fest to learn more about the plants of our region.
- Let's save our trees, let's decorate the tree (we made ecological decorations for Christmas trees; educating younger pupils in our school and their parents not to buy already cut Christmas trees but those with roots so they can plant them again); Educating pupils and parents to save the tree which will contribute to environmental education.
- We informed the local community about the action and ask for containers for recycling.



- We worked with a non-government organization named IDA. We participated in environmental workshops which were organized by WWF and IDA.
- We went at Golubac to visit the ecological group in Primary school 'Branko Radicevic' and saw Nature park Golubac.

BIGGEST OUTCOMES OF THE PROJECT

- We built new environmental attitudes in our class, school and our local community
- We learned to collect plastic and paper, and other students, parents and local community supported our team

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

In some of the activities we worked as a team, but only some students went to visit other schools, since we did not have the financial capabilities to go all.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

- We have introduced a new way of work of the environmental and geographical sections.
- We promoted teamwork and group work and collaboration between the higher and lower classes in schools.
- We established cooperation with the local community at intensified cooperation with parents.

HOW DID YOU CELEBRATE?

We plan to have a party for all team members and those who helped.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I coordinated the activities of the team and guided the decisions of students in the right direction if needed. I let the team to decide the activities. I urged only when the team was too slow with activities.

RECOMMENDATIONS

Only more time to work slowly.



GREEN MESSAGE



TEAM: Eco shock
SCHOOL: Technical school "Mileva Maric –Ajnstajn", Novi Sad
COUNTRY: Republic of Serbia
COACH: Masa Popara-Konakov
TEACHERS: IT teachers, Teacher of Serbian language and literature, Tanja Djakovica and Branka Strbac
TEAM MEMBERS: Jovana Stricevic, Uros Mandic, Vladimir Vukadinov, Srdjan Beljanski, Mirko Nedimovic, Bojan Kolarov, Uros Manic, Natasa Racic, Nadica Pavlovic, Beader Drazan, Suzana Suzic, Zelic Milos (ages 12-14)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our goal was to raise environmental awareness, as well as the level of motivation of students for environmental protection of their surroundings. More so, we aimed to develop creativity and manual skills in students and to expand their knowledge about healthy eating. Lastly, we aimed to promote the introduction of healthier snacks in schools.

ACHIEVED OBJECTIVES

Firstly, I think I managed to motivate students to be more concerned about their nearest surroundings. By placing buckets with green messages, the students felt important and useful, because the buckets were made by themselves. I think that is very important for other action we may have in the future. This action awoke in students the desire to do similar actions in their nearby environment.

In addition to raising environmental awareness, the students showcased their creativity by recycling old useless chairs and they learned that with a little imagination they make new ones.

The students learned about the importance of healthy food and we hope that we will be able to bring a healthy snack to school every day, not just one day.

MAIN ACTIVITIES

The Green team compiled a Green message and together with the students from the carpenter section and their teachers, they organized workshops to make baskets. More than 45 students participated, besides the team.

More so, in partnership with the National Park Fruska Gora students planted 63 trees at the agreed location.

The team organized workshops to create art from recycled old useless chairs. A group of students prepared an ecological performance. We also organized an exhibition of the recycled chairs and presented the ecological performance. 120 students from the school attended along with their parents, 20 professors and representatives of the city government. All implemented activities were published in the local press.



We organized the “International day of healthy life” and a day of healthy snacks. In the school hall, students prepared fruit salad and natural juices. Besides that, they made posters about healthy food. The money collected was spent on fruits, that were donated to some kids in Novi Sad.

BIGGEST OUTCOMES OF THE PROJECT

The greatest success of this project is related to our last action that promoted a healthy snack. With this action, the students showed to our teachers, parents and headmaster their desire to have a healthy snack. Our headmaster and teachers supported us, so now the school plans to introduce this form of daily snack. Also, recycling furniture awakened creativity and new ideas in students and teachers, so some ideas already began to be implemented.

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

Most of the planned activities were successfully completed. Still, one problem was the students’ low motivation for the first action, the reforestation, due to the bad weather.

The biggest problem was when we planned to set our environmental posters in city buses, because we could not get permission from the management of the city bus company.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

In vocational schools, the curricula for Biology and Ecology has little foreseen teaching outside the classroom. Therefore, this type of activities significantly improve our education system and for our school it is a positive innovation.

HOW DID YOU CELEBRATE?

We are planning to visit one of the largest tyre recycling centers located in Sirig near Novi Sad and then to go to the National Park “ Fruška Gora” where we will celebrate in nature with drinks and food.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

As a mentor of the Green team, I coordinated and participated in all activities, but I gave the students freedom to create and organize activities. I met them every week and sometimes more frequently. At the meetings we agreed about the next steps and discussed what they did. My basic rule was that team members meet regularly and within the agreed time they need to carry out their tasks. Most of the members of the team were pleased to carry out their tasks, only some students were disinterested so their tasks during the project were taken by other students. 🌱



RECOMMENDATIONS

Several teachers helped our ideas become reality. Slavica Belic is one of them and I think that she could coordinate the next project, because she is ambitious and a very creative teacher with a good knowledge of English.

WHAT'S HAPPENING WITH TRASH?



TEAM: Earth Savers
SCHOOL: Gymnázium P. Pázmáňa s vjm - Pázmány Péter Gimnázium, Nové Zámky
COUNTRY: Slovakia
COACH: Zoltán Soóky
TEACHERS: Ildikó Mojzesová
TEAM MEMBERS: Karmen Makaiová, Edina Nagyová, René Košík, Ádám Pál, Balázs Lévárdi, Ádám Lévárdi, Dávid Sütő, Mónika Esseová, Vivien Pásztóová, Dominik Szuper, Bálint Szmolka, Arnold Tóth, Vanessa Vermesová, Tomáš Szalay
(ages 16-19)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The main message: With small changes in everyday life we can decrease the garbage we produce.

The main goals were to find as much information as possible about the garbage problem; inform people about it; encourage them to separate, reuse, recycle and decrease the amount of the waste, mainly in our city and around us.

ACHIEVED OBJECTIVES

The main objective was to inform people about the garbage problem. Firstly our project team made excursions to all main central companies which deal with garbage to get information.

During the project we involved our students, primary school students, children from the kindergarten and through them their parents, too. Using the local media we informed our citizens. Lot of them changed their mind (ex. we destroyed the belief that our company Brantner separates the communal trash), they started to separate, reuse the materials. We informed them where the main recycling localities are, and in our school we made the possibility to put down the separated waste (bulbs, batteries, plastic bottles, paper etc.) We showed to the whole local community some great ideas, how they can reuse materials (ex. with the gifts for the handicapped children and pensioners, with the PET-mandala, etc.)

MAIN ACTIVITIES

1. Karmen and Edina made an interactive presentation using a computer program about waste management.
2. We visited the company General Plastic, a.s., which recycles plastic bottles.
3. Tamás, Karmen and Edina went to local primary school to make interactive sessions using the computer program about garbage. The students used interactive whiteboard.
4. I wrote articles about our project for the local newspapers and on the internet.
4. We created a PET-mandala (a picture from plastic caps).
5. We made excursion to the local wastewater treatment plant



6. 3rd collecting mission: we collected garbage near the river Nitra and between the buildings in the city.
7. The students made presentations about waste topics in different languages (English, German, Spanish).
8. The community started to collect old batteries and bulbs.
9. Karmen made a presentation about the World Water Day for students. Some of them wore blue clothes for this occasion.
10. Our chemistry teacher made special chemistry class about the consequences of garbage.
11. Five classes attended the spring ecofestival organised by our City's Cultural for the Earth Day.
11. Edina, Arnold and Karmen made an interactive workshop about recycling, in the local kindergarten.
12. We organized paper collecting in the school.
13. Celebration in Podhajska by watching the movie Noah.

BIGGEST OUTCOMES OF THE PROJECT

1. The whole community: students, teachers, parents, nurses in the local hospital, and some companies started to separate and collect for us plastic bottles, bulbs, old batteries, paper. They recognised thanks to our project the importance of separation.
2. Our school will organise waste collecting missions every 3-4 months around the school and in the city, too.
3. From now on gifts for pensioners and for handicapped children will be created from reused materials.
4. Our school will organise excursions to those places where we have been to: local landfills, General Plastic a.s., local wastewater treatment plant etc.. This will broaden the student's knowledge about waste management.

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

I think the whole project realisation went well. But there were two problems. Firstly our two members of the project could not participate in all activities. Secondly, we had issues with the one-minute advertisement spot; we did so many activities, which are very hard to condense into one minute.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The environment got more importance in our school. The teachers saw that by motivating the students, they can do anything and they will change their lifestyle. From now on we will get more support from the school leadership about environmental initiatives, and the teachers will more integrate the environmental education into our school life.

HOW DID YOU CELEBRATE?

We watched the movie Noah, in Podhajska. The whole cinema was booked by us.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role in the project was to support the members, and trying to give them initiative opinions, developing ideas.

The biggest decisions of the project were decided by Karmen and me. From the beginning she has been very active with good ideas and she has got the respect in the project group.

The details of the each project activities, excursions we tried to decide together as a group. I wrote down the possibilities into our Facebook group, where our project members discussed about it, and finally they decided.



RECOMMENDATIONS

1. Earn the director's support for the project. The support of the leadership is very necessary.
2. Time is very important. You should start the project very early. You must not to leave everything until the last minute.
3. You should find interested, persistent students.

WE ARE KEEN TO BE GREEN



TEAM: Danube Street Warriors (DSW)
SCHOOL: ZŠ a Gymnázium s VJM, Bratislava
COUNTRY: Slovakia
COACH: Judit Young
TEACHERS: Zsolt Marták
TEAM MEMBERS: Tamara Balga, Balázs Bitter, Ferdinánd Bohony, Nikolett Bottyán, Dóra Dukony, Melinda Gulázsi, Henrietta Hajdú, Nikolas Horňák, Orsolya Kováts, Dóra Lebocz, Izabella Miklós, Máté Nágel, Alexandra Németh, Nóra Pakoš, Ádám Petrušek, Richárd Szász
(age 17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The main goal of our project was to raise awareness on environmental issues, motivate students to take active part in environmental projects and make our school a “greener” place in spite of being located in the centre of the polluted city of Bratislava.

ACHIEVED OBJECTIVES

- 1. reduce our school's ecological footprint** - DSW conducted a survey with 250 students in order to measure their ecological footprint. Results were presented during the School Environmental Protection Days in April.
- 2. organize activities for the protection of the Danube river** - DSW conducted a survey with the inhabitants of Vojka, a village badly affected by the Gabčíkovo Dam. The results were presented during the Environmental Protection Days. We plan to meet the Mayor of Vojka and ask him how we can help to protect the environment in Vojka.
- 3. raise awareness about environmental problems in the city** - we focused on waste removal and cleaning the area around the Danube.
- 4. carry out environmental activities with active participation of students and teachers** - we organized several environmental activities during the school year.

MAIN ACTIVITIES

The DSW conducted a survey about our school's ecological footprint. The results were presented during the School Environmental Days.

The DSW motivated students to reduce their impact by - switching the lights off in classrooms, reading articles through the school radio about burning environmental topics, encouraging schoolmates to use public transportation, turning off computers after lessons, recycling.

We organized an outdoor event with quizzes on environmental issues, recognizing plants, orientation with the help of a map and a compass, etc.

The DSW conducted a waste assessment in our school and called for actions to separate waste - paper, used oil, plastic and batteries. Most students and parents participate in this.



The DSW carried out activities for the protection of the Danube - survey with inhabitants of Vojka, waste removal around the Danube.

Our students participated in a recycled Fashion Show organized for schools in Bratislava.

During our School Environmental Protection Days (2-day event), we invited environmental experts, including Mr. Laszlo Miklos, former Minister for Environmental Affairs.

We also had a display of organic food dishes prepared by teachers and students, and organized a photo contest on natural landscape, at the Danube River.

We published articles about these events on our website, in the school magazine and in the daily newspaper UjSzo.

BIGGEST OUTCOMES OF THE PROJECT

The positive outcome is that many students reported to us that they really try their best to improve their environmental behaviour through recycling, switching off lights, turning off the tap, turning off computers, collecting waste, using public transportation or walking to school. They pay much more attention to their environment and are much more aware of their important role in environmental protection.

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

The Danube Street Warriors were extremely satisfied with the activity in Vojka. They had to conduct a survey by walking from house to house. They learned a lot about the lives of these people, the difficulties they have to face due to the construction of the Gabčíkovo Dam, the changes of water supplies and water quality, flora and fauna of the region.

Some of our planned activities had to be postponed due to lack of time or absence of participants.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The project had a truly positive impact on our school's environmental program. Our school management welcomed the project and supported it in every ways possible. The project motivated the management and staff to further work within environmental protection and there are concrete plans to continue with these activities next year.

HOW DID YOU CELEBRATE?

We haven't celebrated the end of our project yet as many of the activities took place just last week and there are more activities still planned until the end of May, but we will celebrate on 28 May in nature, riding our bikes, canoeing, having a picnic and much more. We will talk about it at the final event.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role as a teacher was to organize and facilitate meetings, support the activities of the DSW, help them in planning

and organizing events, guide and monitor their activities, contact environmental experts and ensure media coverage.

The students were researchers, presenters, designers and project executors. They conducted research on local environmental issues, browsed the internet for information, elaborated a plan how to carry out the project, prepared a questionnaire for the survey in Vojka, prepared and gave presentations, actively participated in the organization of our School Environmental Protection Days, collected articles to announce in the school radio, wrote articles for the school magazine and newspapers, and prepared the project logo.

All decisions were made together within the team.



RECOMMENDATIONS

The following steps should be taken:

Build a team of creative, active and motivated students; set realistic and doable goals and activities; set responsibilities and assign tasks to each team member; prepare a project plan with deadlines and exact dates; involve local experts, colleagues who have some experience with projects; have regular meetings with your project team; prepare a financial plan, find sponsors, if possible.



MY WAY, THE GREEN WAY



TEAM: Eco-Musketeers
SCHOOL: OŠ Preserje, Preserje
COUNTRY: Slovenia
COACH: Damjan Snoj
TEACHERS: Amenita Cevc
TEAM MEMBERS: Jure Klančar, Nejc Bertoneclj, Janez Suhadolnik, Aljaž Flis, Ana Škrbec, Maja Repar, Laura Brlan, Amadea Pristavec, Zarja Smokvina
(ages 14-15)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

The main message was that we can do something for the planet and our future only if we all work together. It is not enough if only 1 person (or country) takes care about the environment, everybody has to do it. Joint actions generate greater results.

ACHIEVED OBJECTIVES

We have raised awareness about clean environment in our school and village. We were successful in our talks about the importance of preserving our waters clean and we gave some good examples. We made contacts with other teams and we established a cooperation which should result in better environment for all people living along the Sava river.

MAIN ACTIVITIES

We did some researches (like water pollution), outdoor activities like detecting and charting water sources near the school, looking and cleaning the pollution. We followed our river from its origins to its end, we did a lot of research about Ljubljana, Sava and Danube, talked about environmentalism and active citizenship, prepared joint actions with other teams (like video conference), cooperated on common blog, developed a survey ... We made some movies, a logo of the project ...

BIGGEST OUTCOMES OF THE PROJECT

The biggest outcome is, by our opinion, that at least some students have changed their habits and they stopped with unnecessary pollution. They became aware of importance of clean water and how important it is for life. Some students have found a new interest, almost a hobby in looking in outdoor pollutions and tried to clean it as much as possible. They have realized that they are not harming only themselves but also other people in community and beyond if they throw garbage in the river.

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

Working was great, students were enthusiastic and full of ideas. There was no problem with motivation. The time was problem at first, but we found a compromise and we did part of our work in students' free time.



We had technical difficulties during our video conference. We solved it by individual talks, video calls, lots of mails and a rendez-vous meeting in Belgrade.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Some lessons were more thematic. When we, for example, talked about Slovenian rivers we have talked more about Sava and Ljubljana and followed their way to Danube. The same was with the surface (carst, impact of pollution) and ecology. We talked how to minimize our environmental impact.

HOW DID YOU CELEBRATE?

We plan a picnic at river banks. We are still in talks with other school (Milica) to join us and we will even celebrate a bit during school trip in Belgrade where even some children will have an opportunity to meet, just a week before our final meeting in Romania.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I was more or less a facilitator. I “threw a bone” and pupils themselves found solutions, topics of interest, methods how to solve it and how to show it to the others. Students were the “labour force”, they did everything based on their ideas. They worked as a team. ☺



RECOMMENDATIONS

Connect to other teachers. It is much more interesting, pupils are more motivated and keen to work. Do not be afraid of things that you might not know, there is always someone who will know the solution. Don't be a teacher, be a facilitator. Let the pupils be a leading element in the project.



EVERY STEP COUNTS



TEAM: GJP ESFALP
SCHOOL: Gimnazija Jožeta Plečnika, Ljubljana
COUNTRY: Slovenia
COACH: Sabina Lepen Narič
TEACHERS: Helena Kregar, Darja Mlakar, Branka Marinčič, Maja Zupe
TEAM MEMBERS: Branka Kojić, Tinkara Tihelj, Jošt Meško, Tim Maver, Adam Bec, Rok Ropret and Gregor Šlegl, Gašper Krivic, Rok Mokorel, Špela Vrtovec, Uroš Narič
 (ages 15-17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our purpose was to encourage students to learn about sustainable development. We focused on domestic and global environmental and social problems.

ACHIEVED OBJECTIVES

We achieved all of our objectives and more. We attended two national competitions about Ecology and Diabetes. We participated in young researchers competition with three research papers and we put on the shortlist. We investigated what foods our students consume. We organized two charity school campaigns, collected money and goods. We had different activities during European Week for Waste Reduction. We organized a school field trip to the permanent exhibition in Haus Der Natur in Salzburg. We attended a TESS training: Teaching Sustainability across Slovenia and Italy; we had international student exchange from Italy and Sicily, we organized a recycling workshop; we participated in the International Competition of Environment and Innovation with the idea of sustainable mobility. We invited a renowned lecturer to speak about Responsible handling of planet Earth; we organized a "Fair trade" workshop, etc.

MAIN ACTIVITIES

The main vision of our GJP ESFALP project can be described by three short sentences: 1. "Key solution is in each of us, 2. "Every action, every step counts!", 3. "Everyone must work together!"

So our students were active in many different ways. They had workshops, prepared for competitions, took part in research and had outdoor activities. One student prepared the survey and others filled out the questionnaire. Students participated in expert lectures and some teachers had extra education. We organized charity in cooperation with external institutions and organized a prize competition with our food supplier. Students also participated in environmental design contests, etc.

In the national competition of Ecology students solved climate change tasks. In the category of high schools, our school took 2nd place. We won the gold and silver recognition.

As part of a National campaign against diabetes, titled "Be Excellent!" 25 students attended the ceremony. There they could measure their blood sugar and they got a nice gift - a book. They heard some life stories of famous Slovenians, who despite their illness realize their dreams. Students also went with them on a hike. One student investigated what foods our students eat and where our food come from and created a research paper on this topic. She interviewed



more than 120 school pupils school and our food supplier.

We participated in young researchers competition with 3 research papers and we put on the shortlist. One paper focused on drinking water in Slovenia. Another paper dealt with the cleanliness of the Bistrica river. They wanted to determine what impact has on Bistrica river from tributaries and how the water is changing due to urban and industry along the river, water treatment plants and pig farming.

During the two charity campaigns, we collected 540 euro and school supplies for pupils. We reduced mixed waste and started to use eco-point waste system near our school.

During European Week for Waste Reduction students took part in competition entitled "Waste is not garbage", an action "Printing miniature on both sides of paper", a campaign: "Instead of water from the plastic bottle drink from the school drinking fountain", creation of new on line information point, creating thematic posters. We also carried out the prize game with a useful award.

We organized a field trip to the permanent exhibition in Haus Der Natur in Salzburg. We organized a recycling workshop where students could choose either "Pregnant bag" from old T-shirt or wallet from the packaging for coffee or cocoa.

We also participated in the International Competition of Environment and Innovation with the idea of sustainable mobility and finally we organized a "Fair trade" workshop.

BIGGEST OUTCOMES OF THE PROJECT

In the last two school years we have successfully fulfilled the international criteria "seven steps to eco-schools". In ESFALP we continued with our commitment. Our students were active and developed a friendly attitude towards the environment. They developed social skills through campaigns. We have more orderly school too, because we changed our behavior with respect to separation and minimize waste. Our school is recognized as very successful, because our students achieved high honors and awards in state level competitions.

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

We achieved all the set goals and more. Schedule was well organized. Students attended the regular meetings and afterwards shared the information among their peers. Other activities students did in their free time. We used school website for inviting students to participate in competitions and for inform the public about our activities. Maybe we should included more teachers in our project.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The novelty of our school educational system was that students had an opportunity to meet and listen to foreign lecturers. Much more than in previous school years they had the opportunity to participate in workshops and to solve environmental problems. Students considered more the future of our planet on an active way.

RECOMMENDATIONS

All teachers I warmly recommend that they take part immediately start. They cannot delay planning, execution, control and completing the project. At the start of the project, each project manager together with all supporters thoroughly consider what are the project objectives. Let us not be sorry to spend time for talking, for analysis, research and documentation. Record everything that is agreed and set as a goal. Take pictures often and make short films regularly.

HOW DID YOU CELEBRATE?

We celebrated on 25th of April on the World Earth Day. The theme of the ceremony meeting with the student musical inserts were relations in our society - with special emphasis on the situation of workers in Slovenia and abroad. Discussion was lead by our sociology teacher and two representatives of Fair Trade.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

After the ESFALP Academy, I presented the project to my colleagues and students. Two teachers immediately connected to the project. The project was followed by a core group of students. They presented ESFALP at the ceremony meeting, organized to sign eco-document, which now decorate each classroom. I and my colleague personally invited students to participate in the different contest and to perform research tasks. At our school came also various invitations from external organizations to which we kindly responded with the charities. My role was to coordinate all tasks. The role of our students were collaboration in all activities. I helped my dear colleague to organize eco concerts. I supported their workshops and lectures.





MY WAY THE GREEN WAY

(CLEAN RIVERS AND HEALTHY ENVIRONMENT)

TEAM: Eco-Musketeers (The Future is in our Hands)
SCHOOL: Biotechnical School Centre, Naklo
COUNTRY: Slovenia
COACH: Lenka ŽIGON
TEACHERS: Amenita Cevc
TEAM MEMBERS: Cundrič Renata, Bajt Nastja, Bohinc Neža, Božnar Urša, Česen Anja, Filipič Zala, Gnilšak Taja, Humar Urša, Marenk Tajda, Jelenc Dominik, Mayland Martin, Novinec Marko, Oman Katja, Preša Anže, Tavčar Janja, Žemlja Jana, Dežman Anže, Indihar Kornelija, Kvas Luka, Pirnat Jan

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our goal was to raise awareness about clean waters in the Danube region. Sava and its tributaries are important water resources for all living species, for different sport activities and for tourism. Sava connects three countries: Slovenia, Croatia and Serbia and students have to develop the knowledge about its importance for our well-being. The project connected four schools (two from Slovenia and two from Serbia). A common research work was prepared under the title “The Green Way” (<http://ecomusketeers.wordpress.com/>). Its main message was that outdoor and experiential learning give students powerful values for sustainable future. Last but not least positive international experiences are a key for better living without damaging our planet – especially waters.

ACHIEVED OBJECTIVES

A great number of our students live in the North of Slovenia, in the region called Gorenjska, whose rivers and streams are main water sources of the river Sava. The Alps also influence the Sava river water inflow.

The project enabled students to show greater concern for the environment. They have also learned to make links between local and global issues regarding Danube basin.

Clean environment and clean rivers are our important goals. Everybody can contribute thereon (from very young children to grown up). Now we are “more educated” and aware of all steps (and mistakes) we can make with our spatial interventions. Many things we can learn from our past habits.

MAIN ACTIVITIES

1. A visit to Lake Bled for water (chemical) analysis. The Sava Bohinjka is a headwater of the Sava river in northwestern Slovenia and flows to Lake Bled. We invited an expert from research institute “Jožef Stefan”, Ljubljana to explain the importance of clean water in the lake (October, 2013);
2. An article about ESFALP Academy was printed in the newspaper “Šolski razgledi”, which is one of the main newspaper for Slovenian teachers (November, 2013);
3. A school project day was dedicated to “Water”, with a poster about Sava river (October, 2013);



4. World Wetland Day. Students researched the importance of wetlands in our area. They also prepared posters and presentations (2nd of February, 2013)

5. A visit to Belgrade WWF and teachers from partner schools (14th – 16th March, 2014);

6. Celebrating World Water Day. Students prepared a poster (a badge) about water (molecule) and its importance for all living beings (22nd of March, 2014)

7. Celebrating World Earth Day, on 22nd April and a visit to the main brewery in Ljubljana (Pivovarna Union). Scientists in the laboratory prepared a lecture and demonstrations about clean water and its importance in the beverages industry (April, 2014).

BIGGEST OUTCOMES OF THE PROJECT

One important outcome is teaching young people about ecological problems, about clean water and rivers, about biodiversity... Students recognised the importance to respect nature and to learn from nature. In any case, outdoor lessons are the best lessons for our life.

On the other hand students also learned: "if we respect the nature, we can respect human beings". The results are our satisfaction and a healthy living.

The another important outcome is a closer friendship with other ESFALP schools (i.e. Primary School „Preseje“, Slovenia; Primary school „Gavrilo Princip“, Belgrade, Serbia; Primary School „Drinka Pavlović“, Belgrade, Serbia). We established a common project web-site (<http://ecomusketeers.wordpress.com>). Eventually we all have learned that Sava and bridges connect people.

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

Almost everything went well. Difficulties- sometimes the lack of time to do all activities that had been planned.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

Sustainable development features high on the list in the school development plan and for that reason the ESFALP project was an important part of our work.

The ESFALP project (at my school) promoted lessons outside the classroom. I think that such activities connect students much more that we can imagine. They really feel as one team, which can do something good for the class, school and society. Their messages had a positive influence also on other colleagues and students. Their suggestions about living in an unpolluted nature found interested listeners among other students, teachers and parents.

HOW DID YOU CELEBRATE?

We will celebrate at the end of June with a presentation about the final event in Romania. There will be also some biscuits and drinks for students and teachers.

RECOMMENDATIONS

I would certainly recommend to other teachers to do a similar project because we can find many opportunities to learn outside the classroom. These opportunities can be integrated into curriculum planning and linked to classroom activities. Thus it is possible to increase levels of learner motivation etc.

Last but not least Slovenia is a part of the Danube Region and for this reason is important to connect people with same aims – how to protect the nature (waters), how to cooperate and help each other, how to find new working places... Teachers have the responsibility to equip young people with the knowledge which is important for contemporary world.



ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I feel well in my role as a coach, especially because I have some great enthusiastic students in the group. They need me just to give them advice to follow our project plan. In many cases I can also get new ideas from my students.

Of course my great challenge is also to be connected with other colleagues from ESFALP. This is mostly my work – to coordinate our common plans under the title "My Way, the Green Way".



OUR ACTIONS MAKE CHANGES



TEAM: Wise Consumers
SCHOOL: Science-Mathematics Lyceum, Smila
COUNTRY: Ukraine
COACH: Tetyana Yarmysh
TEACHERS: Olena Didenko, PetroTsviaschenko, Natalia Valantyrets
TEAM MEMBERS: Karina Stognii, Maria Zathei, Oksana Vdovytsya, Natalia Murashkina, Alina Man'ko, Oksana Vdovytsya, Maryna Kodola, Maria Kulbitska, Ann Vanier, Valeria Tyhovska
(ages 14-17)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our message is THE LIFE OF YOUR SMALL MOTHERLAND DEPENDS ON THE LIFE OF SMALL RIVERS OF UKRAINE

Our goal was to draw the attention of the whole community to the problem our river faces today. The contamination of the river water, pollution of its banks and the danger of the destruction of the dam, which will result in flooding vast territories of fertile lands and pastures, need urgent measures to prevent the ecological catastrophe. Our project will contribute to preventing it.

ACHIEVED OBJECTIVES

Through workshops, contests and flash mob we tried to educate students, parents and town residents to care about nature and taught them how we can reduce our ecological footprints to protect our land. There were about 300 people involved. Our students and their families behave more carefully to save energy and water.

Meetings and discussions at the round table, art marathons and photo displays contributed to students', teachers' and local people's awareness of the necessity to preserve and protect the land and river with their biodiversity.

By regular cleaning ups, starting a compost heap in the school garden, making reusable bags we showed examples of how being active as an individual could help make a difference in the whole region. Once started, any useful activity will lead to doing it again and again by involving more and more people. We have drawn the attention of the whole community to the problem the Tyasmyn river faces today. More than 400 people joined us in the cleaning-ups of the river banks.

MAIN ACTIVITIES

We did cleaning ups of the river bank and spread leaflets calling for keeping our land clean. After doing research, informed the community about its results, made surveys about the awareness of local citizens of the ways of reducing ecological footprints. We have drawn the attention of the whole community to the problem the Tyasmyn river faces today by organising flash mob in the town square calling for thinking green and giving eco bags made by the students to local people.

We did a series of actions Say NO to plastic bags in school and street event "Think Green."



Articles in the local newspaper, TV reports, page on the website of the Lyceum is the evidence of media work .

We started a compost pile in the school garden, making bird houses and feeders putting them on the trees not only in the school garden but a nearby park as well.

Representatives of other schools joined us to plant trees in the local recreation area on the bank of the Tyasmyn river.

We involved all the classes in eco bags design and workshops on Footprint Day.

BIGGEST OUTCOMES OF THE PROJECT

The students and teachers keep separating waste. Reusable handmade bags became very popular with the students and their parents.

We reduced the use of paper for printable handouts.

It's difficult to say about visible behavioural changes in our region, but what we are sure about is everybody heard about our project and hopefully enjoy environmentally friendly behaviour.

We inspected river banks after Easter and May Day picnics and found them cleaner than they used to be at this time last year.

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

Whatever activities we organised we did not find any difficulties achieving the goal.

Unfortunately, we failed to attract the attention of the community to the problem of the dam reconstruction and raising money for this, due to the dramatic events in Ukraine.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The environmental issues appeared to be so numerous and topical to address that some students in Lyceum got interested in doing ecology research and making theses to be used in their scientific research papers which were evaluated by the regional and national jury. At the international competition of youth projects on energy efficiency "Energy and Environment" under the slogan: "Save energy - save the planet" the work of the students of Lyceum "Water from melting snow and rainwater as a secondary source of water supply for daily needs of the school." was recognized as the best one. We plan to implement it.

HOW DID YOU CELEBRATE?

The celebration of our success will coincide with the celebration of the fifth anniversary of the school Euroclub on May 21. We are going to have eurofurshet, photo display and essay writing "Highlights of the project". There will be also awarding ceremony to thank the most active participants of the project and activities.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My role was to manage the project. I assisted in finding and contacting experts who the students wanted to talk to in order to get some information or permission to organise an event. I also kept the team true to its timeline. I acted as a guide rather than a teacher. Each of the students had their responsibilities and they did what they had to do. At the beginning of their work on the project, after brainstorming the students decided by their own what event or part of the project they would like to be in charge of.



RECOMMENDATIONS

You should be very enthusiastic about the project and infect others with your determination and optimism. Undoubtedly, the project is worth doing if you want your students to get experience of bringing difference to your school or community. The most important thing is good planning and monitoring of every activity and involving your colleagues. Be persistent and just care!



IF NOT ME THEN WHO?



TEAM: "NID" (Not indifferent)
SCHOOL: Secondary school # 91, Kharkov
COUNTRY: Ukraine
COACH: Shtykh Oksana
TEACHERS: Lebedinets Oksana
TEAM MEMBERS: Ryzhkova Alisa, Vengerovskaya Ann, Fomkina Eleonara, Krasiuk Tania, Azarenkova Olexandra, Komarov Oleksii, Matvienko Zalina, Havriliuk Masha, Chuiko Violeta, Alihuliev Nikhat, Yaroslava Didenko, Krivchikova Dasha, Lipovetskiy Alex, Chekhuta Denis, Yaroshenko Kamila, Lebedinets Oksana

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our main goal was to educate our people about our environment to increase the students' awareness of the environmental problems by becoming active citizens. We tried to teach our students about how to change their habits to be more environmentally friendly.

ACHIEVED OBJECTIVES

We established SMART objectives through raising people's awareness, knowledge, attitudes, skills and participation, a lot of contact to nature, through fun among people. And I think we achieved a lot.

We drew attention to the present-day ecological situation with the help of ecological actions, different contests, information on the school wallnewspaper, meetings with youth ecological organization "Nature's friends", parents, citizens;

We began to create the museum on the base of the searched materials about its history and present, biodiversity, artworks, students' projects etc;

We took part in all Ukrainian action "Let's do it Ukraine" and cleaned our city;

We organized the gathering of used batteries in school and The main thing we understood is the best way is not to clean but not to litter.

MAIN ACTIVITIES

We met regularly (once a week) and we informed our families, our friends about reducing their personal consumption, practiced economies, took responsibility for the planet

We had several English lessons on the topic „Our planet in danger“, I taught this topic also to all my students in English during November-December. We organised ecological posters contest "Ecological festival", made a competition for the best New Year's Tree from different material on topic "Don't cut trees".

Lately we organised gathering used batteries and covers (caps) from plastic bottles. Our action is called "Sweets for the battery". We had a competition for the best design of



T-shirts on the ecological topic. We organised the excursion to the eco park for young students. Our students took part in the city scientific work devoted saving energy and recycling plastic in our city.

Our favourite activity was a quest “Our footprints” for students from different city schools.

In January and February we made an action “Change an ordinary light bulb for an energy-saving bulb. In March and April we planted beautiful flowers and trees around our school. Our students made an action “Save a tree” and gathered waste paper. Pupils of our school collected more than 2 tons of paper and the most active won beautiful and delicious cakes.

BIGGEST OUTCOMES OF THE PROJECT

It's a very pleasant to understand that the awareness of many students have changed. They began to throw rubbish in different bins. They follow if the lights are turned off during breaks, check the water taps, they look after planted plants. They really want to do something useful for their planet. In future we are going to continue our cooperation with city ecological organisations.

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

What I liked that we worked as a team, we had a great time together and at the same time we learnt a lot about our nature. I tried to form different skills at my students and they developed their critical thinking, they looked for and found solutions to different problems by sustainable activities. Students liked to do useful things as planting trees or flowers, cleaning school territory and park. They gathered used batteries with pleasure and told others about the importance of this action.

But we had difficulties, we faced lack of time and busy schedules for both students and teachers...other projects,



deadlines, etc. Not all were fulfilled in time. I think our mistake was we planned a lot! I'm sorry about an ecological performance not made. But I hope next year we'll do it. We couldn't provide some actions because of the political situation but the main thing is that students are now sure that solving ecological problems is very urgent and very important. Thanks for participating in this project. And I'd like to note that students really enjoyed the useful work :-)

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

The main thing that teachers, students and parents understood is that the future of our planet depends on us. And after our project a new tradition appeared in our school - at the beginning and end of the school year students will plant different trees in the school ground, our school became the place where people can bring used batteries, the sustainable lessons will be not in the 8th forms but in others too next year.

HOW DID YOU CELEBRATE?

Because of difficult war situation around our city we decided to celebrate it next week at school.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

I tried to help and coordinate the team's actions. I found city ecological organisations, international volunteers and invited them for cooperating. I told my opinion and made agreements with the administration. We could work together in a team supporting each other. Students were the main people in our project. They suggested ideas and then fulfilled them, they researched different ecological tasks. 🍷



RECOMMENDATIONS

Try to find active and creative students and form a real team. Plan everything carefully and try to follow the time. Be patient and persistent. Look for any opportunity to praise the children. Try to be a friend for students not only a teacher. You need support of other people. Good friends are worth of gold.

START FROM YOURSELF!



TEAM: ECO-BOOM
SCHOOL: Kostopil secondary school #6, the town of Kostopil
COUNTRY: Ukraine
COACH: Olena Andriichuk
TEACHERS: Olena Dolynska, Yulia Grabovska
TEAM MEMBERS: Mariia Androshchuk, Maryna Khyliuk, Iryna Kozharko, Mykhailo Melnychuk Roman Basiuk, Svitlana Pastushok, Dima Strilets, Iryna Diachok, Yulia Potapchuk
(ages 13-16)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

We should teach people to care about the ecology of planet and souls, and prove that changes in society start from changes in everyone's attitude to the environment. We should start from ourselves, show others what to do and how to care about land, spirit and society.

ACHIEVED OBJECTIVES

- 43 students of the 7th-9th forms were trained to lessen ecological footprint;
- About 110 local people, who live near our school were surveyed about their recycling habits and some of them has changed their attitude to it;
- More than 20 students of 2-10 forms have made new things from waste and 500 people were informed about the ways of reusing waste;
- Up to 500 local families were involved to separating and collecting wastes for recycling. Some of them have started to separate garbage;
- Our school students have brought more than 1500 kg of waste paper!
- At school we set buckets to collect paper and a point of used batteries gathering;
- 400 pupils, 50 teachers and 200 local people took part in cleaning parks and river banks.
- At school 60 trees and 24 sq.kms of flowerbeds were planted.

MAIN ACTIVITIES

- Coach-teacher Olena Andriychuk presented at the School's Pedagogical Council the ESFALP academy and played "Ecofilm". Has been taken decision to connect all the school grades to the project completing;
- video "My School" about this year school main projects "Ribbon of Life" and "Start from yourself"; and video "Per Aspera ad astra" about all our school's international projects
- Coach Olena Andriichuk and school psychologist Olena Dolynska held three Footprint trainings for the team has been held club "The Thing's second life laboratory";



- Exhibition of decorations, made from natural materials;
- Made Christmas decorations and Valentine cards from plastic and paper wastes;
- 10 former student together with chemistry teacher Tetiana Saiko have completed research work about water quality in our local river Zamchysko;
- Students fed the birds which stayed at our site;
- Held Eco-discussing club for the project team Eco-boom;
- Survey of local people about their recycling habits;
- All-school contest in collecting waste paper;
- Set buckets for gathering used paper;
- Poster exhibition “Living planet” and “Colours of rainbow”;
- Created a centre of gathering used batteries;
- Action “Learn to be green” – ecological quizzes for 5-10 form students;
- Were made bird’s houses;
- Participated in the world action “Let’s do it!” (cleaning site, river sides);
- Participated in Earth Hour;
- Students created a song about environment protection;
- Held Eco-quest for the 7-8th form students;
- Planted 60 trees and 24 sq.km of flowerbeds at school site;
- Closing ceremony: eco-picnic for the project team.

BIGGEST OUTCOMES OF THE PROJECT

Collecting paper has taught people how to save nature and profit of it. We had school collecting contest - parents thanked us – it helped them to clean their cellars of paper and we earned money for providing school events. We set up boxes in the school for collecting paper every day. We started to collect batteries.

Involving people in cleaning our river banks. Reusing wastes for the decorations showed people how to save resources and money.

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

Some events gone perfectly. They are: footprint trainings for the team; Eco-quest for the 7-8th form students; All-school contest in collecting waste paper (the greatest)!

Some events were cancelled due to political situation – we cancelled celebration because of mourning in our country as

RECOMMENDATIONS

I’d recommend to complete the team of project with leader-students, but not those, whose main aim is success in studying – in my case they preferred lessons before project.

The best activity for the 15-17 years students are trainings, discussing club, performances. The nature’s problems are closer to students of 12-14 years – they like clean, make posters, birds houses, collect wastes, do quests. As for the youngest – they draw, paint, handicrafts.



well as eco-picnic and cycling excursion to forest nursery.

IMPACT ON THE SCHOOL’S EDUCATIONAL SYSTEM

The methodology of involving student into work after leader’s training had great results – students fulfill tasks with enthusiasm, show their creativity.

The contribution of project to our community was very important and our school committee decided to repeat this project every year.

HOW DID YOU CELEBRATE?

We have not celebrated yet because of political situation in our country.

We’ll award the most active participants.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

My main role was to decide what and when to do. Students usually came to the decisions how to do.

During the trainings students called the problems and the ways of their solving themselves. We usually used brain-storming, (my favourite is upside-down brain-storming), discussions, voting to make a decision. Students showed their decisions in pictures, posters, performances, so on. It became easier for me to conduct project after appointed me a vice principal of the school in March – it helped to involve all the classes into project events.

SCHOOL OF SUSTAINABLE DEVELOPMENT



TEAM: Ecology of Life
SCHOOL: Secondary school № 24, Ternopil
COUNTRY: Ukraine
COACH: Olena Zarichna
TEACHERS: Oksana Nosok
TEAM MEMBERS: Lukas Gomivka, Victoria Patoka, Volodya Kubashok, Olena Popovych, Jana Khomko, Katerina Dziuba, Andrij Tsibulski, Sasha Choma, Roman Grybinchuk
 (ages 14-16)

PROJECT DESCRIPTION

TOPIC AND MESSAGE

Our project aimed to reduce ecological footprint of all people involved: students, parents and teachers. We planned not only to change our daily habits, but also to encourage others to do so. All together: our team, school authorities, teacher-coach, other teachers (including headmaster), all students and their parents are on the way to form new environmentally-friendly lifestyles.

ACHIEVED OBJECTIVES

Participation in the project «European Schools for a living planet» made it possible to improve the existing model, inspires to new initiatives in the direction of saving of our planet for us and future generations.

For last 4 years we conducted audits of water and energy using at schools and in families of 8 grade students who studied the course «Lessons for sustainable development». Monitoring has shown that over time the amount of water used in school decreased by almost a half. Such monitoring we also did with usage of energy and office paper. We engaged our school leaders and improved the works on education for sustainable development, which was already established at school.

Comparison Results of electricity, water and heat used for the current year at school in the same period in 2011-12:

	2011-2012	2013-2014
Electricity, kilowatt	10957	8612
Water, cubical meters	2921	1446
Heat, Hkkal	698,7	626,9

MAIN ACTIVITIES

- All students of 8 grade studied “Lessons for sustainable development.”
- Creation of used battery Collection Point at our School. We gathered 15 kg of batteries.
- Drawing competition between 6 grade students “My planet through 20 years.”
- A street action “Let’s calculate your own ecological footprint.” In one hour we distributed 200 booklets with attached test to calculate own ecological footprint. Booklets were developed by students and printed on recycled paper.
- School competition on the best bird feeder.





- Exhibition-competition «Winter bouquets instead of Christmas trees».
- A charity gala fair “Healthy foods”. All money raised at fair were used to help children in city Shelter for orphans.
- Cooperation of 8 grade students with the corner of wild-life in the Hydropark: care of deers, pelicans and swans.
- Action “Give a tree ring” at school. School community gathered near 2000 kg, and took 1900 Hryvnias, which will be used for purposes of sustainability.
- Master class in drawing comics with environmental content held by high school students for grades 6-7.
- Local TV-4 report about this exhibition, which arrived from Stockholm to Ternopil. Interviews with students, who study Lessons for sustainable development and their teacher.
- We planted 9 trees and 40 shrubs on school property for the current year.
- Sewing and decorating handbags to give to teachers.
- Auction of handbags for shopping at the school-wide parents meetings. Fund-raising for purposes of sustainability.

BIGGEST OUTCOMES OF THE PROJECT

Our school for the last four years has become one of the most prestigious in the city, although we are ordinary secondary school (not high school, not college). Participating in an international project raised the prestige of school №24 in the city. We are often invited to seminars and conferences to share the experience of education for sustainable development. A significant saving of resources is also an important achievement of our project. We were able to achieve such results through conscious attitude of students and teachers to resources usage, through competent management of school, through parents' support. According to Facebook page “Education for Sustainable Development”, our school is one of 20 Ukrainian schools eligible for title “School of Sustainable Development”.

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

Working on this project was very pleasant to us, because we had a lot of fans, and excellent support from heads of school and city. And main thing is that our team was able to inspire all classes to participate in environmental actions. It is – prestigious now!

RECOMMENDATIONS

I am ready not only to advise but also directly help any teacher who has no experience of environmental work. I have many ideas that we did not have time to implement. I would be happy if others choose to do so. This is my mission - to teach children and adults how to live right, and I can do it well.

I have a dream: to involve as many as possible people to consciously nature protection, as many as possible schools in the world have become schools of sustainable development, in which all the work is carried out in the direction of lifestyle changes, developing a new environmental thinking. The most important advice to future coaches - to be not indifferent, to trust the students, giving them the ability to make adult decisions.

The main open questions that remain are - why our local authorities care about protection of nature less than we do, why our city does not have bike paths, why we can't drink tap water, why our region still does not have a waste recycling plant .. Who will decide these questions? Perhaps we do when we'll grow up. The main difficulty of our activities was really related to tense situation in Ukraine.

IMPACT ON THE SCHOOL'S EDUCATIONAL SYSTEM

This year's students of three senior classes studied “Lessons for Sustainable Development”, nine Primary classes studied the course “My Happy Planet”. Next academic year, we plan to start studying a new course “Friends of the planet” from grade 1 (6 years old pupils). There are already developed all instructional materials for students and teachers. The basic methodology is empowerment-pedagogy (the inspiration for action). We will continue our environmental activities in the future.

HOW DID YOU CELEBRATE?

We are planning to do this after the exams.

ROLES, TYPE OF DECISION MAKING AND LEADERSHIP

The methodology “Learning for change” was used for decision-making. and helped us identify 6 basic directions of our activity.

During the activities of our team, I had only to inspire students to action. It was not difficult because I was working for almost 5 years with most of the team members.

“Pedagogy of empowerment” is my main coach's tool. Everything I'm doing together with my students - I'm doing with a sincere pleasure and good mood. I'm trying to create such conditions that students initially want to participate in environmental actions, later learn to initiate themselves. The main thing which makes successful action - is a good motivation. And we have it. All of us wish to live on a happy planet!

ESFALP VI TEAM



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Knut Neumayer



Otto Husinsky



Danica Bauer



Robin Gosejohann



Alice Thinschmidt



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Lisa Simon (WWF Austria, communication)

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Alex Spineanu (design and photo)

WWF-Romania communication and F&A teams

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



Alexandra Teleuca



Cristian Tetelea



Irina Lapoviță

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

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