



for a living planet



ERSTE Stiftung

Schools for Europe's environment and nature

EUROPEAN
SCHOOLS
FOR A
LIVING
PLANET



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Preface

Inspiration awaits you!

We are very pleased to present this collection of unique and extraordinary projects which were carried out from Oct. 2010 to May 2011 by school classes in different European countries.

The projects are part of a WWF initiative, supported by ERSTE Foundation, called “European Schools For a Living Planet”. The project’s aim is to bring together teachers and students from Austria and Southeast Europe to support cross border exchange and most importantly to support teachers and their classes to take action on environmental and nature problems or issues that are of the utmost concern and are a responsibility for all of us.

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

The Danube and its tributaries is Europe’s lifeline and connects 9 countries like a spider’s web. It crosses borders and serves great purposes: transporting freight and passengers and playing an important role in our traditions and 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 concerning the environmental destruction of our planet. This project seeks to highlight possibilities that they can do to make a change for the better and encourages them to work together to ensure that Europe’s future has high quality habitat for humans and nature.

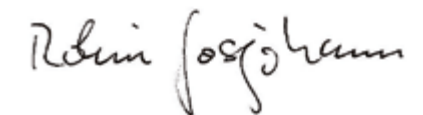
The goal of education for sustainable development is to give young people competencies and show possibilities that enable them to contribute actively and in a responsible way to a future worth living. Therefore the theme of “Active Citizenship” plays a particular role within ESFALP.

“European Schools for a Living Planet” addressed these topics in different steps. The first step was a teacher’s academy that took place in the Nationalpark of Neusiedler See/Seewinkel in Austria in October 2010. There, 31 teachers, 31 students and trainers spent one week not only gathering information on the topics of the Danube, Ecological Footprint and Active Citizenship but also concerning methods for improving nature- and environmental education in classes.

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



Danica Bauer
WWF-coordinator



Robin Gosejohann
ERSTE Stiftung-coordinator

GREEN LIFE: I WANT TO BREATHE

school: 32nd Secondary Language School 'St. Kliment Ohridski'
63, 'Hristo Botev' Blvd. 1303 Sofia

country: Bulgaria

teacher: Rositsa Popova

representing student: Joanna Rangelova

participating students: Cradostina Palakarcheva, Iva Georgieva, Rositsa Karaliyska, Kamelia Dimitrova, Lilly Lazarova, Victoria Dimitrova, Diana Ruseva, Aleksandar Nestorov, Vladimir Topalov, Katrin Stoitckova

main methods: We used the internet and books for research.
We took a lot of action in nature through planting.
We talked with politicians.



“Plant a christmas tree – breathe better!”

I WANT TO BREATHE

The name of our project is “I want to breathe” and as it is implied it is connected with the quality of the air in our capital.

We planned a couple of activities in order to increase our ecology knowledge and to direct the attention of the public to ways we can improve our lives.

Our first activity was planting of fruit trees. The idea was that all students take part in the process and take photos.

The second activity of the group was to convince more students to buy a Christmas tree in a pot, which was to plant in a park or in a forest after the holidays. When we planted ours we put a sign with the words “Plant a Christmas tree, breathe better” in order to call upon people to follow our example.

Our next action was working on a seedling of oak trees and herbs. We gathered acorns in the autumn and planted them in pots. We took care of them during the winter and in early spring we planted 20 already grown acorns in the park behind the national museum of “Earth and Men”. We planted herbs and learn about their healing properties.

The fourth activity was to insist on the marking of a cycling alley along “Pirotska” street which would connect the three schools: 32nd, 18th and 134th Secondary schools. We gathered signatures from the students in all three schools and sent an official letter to the deputy mayor of regional structure. We are waiting for his answer which will receive.

We got in touch with the district’s ecologist and with “NGO Greenway” from whom we made an order for bicycle stands for the school. There were no such contraptions in school till now.

We received help from the Ministry of environment and waters who provided us with textbooks on ecology, directed us in our work and allowed us access to the ministry’s library.

Apart from practical activities in class through presentations from students we learnt about Ecological Footprint, Biodiversity and Sustainable Development.

The whole school supports our actions with posters, pictures and campaigns for paper recycling.



GREEN ARCUS TEAM: THINK GREEN, MAKE YOUR TOWN EVERGREEN

school: American College Arcus
Veliko Tarnovo, Str. Dragoman 16

country: Bulgaria

teacher: Ivanichka Slavcheva

representing student: Mariya Yotova

participating students: Violeta Dimitrova, Tervel Dunchev, Denislav Atanasov, Emil Petkov, Martin Minkov, Michail Mihov, Tichomir Marinov, Viktoria Nikolova, Mila Nenova, Tanyana Georgieva

main methods: Interviews with different famous people (company presidents, members of non-governmental organizations) in relation to the problems of environmental protection, exhibitions with posters, action in nature – spring cleaning, media actions such as conference participations, round tables, inquiries, research, etc.



“We became active citizens with ecological awareness.”

THINK GREEN, MAKE YOUR TOWN EVERGREEN

Reducing ecological footprint in our town and our school- American college “Arcus”, schools in the region of Veliko Tarnovo, including, kindergartens, social institutions, national and civil parks, forests, streets... The main goal of our project was to encourage our generation to make the school a better place for studying and our town to become a better place for living. To become active citizens and more responsible for the future of our town, to start recycling and to be able to create a town without air or water pollution, waste garbage or other ecological problems.

Activity	Deadline
1 Creating the group „Make a better world” - facebook	10 November 2010 Completed
2 Organizing and participating in a youth conference on climate problems „Our Planet Earth“ with presentation under the title: Action with my own participation – „I save the planet Earth“. Other schools were invited and participated in the conference. It was supported by NGO- European Information Centre and local city newspaper – „Yantra Today“ and “BORBA”. The event was covered as an article by the same newspapers.	23 November 2010 Completed
3 Making an interview with the participants of the conference – Our Planet Earth. It was published in the American College e-paper.	27.November.2010 Completed
4 Making a questionnaire about the current ecological problems of Veliko Tarnovo, Bulgaria, Europe and Earth. Making an inquiry in PSHS „American College Arcus“. Reporting the results from it as an article in the „American College e-paper“ and local newspaper “Yantra Today”	30 November 2010 Completed
5 Creating a logo of the project.	30 November 2010 Completed
6 Making an introduction about the main aims of the project with the other students of PSHS „American College Arcus“. Making posters exhibitions in the lobby of the college under the title: 'Clean your town, make it a better place!'	5 December 2010 Completed
7 Supplying (buying) containers for separate waste collection in the building of the college. It was supported by the principle of the college and especially by private factory-„ECO-Pack“.	10 December 2010 Completed
8 On the eve of the most Christian holiday- Christmas, member of the team-project Violeta Dimitrova made an appeal to the citizens of Veliko Tarnovo in front of the building of the Municipality under the title: “It is time to start thinking Green and to keep our Planet Earth clean” – it was covered as an article in the local city newspaper “Yantra today”.	20 December.2010 Completed
9 Making a meeting-discussion with an expert -ecologist, in relation to the ecological problems in Veliko Tarnovo.	15 December 2011 Completed
10 Making interviews with different famous people (company presidents, members of non-governmental organizations) in relation to the problems of environmental protection.	15 January 2011 Completed

11	On 22 nd of March an Open Day was held for the second year at the American College Arcus. The students from the team presented our project and activities with presentations, articles, posters... It was a great opportunity to attract more followers and members for the cause:”Think green - make your town evergreen”.	22.March Completed
12	On April 9th, members of the team took part in the social event – SPRING CLEANING OF THE NATIONAL PARK OF THE TOWN, organized by EKO-PACK under the title: Let’s clean Sveta Gora’s hill. The event was covered by national television bTV	9 April Completed
13	Making a discussion (round table) about the ecological problems of our town especially placing the containers for separate waste collection on important places in the city. The Round table was supported by Municipality of Veliko Tarnovo and Regional Inspectorate of Environment and Waters, part of Ministry of Environment and Municipality of Veliko Tarnovo. Representatives of local organizations such as: schools, private firms – ECOPACK – the biggest factory for production of containers for waste collection mass medias, Regional Inspectorate of Education. Place of organizing – Municipality of Veliko Tarnovo. The event was covered by local newspapers – Yntra-today and BORBA and local television VIDEOSAT	28.April.2011 Completed



THE PLANET IN OUR HANDS

school: 'Elin Pelin'
'Todor Vlaikov' Street, Varna

country: Bulgaria

teacher: Diana Stoyanova Vasileva

representing student: Veronika Martinova Guncheva

participating students: Ali Alish Hyuseinov, Daniel Nikolov Yanakiev, Samet Aydin Ali, Kristina Atanasova Petkova, Xutche Mehmedova Becirova, Vasil Yordanov Koev, Gale Zinova Ivova, Yoana Borislavova Voycheva, Yoana Encheba Dimitrova, Mirela Dimitrova Marinova, Xristo Ivanov Dinkov, Veselin Xristov Beselinov, Suzana Kaycheva Florova

main methods: When we organized meetings with pupils we used education by games, when we clean up the beach we had action in nature. When we arranged a meeting with the deputy mayor we used talk with politicians, we used exhibition and media too.



“We need to explain how to collect waste.”

THE PLANET IN OUR HANDS



The beginning of the project started with the organization of a meeting on which we (the student who was in Illmitz and me) invited all the students from seventh grade. Each of us made a presentation about the topic of the project. We invited all the students to take part in our project.

On the next meeting define the main goal of our project and the assignments which we have to go through. Each group has to give ideas which will help to our project to succeed. We discussed all the ideas and choose the best one. We share all the obligations and assignments.

We made announcements and a poster to introduce students with our activities about the project.

We decided that we need to explain to the students from our school how to collect waste and then do it. In this direction we created games and a presentation, which introduce them the ecological problems. We show them how to create figures and stuff from garbage which they can use in their daily round.

We made a fashion show also in which we create new clothes from an old one. The purpose of the fashion show was students to give a new meaning to their behavior like consumers.

We made Christmas toys from old materials and we decorated our Christmas tree with them. We also made a profile in facebook about our project to introduce more people about our work.

One of the national TV in Bulgaria, BTV, announced the 9th of April for a day of cleaning Bulgarian's capital – Sofia. In order to connect them, we wrote a letter with a request to summon more people from our city – Varna to help in cleaning the seacoast in neighbourhood – Galata. But we didn't get any answer, so we got together our strength and we summon the whole population of Galata to help in cleaning the shore. It was an amazing day full of laugh, jokes and hard-working people. We got together under the same goal – to make our neighbourhood a more beautiful and cleaner place.



To achieve our purpose (organize waste collection) we visited deputy major and gave him a letter. We made him an offer to organize waste collection in schools and kindergartens in our city. He invited us in his office and he asked us about the project. He promised to give our letter to ecological department and we are going to have an answer soon if it is possible or not. We took photos.

Our school has an anniversary this year. We had a concert on the biggest stage in our city. It was in the Sport palace. On our school concert we presented a dance, which shows how people change their environment and how they evolve and how ecological problems increase. At the same time when students danced there was a student who was reading about planet's changes. There were three main scenes. We painted pictures for a stage sets. There were a lot of guests at our concert: students' parents, city's mayor and inspectorate on education there were also a few journalists from different media. We made to people a message to save the planet with our dance.

WATCH YOUR MINDS "BLOOM"

school: Private English Language School
'Dyanko Stefanov' N2, Glodzhevo

country: Bulgaria

teacher: Diana Venelinova Gencheva

representing student: Ibrahim

participating students: Sedat, Emine, Nebihan, Dilshen, Adem, Ilhan, Dzhihan, Miuzeyam, Niulfer, Fatme

main methods: Talks with the mayor, interview with citizens, handing out flyers, addressing the National Energy Institution, joining the Earth Hour on 23rd March, cleaning actions for the Earth Day;



"...every one was convinced we could reduce the ecological footprint by small steps and little deeds."

WATCH YOUR MINDS “BLOOM”

As soon as we came back from the kick-off meeting in Austria our participation in the international project had been recorded on the Bulgarian site “Green Balkans” and in Ruse local radio station.

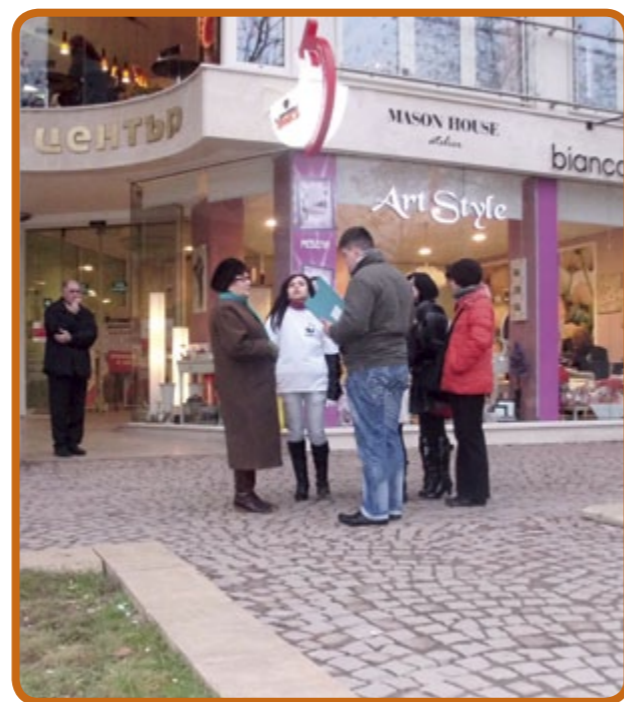
On November 4th we made our first meeting of the working team. Sedat and me presented the information from the project meeting in Illmitz in front of our students from 9th and 10th grade who were going to make the project.

The students were those who decided that we would be doing something that would focus on the ecological footprint – they wanted to do something they were really skillful in. So, on that first school conference we brainstormed, shared, discussed and a brilliant idea was born.



One week later the project team gathered again and we came up with the idea of making an eco-garden because every one was convinced we could reduce the ecological footprint by small steps and little deeds, encouraging local production of food, delivering vegetables for our school canteen – as our is a boarding school – and by raising students’ and peoples’ attention on how “limited” the natural resources are.

We were determined to set this garden as a sustainable supply for the school canteen because everyone was sure it’s far more better to consume bio-products from nature than buy them from markets that might be genetically modified or whatever. We also firmly believed we would be tackling with the greedy human consumption by making a change in the place we live revealing real facts and taking timely measures to save our planet.



*This is our planet, this is our land.
Why are we hurting it? I don't understand.
Why don't we stop? I just don't know.
When this world dies, we will have nowhere to go.
We are driving cars, we're killing trees
We are using chemicals and poisoning the seas
We are building dams all the Danube along,
And disturb the endangered sturgeon to spawn.
We are throwing away all kind of rubbish everywhere
Our home is dying but we just don't seem to care...
Please, don't let our world come to an end.
Can't we see our planet needs a friend?
We all need to do the best we can
It's not the end now, just be a good friend!
We've still got time to make things right
But everybody needs to join in the fight!
It's not too late, so, let's start now.
We know what must be done and we all know how.
Start riding bikes, recycle waste,
Plant some trees and reduce the ecological pace!
Join the Earth Hour, switch off lights
WWF needs our actions, guys!
Work as a team, cause maybe then
We can make our world a good place again!*

The students read a great deal of information on “organic issues” and they became even more motivated. Then their motivation raised because they were going to have some extra-curricular activities and could win the big prize of going to the Alps on a nature camp if they managed to work hard and do really a worthy job. In the course of these nearly seven months we did research work, spread information and sent our “message” to all the students and teachers from our school, citizens in Glodzhevo and Ruse. We did this by face-to face conversations, informative flyers, posters, bulletin boards, meeting with ex-headmasters and the mayor of our town, printing news in the newspaper and radio, posting materials on the ESFALP blog . Students had the greatest pleasure while digging, sowing, manuring and ploughing because they were building a team and having a wonderful time together, helping our Planet and doing good things at the same time. We created our small organic garden at the school campus. Firstly we chose a proper, sunny place, cleared the place, ploughed the land, fertilized it using manure. In the warm November days we planted some vegetables, onion and garlic. Back from our Christmas holiday we watched them sprout. This was our biggest pride and satisfaction to see our seeds growing. In spring, March, we added a few more, actually radishes, spinach, peas, etc. and made a necessary greenhouse for them. We finished the bio-garden by creating a fence-also green and organic-from seeds.

Another very successful action we took was joining the Earth Hour on March, 26th. This was completed by maybe 95% of our students, which we are very proud of as it gained a great popularity not only among our students but also among people living in our town, who after the action already were aware of what it means and why it is good to do so. We found plenty of reasons joining the global cause and a part of them we shared on the blog. All of us understood that it is vital to save energy and help stop Global warming.

For the World day of Water we watched an alarming film and went out in Nature to assure ourselves that “Earth is dearer than gold”

For the World Day Earth our volunteer did support us by picking thrash with a number of students – on returning back they were met, by chance, by a very important person from the Municipality – he was impressed by their motivation and activeness and even invited the volunteers to lunch!

ECO WEEKEND STARA ZAGORA

school: Romain Rolland Foreign Language School
62 Tzar Ivan Shishman Str., 6000 Stara Zagora

country: Bulgaria

teacher: Ana Naneva

representing student: Maria-Luiza Stoyanova Koleva

participating students: Velina Kamburova, Tina Belcheva, Silvana Tyufekchieva, Nikol Nikolova, Daniel Dimitrov, Georgi Ganev, Alexander Angelov, Laura Stoykova, Miroslava Angelova, Alexander Mihaylov, Stefan Karabaliev

main methods: When we organized meetings with pupils we used education by games, when we clean up the beach we had action in nature. When we arranged a meeting with the deputy mayor we used talk with politicians, we used exhibition and media too.



“We also organized a flash mob for the Earth Hour.”

ECO WEEKEND STARA ZAGORA

Our project is called “Eco Weekend Stara Zagora” and its main aim is to inform people about the Ecological Footprint. The Eco Weekend was held on 16. and 17. April 2011.

On 16. April our group and seven other organisations gathered together in the biggest and most beautiful park in our town to present the different aspects of the ecological footprint and how people can reduce their impact on nature. We had eight stalls representing:

Food: Velina Kamburova from our group made some vegan cookies (the recipe was sent to us as part of the contest we held). Organic Green House, the new healthy and bio market in our town, presented their products. They were invited by Silvana Tyufekchieva.

Transport: The Veloevolution organisation gave our guests a ride on their bikes in the park, telling them stories about urban mobility. They also let people ride the bikes themselves. Veloevolution were invited by Nikol Nikolova.

Energy: For the Earth Ecological Association presented the topic with an electric board with different light bulbs, flyers, posters, student and teacher’s books for work in class covering the topics of energy and fair trade. They were invited by Maria-Luiza.

Art: Laura Stoykova from our group gave the idea for this stall. She was the head and welcomed and helped all the children who wanted to paint and express with art their feelings about nature. Art Service Ltd, an art shop in Sofia, provided us with free paints and paintbrushes. The paper we used was recycled, unbleached. The children from the local art club gave us some of their paintings to put on show.

Cosmetics: The Institute of Roses, Essential and Medical Cultures, Kazanlak, and Framar Media presented their products (local, bio and healthy). Dr. Trifonov from Sofia checked peoples metabolism and health condition. They were invited by Nikol and Silvana.

Eco Building: Ivan Ivanov from the Federation of Nature Conservation NGO’s Green Balkans showed the guests of the Eco Weekend how to make bricks from earth and water. It proved to be one of the most interesting topics for the people who came. We made some bricks, too. There was also an info board on eco building.

Biodiversity: The Federation of Nature Conservation NGO’s Green Balkans prepared posters, flyers and info boards on biodiversity. The representatives talked to the people and answered their questions.

Recycling: Tina and Daniel from our group prepared many games (of their own!) with prizes for the visitors on this topic. It was a very popular point and those who took part had a great fun.

On 17. April there were two parallel events:

The cleaning of Bedechka River which runs through Stara Zagora was organised together with the school’s Friends of the Water Eco Club. It was also supported by the Municipality. About 80 people took part in the cleaning.

The second event was walking the path we renewed with the help of the Hiking Club Sredna Gora. We had a guide from the Federation of Nature Conservation NGO’s Green Balkans, who told the participants interesting facts about the biodiversity in the region. He also showed them some rare birds when they appeared. Fifteen people joined the event, but later some more enthusiasts called me and asked me if there was not another date for this walk (they missed the event because they overslept, or had to go to work, etc.).

Other actions we took as part of the project:

- we made presentations in front of other students and to our partners;
- held a contest for vegan recipes and are now uniting them in a book, which will be in two languages (English and Bulgarian) and will include articles on the ecological footprint;
- we translated Wolfgang Pekny’s presentation into Bulgarian
- we also adopted a bird from the Green Balkans rescue centre.

We also organised a flash mob event for the Earth Hour, which was not part of our initial project plans, but we had great fun. And since it was a success, that event inspired us for the end of our project.



BOCAGE: MODIFICATION OF THE TRADITIONAL LANDSCAPE UNDER THE INFLUENCE OF CONSUMERISM

school: Gimnazija Čakovec
Vladimira Nazora 34, 40 000 Čakovec

country: Croatia

teacher: Tanja Šalamon

representing student: Sara Bene

participating students: Tena Turk, Iva Mesarić, Draženka Mihalec, Mihaela Zorčec, Dorotea Horvat, Tina Patafta, Karolina Kolarić, Laura Perčić, Jana Marčec, Mirela Tuksar, Mia Brkić, Leonarda Habijan, Sara Križaić, Veronika Horvat, Žana Klaić

main methods: Natural hedge research, activities in nature (going out on field, collecting plants, taking pictures of hedges), making and conducting a poll, statistical processing of the data gathered by the poll, creating promo materials, billboard and materials for the CD for educating population, street-activities, presentation of the results in the media, writing articles.



“The most common reasons why people degradate natural hedges are commercial...”

MODIFICATION OF THE TRADITIONAL LANDSCAPE UNDER THE INFLUENCE OF CONSUMERISM

In September 2010 we formed a team which consists of sixteen 1st – 4th grade high school students within facultative teaching ecology and sustainable development. By observing the aerial photographs of our region, students decided that they wanted to do the project which would deal with the problem of disappearance of the natural hedge as an element of traditional enclosed landscape and biodiversity.

We have decided to name our project team 'Bocage'. It is a french word for hedge, which is also used in our language. After the experience gained in Austria dealing with knowledge sharing, we had an ambition of presenting the importance

of reducing our own ecological footprint to the students of our school, including natural hedges overall, and that seemed like a good idea.

Natural hedge is an important element of biodiversity. It impacts the microclimate, it presents home, shelter and hibernant place for many animal species, fruit from hedge serves as food for birds and other animals, it is used as firewood, it is a lively bound on fields, it gives shade and shelter to people when it is hot or rainy, animals that live in hedge eat harmful species in soil and in that way the usage of pesticides is largely reduced. All that results in reduced water, soil and air pollution. We concluded that natural hedges are ecosystems which reduce ecological footprint and because of that we must preserve them and educate the people through public lectures about the importance of preserving hedges.

The most common reasons why people degradate natural hedges are commercial agricultural production, land management, increase of agricultural area, single – crop farming introduction and agricultural mechanization.

Our main goal was to point out to the students and community the importance of preserving the hedge despite of intensive food production and consumerism and make them more aware of the fact that by preserving the hedge as the element of traditional landscape and biodiversity, our ecological footprint can be reduced.

We have chosen the name of our project to be "Modification of traditional landscape under the influence of consumerism". Since we have started with our project in September, here is the list of our activities from September 2010.

September, October 2010

- Organising the team
- Familiarizing with traditional type of landscape in Međimurje, the area we live in; small fields bounded with natural hedge
- Looking at the aerial photographs of fields in Međimurje – motivation for project
- Presenting the ideas and setting goals, determining project scope
- Going out on the field, collecting plants, pressing the plants, taking pictures of hedges
- Pressing the plants and drying the fruits at home

November 2010

- Studying the literature, getting acquainted with the topic through the available literature
- Presenting knowledge and experience from Illmitz
- Familiarizing with the subject of ecological footprint
- Meeting of the team in which biology teachers and geography teacher also participate – further steps of the project are agreed upon



- Getting acquainted with 12. and 14. Section of Act on agricultural land
- Conducting a study on general characteristics of traditional landscape and hedges in međimurje

December 2010

- Sorting out the collected plants depending on heights; high, medium and short vegetation
- Determining the species (the most common species: elder, hawthorn, blackthorn, hazel, rose hip...)
- Counting the species in order to identify the biodiversity of hedges (56 species)
- Making a herbarium and the collection of fruit
- Workshops where students educated students

January 2011

- Making and conducting a poll among the population who deals with intensive agricultural production on different areas in Međimurje, including Belica, the area of the biggest degradation of the landscape, in order to find out the people's opinion about the importance of preserving hedges (have your fields been bounded with natural hedges in last 30 years? Do natural hedges still exist on your field? If yes, why? If no, why? Would you plant new hedges if authorities (county, municipal and city authorities) subsidize the planting or donate seedlings of bushes and trees for planting new hedges?...)
- Ecological footprint workshops



February 2011

- Statistical processing of the data gathered by the poll
- Creating promo materials and materials on the cd for educating population
- Sending educational materials to other schools, media and to the public institution for managing protected natural assets in Međimurje county
- Representing our project at the regional competition eco quiz „Lijepa naša“ in Primary School Selnica

March 2011

- Giving a public lecture about the importance of preserving hedges in collaboration with the public institution for managing protected natural assets in međimurje county and through the presentation and comparison of aerial photographs of preserved hedges and degraded areas arouse public interest for this topic
- Representing our project at the famous national competition eco quiz "Lijepa naša" in Primošten

April 2011

- Going out on the field in spring, taking pictures of hedges, filling in the herbarium
- The final analysis of the material
- Presenting the topic and the problems to the public through media
- Distributing promo materials on market place, local fair and in the centre of a town
- Writing a report on a school web site
- Writing the articles for local newspaper "Međimurske novine" (will be published in june) and our school magazine "Čagi" (will be published in May 2012)
- Setting up a billboard about our project in the school corridor



May/June 2011

- Visiting the local authorities and make them acquainted with our results, presenting the idea about the project in our region
- Presentation of the project at our school

A GREEN STEP FORWARD

school: Osnovna škola Nedelišće
Trg Republike 9, 40 305 Nedelišće

country: Croatia

teacher: Jelena Sršan Pavlič

representing student: David Horvat

participating students: Maja Drvenkar, Karla Fekonja, Ines Filipić, Darija Gavez, Karlo Grudić, Martina Ljubić, Rea Mikulan, Ana Novak, Marina Novak, Sanda Novak, Dora Prelo-žnjak, Matija Šipek, Lucija Špicar, Tea Vuk, Petra Žišković

main methods: Creation of research instruments (surveys, interviews), conducting surveys and interviews, street action, analysis of surveys and statistical analysis of the results, preparing and setting up exhibitions, presentation of results in the media, writing articles, making presentations and posters, boards, organizing lectures for students, workshops, practical work, collecting herbs.



“We are very proud that many forgotten herbal medicines are saved from oblivion.”

A GREEN STEP FORWARD

The main interest of our project team was to explore ways of using local herbs to make natural medicine in order to prevent and cure illnesses and reduce our ecological footprint. Sometimes people could (like our ancestors) prevent illnesses or cure some minor ailments by using some traditional medicine in support of modern medicines and drugs offered in pharmacies.



Goals we wanted to achieve were:

- Increasing our students' knowledge on the concept of environmental footprint and ways to reduce their own environmental footprint
- Making students and the community aware of the fact that using natural medicine can reduce our environmental footprint
- To increase our students' interest in their own homeland and its natural and cultural heritage, and to increase their awareness of the importance of protecting our heritage
- Encouraging students to actively participate in the local community

We are very proud that many forgotten herbal medicines are saved from oblivion. **Here are our activities:**

November

- Members of our team were collecting and drying herbs that they know. After drying they will use them for making natural medicine.
- In our village we visited the MESAP fair exhibition – MESAP Fall, which was about renewable energy, healthy food and nutrition. Students enjoyed the scent of herbs and a taste of sweet honey. This exhibition was also a great opportunity for making contacts with local organizations involved in the production of medicinal herbs, honey and organic food, organizations which work with children and all interested in returning to natural medicines.
- Our first attempts at making natural medicines. We made: cough medicine – honey with horseradish root, dandelion honey; plant called houseleek which is often used as an ornament in our gardens, and the juice from its leaves is used to cure ear infections; rosehip tea; for lowering fever we can use grated raw potatoes; for pain relief in inflamed joints we can use raw cabbage leaves as a compress; medication for problems with cough and sore throat: syrup of caramelised sugar and bay leaves, a drink made of caramelised sugar and milk and another drink made from cooked onions for the throat.
- Members of our team conducted interviews with their grandparents to learn a bit more about natural medicines used by them and their grandparents.
- The students have also write down the recipes they get from their grandparents.
- We have made a small booklet out of them, and some of them we will try out ourselves.
- Articles about our project were published on local internet portal of county Međimurje www.emedjimurje.hr and also on Croatian education news portal www.hrskole.com.

December

- With help of our art teacher Veljko Posavec we created our project logo.
- We gathered the interviews with our grandparents and found out some new medicines.
- In our study of medicinal plants we studied different literature, tried to identify some of the plants in our region that could find in our woods and meadows in spring, and tried to find their possible application in medicine.
- We have combined all collected recipes in a small brochure.
- Participation at our school's Christmas Fair where we were selling natural remedies that we have prepared ourselves. The funds raised are deposited into the school's fund "Help a friend."
- Preparation of our products (natural medicine) for school Christmas charity fair
- Articles about our project were published in one of two biggest daily newspapers "Večernji list" and also in the information bulletin of the municipality of Nedelišće.

January

- We have learned how to make marigold ointment.
- We have designed a survey which will examine the knowledge of our students, parents and villagers of Nedelišće on ecological footprint and use of medications in their households.
- With the help of our biology teacher, Blaženka Pichler, we learned how to separate the good seed from the flowers of harvested herbs and how to sow it. This will enable us to study all the developmental stages of chamomile and lemon balm. Students will monitor and study the sown plants in the biology classroom.
- An article about our project was published in the local weekly newspaper "Međimurje".

February

- After being invited to one of our meetings, our school physician Narcisa Slugan, MD visited us in our school. She gave a lecture about how it is sometimes better to replace the modern medicines with the traditional medicines that we get from nature. During the visit we had the opportunity to present Ms Slugan our work up to date, the booklet with recipes, remedies which we ourselves prepared and our plan for further work.
- We conducted a survey that we have prepared earlier, with 5th to 8th grade students during their class teacher classes, and on the streets of Nedelišće. While conducting the survey on the streets we got interesting advice from the local people.
- We wanted to investigate the habits of the inhabitants of our village when it comes to medication, so we went local clinic in Nedelišće where we were received by Ivan Tizaj, the doctor working there. We talked about whether natural remedies are recommended in his practice, whether the local people are interested in them and how much and when our doctor uses natural remedies. We also conducted a poll among patients in the waiting room.



March

- We analyzed the poll that was conducted earlier among the students and citizens of Nedelišće. You can read presentation of results on our weblog.
- Our school hosted two beekeepers, Branko Lipić and Ivan Šopar, from the Beekeepers Association of Međimurje "Agacija" ("Acacia"). They held a lecture about bees, their life cycle, the importance of bees for the whole of nature, pollination, honey collection and its manufacture, about using, storage and consumption of honey and its medicinal properties and about other honey products that are used in medicine and cosmetics - propolis, pollen and royal jelly
- Our school participates in the project conducted by Public Health Institute of Međimurje and Faculty of Kinesiology, University of Zagreb, "Together for better health of children and adults", which encourages healthy nutrition and physical activity of students and parents. Since food is also a type of medicine, and we consume it every day, the students involved in the project have drawn up a few questions and made an interview with our school cooks, asking them about the dietary habits of our students, and about what they like and don't like to eat.
- Since sometimes it is not possible to avoid the consumption of medications, we also have to take care of their safe disposal. We have organized a campaign of collecting expired medications which we then carried to the local pharmacy, where they can be safely disposed of.
- We signed up for eco-workshops organized by a local NGO, Kneja (www.kneja.hr), which were about herbal cosmetics and ecological footprint, and we are anxious to see whether we are accepted to participate.
- In our schoolyard we organized a workshop on planting medicinal plants which we will cultivate and nurture, and eventually use



April

- Workshop on the ecological footprint and making posters about the advantages and disadvantages of shopping bags made of canvas.
- HRT (Croatian national television) recorded a story on our project.
- Just like every year, the local council of Nedelišće organized a spring cleaning of the environment under the motto “More flowers, less garbage”. Local organizations, NGOs, schools and kindergartens also participate in the action. The students involved in our project have also participated in this action.
- A Green Step Forward on HRT
- Our ancestors have often said that food is a medicine. Since we have to consume food every day, we can also use it as a treatment if it is grown in harmony with nature. Therefore we visited the biodynamic garden where Mrs Bernarda Orehovec grows organic food according to biodynamic principles of Rudolf Steiner’s agriculture.
- In order to spread the message about our project to the homes of the local people, we decided to print cloth bags with our logo and the message that the students came up with: “Use a cloth bag and clean the world from trash!”
- Traditionally, two times a year our school has been organizing a collection of waste paper. This spring, the students have worked very hard and we managed to collect more than 10 tones of waste paper.
- Eco-quiz in Pušćine school and project presentation
- Our little plants grow very quickly and before spring break we decided to give them more room for growth and so we have transplanted them. We hope that they will flourish even more.
- Similarly as in the Pušćine school, we made a presentation of the project at our Dunjkovec school, again for students from 1st to 4th grade, with an emphasis on the problem of pollution.

FABULOUS GREEN ADY: HAVE A VOICE TO CREATE A FRIENDLY ENVIRONMENT!

school: Ady Endre Gimnázium
1139 Budapest, Röppentyű u. 62

country: Hungary

teacher: Zoltán Sallai

representing student: Katalin Hámori

participating students: Anett Altrichter, Henrietta Szakács, Nóra Gosuly, Orsolya Szabó, Bence Szántó, Aletta Iványi, Kristóf Szűcs, Viktória Boros, PetraGöögös, Brigitta Bódor, Tímea Esek, Kristóf Koncz, Enikő Füstí Molnár, Katalin Hámori, Brigitta Bodnár, Orsolya Fata, András Molnár, Zsófia Ghémes, Dóra Szakály, Márk Molnár, Eszter Róth, Alexandra Szatura, Zsófia Medrei, Lilla Csöngedi, Viktória Csató, Mercedesz Csató, Dániel Czirkó, Zsuzsanna Szondy, Bea Bada, Bernadett Kovács, Ivett Csápay, Péter Bencsik, Viktor Verebély, Eszter Róth

main methods: Competition between classes with funny and “green” elements, the ECO Hostess of the day was Katalin Hámori.

Planting tree, posters, slogans for saving the energy, slogans for using the bike, slogans for mineral water, composing fairy tale, message to the future, create tips to saving the energy, green hunting game, outdoor team building games, climate wall, climate news in the school radio, flash mob protest, art work, etc.



“A very important mix: fun and serious knowledge!”

HAVE A VOICE TO CREATE A FRIENDLY ENVIRONMENT!

The “Kosok” peer-tutor group with the support of student government organized a GREEN student-day 19th April 2011 with many campaign element in the school. In this project we establish in the preparation work for an involvement of the students and the process and activity of campaign elements was guaranty of the participation of the students.

We had two main aims in our project:

- develop togetherness, community, involvement, the activity in the class and in all school
- shaping student' ecological awareness, strengthening their sense of responsibility for the natural environment, increasing their knowledge of renewable sources of energy, encouraging them to look after the natural environment.

GREEN Activity for the classes:

- 10 tips for saving the energy in the school
- Flash Mob campaign against using cars
- What is the component of the ecological footprint?
- Campaign poster: for saving the energy, for drinking mineral water, promote the bike
- Telling climate change news in the school radio
- Posters containing a set of rules referring to saving the peaceful surrounding in the class
- Test about the climate change and recycling
- Set of slogans connected with saving energy and protecting the environment
- Every class planted trees and celebrated the World Earth Day on April 22nd
- Adaption of recycling trash container in the classes
- They created the Pupett “Economic Joe” and “Wastful Mary” and wrote a conversation for them
- Writing a story with 10 special “GREEN” words
- Message for the year 2053

The peer-tutor group achievement:

It was great to organise an event which effects school life and at the same time is a good opportunity to participate on the decision.

The peer-tutor group did a huge event in school life which involved as many students as possible. We proved that the students can act together and are able to make positive changes in their lifestyles.



READY-STEADY-ACTION!!!!!!

school: Bőcsi Általános és Szakiskola, Alapfokú Művészetoktatási Intézmény
3574 Bőcs, Munkácsy M. u 7 sz

country: Hungary

teacher: Zita Takácsné Beresnyák, Anita Vámosi, Marianna Hideg

representing student: Anna Rácz

participating students: László Bai, Péter Csicsék, Ádám Stefán, Valter Dendel, Cintia Berta, Szabina Kocsis, Fanni Marczis, Károly Pribék, István Csóka, Örs Murvai, Enikő Göndör, Dóra Nagy, Cintia Nagy, Tímea Lovász, Ádám Gorgyán, Adrián Kis, Márta Mares, Cintia Zima

main methods: Research – library, internet, books. Talking circle – during a workshop students sit in circle and talk about the problems, actions – clean our environment, arranging different competitions, exhibitions, programs outside, concerts, radio program.



“The Earth is not ours – we borrowed it from our grandchildren!”

READY-STEADY-ACTION!!!!!!

Our project is about Ecological Footprint. What is an ecological footprint, how has it changed during the historical years. How big is.....? - calculate your footprint via internet. Research - How big is the footprint of Hungary, compare it with different European countries

Our aims and tasks:

- making slideshows
- making posters
- “Can be done in different way”... making a movie
- arranging competitions – garbage collection, cleaning competitions between classes – green corner in classes
- recycling – decorate our school with nature materials
- Birds friendly garden – making birds feeders and fill them with seeds during the winter time
- figure an” Energy Commando” in the school to observe the waste of electricity in classes.
- arranging workshops to make things from recycled materials
- celebration of Earth day, The World Day of Water, Day of Birds and Trees

We made a detailed plan for the whole school year and we planned all activities we wanted to do during the year.

Our main goal is:

- to involve as many students into our project as we can.
- raise our students’ attention to become nature friendly adults
- taking part both in country and school competitions – painting, poster planning, movie making, garbage collections, used buttery collection, recycling,
- arranging different trips to the nature parks and areas to observe them.
- save our surroundings and make it cleaner for the next generation



BEAVER – BE AWARE OUR DANUBE’S PAST, PRESENT AND FUTURE

school: Budai Nagy Antal Gimnázium
Anna utca 13-15, Budapest

country: Hungary

teacher: Kata Darvas

representing student: Gábor Buda

participating students: Sophy Mácsay, Mercedes Kiss, Zéno Kisling, Nicolett Pap, Enikő Konrád, Fruzsina Wappler, Klaudia Wappler

main methods: Research, interviews with local, elderly people, with experts, with the local deputy mayor. Action in school on World Waters Day for 150 students: presentation with the ppt-s and making a quiz with individual and class prizes action in nature



“The team really impressed their teachers and mates!”

BEAVER – BE AWARE OUR DANUBE’S PAST, PRESENT AND FUTURE

I think our Danube project was successful even though we didn't really follow the project plan. When we faced some difficulties we discussed it and modified the plan or the timeline. We achieved most of our goals! We had a very cold and long winter that came too early so we postponed our trips and some other events to the next school year.



We named our team Beavers, after the successful reintroduction of these rodents into the Danube. It is a symbol of reversal of some bad processes caused by humans in nature. We had a special biology class on beavers by a biologist who took part in the reintroduction! We had a team meeting nearly every Friday after school. The students made research work on the Danube according to subjects: History, Biology, Geography and Arts. They made ppt-s of their studies and organized an action for the World Waters Day for 150 schoolmates. After a presentation and show there was a Quiz game with some individual and class prizes.

The team really impressed their teachers and mates! They made a Poster Book based on the ppt-s and the interviews they had made. The Poster Book can be exhibited easily. We plan to organise an event for the World Waters Day in 2012 with an exhibition on the Danube in the district library.

We interviewed people about the Danube. We collected information about the Danube's role in people's life in the first part of the last century and compared it with its role today. The aim of the interviews was:

- to show the losses
- to show the ecological values
- to emphasise the importance of conservation
- to call attention to the importance of possible services of the river in the future



We sent our questions in advance. The kids interviewed: four elderly people in an elderly home; an expert in the Office of the Parliamentary Commissioner for Future Generations; a local historian, the honorary citizen of our district; the deputy mayor of our district (responsible among others for the environmental issues); The interviewee all prepared themselves thoroughly for the interviews especially the experts. The kids were impressed how seriously they were taken! The deputy mayor even asked them to send their ideas as proposals to the Environmental Protection Committee. Recently they are forming the new environmental protection program of our district for the next three years. We did it!



We had lots of fun and enjoyed our meetings, and activities. We could talk and get to know each other much better. The students became a real team and they learned how to work in a team, how to undertake a task and how to take responsibility. They learned how to plan and carry out a project. They became more self-confident. We got lots of knowledge – in different subjects and in active citizenship. They experienced the holistic thinking. They improved some skills in computer science: how to do research work, how to prepare and make and interview, how to communicate with adults and how to organise and carry out a school event.

We'll continue the project the next school year!!!

ECO-COOL STUDENTS: ACTIVE CITIZENSHIP

school: Humán Középiskola,
Szent-Györgyi Albert Egészségügyi és Szociális Szakközépiskolája
Kecskemét, Nyíri út 73

country: Hungary

teacher: Gyöngyi Osa

representing student: Anett Pintér

participating students: Lilla Batka, Debóra Bényi, Vivien Borsos, Hajnalka Bozsik, Nóra Csósz, Zsuzsanna Fazekas, Rebeka Fülöp, Jessica Gábor, Nikolett Kaldenekker, Szabina Kapocsi, Nikolett Kasza, Gergő Keresztes, Nikolett Király, Judit Kiss, Sarolta Kocsis, Nikolett Langó, Tímea Lukács, Bernadett Nagy, Anett Pintér, Renáta Ragó, Kitti Rigó, Zsófia Rigó, Viktória Szeleccki, Dóra Törteli, Szabolcs Varga.

main methods: We have had some exhibitions which were very interesting for students and teachers as well, we planted trees, flowers, went for a walk in Arboretum, made bird-feeders so we spent a lot of time in nature. We prepared healthy food and organised competitions in order to activate students. All our programs could have been followed on the school homepage. We had discussions with a representative of the Hungarian Ornithology Club and about waste and pollution with the help of 'Green Umbrella NGO' (an environmentally friendly group in Kecskemét). We tried to involve families, relatives and friends when we organised Green Christmas.



“Stop air pollution - go to school by bicycle!”

ACTIVE CITIZENSHIP

November 2010

We started the “Bird Friendly School” program. We made birdfeeders and put them on trees at school yard. We supplied food for birds (About 40 students organizes and check this program continually). Meeting: ‘Come to know the birds!’ – Hungarian Ornithology Club’s discourse.



December 2010

Green Christmas – we made environmentally friendly packaging from recyclable paper that we used for wrapping. We could do it in school and at home too. About 100 students joined to this program.

1-2-3 that we can do – We collected 10-12 ideas in connection with Christmas. Its objective was how you can prepare for the Christmas while being aware of protecting environment.

‘A shoebox love’: we made and collected presents. We asked students to bring a little gift to fill the boxes. We gave 36 boxes to Baptist Charity Service, that handed over those presents to children who are in need. We also visited an exhibition “The Birds of a Feather...” at House of Nature in Kecskemet, and 29 students visited it in 2 groups. We started designing an ECOOL logo.



January 2011

Within the “Bird friendly school” project, we made a presentation and show in every class about Parus major. We chose an environmental problem and we discussed it in the class. We saw a film: we could choose from three films, for example, “Age of Stupid”, “Home”, and “Inconvenient Truth”. We created a so called green corner in every classroom. Some of the classes made very interesting creations.

February 2011

Health day – Students and some teachers made healthy food, it was a competition, and everybody could taste everything. Healthy lifestyle competition, every class was participating, with groups of four. It was fun :) In some classes (mostly in 9th and 10th grade) there was a forum in connection with smoking (why not? causes, addiction...). Watching films concerning healthy lifestyle (Nos enfants nous accuserant; Sicko; Fast Food Nation)

March 2011

The programs of health month continued, at school we had a 20-hour-sports program with about 200 participants (students and teachers). The programs included teacher-student matches as well. The health month was closed by an exhibition about herbs in Hungary. Beautiful and interesting posters were exhibited and we could taste healthy food (honey, juice, tea...). Green days – ‘Stop the air pollution – go to school by bicycle!’ – competition between the classes. Those who came to school by bicycle got a glass of mineral water. Discourses and interactive game in 3 topics that the class choose. For example: 10 steps to zero waste; Eco-game; Fair trade; How can you get green, greener, the greenest... We planted five trees in the school garden.

April 2011

All classes had the chance to go for a walk in Kecskemét Arboretum with a professional guide in different appointments. Exhibition – drawings and photos – miracles in our nature – students took some photos and did some drawings, now they are being framed. We are planning to have the exhibition in May. The best pictures will decorate our school assembly hall.

May 2011

Feast – the most active students get an award – cake, ‘Eco T-shirt’, badge, pen etc. On 20th May we had students’ day at school, where we planted flowers in school garden. We finished the planning of the Eco-logo for the T-shirt, the T-shirts are ready, we bought the badges...

TiMeS: WATER PROJECT

school: ‘Mihai Eminescu’ Lyceum

109 Independentei Street, Singerei

country: Moldavia

teacher: Zinaida Orfin

representing student: Alina Bermanschi

participating students: Alina Brasovschi, Victor Rosca, Iulian Cujba, Mihaela Cucos, Irina Crihan

main methods: Research work, interview, exhibition, action in nature, talks with politicians, creating flyers, posters, passports of water resources, articles in the newspaper, speaking on the regional and national radio, power point presentations, public speaking, active involvement



“Students, teachers have access to clean safe drinking water!”

WATER PROJECT



Activity #1.

According to our action plan, we aimed to purchase filters and necessary pieces to them and install them in the existing piping system in order to purify the water. The idea was to provide access to clear safe water to our students. Later, we had to make changes in our plan and purchase two pumps and 40 nineteen-litre bottles of iodine water from the company “Gelibert” in Singerei (which embottles iodine water). Also, we purchased 1000 plastic glasses.

Activity #2.

A team of twenty-two 12th-form students were trained by the geography teacher to lead discussions and teach about responsible environmental behaviour for reducing ecological footprints and water awareness. Together, we created posters, flyers and power point presentation. Here are some titles of the posters: “Water degradation”, “Water - the heart of biosphere”, “Human’s impact on environment”, “Water pollution in various communities” and others. There have been created more than 20 such posters. A very important thing is that the information,

pictures and drawings on the posters were based on much research work and study. Then, teams of two presented their findings (power point presentation, flyers, and posters) to all students in our lyceum and at the General Parents Meeting. Besides, 11 ecological hours have been held and conducted by the team members. The best posters have been displayed on the walls in the corridor (hallway) of the 3rd floor of the lyceum. Everyone can read, study and use them when necessary in different subjects and activities.

Activity #3.

Meanwhile, another team of so-called “blue patrols” was created. At meetings they agreed upon items of research about the water resources mainly in Singerei, but also in other villages in the region. They decided to make a “Sanitary Passport of Potable Water Resource” (wells, springs). When weather allowed, for two months, more than 30 field trips have been done. The team members discussed with people who live in the neighbourhood of wells about the importance of maintaining the water resource clean and safe. They found out about the person, responsible for the well, the number of the people who use it, its sanitary state and other. After that we made “Sanitary passports”. By the end of May we will have drawn the “well map” of Singerei, analysed the information, written an article for the local newspaper and spoken on the radio. We will also have had a meeting with the Public Local Administration, Ecological Department, an Environmental NGO and Preventive Medical Centre. The team members will have presented reports and shared the findings with local administration and civil society.



Activity #4.

The project members initiated a cleaning up activity in the local park.

BE ECOOL!: ADOPT A PARK!

school: ‘Onisifor Ghibu’ High School

Vasile Lupu 149 Str., 3505- MD, Orhei

country: Moldavia

teacher: Angela Trubceac

representing student: Diana Jalba

participating students: Tina Negara, Alexendra Ciloci, Ana Soltan, Cristina Morozan, Andrei Digori, Catalina Buhaniuc, Alexandrina Stoian, Anastasia Castravet, Vitalie Munteanu, Ion Sacara, Victor Cernenchii, Doina Pantaz

main methods: **Interviews:** Spoke with a man who recycles items from the city landfill to understand the dangers of its environmental impact. Asked the mayor and vice-mayor what current and future projects they plan to improve the local environment. **Exhibition:** The 120 students from the project designed and presented posters about the importance of keeping the town beautiful. The high school had a competition to see who could create the most creative object from recycled materials. **Action in Nature:** The students participated in six total days of park clean up. **Media:** Published two articles in the newspaper ‘Plaiul Orheian’. Gave two interviews on the local radio station. **Talks with Politicians and Businessmen:** The mayor and vice-mayor of Orhei, representative of the national government, the Director of the Orhei Department of Education, the Orhei Department of Youth, the Orhei Department of Ecology, the Orhei Forestry Department, the Rural Development Agency and 32 local businesses and entrepreneurs



“They established the project goal to improve the community and to change people’s attitudes...”

ADOPT A PARK!

After returning from Austria, we invited around 120 students from the 5th to 10th grade for a presentation about the Ecological Academy and the three possible project domains. Following a discussion of different project ideas, the student decided to adopt a popular park near the school within the “Active Citizenship” domain.



A core team of 25 students volunteered to guide the project implementation and chose the team name “Be Ecool!”. This team was divided into four groups. One team worked in the informational-educational domain. Another team worked in the fundraising domain. The third team worked in the mass media domain. The last team was responsible for making partnerships with different agencies, schools, etc.



They established the project goal to improve the community and to change people’s attitudes regarding the environment. The students developed their action plan scheduling major events by using vacation days throughout the remainder of the school year. Additionally, weekly meetings were planned for Fridays to monitor progress. The students offered presentations to every class from 5th to 10th grade to increase their awareness of environmental issues in Orhei and the world.



The students managed to achieve several of their objectives, however, some of them remain to be completed in the following months. They managed to install and paint fifteen benches, exceeding their initial goal of ten. Only two trash cans have been placed from a local company, however eight more are yet to be installed as promised by the mayor. The trees were not planted because the Department of Forestry couldn’t offer appropriate transportation for the trees. The bushes were not planted to avoid potential problems with goats eating their leaves from the neighbourhood. Instead, the trees and bushes will be planted in the school yard.



FRIENDS OF THE EARTH: TOGETHER FOR A GREEN TOWN

school: Pro Succes Lyceum
129 Ashabad Street, Chisinau

country: Moldavia

teacher: Tatiana Olaru

representing student: Valeria Gavrilan

participating students: Maria-Tereza Călin, Marina Cebotari, Nicoleta Babcinetchi, Maria Bucliș, Doina Ursu, Gleb Țîmbalari

main methods: Exhibition, action in nature, media (our lyceum newspaper)



“... we discussed a lot and brought solutions to conserve wildlife, energy and to stop pollution.”

TOGETHER FOR A GREEN TOWN



Starting from the problem that we are facing day by day, and especially in the part of the city where our school is situated, we decided to touch those problems that are painful for a small country like ours:

- The lack of a clean and pure environment.
- The lack of active implication and consciousness of the community in the creation of a better environment.

These problems made us understand and action in the direction of making people aware of the necessity of ecological education for life and we wanted to set off by creating and maintaining a pure ecological environment in school and in its surroundings.



So, we created a group of students, all of them in the 10th grade that were and still are eager to fight for the planet's rights.

We wanted to inform all the students about the project from Austria and we did it. We showed them photos from there and told them what we were told while being in Austria. Then we made a plan and began working on the plan.

Then we began growing plants in the greenhouse together, better say with the support and teaching of a teacher of science, floral designer. She also taught children how to plant those flowers in the yard and together with all the children she did it.

Students were trying not to leave the light switched on and in this way they conserved electricity.

As a teacher of English, I had also the topic Environment in my curriculum, so I had a unit of 5 lessons where we discussed a lot and brought solutions to conserve wildlife, energy, stop polluting in the way it is polluted now. Students made posters showing their own plan of actions and measures taken to protect the environment in the Republic of Moldova.

Part of our plan was to organize an exhibition of photography of the most picturesque places in Moldova and in the world and also the dirtiest places from our country showing that Planet is in our hands, which is the topic of the exhibition.

We had also the idea of collecting wasted paper and then to transport it to the recycling factory. But each class was decided to have a special bin for such wasted paper.

The flyers were for the neighbourhood to inform people once again, about the necessity of conservation of energy and nature. In order to make less pollution, our own contribution was to create a parking for bicycles for our students to come easily this way. They find it interesting and challenging. That's for the first time that we have such things and not sure that other schools having ones. This project also means making a general cleaning of the yard and celebration.

We will also celebrate.



GRRREEN TEAM: GO REDUCE REUSE RECYCLE EVERYTHING EVERYWHERE NOW

school: European School Of Bucharest

33 Băiculești Alley, 1St District, Bucharest

country: Romania

teacher: Daniela Elena Ștefan

representing student: Kirian Lavoisard

participating students: Irina Gherman, Teo Neguț, Iulia Vlad, Mircea Mazuru, Ana Petrică, Alexandru Pană, Alexandru Bittman, Mara Petcana, Maxim Julea, Victor Petcu, Alexandru Udrescu, Kitty Gîrjău, Șerban Martin, Victor Negulescu, Andrei Bătrîneanu, Adrian Bultoc

main methods: Peer-to-peer activities, street and volunteer actions, talks with the media and with the authorities, actions in nature, messages to the local community, fairs, experimental activities, contests, info sessions, etc.



“What do you do as a present for the Earth on its anniversary – 22nd of April?”

GO REDUCE REUSE RECYCLE EVERYTHING EVERYWHERE NOW

Our project started one week after coming back from Illmitz, with an adventure-camp meant to build the team by discovering once again the nature and the principles we must have for stepping lightly on Earth. After this adventure-camp some of our team members went to 3 recycling factories in Buzău to reward the green classrooms of last school year. Starting from those 2 experiences, we got together with our teachers and parents and decided which are the PROBLEM our project will address, the GOAL of our project and the OBJECTIVES to reach it.



When we sent our project-plan to Vienna, we didn't know how the things will develop, what objectives we will achieve and how big our project will grow. Now, looking back at these 6 months of working together in the same GRRREEN Project, we can say that we did a great job and that we are proud of it and of us.

Even if at the beginning it wasn't easy to share the responsibilities and to understand that our work depends on others work and others work depends on ours, step by step we learnt how to think, how to find solutions, how to help the others by switching responsibilities and, most important, how to decide without asking the coach to decide for us. We did all this things first of all for our GRRREEN Project to succeed and we can say that it is a success for us, for our school and for our community. We say this because in these 6 months we achieved all the three objectives in our project-plan, we realised all the activities we planned and we also overcome the plan by some other activities generated by the spreading of our project (for example, we disseminated the educational kit in 3 partner kindergartens and not in 2 as we planned, because the third one heard about our activities in the other 2 and invited us to share our ideas to them too or we went-back in the kindergartens after one month because the little kids were eager to show us how we inspired them and what they decided to do as a present for the Earth on its anniversary – 22nd of April).

So, if before the mid-term report we could say that we achieved just the first of our objectives (Implement a functional system of selective waste collection in our school in the first 2 months of the project) and prepared the resources for achieving the other 2 by contacting and having meetings with the representatives of NGO's, of media and with the local authorities, by making small but important changes in our school community behavior, by offering "a Grrreen Pill" every Monday to our elder schoolmates, by organizing fairs meant to make the school community members be aware of the importance of "the triple R" (Reduce, Reuse, Recycle) and to raise funds to develop our project, by establishing a partnership with "Viitor Plus" NGO in order to collect our paper and plastic waste and to plant trees in change, by supplying school with big containers for paper and plastic, by achieving an energy audit of our building etc., in the second part of our project we did our best to achieve the other two objectives (Achieve an educational kit based on our Reduce-Reuse-Recycle experience in the next 100 days and Disseminate the kit in 4 sessions in 2 partner schools or kindergartens in the next 5 months) in order to reach our project goal and have an impact in future.

As we said in the end of the mid-term report, our goal for the second part of the project was to get beyond the school gates and offer our personal example to other kids, in order to motivate them to do the same, so that the impact of our GRRREEN Project be visible.

We started this work by participating between 21st of February and 1st of March with decorative objects created by using recycled materials at the "Mărțișor" Fair organised in our school before the national holiday of spring called "Mărțișor" Day. By selling this hand-made objects called „Grrreenulici” that become also the symbols of our GRRREEN Project, we raised some funds to assure the good evolution of the project. In the

same time, we searched and created the materials for the educational kit and for the web-site in general. Teo and Kirian, helped a little bit by Kirian's parents, were our webmasters and webdesigners and we were the editors and the reviewers. Julie and Ana were also the responsible with the activity on the blog.

Between 1st and 21st of March we prepared the activities for the ECO3R Week by establishing partnerships with 3 kindergartens and 2 big shopping centers, by deciding on the everyday agenda, by working with the media and sending a press release, by convincing our school administrator to support us and the Excellence Center For Sustainable Development (CEDD) to support our contests with eco-rewards etc., and we also decided who will represent us at the Final Event in Vienna, lit our candle on the Earth Hour website, collaborated with WWF Romania by promoting Earth Hour Event and were represented by Teo, Kitty, Irina, Victor and our Physics Teacher, Nicoleta Dina, at the 10:10 Conference held on 10 of March at Gh. Sincai College in Bucharest.



The ECO3R Week (21st-27th of March) started with the launch of the website www.grrreen.scoalauropeana.ro and with the Monday Assembly presentation of posters, everyday activities and contests like "Give Earth an Hour of Your Energy" or "What is the present you offer Earth on its anniversary?". The week continued with Eco-messages created by the students in primary, exposed on the school fences and rewarded at the next Monday Assembly with pots and flower seeds (the winners were IIC, IIIA and IIIC), with Eco-lessons taught to the kids from "Cherry Tree", "Casuta Piticilor" and 283 kindergartens, with interviews, invitations in TV shows and web and newspaper articles (Victor, Irina, Kirian, Serban and Mircea were invited at the "Tonomatul dp2" TV show on TVR2, Iulia, Alex B., Alex P. and Mara were interviewed for "Razvan si Dani" Morning Show on Antena1, Max and Teo were invited at the "Green Generation" web show on Radio3Net, our coach, Dana Stefan, gave an interview for "Info Terra" on Radio Romania International, articles about ECO3R Week were published in "Adevarul" and "Evenimentul Zilei" Newspapers, in the Hall Magazine, on websites like www.stirion.ro, www.generatiaverde.ro, www.twitter.com/taraluiandrei etc.).

The week continued with a day without energy in school (eco-buffet, no electricity, school warmed with student's mufflers, selective waste and eco project presentations held by "Viitor Plus" NGO, ECO street paintings) and ended in weekend with workshops held by the GRRREEN Team Members at the Waste Museum in AFI Palace Shopping Center. The echoes of this ECO initiative can be still heard in the local media but also in the activities started by the kids in the 3 kindergartens we inspired by our eco-lessons and who invited us to visit them again so they can show us what projects they initiated. We went there, we were impressed by their initiatives (poems to the Earth, posters, objects made by recycled materials, hand-made containers for selective waste etc.) and we rewarded them with hand-made medals and an apple tree which we planted together.

GO REDUCE REUSE RECYCLE EVERYTHING EVERYWHERE NOW

We also rewarded with presents offered by CEDD (t-shirts, canvas bags, recyclable pens etc.) the students who sent to our website photos and movies showing us how they celebrated the Earth Hour.

At the beginning of April we started a partnership with another school involved in ESFALP III (The school from Cristian, Sibiu) and we share our experience in the project and did some activities together.

On April 9th, 28 students (including the GRRREEN Team), 3 parents and 6 teachers planted trees with “Viitor Plus” NGO near Bucharest in an affected area which will become an archaeological site that will reproduce the ancient Dacian settlement.

On April 29th we dug in our experimental zone and saw that the paper bag disintegrated in these almost 5 months, but the biodegradable plastic one and the plastic one remained intact, so all our school mates were convinced that the best choices are the paper bag and the canvas bag.

Now, at the end of these 6 months of project we can see from what we started, how big our project grew in our hands, but we can not say that we are at the end of it...we can say that we are just at the beginning, because it will go on by our next projects, by our activity on the website, by the projects of the almost 500 kids we involved in our activities during the project and we inspired to step lightly on the Earth!



BLOWING IN THE WIND: NUCLEAR POWER PLANT VERSUS WINDFARMS IN DOBROGEA

school: ‘George Calinescu’ High School
6, Cpt. Dobrila Eugeniu St., Constanta

country: Romania

teacher: Camelia Dochie

representing student: Bianca-Irene Dragoi

participating students: Catalin Stefan Avadanei, Mihai Barzan, Mirela Caraghiorghie, Georgiana Cracea, Yener Fetisleam, Razvan Ghebur, Andreea Gurita, Sabina Logyin, Mihaela Neagu, Raluca Nicolae, Lucian Olteanu, George Sauciuc

main methods: Research, interviews, activity in nature: cleaning a part of the park in the neighbourhood of the school; the student who participated in the first event in Austria was interviewed by a journalist from a national newspaper (“The Truth” – “Adevarul”) about the project



“One needs too many permissions from all kinds of ministers, departments, organisations...”

NUCLEAR POWER PLANT VERSUS WINDFARMS IN DOBROGEA



The initial aim of the project was to draw a parallel between windfarms in Dobrogea and the Nuclear Power Plant from Cernavoda as producers of energy, the benefits and damage each causes in terms of ecological footprint. While working on the project, the stress was placed on the windfarms, although the students visited the power plant. The first step was to decide on the aim and title of the project. We did hope that the final result would not be “blowing in the wind”!! The second step was to gather information on the two producers. We found out there have been many attempts to have more windfarms. The causes of failures are the following:

1. Few Romanians with much money are interested in becoming investors, as the costs are huge (one turbine costs one million euros!) and the money can be taken back in a long time.
2. One needs too many permissions from all kinds of ministers, departments, organisations etc.
3. People are not willing to sell their land to investors, as in many cases it is their only source of income.
4. The infrastructure is very poor and investors should build roads (which are very expensive)
5. The state doesn't contribute with money to such investments.

Then we worked on the logo. Mihaela was the best at drawing, so she was assigned the task of imagining it. A difficult task was to design the blog, as nobody seemed to know how to do it. Finally, Mihai did it (with help from some friends).

The next task was to find acquaintances who could help us find out about a windfarm. I managed that, with some help from a mother, who gave me a phone number of the PR of a Spanish company which runs a series of windfarms in Dobrogea and which would like to run more in the north-eastern part of Romania (Moldavia). With permissions from parents, school, inspectorate, company headquarters, nuclear power plant, we finally DID it. We made the trip. The trip was a real success, especially for the students. They were so excited and interested that they could not be stopped from asking questions to the windfarm manager: about productivity, how much a turbine costs or weighs, how many turbines exist on the windfarm, the power produced etc. Then we visited the power plant. The students continued their inquiries. This time the type of questions changed. The trip was after the Fukushima incident and they asked about the potential danger the plant represents: what happens in the case of an earthquake, how prepared the staff are in case of an event, where the residual water is kept, what happens with the remains from the plant etc.

The next step was to compare the different ways of obtaining energy in terms of costs, environmental impact, social, financial and economic effect and last but not least in terms of future developments of the region and country.

What has not been done yet: an album with photos, an exhibition at school, a press release (hardly doable at the local level !), a talk with the windfarm manager at school (depending on his schedule!), a talk with a local politician (hardly any hope...)



THE GREEN EXPECTATIONS: AN OASIS OF SILENCE

school: Gymnasial School Nr. 11, ‘Mihail Sadoveanu’
Street ‘Mihail Sadoveanu’ Nr. 16, Galati

country: Romania

teacher: Nicolae Caldararu

representing student: Calin Antonel Cristian

participating students: Bianca Radu, Robert Istrate, Bianca Nini, Simona Monea

main methods: Actions in nature; questionnaires; flyers; talks with students, colleagues, parents and politicians; research – the most important in my opinion but I haven't found yet a professional to help me do a research



“Children today have few opportunities for outdoor activities.”

AN OASIS OF SILENCE

After I came back from Austria I went to the National Environmental Protection Agency and I talked with professionals about the quality of air, water and earth. In their reports they draw the conclusions that their qualities are not the best but they are between normal parameters. At school I talked to my colleagues, parents and pupils and draw the conclusion that we can not switch off the taps of pollution suddenly. So we took the decision to improve the environment by planting nearly 100 hundred trees many bushes and it follows to plant many flowers. Building some spaces with benches and tables in the school garden, our pupils will not use electric energy for conditioning air when the temperature will be over 30 degrees and the classes will be more pleasant in the fresh air.

Children today have few opportunities for outdoor activities and lack of regular contact with the natural world. Healthy and restorative places in schools have to gain more importance. And there is a growing interest in transforming schoolyards from barren areas into well designed places to foster: stress recovery, exercise, social contact, personal development. Such a school garden can serve as learnscape, as an art exhibition space and a place for leisure time activities.

I believe that by creating a purposeful outdoor learnscape for the school, the school community and the public will see the outside of the school reflects the success inside as well. In order to improve the outdoor landscape of the school I will be focussing on creating multiple gardens which will be connected by pathways and connective spaces. Creating a landscape for the front of Mihail Sadoveanu School is a way to reflect the ideals of the school community to the public community who passes in front of the school. It is a long lasting way to ensure that school pride is fostered through the outside image of the school. Both the parents and the educators expressed their pride of the academics and school culture, and were concerned with the image reflected to the community at large as well as the students' interpretation of how their school was different. Mature, well maintained, and deliberate garden spaces will clearly show the dedication to success within our school.

Educational goals and objectives

From now on, a basic objective of our school will be to provide a quality education for our students using the school garden as a primary medium. This basic goal can be subdivided into three conceptual categories: spiritual, intellectual, and social.

The spiritual objective of our "Oasis of Silence" is to strive toward a high moral standard of showing love and concern for all one meets in one's daily life. The concept of inner peace will be concretely fostered in the beauty, serenity, and order of the environment. Our goal is to move toward world peace by understanding our responsibilities to respect each other and our environment.

The intellectual objective on our school program is to develop each student's intellectual and creative potential to the fullest. The learning atmosphere will balance work and fun, (both in the classrooms and in the "Oasis") thereby helping students to like what they are learning and create a hunger for more learning on how to avoid the natural catastrophes and how to take care of environment.

The social objective is to model and interact with each other with courtesy, graciousness and gratitude. We will create cooperation rather than competition. Our goal is to foster unity and dignity among staff and students, parents and friends. Students will be guided toward understanding that the way to achieve peace and justice in the world is through cooperation, sharing and caring.



YOUNG FRIENDS OF THE STORKS: THE WHITE STORK

school: Sibiu County School

Street V, Nr. 8, Cristian, Sibiu

country: Romania

teacher: Mariana Bozdog

representing student: Florentina Sturlica

participating students: Lavinia Oprisor, Andreea Borbil, Paraschiva Borbil, Venera Lascu, Anca Berbescu, Ionut Stoita, Adrian Marasescu, Danut Grozav, Lucian Flintas Paula Taranu, Sergiu Campeanu, Daniel Gheorghica, Bogdan Barbusoiu, Mihai Sasu, Leonardo Mihaescu, Casian Stefan, Alina Tanase, Cristian Ticlean, Denisa Andrei, Denisa Blana, Alexandru Cutitar, Alexandra Gheorghica, Anca Ghiu-lay, Florin Grozav, Andrei Rusciorean, Lavinia Andrei, Roxana Pasu, Adriana Farcean, Denisa Ciociu, Paula Grozav, Paulina Gheorghica, Larisa Pasu, Denisa Popescu, Adriana Pipernea, Andra Toparcean, Bianca Toparcean, Mihaela Lera, Gavrilă Varga, Alexandru Ihora, Emil Dragomir, Gheorghe Dragomir, Andreea Moldovan, Roxana Murgulet, Manciu Madalina, Floredana Gheorghica, Razvan Muntean, Petru Sadean, Cristina Grozav

main methods: Partnerships with other schools, seminars, research and observation, media appearance, crafting with recycled materials



**"The WHITE STORK –
an emblem between what it was and what will be."**

THE WHITE STORK

1st month: November 2010. Nature in danger! Promoting the project

The project started in November through a meeting with students (7), parents (32), from the parents Committee, 5 teachers and 4 members of the local council. On this occasion, Bogdan Floca presented pictures from the meeting in Ilmitz pointing out the topic of the project. I presented the title, the targets and the activities that we proposed to carry out. We also debated on the pollution issues, referring especially to the way the villagers' activities affect the food source of both the villagers and the white stork population.

2nd month: December 2010. Waiting for Christmas

In December, we have organised several workshops on this theme where children have made Christmas ornaments using recyclable materials. Before Christmas an exhibition at the Local Cultural Centre was organised. The participants appreciated all the exhibited objects and bought some of them. We donated the money to the School Parent Council in order to improve the learning conditions. This success motivated the students for further activities in the project. A summary about the project and our activities was published in the local newspaper.

3rd month: January 2011 Waste recycling-Documentation activity in I.D.C

In January, 40 students using the I.D.C resources (books, internet, magazines, encyclopedias) from our school found pieces of information about pollution in our country. This documentation was followed by a large debate about the ecological footprint – print of our village. Students made posters concluding this activity. These posters were exposed on the main corridor of the school and in different places in the village.

4th month: February. Waiting for spring

During this month we organised 2 workshops in which 55 children have made March amulets, (martisor, a March amulet usually hung with a thread made from two little tassels, one white, one red, plaited together and usually offered to women and girls), using ecological materials (pepper, corn, rice, salt, paper, cotton, dried flowers)

5th month: March. The month of March amulets and Stork's return

On the 1st of March, students participating at the project together with the president of the Association "Friends of the Stork" shared gifts and March amulets, to people on the street, Town Hall staff and the main institutions in the village. Since the 22nd of March, when the first stork family arrived, students monitored the way the birds occupy their nests and completed the map of the stork's area.

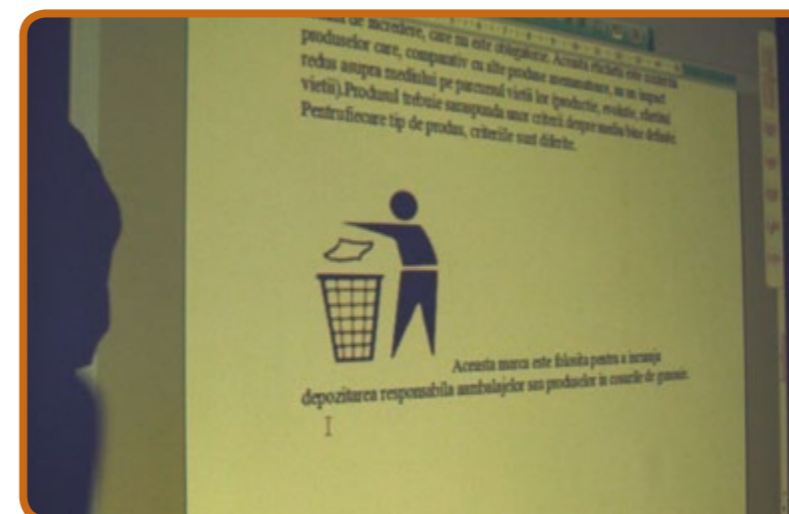
The 6th month: April. The month of springtime cleaning.

In 2-5 April we received a visit from a group of students from S.E.B. (a private school in Bucharest) who are also involved in the WWF project. During the course of their visit they shared in some of our white-stork activities. The students then had a meeting with the chairwoman of the Friends of the Storks Association (Miruna Gritu) at her place where they had the chance to see some rare storks: that is, storks that have never been able to leave Cristian due to various injuries suffered at the time when their relatives left the area last autumn. The students bought from Miruna ecological bags with the stork printed on them. The money thus collected will be used to build an adequate shelter for the storks. A large-scale activity aimed to help clean the banks of the Cibir River was scheduled for this month. However, due to unfavorable weather, it had to be rescheduled for a later time.

New garbage bins with separate compartments for paper, glass and plastic, to facilitate recycling, were set up in the yard of the school. Details about the project were featured in the local media just before Easter.

The 7th month: May. Dissemination activities.

A meeting with kindergarten children was scheduled for 3rd May where students from our school will tell the children about storks and their troubles, about how they can be helped, about how much damage human beings can cause to the environment in general and to the birds in particular. We have decided to set the bird cage that we received as a gift from the students from Bucharest.



GUARDIANS OF THE FUTURE: SCHOOL FOR A GREEN FUTURE

school: Chemical and Technology School 'Bozidar Djordjevic Kukar'
94 Vlajkova Street, 16000 Leskovac

country: Serbia

teacher: Marko Gočić, Dragana Savić, Violeta Blagojević, Ivana Trajković,
Bojana Cvetković, Svetlana Mitrović

representing student: Ana Zdravković

participating students: Nikola Mihajlović, Katarina Tošić, Nikola Ilić, Radisav Aleksić, Jovana Dimitrijević, Aleksandar Zdravković, Aleksandar Dinić, Miljana Miljković, Ana Aleksić, Emilija Pavlović, Aleksandra Cvetković, Marija Ranđelović, Aleksandra Jorgačević, Dimitirje Stefanović, Danijela Ristić, Đorđe Jakovljević

main methods: Research, interviews, various activities in the nature and city, local media, etc.



“...the students took official letters to principals of elementary schools in the city...”

SCHOOL FOR A GREEN FUTURE

The activities foreseen by the plan of the project “School for green future” of students of vocational high school Bozidar Djordjevic Kukar from Leskovac, Serbia, have been realized under the current plan. After announcing the project in the local media and training of students in our school for peer educators in the field of environmental protection, the students took official letters to principals of elementary schools in the city, from which is required to enable the participation of pupils from those schools in future activities proposed by the project. Attended by all schools (8) and each held one workshop for a group of 25-30 students on the topic of environmental protection. Each workshop has implemented a group of three student-educators, and elementary school pupils were preparing for further work. The most interested and most persistent students and teachers are involved in the preparation of local activities to celebrate Earth Day. Several meetings were held, during which representatives of students and teachers from four elementary schools (Trajko Stamenkovic, Vuk Karadzic, Vasa Pelagic and Vožd Karađorđe) learn more about WWF and the project, they received resources that can be used to acquire new knowledge in ecology, is focused on their ideas for local action and were taught how to plan actions. All four schools received the forms of action-plans that were supposed to fill out and submit to us. All schools did that, except school Vožd Karađorđe which subsequently provided the requested information.

Every student of our group was assigned to look after a group of elementary school, some were in the role of photographers, and some were in charge of media relations. Elementary school pupils Trajko Stamenkovic conducted the action “drivers, do not pollute!”, were distributing flyers to drivers on the main crossroads in Leskovac and carrying banners that urged drivers to turn off their engines while standing on a red light. Pupils of Vasa Pelagic shared flyers with basic information of ecology in the City Park and part of the action they did in their schoolyard where they planted a lime tree and flowers. Vuk Karadzic elementary school pupils drew road-signs with chalk on trashcans; also, they shared balloons with environmental messages to children and gave apples to citizens as a symbol of healthy life in the center of Leskovac and were raised posters with environmental messages on trees and bushes in the city park. Local media covered the action. PS Vožd Karađorđe’s plan is to make a small party with drinks and a healthy food after the holidays for those who are in any way participating in the project. To our great satisfaction, primary school pupils have expressed a desire to extend our project and to do some activities with them. During May they will do a workshop that will educate primary school children how to hold workshops to their peers and thus further spreading the environmental message and it is possible to organize a large local action on Environment Day on June, 5th.

In the School of Chemical Technology research has been done on the ecological footprint by using surveys. Three students of each class (78 students) filled the survey. The average ecological footprint of students of vocational high school is 2.02 planets, but all responds complained about the lack of a developed system of recycling as well as in other countries and this number are high because of it.

Overall, everyone who participated was very positive about the project and its goal. The students had a lot of fun, especially during the final action, which means that we succeeded.



GREEN TEAM: GREEN TEAM IN ACTION

school: Middle School ‘Dusan Jerkovic’

Dusana Jerkovic 1, Indjija

country: Serbia

teacher: Aleksandra Gavrić

representing student: Aleksandra Kontić

participating students: Nikolina Petrovic, Nevena Bjeljic, Tijana Pivin, Milana Simić, Pavle Vojnović, Marko Mijatović, Mihajlo Muljajić, Teodora Živanović, Svetislav Jevremović, Danilo Živanović, Dušan Spasojević, Tamara Bene, Andreja Simić, Nemanja Drakulić; Nikola Žunić, Maja Šušnjar, Anđela Stojiljković, Nada Vitas, Marija Đurić, Minja Jeftić, Tamara Uzelac, Bojana Matijević, Dušan Jevremović, David Galonja

main methods: Education and information, activism (collection and recycling of waste, establishing partnerships and cooperation with relevant entities, planting seedlings, maintaining the school of greenery, decorating the school yard and make a small school garden, environmental competitions, quizzes, environmental games), research (types of waste in the household, water consumption, calculating ecological footprint, experiment: a world in a bottle, life processes of plants and growing plants from seed), art (workshops, sculptures of recyclable materials, exhibitions, performances, a fashion show)



“The most important component of our project is thoughtful planning.”



We wanted to create a sustainable project that will provide an opportunity for students, teachers and community to work together on the understanding of environmental issues and involvement in environmental activities, and we thought that the most important component of our project is to be thoughtful planning of project theme and actions. We started presenting ESFALP, the WWF and activities with the Academy of interested students and teachers at a meeting at school, report to the school newspaper, Facebook page and web site of the school. After the application and selection of students, based on last year's research and by brainstorming, we have found the topic of the project, form teams, share the role in a team and create an action plan. To maintain motivation and strengthen cooperation in the meetings we organized team-building activities.

We have organized:

1. School and city action "Save the christmas trees" that we wanted to citizens and students point out the problem of weak forestation and deforestation, the importance of trees, invite citizens to make environmentally smart choices and buy a Christmas tree to cut and sell to recycling organic decorations collect money to buy seedlings trees.
2. Environmental Week – 6 days environmental activism, in order to emphasize the importance of ecological education and environmental responsibility of every individual. The activity was attended by 76 pupils. Students were allowed to participate in environmental action (planting trees, collecting recyclable waste), games, quizzes, experiments, research, lectures and learn how to as well infomisani and environmentally responsible individuals to take simple steps to become heroes of the planet. Are marked: World Forestry Day and World Water Day. Street performance on global warming, the survey and division of the promotional material we joined the global action of "Earth Hour" with a call to students and citizens to contribute to slowing climate change and make a step forward in preserving the planet.
3. Lectures and presentations ESFALP, the WWF and the Green Team in our school in four other schools.
4. Celebrate Earth day daylong activities named "Beautiful planet starts with you" where we have prepared settings and shows on Earth, watching movies, performing experiments, calculated the environmental rate, edit the school garden in addition to that we have buried a time capsule, which will open the 2040th and have good time.
5. Implementation and improvement of school recycling of waste - once a week we collected out of the classroom paper waste and cans, set the corner of EE waste disposal, obtaining premises for the disposal of waste collected.
6. Establishing partnerships and cooperation at the school, community and national levels.
7. Promotion of the project (school public address system, school wall newspaper, Facebook groups, weblog, school site, local radio and TV stations, national television).

**THE LITTLE HELPERS:
MEET AND MAKE FIT YOUR FOOTPRINT**

school: OŠ 'Dimitrije Tucović'
St. Dositejeva 23, Kraljevo

country: Serbia

teacher: Andrijana Čurlić

representing student: Svetislav Veselinović

participating students: Katarina Pavlović, Luka Mitrović, Lazar Vučićević, Tea Murganić, Milan Stanić, Aleksandra Vukadinović, Ivana Sarić, Đurđa Janković, Katarina Urošević, Marija Mitić, Isidora Binić, Miloš Vučinić, Strahinja Lešević, Jovan Marjanović, Lazar Nešić, Milan Pajović, Andrijana P., Dunja Jokić, Dušan Milojević, Tijana Živojinović, Stefan Stevanović, Ivona Djokić, Dušan Jovanović

main methods: Exhibition, dialogue, conversation, media, poll, quiz



"...the future of our planet most directly depends on the current generation of teenagers."

MEET AND MAKE FIT YOUR FOOTPRINT

The problem that we have addressed in the project is Sustainable Development (SD) through the concept of Ecological Footprint (EF). We decided to introduce this problem to young people, because it is probable that the older generations are lost in terms of fighting for well-being of our planet, and that the future of our planet most directly depends on the current generation of teenagers. This problem was selected because most people in our environment do not see SD as a core issue and we believe that is essential for the survival of the planet.



Goal of our project was organizing one entertaining and educating contest between schools in our town on the subject of EF. The goal is achieved by realization of three objectives.

First after informing the schools was to present EF concept and conditions of competition in the schools that were interested in. Presentations involved 12 schools in Kraljevo and surrounding. As a result we have almost 30 students from project group and support groups who learned very well to present concept of EF. The presentations included more than 500 students and their teachers and they all get some new findings from us. Most of them get very motivated to involve in solving the problems we talked about.



Second task we done was to find “Ecorella”, the girl with the smallest “Ecofootprint” (an allusion on Cinderella). Girls are chosen based on a poll that referred mostly to their habits. Poll had been done before presentations, during re-visiting involved schools or at workshops in the Eco club Ibar. The purpose was to present adequate EF on a picturesque way as an imaginary shoe in which our foot must fit in. Next we had to choose Eco-princ (Eco-buddy) or boy who made the most interesting usable thing from recyclable materials. During presentation we gave the task to the boys. The aim was to promote recycling as a good way to reduce EF. During repeated visits to schools and workshops we selected boys with best works and invited them to the final event. We also had girls with works and we accepted.



At the end we had the final event (April the 21st). We organized a quiz between students from schools participants, students with best results or works. Quiz has been on subject of SD and EF. Before quiz the participants had the opportunity to upgrade their knowledge in these areas by visiting our page on Facebook.

After quiz we had a declaration of the winners and awards. We had 6 winners Ecorella, Eco Princ, two Eco Companions (girl with best work and first place in the quiz) and two Eco Escorts (second and third place on the quiz). Winners received diplomas, encyclopaedias of our planet and souvenirs. Souvenirs were made and given by students of school for children with disabilities (2 symbolic green shoes of modelling clay and 4 symbolic green footprint on the plywood panel) .

PRO-ECO: FOLLOW THE LINE – GO GREEN !

school: Primary School ‘15.oktobar’
99, M.Tita Street, 21469 Pivnice

country: Serbia

teacher: Lenka Vizi

representing student: Monika Mandač

participating students: Monika Mandač, Jovana Žabaljac, Marta Týrová, Ivan Činčurák, Selena Bolehradská, Stanislav Vinkovič, Igor Zábunov, Daniela Danková, Anđa Milutinović, Jana Badinská, Melánia Brňová, Matea Dingová, Ines Pintírová, Kristína Pappová, Milinka Čobrđová, Tatiana Žihlavská, Ivona Činčuráková, Martin Chřek, Miroslav Naď, Miroslav Beláni, Andrea Pintírová, Jelena Lazarov, Sandra Grňová, Tatjana Šusterová, Daniel Hemela

main methods: Research, discussion, movies, PP presentation, interviews with students, teachers, parents and local inhabitants, leaflets, posters, themed exhibition, art exhibition, presentation, performance, dance, recycling games, TV report (twice), radio report, newspaper reports, articles in a school magazine, school website, weblog, FB, action in nature – garbage collecting and tree planting, composting, street action – eco bags delivering



“...we decided to do active education through various activities to motivate others...”

FOLLOW THE LINE – GO GREEN !

Due to the fact that the main problem within our school and local community is lack of awareness of ecological issues, we decided to do active education through various activities to motivate others in our school/local community to help protecting our environment.

Importance of trees in our environment

- a new composting box was made by pupils and brought to the schoolyard - composting of tree leaves
- planting trees in a schoolyard and in the village. Project group and the youngest pupils included.
- pupils teach other pupils action – trees' importance in our environment. Project group pupils - communication with teachers and pupils - presentation of the themed exhibition - pictures of our trees at present (in our schoolyard, many of them cut, destroyed) and in the future (what the trees will look like if we do not cut/destroy them), emphasising importance of composting too. The whole school included. TV included.



Waste reduction

- watching a film: 'Hidden Treasure' on the subject of recycling.
- presentation of Reduce-Reuse-Recycle principle – theoretical preparation for next activities. 3R concept re-explained by ecological activist. We were thought to make a purse out of waste material.
- performance of a short play about waste reduction and recycling. The whole school watching.
- pupils teach other pupils action – waste reduction. Pupils grade 5 – 7 participated in art work on the topic of waste reduction. The art exhibition came as a result of their work. 12 art works rewarded.
- eco-patrol in our schoolyard introduced in order to teach pupils protect our environment in a practical way (pupils out of grade 5-8 collecting garbage every day).
- the campaign of delivering reusable eco-bags to school employees and people in the streets in order to reduce use of plastic bags. (Sponsors found – 300 eco bags sewed). Action followed by conversation on the topic of plastic bags / eco bags, leaflets delivered. TV included.

- recycling games – promotion of plastic bottles recycling. The whole school watching.
- litter bins and containers for plastic (PET) bottles ordered for a schoolyard. Waiting to start practising what we have learnt.

Energy saving options and measures

- 31 energy saving options and measures presented. Benefits of using the energy-saving bulbs as opposed to standard bulbs explained. Project group included.
- promotional material such as leaflets and candles delivered to all upper graders and posters put on visible places in the village - encouraging to participate in the global action The Earth Hour.



Water conservation

- World Water Day – presentation of water and water conservation – water pollution video, comparison of glass of clean and polluted water, "Kim game", daily use of water and the Danube. Dance included – The Vltava river composition inspired girls to make a dancing theatre presenting water cycle.

DESPERATE HOUSEWIVES: BOMB IN THE HOUSE

school: The First Private School For Catering & Tourism
Mitropolita Petra 8, Belgrade

country: Serbia

teacher: Biljana Kovačić

representing student: Tijana Ljotić

participating students: Milijana Rudaković, Sara Milovanović, Katarina Veljić, Danica Matić, Dragana Petrović, Stefan Kajkut, Viktor Tekuši and Stefan Jelić

main methods: Talks with students, designing posters, presentations, exhibitions at school, research on net, class discussions and bacterial tests.



“There is not enough finger pointing to the companies who are biggest polluters of our environment.”

BOMB IN THE HOUSE

Our project name is Bomb in the house. We chose this name to point out the dangers that lurk in our homes. We deal with alternative solutions of industrial and commercial chemical products that we buy for home cleaning, which often aren't environment friendly. The problem is that a very high percentage of people are not aware of this fact. Therefore, there are three reasons why we chose this topic.

1. There is not enough finger pointing to the companies who are biggest polluters of our environment. The presence of environmental awareness requires that you first look into your own household and be careful about your own behavior, especially to learn how to change your habits and thus to contribute to solving the problem of wasting water. Many things are done from habit, without thinking how will be their effect on nature, environment and society as a whole.

2. Three largest cities in Serbia –Belgrade, Novi Sad and Nis – have noticed a wastewater treatment because the government has no money for the investments. In combination with sewerage from households, waste from farm animals in our rivers due to the harmful chemicals we use in daily cleaning of the house such as Chlorine compounds, petroleum, ammonia, phenol, cresol, nitrobenzene, formaldehyde and many other compounds.



3. Today there is a greater fear of bacteria than the chemicals that surround us. That's because companies are spending lots of money on commercial and advertising trying to persuade us that bacteria are more dangerous than anything else, including chemicals. On the other hand, our motto is that the body can fight against bacteria by producing antibodies, but it has no mechanism to fight against harmful chemicals.

Those are the reasons why we decided to make our own cleaning product, and also we made it's packaging. We

returned to nature and we made list of substances for ecological cleaning, such as: baking soda, white wine vinegar, beeswax, homemade soap, lemon, borax, ash, alcohol, lavender, basil and essential oils. One of our recipes for making an environmental product that caused the most interest is the air freshener. For making this product, we do not need electricity and it is not toxic. Air Freshener – make your own eco-tool: 180 ml alcohol, 30 drops lemon oil. Mix well all the components and pour into a spray bottle.

We had a great time and above all, we learned a lot. We have presented fresh ideas to our students, their parents and we can say that we are not desperate housewives: we are happy housewives. We are sure that during this project we have influenced on many people by raising their awareness about of eco-products for house cleaning. We also have not forgotten recycling in the household, and our suggestions are: use old clothes instead of new cleaning clothes. Use an old toothbrush instead of the new scrubber. Use an old bag of potatoes instead of a new sponge. Use old newspapers instead of new paper towels.

We can say that we succeeded in implementing our project. Within this project we have informed citizens on the hazards of household chemicals, and we offered them a solution, made of eco products.

In order to make our project even more noticeable, we designed the packaging for the products and we made a logo for our group. We have also printed various paroles on the T-shirts that we wore during the presentation of our project. Finally we can say that we are satisfied with the performance of our project, mainly because we are a small school and this is the first time we met with the project of this importance in general. We hope you will like our project.

BOBRI: NATURAL HERITAGE IN THE PAST, NOW AND THE FUTURE

school: Ekonomska Šola Murska Sobota
Noršinska ulica 13, 9000 Murska Sobota

country: Slovenia

teacher: Karina Kreslin Petković

representing student: Nicole Horvat

participating students: Sabina Kolarič, Tomaž Cigüt, Borut Kocet, Samo Kazar, Simona Könye, Simona Emri, Silviya Ternar, David Fartelj

main methods: Research and media investigation. Action in nature when taking pictures.



“The students’ attitudes have changed, they got a finer feeling for their environment, they started respecting nature...”

NATURAL HERITAGE IN THE PAST, NOW AND THE FUTURE

We have started in November 2010, a lot of 1st year students wanted to participate in that project. Their age varied from 14-16. After starting the project, my students often lost their motivation. I have tried a lot of strategies to keep them in the team, but you must know that a lot of our students are quite spoilt, and there are a lot of different projects happening at the moment at our school, so actually our students can choose which project they want to join and because I have tried with the 1st class ones, I did not know what type of people they actually were.

As you can see from this final report and if you compare to previous reports, a lot of students have changed their mind meanwhile the duration of this project due to “too much school work and study stress” (that’s what they have said, I can see that they lost their interest into that project, they were not serious enough unfortunately). Some of the students stayed in the team, they are 2nd and 3rd class students and much more reliable, and they really made a good job.

We tried to stay with the timeline of the project, but not all happened when it was planned.

At the moment we are planning the layout of the leaflets and we are still waiting for pictures from the past some people promised to give us. So our leaflets will not contain pictures from the past, but present and future facts, we would like to get them printed until next Monday. (There have been holidays from 22nd April until yesterday).

We are also waiting for the plasticising of some photos for the wooden board, so everything should be finished by the 14th of May.



ECOOOL TEAM: IT'S YOUR TURN TO ACT

school: Osnovna Šola Ivana Babiča-Jagra Marezige
Marezige 33 A, Marezige 6273

country: Slovenia

teacher: Tamara Čelhar

representing student: Žiga Agostini

participating students: Elena Jerman, Sara Bembič, Leon Sorič, Črt Despotovič, Tomi Belič, Jernej Kocjančič, Patrik Babič, Ilenia Babič, Nikol Bellina, Dinah F. Koren, Arjan Shala, Milan Vasilev, Erik Krmac, Kristijan Jugovac

main methods: Research, interview, exhibition, action in nature, media, streetactions



“ Families were invited to get involved actively in the project with trying to change their every day habits.”

IT'S YOUR TURN TO ACT

Žiga motivated his schoolmates from 9th grade to start together the project about trying to reduce the ecological and CO2 footprint of school and some families. Project activities took time from November to May. Eventually the work was focused most on raising ecological awareness of pupils, teachers, parents and some other local people, acquainting them with the conception of ecological footprint. The project plan and all the activities were published on the project webpage in Slovene language and later on also on the blog in English.



First some introduction posters about the project objectives and ecological and CO2 footprint were prepared and presented at open school day. Pupils and parents were invited to calculate their ecological and CO2 footprint with the help of ecological footprint web calculator. Families were invited to get involved actively in the project with trying to change their every day habits and with monitoring their energy and water consumption from January to March. 13 families applied, for them Žiga prepared a lecture about ecological footprint and they filled a web questionnaire about their habits. Some educational hints how to reduce the ecological footprint were distributed to families and published on the webpage, too. They started with reducing and monitoring the energy and water consumption in February, just 5 families stood by the plan and returned us the results in April. All 5 were quite successful and rewarded for their effort.



We monitored energy and water consumption at school. We had a short lecture in each class how to save energy and water at school. Then we introduce the so called "energy detective", who should twice a day after breaks check all the corridors if there is any light left switched on. We designed two pictograms – one for saving energy and one for airing the classrooms properly in winter. 36 families were motivated to participate in a small project action – "Spend Sunday evening without using the electricity" on 6th March – on World Saving Energy Day. We printed leaflets about ecological footprint, designed nice project T-shirts, eco calendars and eco memory game with 30 eco drawings and slogans. Leaflets and calendars were freely distributed to 150 hikers at local march "Greetings to spring 2011" on 10th April and to all pupils at school on 22nd April. On both occasions people could play eco memory game or buy T-shirts with slogan to reduce ecological footprint. At that march and at party that followed organized by local people we were responsible to assure separate waste management.



On 2nd May we organized a bike tour for Ecoool team members to Dragonja river valley where we did some cleaning after some irresponsible people who made picnics on 1st May in that beautiful protected area. On 7th of May, on eco school day, our Ecoool team participated to workshop about sustainable development and global warming, lead by Focus, association for sustainable development. Žiga and 2 girls then presented all Esfalp project results to all school pupils and their parents within kind of final eco-cultural event, in combination with the concert of school bands from 3 schools for which members we prepared some eco food, too. We presented also an educational short video how should everybody behave eco friendly in our school and a movie about eco spa Snovik which we visited.

ECO GAMERS: WATERS OF STYRIA

school: Primary School Lava
Pucova 7, Celje

country: Slovenia

teacher: Bojan Poznič

representing student: Ana Žlof

participating students: Klara Polanec, Janja Koradej, Rok Herman, Marko Stojanovič, Jasmina Pišek, Tina Hodnik, Urška Kapun, Žan Šumiga and Maša Petan

main methods: Research, interviews, social games and cooperative learning.



"...we were disappointed, that local people don't know almost anything about the rivers and the nature."

WATERS OF STYRIA

From November to January we chose and agreed on a project that we thought was the best one for our team. Then we formed smaller groups and named group leaders. We had meetings with group leaders. At those meetings we decided what kind of board game we would create and how the game would look like. We also found some printing offices where we can print our game. We talked a lot about this project and worked on our social skills.

With our project we want to improve the knowledge of waters in Styria and especially the path of Savinja river because we were disappointed that local people don't know almost anything about the rivers and the nature. And because they don't know that, they don't know how to protect nature and rivers, lakes and other waters. We wanted to achieve that goal with a simple board game that would give a lot of knowledge to all members of the family.

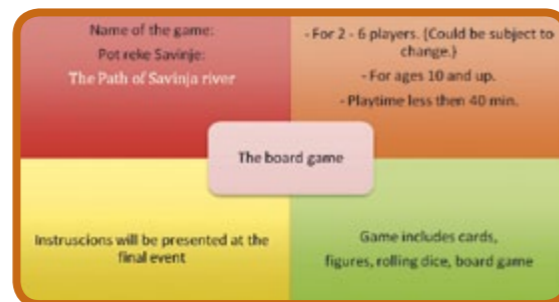
At first we thought there are going to be 23 pupils, but in the end only 10 pupils fully cooperated.

We wanted to make the game fun and useful. The topic of the game is the path of river Savinja. We searched for data in different books and on the Internet. We formed questions with answers for the game cards and also cards with directions on them. Then we designed our board game in programme Paint. It's a simple design that shows the path of Savinja river. Because no game is useful without directions we also made them and we bought playing figures and dices. We have 6 playing figures and a dice in one package. When everything was printed and set we assembled the games together and started selling them. We created 100 board games that we are selling for 8 € each.

Our final event wasn't on April the 16th as we first planned but on 22nd of April. After that we translated all the cards and instructions for the game in English for our meeting in Austria.

We still have to pick the organisation that will receive our money. We know it's going to be an organisation that takes care of the environment.

We still feel we might and we should celebrate once more at our class final excursion.



SLOVENE FRIENDS OF THE DANUBE: FAR AWAY IS (NOT) CLOSE ENOUGH – DIMINISHING OUR IMPACT ON THE DANUBE

school: Srednja Poklicna In Strokovna Šola Bežigrad – Ljubljana
Ptujška Ulica 6, 1000 Ljubljana

country: Slovenia

teacher: Marija Sedmak, Rajko Palčar

representing student: Matija Šneberger

participating students: Mark Babnik, Rok Bečan, Dominik Bojc, Luka Božič, Anže Buh, Nataša Capuder, Matjaž Dobnikar, Sabahet Duranović, Peter Đukić, Maja Gogič, Aleksander Hrovat, Nuša Jesenko, Zala Korošec, Urša Koščak, Žan Modic, Peter Palčar, Bojan C. Rodič, Zoran Smiljanič, Tjaša Štepec, Janez Tratnik, Tjaša Založnik, Eva Zubak, Timotej Zupin, Žan Žmavc, Matej Pavlovič, Erik Urbanč, Primož Kavčič

main methods: Research, group work, lectures, preparing promotional materials, preparing materials to address companies in the local community, tracking the news in connection with the Danube river basin, exhibition for the project group and other students and the staff at the school, excursion for the students involved (still to be carried out)



“...be able to fully understand what the consequences of actions of a group of people seemingly far away from the Danube could be.”

FAR AWAY IS (NOT) CLOSE ENOUGH – DIMINISHING OUR IMPACT ON THE DANUBE

At the beginning of the school year 2010/2011 the students of class 1I and some students of the class 2C were invited to participate in the international project ESFALP III. We decided to discuss topics connected with the river Danube.

Our goal was to raise awareness for the ecological way of handling logistics and work in the automotive sector in small and middle-sized companies in the area of Ljubljana. One of the objectives on the way to reaching the overall goal was increasing the level of knowledge about the Danube river basin so as to be able to fully understand



what the consequences of actions of a group of people seemingly far away from the Danube could be. Another objective was gaining knowledge about the impact of water transport, shipping and logistics on the rivers and environments which are closely connected with the Danube. Looking into the impact of automotive companies on the rivers in their vicinity was also one of our goals. Furthermore, we also foresaw educating others about the importance of protecting the Danube and its tributary rivers for the present and future as one of the objectives of the project.

The activities carried out in the course of the project work consisted of team-building activities after participating in the ESFALP Academy in Illmitz, a meeting with the headmistress to discuss further activities, meetings with other teachers who were prepared to support our activities in the course of periods in various specialised subjects in the fields of logistics and in the programme for car mechanics, preparing materials and doing research work. The students also had the task to prepare material for a letter to the companies in the automotive sector in Ljubljana by means of which we wished to raise their awareness about possible consequences of not handling dangerous liquids properly on the rivers. The results of group work will be presented – in their final form – to other students and the faculty of the school by means of an exhibition at school and an article about the project will be published in the school almanac.



The activities carried out within the project have enabled us to achieve the objectives planned and the students have also profited from project work. They have had an opportunity to gather experience on carrying out project work and being creative. They have had to make compromises in small groups, to present their work to schoolmates and other people, to support their opinions and views with suitable arguments and to motivate each other. Last but not least, we have all learned a lot about the Danube and had fun while exploring the topic.

ECOLOGICAL AMBASSADORS: WORLD STARTS WITH US

school: Perechyn Humanitarian Gymnasium

Wul. Zhowtnewa 20, Perechyn 89200, Zakarpatska Oblast

country: Ukraine

teacher: Alisa Smyrna

representing student: Christina Ivanova

participating students: Stanislava Mulesa, Ivan Bohdan, Alina Ryhan, Natalia Hrab, Wadym Wahan, Imre Wahan, Diana Lasoryk, Viktoria Wachelya, Bohdan Symkowych, Sofia Yarosh, Daniela Washko, Mychaylo Zaplin, Olga Ihnatyk

main methods: Actions in nature (planting trees), media, talks with politicians (and the local administration gave us an official status as an educational program of the regional administration), research, exhibitions, training, festival and other community actions



“...we believe that everyone of us could improve the world.”

WORLD STARTS WITH US

This project was known as ‘The World Starts with You’, which we chose because we believe that everyone of us could improve the world. We started with the questions, “why me?” and “why not me?” The purpose of the project was to raise awareness among the community about the ecology of the Perechyn region. We chose to do this by informing citizens about the ecology and providing them opportunities to improve the environment.

We prepared materials, first, by collecting photos of the beautiful and ugliness of our region and creating a banner with it. We prepared a presentation using materials from ecologist Wolfgang Pekny.

We started with the youngest citizens – ages 5 years old at the local preschool – by interviewing them with questions like what is ecology, what is nature, if people throw out trash what to do with it, etc. They said that they needed to put trash in their pockets and at home put the trash in the trash cans. It was very humorous to hear their answers.

We then traveled to six schools in the region and invited students from Uzhgorod National University, journalists and members of the local administration to go with us. Parallely, we wanted to raise awareness about three areas in the region to encourage tourism and so we gathered information and created a brochure about these areas and printed it in German language. We planted trees in the forest as well.

We hosted an event in the center of town with that we called, “An Hour for Ecology” and we asked people at home to turn off their electricity for one hour while we burned candles in the park to raise awareness. We raised awareness among the public about ecological problems by putting our banner in public places including on a bus, in the administration building, near the bazaar and in a bank.

Our final event was an Eco-Festival. This was a large-scale event to gather old and young from the community to further speak about ecology and nature. We painted on rocks, made sculptures from plastic bottles (“trash oasis”), painted on faces, hosted an eco-market (where we sold items that were re-used, to show that things don’t need to be thrown away but can re-sold; we didn’t raise much money, but it was about 50 hryvnia or 5 Euros – this was something from the sale of what would have been trash, otherwise). We had planned to have the event outside at the stadium, but due to the weather it was held indoors at our House of Culture.

We believe we were very successful with the project, we were active and we wanted to have a nice little celebration for us and the 50 hryvnia we raised from the eco-market we used to have a little party for our group.

Every desire of ours for each event was to further the ecological mission.



THE GLOBAL PROBLEMS OF THE SMALL RIVER

school: School № 3 – collegium
96 Uvarova St., Balta 66102

country: Ukraine

teacher: Mykola Shvets

representing student: Nataliya Usachek

participating students: Iryna Vasilieva, Lyudmyla Vinyarska, Snizhana Krasnova, Maksym Soroka, Oleksandr Simchenko, Roman Lobas, Daria Zhyrunova, Iryna Dibrova, Nataliya Kostianko, Oleksandr Sbitnev, Oleksandr Omelianenko, Stas Kolibaba, Vitaliy Burdeinyi, Olena Pyshna

main methods: Research, experimental work, picture and artwork exhibition, streetactions, drama performances, presentations and contests, editing, media, actions in nature, talks with local authorities, ecologists, active citizens, clean days



“We forwarded a petition to our local authorities to improve the treating of sewage.”

THE GLOBAL PROBLEMS OF THE SMALL RIVER



We divided our work into three parts:

1) eco-education of the citizens and appealing to the local government.

After coming back home from Austria we held several meetings with the pupils of 8-10 forms and the teachers, where the project group was created. Then we decided on the goal of our project and made the project plan. We wrote several articles about our visit to Austria and about our ideas in the local newspapers: "Vash interes" and "Narodna tribuna". At the beginning of December we forwarded a petition to our local authorities to improve the treating of sewage as it is one of the global problems of the river. On January 17-22 we conducted a survey in order to know the amount of copybooks one pupil needs for 1 school year, and decided on the ways of reducing cutting down the trees (gathering waste paper and planting the trees – we came to conclusion to plant them on the river banks at the same time strengthening them). On March 11 the town competition of ecological business projects was held in our school. 10 schools of our district took part in the competition. The team-winner (pupils of our school) suggested ecological business project with the name "Eco-enterprise". On March 26 we supported the world action of the Earth hour. During the ecological week in our school (18.04-22.04) we had a contest of the pupils' paintings and poems "Our planet is in our hands". On April 19-21 the drama and art studio held several ecological events in the kindergartens of our town in order to educate our little citizens about the ecological problems. The labor-training teacher organized the workshop of producing the toys of waste materials. The highlight of the eco-week was celebrating the World Earth Day on April 22.



2) creating the map of ecologically dangerous places and the exhibition about river

We've had an idea to make a museum of our river in school for 2 years. But it appeared impossible due to lack of finance and lack of necessary room. That's why we created an exhibition about the Kodyma river in the Geography classroom. One of the main points of it became the map of ecologically dangerous places and the places which need more attention of the river. To make it the project team used the information gathered last year by the other project team; visited local ecologists and ecologists from the neighbouring districts. We also organized a bike trip to some ecologically dangerous places of the Kodyma. We gave the same maps to all local schools and local authorities.

3) Eco-actions on the banks of the river and in the town

On April 12-14 the pupils of the project group gave out eco-leaflets at the market and in the streets of the town in order to pay attention of the citizens to the actual ecological problems of our town and river and with the request to help us. On April 15, according to our survey, we planted 25 trees on the river banks in this way trying to compensate the loss of trees, which were cut down for producing books and copybooks. And on April 20 our school organized "Clean the river" action which became a tradition as a result of last year project. All the schools of the town, and other schools from the villages situated on the river banks (3 districts) gathered to clean the river and the surrounding territory. Our local TV channel "Balinformcompany" made a programme about it and the citizens of four districts could watch it. Our action was also described by the newspapers "Narodna tribuna" and "Vash interes". It's really cool when not only pupils, but also ordinary citizens take part in such actions.

YOUNG LEADERS: TAKING ACTIONS TOGETHER FOR THE DANUBE BASIN'S PROTECTION

school: Secondary School № 8

411 Nahimova Street, 68600 Izmail, Odessa region

country: Ukraine

teacher: Larysa Olefirenko

representing student: Valentin Bielovol

participating students: Ivan Orlov, Inga Pokotylo, Sofiya Mykhaylenko, Vitaliy Marynov, Ihor Avdeev, Andrew Veremeenko, Andrew Kononenko, George Andreev, Nikita Pavlenko, Jane Burdeynaya, Yevgene Mitin, Vlad Lysenko, Paul Kushtev, Andrew Liyts.

main methods: Research, actions in nature, exhibitions, theatrical performances, interviews, excursions, workcenter in our school; we worked with media-newspapers and TV. On April 21st I presented the project to the teachers of foreign languages at the regional seminar under the supervision of Odessa Teachers Training Institute and in July I will take the floor at the Global Connections Seminar in the South African Republic.



"The future of the Danube is in our hands!"

TAKING ACTIONS TOGETHER FOR THE DANUBE BASIN'S PROTECTION



After hot discussions we decided that the main problem in our society is indifference and lack of responsibility towards Nature, so the goal of the project is to become leaders and give young people competences and show possibilities that enable them to contribute actively and in a responsible way to a future healthy living in harmony with Nature, to motivate them to work together as a team and to involve the citizens of the town in the green movement. To involve people you must know how to do it – so we organized trainings for leaders according to their interests and abilities to get necessary skills and knowledge.

Team leaders organised quizzes and questionnaires on ecological problems, indoor and outdoor actions, theatre performances and handicraft work exhibitions, picture presentations, art scenes of winter, spring and summer flowers, healthy life style presentations, their motto was – ‘Do not stand aside, be active’. The researchers worked with scientific materials about the Danube’s fauna and flora and organised mini bio projects and excursions, visits to the zoo and meteorological station. They know how to plant trees and flowers, how to build bird houses and put them on the trees, what territory to clean up and how to become the best fisherman. The reporters had to take pictures of the activities, make presentations and organise information on the page of our web blog, reflecting the chain of events. At the beginning we tried to work out a realistic plan keeping in mind to fulfil it step by step. Students united their efforts in preparing celebrations – Earth Hour, Earth Day, World Wetland Day, the Day of meeting birds, New Year toy market, creating the greenest classroom, visiting 0 km, the Ukrainian Venice Vilково, the Danube Biosphere Reserve, planting trees and flowers, involving parents in intellectual competitions and school parties.

Our motto is ‘Future of the Danube is in our hands’ and the emblem ‘Web of Life’ shows the importance of water for all living beings. The participants of the project were the pupils of the 1-11th forms as the variety of activities permitted to choose those they liked the best. The pupils of the 5th forms created their mini project about parks – ‘The green lungs of the planet’, of the 6th forms – ‘Water in our life’, of the 7th forms – ‘They live in the sky’ while the projects of the 11th forms were dedicated to life without violence, fundamental education as the basis for the successful future, to the future of the planet depending on human activities. Performances of the theatre ‘Maugly’ took place at school, in the Humanitarian University, in the town theatrical festival where they won the third place. It was a musical with dances and songs about life in jungles. The main idea is to show life diversity and unity of the living beings. Waste paper, bottles, old trash made the district dirty and disgraceful.



Several times we organised pupils and parents for cleaning up actions. Now the territory of school and district is clean and our authorities thanked us for being active and initiative. Analysing the results of the first questionnaires we found out that the pupils of the 5-8 forms did not know a lot about the Danube and ecological problems of the region so we tried to enlarge their outlook and show the ways to the active participation in the Nature defence. During the project more than 300 pupils were active participants and the audience and supporters included 650 persons. We really want to live in the clean town without air-, land-, water- and light-pollution and believe that this is possible, we shall continue our work to make this happen.



We worked together with our partners from the station of the young naturalists and our participation in common actions gave good results as we made our plans a reality. Twice we were invited on TV and published the articles in the local newspapers about our project. If we look at the structure of our activities it resembles circling waves running from the centre where the team leaders are situated. They inspire others to defend Nature, demonstrate the leadership potential in everyone, motivate pupils and share their vision of a healthy lifestyle, create attractive pieces of art based on multicultural traditions of the people of different nationalities living in the basin of the Danube. Children expressed their attitude to the surrounding world with the help of pencils and paints, paper, wood, beads, multicoloured ribbons, clay and embroidery. Their works are full of love and philosophy – the environment is bright, friendly, caring and sympathetic, it is a high quality habitat for humans and nature with real and imaginary characters.

To buy food for the animals in the mini zoo we organised fund raising actions-New Year toy market, art exhibitions and autumn festival where the prices were low but the goods valuable. The idea of modern body art flower presentations came in mind during the visit to the art gallery. The administration supported this idea and it opened a new stream in the cultural life of the town. The alive sculptures were a success and the participants were invited in spring again to present new composition of spring flowers. We are sure that one person can make a difference and help the environment, it depends on his living style – what you eat, what you drive, how you build your home, how you save energy. Can you stop such dangerous things as smoking, much fat eating? Can you organise your free time according to your interests?

The answers were found at healthy life style trainings and role playing games. The project created a rich environment in which the pupils could gradually construct their own understandings taking responsibility, establishing goals, monitoring their own actions. When we look at the trees and flowers planted by the pupils, at the clean territory with green grass in the district, we see the result of our work and feel ourselves as nature’s defenders and creators of new way of thinking – we understand that our environment depends on us. Traveling to the 0 km, we saw the Danube’s beauty that belongs not only to people living on its banks in different countries, but also to fish and animals, birds and insects that gradually become rare. Water pollution changed water colouring and many people are afraid of bathing in the Danube. We want to learn more about fauna and flora, weather broadcasting, movement of air currents creating winds, air pollution, global warming and the project makes us learning by doing in the most powerful way..

RECOMMENDATIONS AND CHANGES

A Imagine that another teacher would like to do a similar project as you did – what would you recommend? What was good, what could have been better, did you have difficulties? Please describe them and how you were able to overcome these obstacles.

B Do you think that some things have changed – in school, in school-class, in your region, e. g. environmental attitudes, habits or structures in school,... – caused by your project? Please try to figure out the most important changes.

Ana Naneva, BG

A I would advise him/her to find a partner teacher to split the responsibility and work with. It would be a good idea to arrange times when he/she can meet and work with the students. One of my problems was there was little time for meetings. He/she should check which school account is easier to use. It turned out that in our school it was much easier to use the account of the school's parent union. The money we got from our two sponsoring companies were transferred to that account and we could have it in cash, whereas the money from WWF were transferred to the school's account and in order to use it we needed to plan everything we wanted to buy at least a month in advance. In our case, where we financed two world café presentations, it turned out really difficult, because we could not order the food a month in advance. He/she should be sensible and not let the students mislead him/her. They are very emotional and can do a lot in a short period of time, but in the long run, they get tired and do not always succeed in doing everything they have planned, although they want to. They need time to realise that saying something is not the same as doing it. However, he/she should be as patient as possible and let the students decide what they want to do, because otherwise they lose interest in the project. He/she should have in mind that the end of the project is not the final event. After that the group needs to prepare press releases, the final report, organise a celebration party, decide who is going to present the project and prepare for that. My students were so tired after the final event of our project, that they let me organise the celebration party :-)

The good thing about the project was that we have freedom to choose what to do and that it gives the students and the teacher a chance to grow, get confidence.

Most of my difficulties were not connected with the project itself or something that WWF can change. The most difficult thing for me was the lack of understanding and hardly any help on the part of my colleagues.

Some of them reacted very harshly to our vegan recipe contest. However, our headmaster was firmly on our side, so after several talks and discussions we finally reached an agreement.

B It provoked great interest in the topic in many people. All the members of our group changed something in their lives in order to become more eco-friendly; I know about other people who did that too.

Some of my students decided to join the Green Balkans Federation of Nature Conservation NGO's and work as volunteers there in the summer.

Our project triggered some changes that were not directly connected with it, like a project for better food in the school canteen, installing recycle bins (which we had had for a long time, but had not used before)

Diana Venelinova Gencheva, BG

A Planning and motivation are key words for me. It's very difficult to work with not-motivated students and it's far more difficult to get them to work. Also it's a very good practice to ask students what they feel like doing and how they prefer to celebrate their success.

Another crucial point in a project is evaluation-set phases to appreciate and see how far/deep you have got into your things.

Deadlines are essential, so calculate your time and decide on what can happen within the project lifetime.

For me an obstacle could be the short period of carrying out but we were prepared from the very beginning that not many vegetables would be grown in the start of June, so we had "foreseen" that.

Last but not least advice, get your participants do what they CAN do because it's a rather difficult and slow process if you start teaching them completely new things and skills. Use your own potential and abilities!

Encourage, appreciate and give prizes for "a good job"- this activates and triggers, energizes and helps.

Make your students feel "great" and responsible. Responsibility is something that gives them strength, confidence and boast!

Things that I would like to recommend to other teachers are:

-make a student/s take photos and collect them while the project is running-photo documentation is needed by the initiators and is a thing you can keep as a memory

-keep a project diary which is a brilliant way to record all the happenings and everything you do-in order not to forget them

-create a motivation and reflection and evaluation corner/wall/book for saving students thoughts, emotions, desires, opinions no matter if they are positive or negative.

B Students have definitely become more knowledgeable on what's eco-print, energy saving, natural resources exhaustion and the ways they can preserve, conserve, save and help.

As a result of a survey they said they had learned how to fulfil some basic agriculture activities.

Due to the fact that English is the main working language they learned new words concerning their activities.

What made me wonder most is that their motivation did not wade till the beginning. They kept the garden even if I were not with them/ I commute every day/ they tried to adjust things and worked by themselves on the garden, worrying that time goes on and vegetables need to sprout up-so, they became motivated and responsible.

Other students who did not participate this time showed interest and desire to take part in a future project.

A few became more skilful "vegetable-producers", as some of them were doing gardening for the first time in their life.

Diana Stoyanova Vasileva, BG

A When a teacher has a chance to work on a similar project, he or she has to do it. Students don't like learning, but they like expressing themselves in other sorts of activities.

Teachers have to know that they need a lot of free time and strong nerves to start working.

In the same time, if the teacher doesn't work with the students he or she will miss a lot of funny and amusing situations and the satisfaction with well gone work.

B I am sure the students who took part in the project and the pupils who we taught have been changing their behavior about nature.

We are hoping that our meeting with the deputy mayor will have a result and our mayor will organize waste collection in schools and kindergartens in our city.

Ivanichka Slavcheva, BG

A My recommendations to a teacher who wants to do a similar project are connected with the objectives of the project. Firstly it is better to realize what he/she is interested in and what exactly wants to achieve as a final goal. To be extremely motivated and to try to motivate his/her students. To be prepared not only for success and not to give up when the other intuitions or organization do not want to involve in the project. To be very patient, very persistence and concentrated.

As a coordinator of the project I had similar problems especially with the bureaucracy of the government institutions which have thought that our project is not important because it was made by students.

I had to be more organized because I did not have enough time to realize all my ideas in the project

B A lot of things have changed after we started our project. The most important of it is connected with the RECYLING which is one of the biggest ecological problem not only for our town but especially for our country – Bulgaria :-)

1) We reduced ecological footprint in our school American college “Arcus”-our classmates, teachers and stuffs started to recycling. Containers for separate waste collections were supplied by the principle of the college and ECOPACK, which is the biggest factory for the production of containers for waste collection in Bulgaria.
2) We organized a round table under the title “Raising the awareness of the citizens of Veliko Tarnovo in relation to the separate waste collection”. The main goals of the round table were focused on improving the condition of separate waste containers in the town and motivating the citizens of Veliko Tarnovo to collect their domestic refuse separately. The social event was supported by RIEW /Regional Inspectorate of Environment and Waters- part of Ministry of Environment and Municipality of Veliko Tarnovo /, Municipality of Veliko Tarnovo, ECOPACK - Sofia, ARCUS Co – Lyaskovetz, the Regional Inspectorate of Education - Veliko Tarnovo, the European Information Center, representatives of schools and the mass media. The social event was covered in the national TV and local newspapers. –

As a result ECOPACK factory promised in front of the participants of the round table to recover and improve the condition of the containers for waste collection in the town and Veliko Tarnovo region because most of them are broken and useless .

To supply containers for waste collections: Blue for papers, Green for glass and Yellow for plastic and metal around all schools and kindergarten in Veliko Tarnovo region.

Municipality of Veliko Tarnovo promised to create a plan for placing the containers for separate waste collection on important places in the city such as pedestrian streets, hospitals, schools...etc. It was the main idea of the round table!

The representatives of the mass medias promised to inform citizens of Veliko Tarnovo about the schedule of the transportation of the containers for waste collections/ each colored container in different day of the week! The principle of the American college ARCUS promised to organize a school event under the title: “GREEN DAY”. Each year in May all students of the college is going to plant trees in the town where is necessary . The idea was supported by other participant of the round table.

Rositsa Popova, BG

A I would like to work with more teachers. Sometimes it was difficult for me to motivate myself and transmit the enthusiasm to the students. It would be beneficially for our project work if the coordination person for our country – Vania Karamanova attend at the meetings of our team. The correspondence through e-mails with Vania was in help but not enough.

It would be better if the deputy mayor of regional infrastructure answers our letter faster. The one month waiting period is really slowing down our work.

B The things have changed slowly. More people think that we shouldn't be only consumers but we have to give more to the Mother Nature.
Students' attitude towards our environment has definitely improved especially in younger ones'.

Jelena Sršan Pavlic, CRO

A This project is not difficult to implement - each activity can be separate workshop, yet if you want it to offer a comprehensive view of a problem then it is sometimes difficult to organise everything. The students began their

extra-curricular activities from the beginning of the school year and it took some time to match our timetables, very often we would do the same activity two times a week so that all the students could become involved. Probably it would be nice if this activity was organized as an separate extra-curricular activity in the school timetable with a constant place in the timetable. As the project was coming closer to the end, we were often meeting on Saturdays. Sometimes it took a lot of patience to arrange some of our visits, with some of them we were successful, while some unfortunately we couldn't do, but we came up alternate activities at school.

B Many have recognized our project as a welcome change in our school, students have become aware of their ecological footprint, and through many activities they are trying to reduce it. Working on this project has also had a very positive effect on the joint work of the students of different age groups which do not have an opportunity like this very often. We are very proud of the fact that our students have recognized our environment-friendly bags and we notice that they are often in use. We believe that the positive effects will be felt in the next school year as well, and we wish to continue similar activities.

Tanja Šalamon, CRO

A This project was rather easy to carry out because of its multidisciplinary manner so many other teachers from different subjects could get involved. The project also does not acquire detailed knowledge of certain subject or big financial expenses. On the other hand, the students get easily interested in the topic, the most of the activities students can do on their own and during the project they can learn a lot about Međimurje, the area they live in. The project is especially useful because it broadens the students' knowledge about the ecological footprint and sustainable development, as well as it evolves competitive spirit, social skills, communication and collaboration with other schools and different people. Also the students get acquainted with different phases of the project, field work, research methods, statistical analysis of the data and the presentation of the results. Likewise, the project offers the possibility for further education of population, colligation with other schools, the integration of public institutions into the project... It is also possible to make a more detailed research in botany (to exactly determine which plants make the hedge, to determine the number and covertures of different plant types, to compare vegetative structure of hedges on various locations...)

B This project ensured the increase of our students' interest in their own homeland, its traditional landscape and natural heritage.

Moreover, the students (the project team, and through them other students too) broadened their knowledge on the concept of ecological footprint and ways to reduce their own ecological footprint. The main change is that students, their parents and community are aware of the fact that by preserving the hedge as the element of traditional landscape and biodiversity, our ecological footprint can be reduced.

Gyöngyi Osa, H

A I would by all means recommend him/her to get in contact with you, to choose a topic which students like and to base most of the programs on student ideas. If they can find out programs, they are going to be more motivated to realize them.

We had to find out how we could realize all the programs concerning financial things. The financial help we got from you is going to be spent on the final feast, the other programs were supported by the school foundation, Green Umbrella NGO, KEFAG (this company gave us the trees), students, teachers and some parents.

B In all classrooms and in the school garden there are selective litter bins, which can be used by students and workers of the school. In the classrooms these bins were hand-made by students so they are motivated to use them and take care of them. Students are also motivated to take care of their school environment, because there are self-made bird-feeders, nests, trees and flowers planted by them. Some classrooms were painted by students, parents and teachers and the 'green corners' make the school homey. We showed students how they and their families can live and eat healthily and hope that they are going to continue these things at home.

Kata Darvas, H

A I would definitely recommend it. I got involved in the project in the same way. It's a challenge for those who are involved in it for both teachers and students. The project gives lots of possibilities to develop skills and to learn by doing.

In Hungarian schools the project work is not very common and it's time to introduce it. And this is why it wasn't so easy to do it.

The students are not used to the project work and team work.

They didn't get much help from their teachers. Not because they didn't want to help, but because the whole project thing simply doesn't fit easily into our traditional school system.

But it could and should. A project like this is a good start. Our team impressed their teachers and the head teacher with their work when we invited them for the World Waters Day event. That was a good "commercial".

B We raised interest and got recognition. I think we could start a tradition and introduce not traditional lessons into the curriculum.

Marianna Hideg, H

A For us this project was easy to arrange because there were lots of students who wanted to be part of it. They made the different activities with pleasure and cleverly. They were all very active during the project and for the teachers didn't have a lot to do but monitoring their work.

The only problem was that there are lots of other activities and afternoon lessons in our school and lot of students take part on these events too. We always needed to cross-check the dates of our project events. In some cases we were lucky because the project event was a school celebration too and we made it together with the other students.

B Result and scores: the surroundings of the school became nice, cleaner and tidier. The students pay attention on energy saving, they use the selective garbage bin, during the year more and more students joined to our group. Their knowledge became wider about environmental protection.

Zoltán Sallai, H

A Very important mix the fun and the serious knowledge. We build in the all process the fairy tale motive and this way we had a frame fun, attractive.

If we present today a GREEN day will be protest or not so good involvement. This way we reached very much regarding the GREEN topic.

- The collaboration of the head of class. They was scare they will not enough energy to motivate the student. Finally this was no problem, the student was enthusiast to work.

- The member of peer-tutor group are one of the most responsible student. They can do the enforce by unselfish way for the others. Recently the responsibility and the motivation of them decreasing well also.

B My headmaster after our project asked me let's we collect every achievement in ECO meaning in our school.

- In the questionnaire "Why is it good studying our school" was not one times at s classes written: because our school is GREEN school. The selective box are more respected.

Angela Trubceac, MD

A I would make a few recommendations for those in the future. First, make sure to guide the students to identify specific problems that they can address in their community. Then, after evaluating their resources, select a specific problem to solve. Ensure that they develop a realistic goal and state clear objectives. From there, they should seek out others who can further support them with additional resources.

The Good

- The team had great enthusiasm from the beginning
- The mayor's, school director's and businesses' support
- Seeing the visible changes to encourage further progress

What Could Have Been Better

- Negativity and indifference from some businesses,
- When students went to businesses and mayor alone were received negatively and turned away
- Some children didn't want to get dirty when cleaning the park and didn't want to volunteer their time.

How We Overcame the Obstacle

- We didn't try further with them, and focused on those willing to help.
- The students went with the coordinator to help explain the project.
- Their teachers and colleagues explained the goal of the project to them again. If they still didn't want to help, they went home.

B The students took great pride in this project, because they are the first high school in the town (maybe even in Moldova) to adopt a park. After its completion several of them went to the park to take pictures with the bulletin boards and new benches. With the hard work they put into improving the park, they developed a greater appreciation for maintaining its beauty. They even invited their parents, grandparents and friends from other schools to see their accomplishments.

It also increased awareness in the town about keeping the local community clean. Several people walking and driving by stopped to read the bulletin boards. The local waste management service even said they would like to use similar boards around the town to promote environmental issues.

The project served as an example for others to follow. On the days when the students cleaned up trash, the local sports school, restaurant, and other neighbours also started cleaning the surrounding areas without any request. Seeing the success of the project, one other teacher requested information on how she can also start projects of her own. Also, students from the Lozova town, after reading the blogs and newspaper articles expressed a desire to complete a similar project.

At the official unveiling of the adopted park, the mayor promised to donate an additional eight trash cans for the park and to further support any civic initiatives of the students. Furthermore, the donors were pleased to see the final product and promised to support more projects in the future. Even people walking through the park stopped to thank the students for their work.

Tatiana Olaru, MD

A The biggest obstacles have to do with money, obtaining it. Another obstacle is making people understand that their contribution and bad habits destroy nature.

B Students' attitude, the look of your yard, the habits (throwing paper in paper bin, switching off electricity, and taking care where they want to throw the rubbish.)

Zinaida Orfin, MD

A I would recommend having some fund raising to organize snacks for students who remain after seven lessons to participate in activities, or to provide enough supplies (markers, charts, etc.). Be patient. It's painstaking job with only moral reward and satisfaction. Only a devoted, motivated, and committed teacher could do such projects.

Good:

There was an excellent training in October in Austria

- A student participated in the ESFALP project from the very beginning, and later she could motivate others
- We were frequently guided by Danica and reminded what to do in order to succeed
- We could feel the support of our administration

Could have been better:

- ... if we had more money to support the project's needs
- ...if we had free access to a computer and the internet

Difficulties:

- After classes students were hungry or tired and I had to organize a "break" for them, or to do team building exercises
- Our school didn't have any bank account, neither in EURO. It took some time to make one through parents' association paying around 400 Moldovan lei (around 25 E). So, we had only 175 E for the project.
- As we met in the afternoon, the computer room was closed in the lyceum, and we did not have access to a computer and internet. That's why we did not use very much the BLOG. At the beginning I didn't have a computer at home, and I had to go to an internet café and read my e-mail messages. Later I could invite students to my house and do the work we had to do on the computer, or they used their own.

B Students, teachers have access to clean safe drinking water. We are sure students and teachers feel healthy and happy

The level of students' engagement in extracurricular activities has increased

Citizens got knowledge about the state of wells and got involved in their maintenance to meet health and epidemiological standards

Camelia Dochie, RO

A 1. To deal with only one part of the project (either windfarms or the nuclear power plant), so that the project could be done more thoroughly.

2. To choose older students, high school students, who are interested in Physics, Biology, the environment.

3. To create a network of connections for better access to information.

What was good? The impact the information the students found on their perception of nature, environment, their region. The students started looking differently at ways of producing energy, they came up with ideas (more or less realistic), but they did become more careful about saving electricity.

What could have been better? – My coordination (it was my first REAL project); students' participation (lack of experience).

A more practical implementation (although I can't see a more clear effect than raising awareness).

Did you have any difficulties? – Yes, first of all, students' lack of motivation. Sometimes, I had to push them, to bribe them (good marks for doing a certain task). I found it hard not to interfere when I realised how slow their pace was. I was more patient and little by little they worked better.

Another difficulty was the bureaucracy I had to cope with to make the trip (too many permissions, too much time for each permission). I created my own network of acquaintances.

And last but not least, the connections I needed to find who might know about something or somebody I needed for the project. I created my own network of acquaintances.

And the fact that none of the students who took part in the project can attend the final event in Wien, as between June 1st and 5th they are to have a written and oral examination in English, French or German for the bilingual classes of the future 9th grade (high school), according to the national curriculum. That is why I had to choose another student for the presentation of the project.

B First of all, there was a change in the attitude of the other students in the class, those who wouldn't take part in the project. They envied their colleagues not only for the trip, but also for the information they had gathered.

The students who visited the windfarm got, as a present from the manager, a windfarm in miniature in pieces which could be assembled and whose wings moved when placed near a light. In school, the other students found out about the project and another project on environment was started (ECO Champions, they planted trees, cleaned a park and built a small building in a park).

Daniela Elena Ștefan, RO

A If another teacher would like to do a similar project, I recommend him to do it. It's a lot of work, hard work, but the happiness brought by the success of each activity and the success in the hard work of changing people mentalities overcome the hard work and make you forget you were tired.

It was good that we found the ways to achieve our objectives, that we found the resources to develop others that we haven't plan, that we were supported by our school principal, Violeta Rotariu, by the Physics Teacher, Nicoleta Dina, by some parents, that we succeed in making our message be heard by a lot of people in our country and beyond borders with the help of media.

It could have been better to have some time just for working in the project, but because of our school daily program (8.00 a.m. to 6.00 p.m.) we had to work in our lunch breaks, to renounce at some school-clubs to meet with the others GRRREEN team members or to pass our weekends in front of the computers communicating with the others, writing on the blog or on the website.

We encountered some difficulties with the lack of time or with some important organizations that offered us their support and then they asked us to pay for the services, they wanted to promote themselves by our work or they never did what they promised (for example, the event planners in the shopping centre offered us the space to develop our ECO3R activities in change of putting their logo on all the hand-made materials produced by children and of letting them send the press release to look as they initiated the activities; the mayor promised us a space for street actions but we never got it, other organisations promised us to sustain the contests in the project with small prizes, but most of them we had to buy with the money received from WWF or raised during our fairs etc.). We overcome the obstacles by renouncing at our free time, by finding another shopping centre willing to host our ECO3R workshops, by finding other ways to spread our message or to raise money for prizes or for materials such as school fairs, sponsorship of parents or personal savings.

B In our school, after the ECO3R Week, the GRRREEN Team Members were rewarded with the "Student of the Month" Title and this mean that the mentality in our school changed. Students and teachers are more interested, more careful with the raw materials and energy they use and want to know how they can help, that's why they invited the GRRREEN Team members at the Teachers Council, that's why the elder students want to develop themselves environmental projects, that's why the older students lent us a hand in the volunteer activities such as "Earth Hour" or "Adopt a Tree!". (Concrete activities: Some of the sockets in our school are still covered with the stickers on which is written to preserve energy, nobody uses plastic glasses, almost everybody changed the plastic bottles with multiple usages recipients, everybody know where and how to throw the waste, every teacher send its messages and reports by using the email and not by printing them and sending them using envelops etc.)

In our district community, seeing that some kids are teaching others and them together hope to save the world, the adults became themselves aware that we must change our environmental attitudes and supported the kids in their activities. Being supervised step by step by their kids who ask them to switch off the lights, to change the classic bulbs or to recycle raw materials, parents of the GRRREEN Team members are also interested in "green solutions" and will join us to Mogosoaia to see an example of "green living" offered by Greeninitiative NGO.

In our capital, the media and the authorities begin to be interested in kids' actions in general and in environmental actions in particular (our press release attracted their attention and our activities were made known and haven't remained without echo).

Mariana Bozdog, RO

A I would recommend this teacher to be extremely patient, to realise the need and importance of spending very much time at school and to be prepared to justify to the parents the time students have to be in school over schedule.

This project benefited from the cold season as the students were able to participate in the workshops and the parents were able to attend the meetings we organized for them. This would not have been possible in any other time of the year, since apart from the cold season everybody is very busy working in the field. One disadvantage was, however, the fact that the cold weather did not always allow us to carry out some of the outdoor activities that would have been easily accommodated in the warmer seasons.

Some of the difficulties that we were faced with include the parents' occasional lack of understanding with regard to the relevance of the extracurricular activities that we organized as part of the project (on more than one occasion I had to try myself to persuade them of the positive aspects from which their children could benefit as a result of this project). Another drawback was the constant lack of finances: we had to borrow all the money required for purchasing basic materials such as glue, paper, colored paper, colored pencils, markers, etc., from the school trust which was in its turn the result of the direct contribution of the parents. Also, as our school hosts many extracurricular activities and several other projects, time and space were also a problem, and everything that has been achieved required sacrifice and commitment on the part of all those involved.

B This project has helped develop a certain civic spirit. As a result of our activity during the course of the project the students have become markedly more aware of the importance of recycling and of selective collection, as well as of the importance of the white stork for our ecosystem. Also, a significant number of our teaching staff made use of their legal right to choose where to contribute 2% of the taxes levied on their income so as to support the Association "Friends of the Stork." At the level of the community one can notice that many forms of hostility against the white stork are being replaced with awareness and care. Last but not least, I have noticed a considerable decrease in the amount of garbage usually lurking on the banks of the Cibin River.

Niculae Caldararu, RO

A At the beginning when I presented the theme of the project everybody agrees with me and were very enthusiastic. Then they ask me how much money we receive from WWF and their enthusiasm was less, after that I had to do some teams-work (only students were enthusiastic). Raking the garden, cutting the branches from the old trees and carrying out to containers it was not difficult but making holes for trees (nearly 100) and planting them, making the benches and to fix on the tables, to bring gravel and to spread it around it was harder and the work is not finished I have some more to do till I come to the final event. The weather was not good in autumn and spring started late so I could not finish all.

How I was able to overcome these obstacles?

Being an old dream I said this time nobody can stop me...and I promised something to you and I had to keep my promise. You will see it.

Recommendations: LOVE, TO KEEP YOUR PROMISE & AMBITION

B We will try to become Greens indeed taking part more and more to different actions according to The Green Holidays Around the World Calendar and within my Saturday club to make them aware of the capital importance of caring of Environment if we want next generations to survive on Earth, too.

The following checklist focuses on common-sense improvements that my school can make in its daily operations that will minimize or stop potential health and environmental problems before they start. The emphasis has been placed on prevention-oriented strategies, which are preferable to dealing with wastes and pollutants after the fact. The environmental improvement strategies in this checklist have been organized into several categories, including: energy use, solid waste generation, indoor air quality, water consumption, laboratory waste, building renovation. If my school follows this green program it can realize many of the following benefits:

Save money through reduced consumption of goods and energy savings

Increase efficiency of operations and use of resources

Create favourable learning and teaching conditions

Generate community goodwill

Avoid future liability problems

Educate the next generation on the value of caring for the environment

I am aware we will not be able to solve all the environmental challenges facing our school at this time. We start with the easier strategies that will have the greatest impact; in other words, "think big, start small". Once we have built momentum, we can expand the environmental program to other areas.

Aleksandra Gavrić, RS

A The most important is the organization, then the commitment, perseverance, flexibility, recognizing the needs of students, giving as much space for the participation of students, time.

During the project we have a good time and a lot of things done, which made us distinctive in the community and school for environmental activism. We made a lot of educational material, performances, workshops and presentations that we will be able to use in the future. We have acquired a partner with whom we work in the future the realization of common ideas and goals. We got the multimedia equipment from the municipality and the school premises for the storage of recyclable waste. Students are very interested and motivated to work.

Always have a backup plan when there are unforeseen circumstances, to find effective methods for motivating students to maintain the desired level of involvement, provide support to schools and communities to freely be able to implement activities and someone who can help.

B Increased cooperation. During this project we establish diverse partnership and cooperation among students, teachers, other school in our community, community businesses, NGO-s, local and national media with specific community and national goals (waste management, recycling, environmental responsibility of individuals, protecting natural resources etc.).

At the school we worked with subject teachers, peer group and students' parliament and students from departments with special needs. At the community level we have established cooperation with the municipality, local NGO-s, local companies (PUC Komunalac I Grkovic), local radio and TV stations, other schools. At the national level we have established cooperation with the Secretariat of Education and Provincial Secretariat for Environmental Protection and Sustainable Development, Ecological Union, WWF Serbia, Riken Fund, the "SET" and national television. School recycling program are model for sustained community environmental action. He is designed to accommodate different community goals and compositions. Effective partnerships and processes are likely to continue beyond the initial activity.

Enhanced understanding of the environment. Green team and nature ceapers programm fosters informed action. Students investigate environmental issues and make informed, responsible decisions. The lessons learned about resource conservation often have a profound effect on a students sense of stewardship for the environment.

Improved community environments through effective actions. The first step in planning a was to determine the needs of the community. This approach promotes critical thinking and decision making skills among the participants, helps ensure that a broad range of projects are considered, and sees that the selected activity fulfills the needs of the community.

A more effective learning experience. Students learn by doing in an action project. The learning experience is shared by all participants and often yields the following three very important results: 1) Students gain a deeper conceptual understanding through active learning, 2) the community takes a shared responsibility in the education of its youth, and 3) the environment is improved. Green team benefit students, the community, and the environment. Green team is the realization of the notion that we all are active participants in the education of our children. Connects service and learning. Students learn and develop through active participation in organized program that is integrated into and enhances the curriculum of the students, fosters civic responsibility.

Andrijana Čurlić, RS

A My recommendations would be next. When teacher and student make plan for the project, they should be less detailed in order to have possibility to adjust if complications or something unexpected comes up. Further recommendation is to give students more time to start. Students in the beginning often have a lack of self-confidence. Later they becoming a much more free to express their ideas and they really have some great ideas. What specifically was a major problem in our project was earthquake in our town, and the consequences were great difficulties in functioning of the schools. We overcome that problem by making changes in the planned time deadlines and in the end we finished all on time. Good thing I discovered doing this project is that students are even more full of ideas than I expected. And it was really greate to do project when students stay motivated through all the time of the project.

B By implementation of this project we managed to achieved several things. We have created in our school group of students with some knowledge, motive and will to deal with problems of our environmental in the future. We made long-term cooperation with two NGOs (one is dealing with ecological problems, other are dealing with youth in the medias) We ve included students with disabilities in our activity. We made a significant impact on the thinking and acting of those who participated to presentations and the rest of our activities. At the end we established Eco contest to be held in the coming years (founds will be provided by auction of student´s works in the last contest)

Biljana Kovačić, RS

A I would definitely recommend our project to all teachers no matter of their teaching area, because this issue is important not only for preserving of our environment, but also it helps to educate our children and to engage them in domestic duties at a higher level. To make this project even more successful, parents and teachers need to be more involved. This project is interesting for the students of all age.

Our problem is that we didn´t accomplished all of our ideas, because some things were out our range. For example, we didn´t make to visit town´s waterworks, because of the safety reasons. We were informed that we should wait for better climate conditions. Second problem is refere organizational problems within our school, because many didn´t understand what it takes to realize a project like this.

B We hadn´t had big actions of citizens on the streets. But certainly we have influenced on students to read the declaration on chemical products, to know which cleaning substance are good. We also have influenced the education of students to participate in housework. Our project will be also implemented because many parents told us that they had remembered how their grandmother´s used these recipes, how they used the sun for ventilation bedclothes, dried herb of lockers and used viniger for cleaning. These are old recipes that we have forgotten because of the rapid way of life. These are the impressions of parents.

Lenka Vizi, RS

A It was such a privilege to participate in a project organized by WWF. First of all I want to say that Academy helped us a lot – to get basic information and to learn how to proceed in further activities.

The good thing was that I chose a really nice and enthusiastic group of students. They were working hard all the time and did their best. Even though they were 7th graders I was impressed how creative, independent and responsible they were.

It is important to explain to all students what the project is about, what is expected from them and to sit together and analyze problems school and local community is facing with. It is important to do something that is close to children, something that will have direct impact on the school life and local citizens as well. It is important that the goal is realistic and achievable in a short time, to make a good plan and divide responsibilities.

It is also important to explain other teachers in a school what the project is about so that when necessary, you get their help and support.

Children had so much fun and were enjoying the time we spent together.

It was a bit difficult for me to work with such a big group of children – 25 of them. I was advised to take about 30 of them and that probably till the end there will be 15. But it was not my case. They so much liked the activities in our project, that most of them continued till the end (I am happy about it). But due to the fact that I alone was a leading teacher, it was difficult for me sometimes to plan our meetings. I really had properly to divide responsibilities and activities so that each student had something to do at our meetings. It was not easy at all. So I advise either to take less pupils or to work with an assistant - another teacher, so that it is easier to work on a project.

B composting was first started in a school, but many colleagues, pupils and local inhabitants started composting at home as well

- less leaves were being burnt in the streets in our village this autumn

- less trees are being destroyed in our schoolyard and if someone is doing so pupils try to stop that or inform me immediately

- by introducing eco-patrol in our schoolyard, less litter is found on the ground

- aluminium cans started being collected in a school and 2 containers for plastic (PET) bottles are ordered, so that we can start collecting that as well

- colleagues told me that they use eco bags whenever it is possible instead of plastic bags

- many parents came to support our eco-bags delivering campaign

- there were many discussions among colleagues on a topic of waste reduction, energy saving options, pollution. One colleague told me that he burns plastic bottles every winter and asked me – if that could be dangerous. When I told him that then we breathe toxic gases, he said, yes, you are right, I´ve never thought about it. I believe he will definitely stop doing that in future

- most of colleagues were encouraging me and the whole project group by helping us in a practical way (participating in the actions, helping with consulting, translating, putting videos on youtube, printing material, making videos and taking photos, organising art exhibition – Verica Tanacković and Karolina Kalková, helping in organising performances – Patrik Malina). Some of them gave even marks to project group students for certain activities.

- principal Tatiana Nađová had really strong encouraging role throughout the whole project and whatever we needed she was there to help us. She pointed out the necessity of further active participation in ecological activities. She arranged state TV to come to our school and make a report about our environmental activities – it is planned for next month.

- pupils from our project group told me that they will definitely miss our Thursday meetings and would like to participate in a similar project again.

- from time to time pupils or teachers bring to me interesting articles regarding ecological issues.

Marko Gočić, RS

A To concentrate on local issues because they can influence. To stimulate his students to join the project and allow them to create those actions.

Problems were all over the place but none was able to stop the steam roller that was moved. Students´ motivation was very high, so that they solve all the problems they have encountered.

B The biggest change I see in students. Since we started this project they are not fit to enclose the environment, on how to regulate school grounds, classrooms, hallways at school, how to behave in nature and in the street, etc. Also notice that they are increasingly joined by teachers, thus spreading good cheer. We had great help from the media locally.

Bojan Poznič, SLO

A I would recommend to others to carefully choose the team and use a blog. I think that the difficulty of the project depends on the level of skills the students have but don't over plan your students as I did at the beginning. Just give them the right amount of tasks they can handle. Our school has a lot of different project and it's hard to find the time. This project is so important and time consuming that I recommend you carefully plan your time. Early planning is also essential to stay within the budget.

Karina Kreslin Petković, SLO

A To be careful with the team- not all of the students will stay until the end- if you are a good teacher or not.

B The students' attitudes have changed, they got a finer feeling for their environment, they started respecting nature and what remains left of it.

Marija Sedmak, Rajko Palčar, SLO

A Taking part in a project like this is really challenging for both the students and the participating teachers. The training that we received at the beginning of the project cycle at the Academy in Illmitz was of a great help and we also consulted the materials in the course of project activities. We will apply the knowledge and skills gained in further project activities.

At the beginning of project activities we thought that we would carry out the project with a relatively small number of students, but then we expanded the project group to include all the students of class II and some students from the class 2C. We were namely able to pool their knowledge since both the logistics and transport sector and the automotive sector need to be aware of their impacts on the environment.

What could have been better is the following: we should have chosen the participating students before the beginning of the school year so that we could have built better cross-curricular connections between various subjects on the one hand and we could have paid more attention to other activities, foreseen by the curriculum on the other hand. This way we could have better avoided situations where it is difficult to carry out everything in time.

Also, working with a large group can cause problems when it comes to distributing tasks, coordinating and monitoring the activities of the students. Another difficulty in carrying out the project was the occasional lack of motivation on the students' part, but we were able to overcome this issue successfully. What we were not so good at was documenting our work in the form of picture material, but we will manage to do this in the last phase of the project.

B The most important changes that occurred because of our project are connected with the level of awareness about the rivers and their interconnectedness from Slovenia all the way to the Black Sea. The students in the class were able to grasp the breadth of consequences of for example handling dangerous liquids and ballast waters in river transport improperly. Due to that their environmental attitudes changed. The students of the school, the teachers and the local community i.e. the logistics and automotive companies were all reminded that it is worth protecting the rivers through various actions, because if we work together then also the possible ecological damage can be restored much quicker and with fewer long-lasting consequences for the waterways.

Tamara Čelhar, SLO

A I would recommend not to work with whole one class but to have in the team pupils of different ages and just those who are really interested in the specific topic. Focus on one specific topic, don't try to work on too many objectives. Try to cooperate more with other teachers that we did. We could do better a campaign to motivate

more families to cooperate with monitoring their energy and water consumption and not to give up before ending. We had lack of time problem, some things were done in a delay. And we tried to implement most of the work into some subject lessons, to reduce extra after school work. And some of team members could be very lazy and not interested to work on the project sometimes, don't push them, don't stress yourself, leave that others who enjoy to participate, do their work, too.

B For sure the environmental attitude changed in a way in project team class, in their habits in the school and at home but still is not the perfect one. All classes are now more attentive in use of electricity and water at school trying to reduce it. Till now in last years we focused more just on proper waste management and recycling. The school bills for electricity and water are a bit smaller. School is equipped now with some measurers to control energy consumption and with special indoor containers for fruit and vegetable rests. 4 families have for sure reduced their footprint by doing some big changes in their habits. Some of other pupils and teachers have with the help of our hints started to change their habits at home considering water and energy consumption, transport, eating less meat, buying local vegetables and fruits or eco food, celebrating birthday in eco way... To local region we give a good example how to organize an event (a march and festive party) in a more eco friendly way to reduce the footprint.

Alisa Smyrna, UA

A Outdoor events work better for ecology education – moving indoors impacted the number of people who attended. We partnered with another student group for our Eco-festival, but it is very important to have partners who have patience for the projects with young people and working with young people.

B To change the world we weren't able, but this is an investment in the future; we need time to change the attitudes and behaviors of local people, but young people have started to talk about the environment.

Larysa Olefirenko, UA

A Children should be permitted and encouraged to do things interesting to them. They should be allowed to get risks, check their conclusions and be wrong. The project should be student-centered taking its cues from their interests, concerns and questions. The main task was to create a good team, working as a group is only possible when the participants can relate to themselves and to the others. Some pupils were not active enough as they were not sure in themselves. It was a problem- to raise the level of self esteem. Another problem is lack of time.

B I think that the main achievement of this group was a team work which challenged students to begin thinking about what they can do to improve the life in their community. They learnt how to get knowledge and share the ideas with others-speak less but act more. Communication and team work are essential skills in leadership. During the project work more and more children got involved: inventing slogans and mottoes, making toys, preparing works for exhibitions, planting trees, making bird houses, cleaning the territory, feeling that their activity is useful and makes their life better. Environmental problems are burning for the Ukrainian society because of Chernobyl, water, land and air pollution. Children have understood that they are a part of Nature and they have duties of defending it. Teenagers worked with small children and guided the project work. Role playing is good for character formation and self estimation. Adults supported the team work, they were surprised to see how creative the children are. Mutual work made new friends. The team work is a model community and for its benefit the students employed the whole range of communicative media-speech, writing, drawing, dance, drama, music, movement and visual arts. The teachers saw that extra curriculum work inspired the children and helped them to realise their ideas.

Mykola Shvets, UA

A It seems that everything was rather good. But if to look at the citizens of our country in general – their ecological culture leaves much to be desired, and when we gave the leaflets we met very surprised looks. But I can say, that something has changed in better way. It was especially very pleasant when the representatives of mass media agreed to help us all the time. I can't say it about our authorities – for the second year we've been trying to open the museum of the river; pupils gathered a lot of materials, information, but we still have no such an opportunity. They promise – we wait.

B The project has changed the mind both pupils and other citizens of our town. Now the pupils are eager to participate in different projects, they don't want to stop their work. Many citizens began to think how to help us and how to keep our town clean.

“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 program intends to train and motivate children and teenagers to take action for a sustainable development.

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

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