



# The Evaluation Report



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## Preface

In September 2014 a two-year-Erasmus KA2 School-to-School project was approved by the EU, with 6 countries participating: Austria, the Czech Republic, Italy, Portugal, Slovakia and Turkey. The project “Ecological, what else? Sustainable schools in the fast lane of Europe” aimed at making the every school life in the participating schools ecologically and economically more sustainable. Inspired by the ÖKOLOG program available for schools in Austria, the partner countries were supposed to find out, whether similar programs supporting the ecological and economic aspect in schools were available in their countries, and if so, they should try to participate in these schemes.

Six Learning/Teaching/Training Activities were held once in every participating country within the last 2 years of the Erasmus+ project. They offered the opportunity to foster the environmental awareness of both pupils and teachers alike. Additionally, various workshops helped to bring the knowledge of the participants in line. What is more, the partner countries helped each other to develop ideas and measures to make everyday life in the individual schools ecologically and economically more sustainable. Thus the project application contained already the project goal of a mutual final report on the activities which, at the end of the project, should be handed over to ENSI.

The following report summarizes the activities and results of each of the participating countries. The reports of the individual countries are presented in alphabetical order.



## 1. Austria

Following the approval of the Erasmus+ project in September 2014 the BHAK und BHAS Gänserndorf immediately contacted the ÖKOLOG organization and applied for membership as an ÖKOLOG school.

The first Learning/Teaching/Training Activity of the project took place in Austria between Nov 29 and Dec 6, 2014 with partner schools meeting for the first time. Headmasters, teachers and pupils from six different countries got the chance to get to know each other. Additionally, it was the kick-off meeting for the agenda of the whole projects. The following workshops covering the topic “Ecology” were held during this meeting:

- Waste separation and avoiding waste in schools
- Peer-to-peer-based workshops covering topics like sustainable shopping, sustainable cooking and sustainable food production

The partners from Italy, Portugal, the Czech Republic, Slovakia and Turkey were presented the ÖKOLOG program and together the application criteria in Austria were analyzed.

The first meeting also showed that the knowledge and the awareness concerning ecological topics in the participating countries differ significantly with both pupils and teachers. Also the language barrier added to the problem, as all the meetings, presentations and workshops were held in English. Based on the evaluation of the first meeting the school partners agreed on making the workshops easier content-wise, in order to make the participants permanently aware of the importance of ecologically sustainable acting. These differences both in awareness and implementation of ecologically sustainable measures finally proved to be an advantage for the international exchange and the cross-country know-how transfer, which was also a goal of the EU-project.

These differences were evident right from the beginning when at the first project meeting the topic “waste separation” was covered. While some schools like the ones from Slovakia, the Czech Republic and Austria had already implemented waste separation, Italy, Portugal and Turkey were only about to start implementing similar schemes. Therefore the exchange of experience between the participating countries and the mutual development of solutions – both major goals of the EU-project – could already be realized in the first meeting in



Austria. This meeting was therefore considered satisfying and successful as the basis for the future cooperation over the next two years had been laid.

With waste separation and the avoiding of waste having been identified as important and central topics in each partner school, there was mutual understanding that they should be discussed right from the beginning of the Erasmus+ project, also at BHAK/BHAS Gänserndorf. Therefore this topic was included in the application of BHAK/BHAS Gänserndorf to join the ÖKOLOG program.

The following steps concerning this central topic were agreed on by all the project coordinators:

- Analysis of waste management for the school
- Compiling a guideline for the implementation of waste separation
- Designing a presentation about rules with regard to waste separation in each partner school

All three have been implemented in Gänserndorf.

Additionally, all the project coordinators decided that these steps should be developed in the following Learning/Teaching/Training Activities by all pupils and teachers and then implemented in the partner schools.

As BHAK/BHAS Gänserndorf is responsible for the development auf ecologically sustainable measures for partner schools and has agreed to providing a final report on the issue. Our predominant goal was the creation of awareness on sustainability and ecology. Additionally the knowledge and know-how necessary for the implementation should be provided or brought in line. BHAK/BHAS Gänserndorf therefore devised further workshops for the following five project meetings in 2015 and 2016. The workshops were designed so that they could also be used in the participating partner schools, thus guaranteeing that knowledge and the methods of knowledge transfer were not only taught during the six meetings but were also later available at the partner schools. This means sustainability also in the fields of environmental awareness and knowledge transfer for ecological topics which are relevant in the partner countries.



The following workshops were held:

- Mother Earth
- Earth Protection
- Gardening
- Waste Management
- Energy
- Water
- Organic vs. Conventional Farming
- Mankind
- Rainwood Forest
- Industrial Animal Farming

All material and presentations concerning these workshops are available on our website

[www.ecoproject-erasmusplus.eu](http://www.ecoproject-erasmusplus.eu)

Finally, in November 2015 Mag. Johann Heuras, President of Landesschulrat für Niederösterreich, handed over the ÖKOLOG Certificate to BHAK/BHAS Gänserndorf to honor environmentally friendly activities. The school thus is a member of ÖKOLOG and its umbrella organization “Umwelt-Wissen-Schule”.



During the Learning/Teaching/Training Activity in the Czech Republic in March 2016 the work on the implementation of waste separation was finalized and later presented to all partner schools at the final meeting in Italy in May 2016. The results are available on our website: [www.ecoproject-erasmusplus.eu](http://www.ecoproject-erasmusplus.eu)

Another important aspect of the project were sports activities and their possible implementation in the schools. BHAK/BHAS Gänserndorf is proud to report that it has been awarded the “Schulsportgütesiegel” first in bronze and a year later in silver. (A certificate based on quality criteria for sports activities and achievements for schools in Austria) The quality of our sports activities is reflected in fine achievements like a silver and a bronze medal for table tennis or vice soccer champion in Lower Austria for senior pupils. Many other activities like the participation in the Vienna Night Run and orienteering runs add to the wide choice of sports activities offered by BHAK/BHAS Gänserndorf.

Fairtrade, a success story for social and environmental awareness is an important corner stone in our curriculum. The school organized a FESTIVAL FOR AFRICA including the sale of necklaces made of paper to fund social aid programs. Our contribution went to a project in Uganda.

Upcycling was the business idea of a junior firm in our school with bags being made from worn out jeans which found a ready sale in our school.

To continue the idea of sustainability, activities will go on at BHAK/BHAS Gänserndorf even after the end of the project.

As BHAK/BHAS Gänserndorf plans to continue its membership with ÖKOLOG, the following measures and activities have been scheduled for 2016/2017:

### **Peer-Project: Energy- and Environment Manager**

In the first forms two pupils of each class have taken over the role of an energy and environment manager. They train the other pupils how to correctly separate waste, limit energy consumption by switching off the light, make sure that the classrooms are adequately aired and so on. In order to be able to do this job properly that had special training in a workshop lasting for several hours provided by the Energy Agency of Lower Austria. This project lasts the whole school year and if successful, will be implemented with



other classes. The managers pass on their knowledge to the other classmates. Peer-projects have proved to be successful for passing on methods and knowledge by pupils to pupils. Form teachers have also been included in the training program.

### **New waste bins**

New waste bins for waste separation will be bought. Testing of respective products has already started. Rules about waste separation have been placed near the waste bins.

### **Workshops**

Workshops will be held together with our partners from Slovakia and the Czech Republic concerning animal keeping and environmental protection. Several classes are supposed to take part. Also sports tournaments with our partner schools from Slovakia and the Czech Republic are planned.

BHAK/BHAS Gänserndorf will take part in Red Cross activities with regard to the collection of clothes, shoes and blankets, thus fostering the ideas of solidarity and the reuse of products. Also old mobile phones will be collected for charity. This will help to recycle old mobile phones lying around in private households.

Pupils of BHAK/BHAS Gänserndorf have helped to clean the town of Gänserndorf over the last couple of years. Spring cleaning the town will also be on the agenda next year.

Finally there is a major project on stress prevention with both pupils and teachers being involved. It is supposed to help individuals to monitor their psychic health and supports the idea of environmental awareness, as only a healthy psyche and a person being up to the daily stress has the capacity to deal with environmental protection, to strengthen his/her environmental awareness and to change his/her environmental behavior.



## 2. Czech Republic

Ecology aspects formed a key pillar of the project, to which we contributed since the very beginning of the project. Ecology was a topic discussed at every project meeting, where various workshops on related topics were held. We actively participated to the workshops at every meeting and also took part in their preparation in between the mobilities. For instance, following a response of our Austrian colleagues, we organized a survey to obtain data on environment demands of our school and collected information of how much water, energies and material was needed over a period of several months in 2015. The outcomes of the survey were presented at a project workshop and discussed with other partners.

Since ecology is a vast domain it was decided to address particular areas in the scope of the project. During the initial phases, the focus of the project shifted mainly on waste management at partner schools. We considered the area not only as a possibility to review current state at our school but also as a type of a problem that is addressed differently at the project schools and countries, which enabled our students to practice learning by comparing and evaluating of different approaches to a common problem.

We did not start from scratch since there were already precautions in place at the school to separate and manage waste. We leveraged the project activities to examine the state of the precautions, study their efficiency and their gain for the environment. In the course of the project we developed a plan to separate new types of waste and initiated organizational measures to achieve them. One new target was separation of aluminium since students started consume beverages in cans recently, which produced a new type of waste.

During these activities we found a new type of possibilities how to make use of collected waste. It was drawn to our intention that tops of plastic bottles can be traded efficiently. During the project we established a link to our student's family with a severely ill child<sup>1</sup>. The

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<sup>1</sup> More information about the family and the program can be found at <http://www.petrholinka.wbs.cz/> (in Czech)





collected tops are handed over to the family so that they can sell them to a recycling company, which donates to the cost of the expensive treatment. This real-world example demonstrates that ecology and charity might be closely related and shows our students the immediate impact of activities they perform at school on daily basis.

In addition to the works aimed at waste management and utilization, we also carried out other activities in the project that were related to ecology. We contacted a representative of the local government working at the regional environmental department and discussed possibilities to take part in regional programs on ecology. We were pointed to ecological centre Lipka and started collaboration with them.

The Lipka centre helped organize a part of the program for the mobility meeting held in the Czech Republic. The agenda involved several areas of ecology aspects, ranging from consumption of resources to breeding animals. All activities were oriented on gaining first-hand experience with the topics, which allowed students to gather unique experience. All these agenda items were very positively received by the meeting attendees.

The project activities supplemented other effort taken by our school to support sustainable and ecological space at the school. For example, the school representatives initiated discussions how to save paper consumption. Similarly the school canteen revised significantly the way how food is prepared, e.g. by reducing the amount of salt used.



### 3. Italy

#### Waste Management Regulation

*Elaborated by the Headmaster Prof. Maria Rosaria Russo, the Responsible of Erasmus+ project Prof. Michele Oliva, the teacher of English Prof. Filomena Barbieri and Prof. Angela Alessi.*

#### Premise

Waste separate collection has been required by law (Legislative Decree no. 152/2006), for several years , therefore our Institute, like all public bodies, is obliged to start it. In order to obey the law and thanks to the impulse given by the Erasmus + project: "Ecological, what else? Sustainable schools on the fast lane in Europe! ", in our school the Universal Declaration "Mother Earth, the common good of humanity" has been adopted

With this declaration the High School "Raffaele Piria" has pledged to introduce the integrated management of the waste separate collection, to protect nature, to strengthen the ecological resilience, to promote a growth under low carbon emissions, and strive for the reduction of threats to the health and welfare of citizens affected by pollution, chemicals substances and climate change effects .

As for the waste separation the following strategic issues are identified:

- a) Introduction of practices that minimize the production of waste;
- b) Systematic Introduction of separate collection as prescribed by the relevant local rules;

As regards the above point A, the regulation cannot provide anything prescriptive; The writers of the "Declaration" advice all stakeholders (teachers, students, teaching staff and other users) to use only the necessary material in their activities keeping in mind that the best way to manage waste is not to produce it.

The requirements introduced by this Regulation relate in particular to the point b. Below we set out the procedure of the introduction of waste separation.



## **Art. 1**

All those who work or attend the school (professors, teaching staff, students, parents, other external users) are required to separate waste products.

All the teachers, without exception, are required to give special care to the problem of proper waste management, especially in the daily work with students. The entire school staff is required the same attention especially in the common areas and in the laboratories. All school staff must be vigilant and report to the DS or DSGA or to the responsible of the ERASMUS project Prof. Michele Oliva, any situations or non-compliant behavior. Each classroom and each laboratory of the institute has been equipped with the three following containers:

YELLOW for the 'ORGANIC. (Leftovers of cooked or uncooked food, fruit scraps, vegetables , coffee grounds and tea, bread, fish, meat, small pieces of wood unpainted, napkins and table mats , paper towels used in the kitchen.)

BLUE for MULTIMATERIAL. (PAPER, PLASTIC, ALUMINIUM: Newspapers, magazines, comics, books, cardboard packaging, food containers, boxes of shoes and shirts and toothpaste and medicines containers. PLASTIC AND ALUMINIUM: Plastic transport packaging, sheets and boxes of polystyrene , empty bottles of shampoo, plastic bottles of detergents and cosmetics, dishes and glasses without residual food.)

GREY 's UNDIFFERENTIATED. (CD / DVD, stuff made of rubber, synthetic sponges, nappies and sanitary towels, litter and dung, cigarette butts, ashes, dust, dirty clothes, garbage and waste to be made of several different materials (eg. Brushes and toothbrushes , razor blades, ...), packaging , pens, markers, rags, plastic cutlery. All the things that cannot be left in the recycling containers.)

## **Art. 2 - Separate waste collection**

Starting from the school year 2015/2016 the obligation to set waste separation is introduced, both indoor and outdoor. The school and all their users (including the indoor bar) will proceed to the storage of waste as municipal regulation requires. In no way



different from that established for families and businesses, separate collection covers the following types of waste:

Paper;

Multimaterial (plastic, cans, aluminum, tetrapack, glass, metals in general);

Organic;

Special waste: furniture and equipment to discard;

Hazardous waste: waste batteries, medicines, used toner cartridges, electronic machinery.

### **Art. 3 - Waste storage procedure**

It is different for indoor and outdoor :

#### **Indoor:**

For the waste collection in the classrooms three different containers will be placed:

- ORGANIC, (yellow container);
- MULTIMATERIAL, (Blue container );
- UNDIFFERENTIATED (gray container);

Special rooms will be provided with:

- containers for hazardous waste (batteries, toner, possibly drugs).
- Special waste will be stored in special spaces outside or inside, awaiting for disposal.

#### **Outdoor :**

the bar will be required to start the separate waste and to place different containers.

### **Art. 4- Waste collection procedures**

The school is committed to train their staff and to raise awareness among students.

Teachers must: make students aware of meeting standards on waste collection; ensure the proper behavior of students; look for forms of effective collaboration with the school staff.



School Collaborators must: empty the containers and transfer waste in special bins placed outside the school, or nearby; report to the DS or DSGA wrongdoing; cooperate with teachers in supervision.

The administrative and technical assistants must be especially careful in the disposal of hazardous waste such as toner, metals, electronic equipment, laboratory materials, organic residual.

In each classroom the class representatives and the "Ecological Brigade" are responsible for the proper management of waste;

The "green brigade" are students who are part of the ERASMUS group;

Each "green vigilant" will have a logbook in which he will record any infraction

Every 10 days the Project Manager Erasmus Prof. Michele Oliva will be informed of the situation.

An "ecological" punishment will follow to any reported infraction.

All the school staff and teachers are responsible for monitoring the correct behavior of the students as regards the waste collection in the communal areas.

The headmaster or his delegate is in charge of making the necessary contacts with the municipal administration and the managing body to give the necessary assistance; in particular they will have to establish how to take the collected waste (time and frequency) and how to supply containers and bins.

#### **Art. 5 - Sanctions**

Failure to follow the above terms would expose schools to administrative and penal sanctions . Therefore, the school will introduce disciplinary sanctions against those who do not respect the rules laid down in this Regulation.

The sanctions for the school staff are those provided by the national collective agreement (verbal warning, written warning in case of recidivism, suspension from work in particularly serious cases,)and will be established or proposed by the Headmaster.



As for students, it will be necessary to introduce the necessary amendments to the disciplinary regulations, following the planned practice; the Principal will propose appropriate sanctions.

The Institute is still committed to the principle of "shared vigilance"; in case of improper conduct by students and reported by the school staff, the introduction of the infraction procedure provided for by the disciplinary regulations should follow immediately and automatically.

In case of misconduct by external parties (parents, suppliers, experts), all school staff is called to invite offenders to civil behavior

### **Art. 6 - Publicity**

This Regulation is posted up on the students teachers and ATA noticeboards and it is published on the website of the school in order to give the widest possible publicity. In addition, at the beginning of each school year, the Principal will be committed in sending to all the school staff (teachers and ATA), and to students a circular letter summarizing the contents of this Regulation.

**Rosarno February 28, 2015**



## 4. Portugal

### ***Report of the results of the project - "Ecological, what else? Sustainable schools in the fast lane of Europe!" - in our school:***

As a result of the completion of this project in our school, we highlight the strong blossoming of a greater European identity, understanding other peoples as different in their culture and habits, but equal, united in a common goal - the search for a better and more sustainable world.

Being our school implanted in a modest economical environment, the accomplishment of an Erasmus+ partnerships with other European students, allowed what otherwise would be unlikely to happen - direct contact with other cultures, sharing experiences in a privileged way (sharing families), building a European identity by affections. This proximity has generated greater engagement of the students, in understanding historical and contemporary facts, and some of the challenges that surround them. From this effort resulted visible improvement in school results.

Teaching subjects by CLIL (Content & Language Integrated Learning) in the learning, teaching and training activities (where subjects were taught through a foreign language, English, with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language) aloud the understanding of the importance of foreign languages in communication, and imposed their improvement.

The use of eTwining as a tool, provided a common space for easy access to knowledge developed by all countries involved, ensuring continuous communication with each other. The realization of learning, teaching and training activities about this tool, ensured that everyone involved could work it correctly.

As a partner school of this project, we started gathering basic data about our consumptions and waste separation. From these data we created a series of measures which can be summarized here:

-We began the membership proposal to the project "Eco-Escolas", which is an international program of "Foundation for Environmental Education", coordinated at international, national, regional and school levels. This multilevel coordination allows the confluence to



objectives, methodologies and common criteria that respect the specificity of each school in relation to their students and characteristics of the environment.

- With the arrival of participants from partner schools to Portugal, integrated in a learning, teaching, training activities, we developed planting a school garden in accordance with the principles of organic farming, which promotes an approach based on inclusion and active participation of students , contributing to their personal and social development as well as for their food education. It also promotes interdisciplinary with planning throughout the year and curricular integration. It involves students, teachers and staff in the maintenance of the plantation. It also serves to highlight the importance of organic agriculture in the community, contributes to the knowledge of a healthier diet, to a sustainable soil exploration, and to a return to the soil traditions - counterposing with industrialization, mass production and distribution.

- To aid the implementation of the separation of waste, two types of posters were created. Those which encourage recycling, promoting it and spreading the idea positively, and those which teach it, containing instructions for effective separation. The creation of these posters aimed at the communication and dissemination of the ecological principles that the school is committed to respect.

- The school promoted the creation of Eco reports, motivating performing video works around ecological issues in the region where the school is located. This resulted in videos as varied as the production of bio-mass held in the district, or the reuse of an old skateboard.

- The school has established "Peddy-paper" routes (guidance pedestrian orientation proofs for teams, consisting of a route to which are attached questions or tasks, corresponding to different intermediate points, that can determine the transition to the next part of the route) as a way to integrate new students, while providing an active life, challenging learning, observation, registration and knowledge of the biodiversity of the environment that surrounds us.

- We have performed with our students, workshops teaching how to manufacture and use recycled paper, and we gave it application in the classes of Arts & Crafts.





- Developed the students' information project and, through them, the general population about the importance of appropriate destination of clothing and also shoes, toys and school supplies for reuse and recycling. Teaching the importance of reuse and recycling of textiles. Promoting reuse of objects out of use, providing the community school one selective deposition point of clothing, footwear and toys, contributing to the correct forwarding of materials, according to the waste hierarchy, promoting interaction between school, community and Social Solidarity Institutions.
- We have adopted a proper space for collecting of small and large domestic appliances, lamps and batteries/accumulators - Waste Electrical and Electronic Equipment (WEEE), and promoted its importance.
- We promote and motivate the school community to a greater understanding of the issues related with Healthy and Sustainable Eating, so that they are receptive to the introduction of changes in their day-to-day habits. Students worked menus for a referential complete meal. Healthy and sustainable, to present to the rest of the community, replicable in our space of trade professionals courses of bar and table. The menus were designed by the students, after a research about the fruits and vegetables of different times in the region. It is also intended that students know how to calculate their nutritional value.
- It was after we received partner schools in Portugal in a learning, teaching, training activities dedicated to movement, that the success has emerged. Now we have promoted activities that inspire more sustainable ways of life through the practice of dance and exercise. It has emerged during the school time, extracurricular free courses of DANCE and YOGA, guided by our teachers of Physical Education. Teachers and students gather now in this activities, taking advantage of some free time between classes.
- It was promoted among our students, parents, and teachers, to use reusable bags for intermediate meals, replacing the traditional plastic bags, which both waste and damage can cause to the environment, thereby reducing the amount of daily waste collected by the various schools comprising our group of schools.
- The school has established a strategic plan for medium/long-term, investing part of its funds in replacing high energy bulbs for new energy saving lamps.



Resulting from this project, we consider the quality of the measures implemented in our school as very high. We analyse that our staff no longer have to carry as much everyday waste as before, saving time, relieving them to develop other important tasks. Old unhealthy habits are changing, starting from the students, dragging the rest of the community with them. The school offers herself more sustainable in the fast lane of Europe!



## 5. Slovakia

Almost all the proposed measures to make our school performed environmentally, we have met from the launch of the common project:

1.

On all corridors are color-coded trash cans for waste.

2.

Above each such garbage can is placed a description of the waste in which bin the waste goes in and one in which does not.

3.

Since our school produces much biological waste, we have our own composting for its utilization.

4.

The caps of plastic bottles are collected and sent to some charities as recyclable material.

5.

The used plastic, metal, paper and other materials are the main raw material of our school project Green School. In this project, among other things, we seek to minimize waste in our school. Therefore, from the materials are produced other useful things (stands, handbags, candle holders, jewelry, vases, etc.). Through the sale of these things for students and general public we try to put in people's general awareness that the waste is not necessarily just transported to the waste dumps but can also be reused, while we acquire new funds that we send back to charities. Most of our charity events and collections are headed into the children's hospice Plamienok in Bratislava.

6.

Of course we have together with color marked bins also containers for waste in the school area.

7.

The waste containers and composting are aesthetically disguised with the wooden fence



that students tastefully decorated in the form of graffiti.

8.

In the school cafeteria fresh fruit and vegetables are offered each day.

9.

Austrian teachers offered us to do some environmental workshops for students at our school, conducted in the form of experience. Their offer will be used in the next school year as the teaching part of the subject of Ecology.

10.

Because of "the sustainability of our school on a fast time line" the school is starting to build a new gymnasium.

11.

We will continue to work in the Green School project, not just the tasks related to the minimization of waste and its use, but we also to be involved in other tasks of the project, which will follow the completion of the tasks which have been completed these days.

12.

The next school year we will place waste bins for waste separation in all classrooms, including the details about the proper sorting of waste. For this purpose we have prepared for our students the competition aimed at the creation of the most beautiful litter bins in the school.

13.

Our carpenters will help to make a display window in which the most common types of waste will be placed and also the associated information on the period of waste decomposition in nature.





## 6. Turkey

Our Erasmus + Project 'Ecological, What else? Sustainable Schools on the Fast Lane of Europe' started in 2014. And thanks to our project since then our students' awareness on environment and ecological issues have improved a lot.

The respect of nature is certainly one of the most important human values. It is the task of school to make young people understand these values, to make them aware of the major challenges of environmental protection, and to educate them towards responsible care for our environment. The growing number of school projects dealing with environmental issues clearly reflects the vast interest in environment-related topics among teachers and students.

The project has improved the natural, social environment. Priority has been given to experiencing responsibility, a sense of being needed, wanting to do something on ones own. It is equally important to witness and to cope with emerging conflicts and resistance on an intellectual and social level, and to assess the worth of knowledge by means of its practical uses in real life (and not by means of marks). The project has therefore been a direct contribution.

Thanks to our Erasmus + Project the students started to sort out their waste at school. They designed their own recycling bins and encouraged one another to obey the rules. They prepared a waste separation powerpoint to raise the awareness of the students at school and made a leaflet which was put above the recycling bins to remind them the rules of separation. The powerpoint presentation was watched in every classroom. They started a 'Reduce, Reuse, Recycle campaign.' We had school trips to the nature, power stations nearby. We visited an eco -center during our visit to Czech Republic which made a great impression on our students and made them more aware of the things they can do to protect the nature. During our visit to Italy we visited a botanic garden. We planted trees during our Turkey visit and the students did some gardening in Portugal. Our students prepared powerpoints to attract the attention of their friends on our Project. The students learned to



organise, design and review their own work. Our students had a science day and there they try to take the attention to the recycling and environment. They watched films about waste reduction, energy saving , industrial farming.

We started a healthy pack lunch club. We explored the environmental impacts of bottled water and challenge pupils to only bring tap water in reused bottles.

Some students were chosen in each classroom to ensure everything is switched off if it is not needed. And if all the students are obeying the recycling rules.

Water is an extremely precious resource that should be valued and saved. Polluted or dirty water is at the heart of many global health issues and can be an engaging introduction to wider issues in developing countries. That's why we wanted to highlight the importance of water through minimal use and educating students of its importance and its changing nature in the face of climate change. Our project promoted environmental awareness and personal initiatives.

Specific changes have been brought about. One colleague reported that the project at our school had caused the students to change their environmental behaviour (the students now naturally collect paper separately from other waste; they move differently when outside in nature - observing, trying to discover things ). A well-known educational principle seems to confirm itself, that learning by action yields better results than mere cognitive learning.

Teachers of neighbouring schools sought contacts with project managers; students gave lectures at schools they had attended previously; project classes correspond with schools/classes concerned with environmental issues.

The school authorities made contacts with the media (in particular regional media) and this generally result in positive experiences. The media response has a positive reassuring effect on parents and the school reputation.





Here are some photographs:





