



Quarterly Newsletter of the European Network - December 2017



What's New?

DENMARK



The teachers in the Danish Baltic Sea Project (BSP) network met in Kerteminde on the island Fyn on November 8th till 10 th to share teaching experiences, to learn about marine research and to debate how to adapt the BSP network to the UNESCO The Whole School Approach (WSA). Shortly after three schools were chosen to participate in the LTCP European Youth Conference in Lisbon in 2018, and the Danish delegates are about to be chosen.

The students in the BSP network have done research on different UN goals for sustainable development. At Roskilde Gymnasium (high school) all 10th grade students have researched the impact on global warming in the Arctic.

ITALY

From the beginning of September to the end of November 2017, we have been launching the project in 25 schools in 7 Italian regions (Trentino-Alto Adige, Lombardia, Emilia Romagna, Lazio, Puglia, Campania and Sicilia). The activities consisted of presenting the project and the European conference in Lisbon, games and works of groups divided into the choice of major themes related to climate change. There are about 1,500 students in total.



POLAND

On November 3rd, the biology-chemistry sections from our school joined the Biology Workshops organized at Youth Palace in Katowice where they had practical workshops on the identification of proteins and plant tissues.

On November 9th, our school was visited by UNESCO representative Charlotte Gaumenton – who is managing a project entitled EXPLORE SCHOOLS. She conducted interviews with teachers and students which were filmed, did a photo shoot and was especially focused on the issues of sustainable development in our school, the results are presented on the Facebook website of EXPLORE SCHOOLS project.

On the same day, a group of students from our school joined workshops entitled LIVE HEALTHY AND COLOURFULLY focusing on the topic of healthy lifestyle organized by the Psychological and Pedagogical Counseling Centre No. 5 in Katowice.

In the last weeks of November, Dorota Grochal, English teacher, conducted the UNESCO WORLD'S LARGEST LESSON in 6 different groups of students discussing the role of sustainable development and ecological issues with students in the school in English. They were really engaged in the discussion and presented examples of their actions as volunteers and as eco-freaks.

On the 20th November, a group of students from biology-chemistry classes went to a meeting of Ecology Club where lecturers from University of Silesia, Faculty of Biology and Environmental Protection led a discussion on how individuals can help the planet. The discussion was combined with watching the film entitled *Between ice and heaven* which focused on exploring the past of Antarctica and presenting the dark vision of the future of the planet if we keep polluting and destroying it.

RUSSIA

A new school in Russia – Gymnasium from Saint Petersburg, specialized in learning French language – is now involved in the LTCP project! Here are some pictures from students work on current ecological issues.



PORTUGAL

In Portugal, ASPEA is working hard in partnership with Monde Pluriel and the Methodological Committee, for the organization of the IV European Conference. We already have a draft program and many contacts with decision makers to organize debates between them and the youngsters during the conference.

At national level, the schools are working on their projects. However, each group is in a different step of the process... some still identifying the problem, others preparing the actions and others already implementing them.



TURKEY

Natural Agriculture in Istanbul

Within the framework of their club on environment/sustainable life, teachers and students of Notre Dame de Sion Private High School came together in the Garden of Hotaru on the 7th of November in Beykoz in the suburb of Istanbul to carry out activities on natural agriculture.

Hotaru means firefly in Japanese. As the name indicates, the Garden of Hotaru is a garden of natural agriculture in which nature lovers who want to “enlighten” both themselves and their environment work together.

First of all, students got information from the owners of the garden and then prepared it for winter activities. Tomato stakes were collected. Plants were examined one by one. Works were completed to take the seeds. Sweet potatoes were collected and cooked in hot ashes. After lunch, a nice activity was organized to bless the nature.



There are three main principles in natural agriculture: clean soil, clean seed, clean water.

The aim is to practice agriculture without using any chemical pesticides, artificial or animal manure. When fertilizers are ceased, soil fertility for vegetables and fruits increases because soil itself is a natural manure. Leaves fall down, decompose and get mixed with the soil. They feed the soil in every sense. People need more food because of great increase in population. In parallel, the use of chemical manure, pesticides and hormones also increases. Harmful insects also increase with the use of manure. Soil is intoxicated by the use of chemical pesticides and this simultaneously contaminates the products.

A plant which grows in natural circumstances is more resistant to wind, rain and to other external factors compared to a plant grown with manure as its roots are longer. Plants well fed give more delicious and bigger products.

It is possible to produce healthy, nutritive and delicious food only by trusting the force of soil and in close collaboration with nature. (#globalactiondays / #FEEGAD #yre #youngreportsfortheenvironment#youngreporters #yreint #turkeyyre)

The Adventure of Olive From Sapling to the Table

The olive tree is amongst the rare trees that can live for centuries without the aid of the human race. Thus, it is known as the symbol of eternity. Therefore, the olive tree represents sustainable life on its own.

With its spiral trunk and roots that strongly bear the earth, everything about the olive tree; such as its leaves, fruit, pulp, oil and seeds; are of use to us: there is no waste. The tree, which is growing and forming new roots on and on, deserves to be named "The Immortal Tree."

Olive tree grows in around 40 countries around the world but mostly in the Mediterranean region, and in Anatolia. Olive is well-known in many countries. It has its place in mythology, literature, arts and the Holy Scriptures.

Olive is the most suitable plant to add value to national economies. Therefore, the students from Sustainable Life/Environment club Saint Michel Private High School from Istanbul visited the bay of Edremit which is located on Aegean Sea coast of Turkey to observe the whole adventure of olive from a young tree to a table.



The students lay down piece of ground cloth beneath the trees and began harvesting. They collected olives with both traditional and modern methods. The harvested olives were then put into sacks and boxes to be transferred to oil factories.

The students visited different local olive oil factories and got informed on wet pressed soap production and the bottling methods. They had the opportunity to observe the climate, products and the social life in the bay of Edremit.

The target of this study is to get informed about and to practice olive production, conservation of plantation and the entire prospect of the olive use for the economy.

This project was photographed through the lenses of two professional nature photographers and the rural life was brought into our city lives by an exhibition in our schools.

This study gave another perspective to our students' relationship with nature and it also raised awareness on production and consumption of organic food.

#globalactiondays / #FEEGAD #yre #youngr

ROMANIA

I. In Septembre two students and one teacher from our school participated in the project " **ORA: green tools to enhance the social inclusion of young people and sustainable development of local communities**" which took place in United Kingdom.

In the Environmental Education workshop participants worked on the creation of an educational project, by the identification of appropriate dynamics, exercises and methodologies, in order to develop a project in schools and for groups as well. The Fylde coast (Blackpool, Fylde and Wyre) was the territory of analysis, study and implementation of the workshop. Most of the activities were focusing on the honeybee *Apis mellifera*, looking at its role in the environment, it's interaction with humans and how we might sustainably co-exist with honeybees in the future. The main aim of this workshop was to produce an educational package of information, games and techniques to easily communicate to others its' findings.



Another workshop was The Mobile Gardening which explored an alternative approach to making spaces more beautiful, productive and nature friendly, using local and recycled materials where possible. By building portable garden elements they could have been transported and the garden was created quickly for maximum effect!



II. The students of "Ioan Petrus" Otopeni High-School, Ilfov, realized several activities in the framework of the project "Let's Take Care Of The Planet", starting with the opening conference, "Take care of our planet, because she took care of us". The core of these activities were the 12 tasks of sustainable development, "Responsible consumption and production", while students organized the "Fruits and vegetables Week", an activity which focused on raising awareness on responsible consumption, healthy food and the role of fruits and vegetables, not only for soil, but also for consuming.

Moreover, the youngsters took part in artistic workshops where they made drawings and wrote poems.

Life Earth Comprehensive

No other joy in world
As the hug of Mother Earth
Deep, strong will, all green
Her love for all to again begin

From the bottom to the top
Pureness covers this Lived Rock
All her will, all her embracing
Making Life Earth comprehensive

Ariana Ilie cls a VIII C



SPAIN

Basque pupils teams research about sustainable tourism.

The pupils of the schools from the Basque Country which participate in the CONFINT process of IRAES 21 are now working on how the tourism may be respectful with the social and natural conditions of the environment. This proposal is placed within the framework of the International Year of Sustainable Tourism. The investigation teams are placing their results in a collaborative elaboration map.

Link to the map

https://www.google.com/maps/d/viewer?mid=1uzw_0ZslhbQY39h3kfkp-VYW46Appezw&usp=sharing



SPAIN

Looking for the best playground.



The school playground should be a space where students can congregate to enjoy their peers, to feel free and happy, and to contribute to their personal development. In search of this objective a playground revitalization project should be constructed, in a democratic and collaborative way, between the entire education community. The ideal playground should be stimulating to the senses, pleasing to the eye and inclusive to all students.

For this reason, the CEIP Cristo de la Antigua, in Tobarra (Albacete), thinks that during this school year it would be nice to continue with a project that will convert our playgrounds in a space for meeting and socialization. It is a project that will improve coexistence following the inclusive school model.

Our action plan this academic course started with a motivational activity that included all students on the playground on October 31st 2017. Later on November 3rd, all of the classes did an activity using the cooperative methodology. The activity consisted of teams made up of three to five students, with each group given the task of modifying the playground map to suit their own desires and wishes.



SPAIN

The little school of San Agustín de Fuentes de Nava (Palencia-Spain) awarded for the quality of its environmental education project.

“Today we want to celebrate that we are a school that works for Sustainability” With these very word, the pupils presented to the neighbors the prize received for the quality of their environmental project. The students celebrated it with the community and also placed a commemorative plaque in the town square.

The center is part of the Palencia network of schools towards sustainability that will participate in the European CONFINT of Portugal.

SPAIN

LA RIOJA BOSQUESCUELA



This project was born thanks to David Ochagavía's personal initiative. David is a teacher of preschool and primary at Avelina Cortazar School, in Alberite. His goal was to make children come closer to the woods on the banks of the River Iregua, so that they become more aware of what nature means to us and learn how we can help protect it.

The two groups of kids David works with are currently in the 5th of Primary.

The aim of the project is to work with different linguistic and mathematical concepts, first applying them to subjects that they study in class, such as Social Science, Natural Science, and Art, and then taking it to their real surroundings. This way the students can learn more about their environment and are more likely to be willing to take care of and act to preserve that space.

Methodology: the dynamics of the game that accompanies the activities, and the motivation brought about by their freedom to move around make this experience even more attractive for the pupils.

Summary of the Experience:

The first part consisted of doing activities with the intention of teaching about the riverside woods and raising awareness about their importance: "50 Shades of Green," "Search for Your Tree," "Look for Something Which...," "Making Magic Wands with Sticks," "Hut Building," etc.

One of the most popular and favorite activities was 'Sponsor a Tree', in which the children became a tree's "godparents" and had to care for and observe their tree throughout the different seasons -- measuring it, studying the shape of its trunk and branches, taking photos, and drawing a mural picture of it.

The students also had to fill in an evaluation form about their research, as well as suggest any other activities with the aim of preserving and improving the riverside woods: building nests, organizing cleaning and awareness-raising campaigns, etc.

Another important aspect is a wide dissemination of the project by the students, both in the school and in the town.

Conclusions: From an external point of view, the principal and most admirable fact is the enthusiasm that the pupils have given to the project. The students have been very excited about the experience because they realized how close they were to nature, and they now feel responsible about the changes they have made.

David Ochagavía, like other teachers, was overcome with the spirit of *BosqEscuela* and is now committed to participating more actively in the project's future. <https://esenred.blogspot.com.es/2017/11/la-rioja-bosquescuela.html>

SPAIN

Think globally, act at school



On the 10th of October, an awards ceremony was held to certify three schools, which started their projects in 2014, as an Educational Centre toward Sustainability. These schools were CEIP San Pío X, CPC Inmaculado Corazón de María (both located in Logroño), and CRA Entreviñas (located in San Asensio, Briones, Ábalos, and San Vicente de la Sonsierra). Seventeen schools have already been awarded with the CEHS flag.

The event was attended by the Advisor for Agriculture, Livestock and Environment (Iñigo Nagore), members of the Consejería of La Rioja (Miguel Urbiola and Antonio Mendaza), and the Director of CIFE, the Centre for Educational Innovation and Training (Maite Gil).

The CIFE director presented the ceremony, underlining the importance of what had been learned by the participating students: ***“Team-work, contributing and sharing ideas, putting them into practice and spreading them out into the nearby context and beyond”***. She also stated: ***“Important changes always start with a step forward which you have already taken.”***

Of the teachers in attendance, Raquel Blanco (of CPC Inmaculado Corazón de María) highlighted the wide range of activities carried out by the three schools, throughout the past few years, under one slogan: ***“Think globally, act at school.”*** She emphasized that the flag means that ***“Another world is possible. There is so much work to be done, but we have already started.”***

Students, Héctor Barbarín and Lucía Ocón (of CEIP San Pío X), spoke about what they have done to improve upon issues such as waste management, noise reduction, and school coexistence. They pointed out the fact that their teachers let them participate in environmental improvement, and how important it is for them to pass the flag down to their younger schoolmates. After the awards ceremony, Advisor Iñigo Nagore closed the event, thanking everybody for their excellent work and encouraging us to change society by means of education. He also stressed that these schools are an example for all schools based in La Rioja.

CEHS will continue their path toward sustainability for, at least, three more years. The organization considers sustainability not as a final goal, but as an educational style with the aim of creating a culture of sustainability, while also offering students the opportunity of making a better world through their research, decisions, and actions.

<https://esenred.blogspot.com.es/2017/11/la-rioja-piensa-global-actua-escolar.html>

By: Álvaro Munilla and Blanca Santorromán (Colegio San Agustín de Calahorra)

FRANCE

In September, Monde Pluriel started a brand new project about air quality along with a Ministerial service in charge of energy and environment, 3 rectorships, associations, a Center of studies in agronomy and Ile de France region: « *Lycéens, collégiens, prenons notre air en main !* » [High School and Junior high school students, let's take control of our air!"] In total, 24 schools and 1112 students began this adventure. The first step for them will be to describe their territory, study air composition and what is called atmospheric pollutants, define what are the sources of air pollution around them.



An important part is given to the scientific measurement, and for that, every school was provided with 2 devices which will measure carbon dioxide (CO₂) and microparticles (PM 2.5). One device will stay in the classroom and will define indoor air quality and the other one will be carried by the students from their home to the school and will measure outside air quality. This will be the second part of the project, where students will have to do some experiments to determine the air quality on their territory.

Last October 5th, a training session was organised in Paris with the participating teachers who were given the measurement devices (see picture above).

An inter-establishment meeting will be organized in April where students will show to the others what they have done during the year and compare their results.





Other Interesting Events and News

The **Danish national conference** will take place on **January 25th**.

RESOURCES

- Education for Sustainable Development Goals : learning objectives

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

- Structured Dialogue from A to Z :

<http://www.youthforum.org/assets/2014/10/SD-from-A-to-Z-YEU.pdf>

This newsletter was compiled by Joana López y Beatriz del Campo and their respective students from Colegio San Agustín in Calahorra and Colegio Público Varia in Logroño, La Rioja, Spain.

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Monde Pluriel has been coordinating the project *Let's Take Care of the Planet* in France and Europe since 2009 and fosters intercultural exchanges in the field of sustainable development.
www.mondepluriel.org

Monde Pluriel and ASPEA are currently working in partnership to organize next 2018 European Youth Conference. www.aspea.org

