Comenius Multilateral Partnership
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HARMONY for EARTH, for LIFE, for PEOPLE

INTERNATIONAL CONFERENCE

IMPACT OF EUROPEAN PROJECTS

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The European Project "HELP" and its impact in the life of our school

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HELP partnership required for the breadth of the project he wealth of ideas and thoughts that it aroused, great organizational skills, commitment and creativity on the part of the participants, both teachers and students.

The topic had great impact on the school as a whole for the large number of people involved at all levels of our institution. The achievement of the project objectives helped to train students and teachers in an educational and creative context, through the acquisition of those skills, which are essential for forming responsible and environmentally friendly citizens. We believe that living in a healthy environment and following a sustainable development, it means ensuring everybody their fundamental rights to a harmonious and healthy life.

Impact on pupils

Ten classes took part in the project, for a total of around two hundred students. We wanted to considerably broaden the basis of people involved because of the importance and universality of the topic to be treated, that seemed suitable to fifteen/sixteen-year-old students.

The organization for the implementation was meticulous. Every "final" product was born from the works produced by students in the various classes, then it was synthesized into a single product to be presented to the the project meetings. Topics were taught according to the school curriculum by teachers of Biology, Geography and Law. The synthesis product was translated into English by the students attending the meetings and presented in English by the students themselves. All the materials we produced, including the "preparatory" ones, are published in the blog we created for the dissemination of the results, not only at a local level. The students attended lectures we organized for the presentation of specific topics - Lost Landscapes in Sardinia, The Sustainable Tourism, Youth and Addictions, The Environment and Human Rights - which were followed by debates and moments of collective reflection. There have been numerous study visits: to the civic amenity site of our town, to a treatment plant and water purification one, to the Regional Natural Park of Molentargius in Cagliari, and to some sites of natural and tourist interest in Sardinia.
We organized an extracurricular laboratory for the creation of clothes with the use of paper and published a collection of short stories on ecology, written by students. We celebrated the Earth Day with the screening of the documentary film "One", and on the Arbor day (Giornata Nazionale dell' Albero) we planted about eighty plants and trees from the Mediterranean shrub in our school garden.

Students had the opportunity to express their creativity by using several expressive techniques, and they increased their former technical expertise with the creation of posters, brochures, drawings, Power Point presentations. They also wrote a song on the ecology and the respect for nature.

Especially in this project students improved their knowledge and skills in the field, they developed their creativity, team spirit, working autonomy and spirit of enterprise.

**Impact on school staff**

In order to implement this project we involved teachers at their first experience in a European Partnership. We firmly believe that a project of this kind is - and should be - an opportunity to bring into plays skills and knowledge to a broader level. This possibility should be also given - and especially- to those teachers who never got in touch with educational contexts and schools different from their own. A European project is an occasion to share and exchange not only educational, but relational competences, too.

In all the years of collaboration with several European schools, we disseminated at school our will and desire to be part of a team which works to promote and enhance the European dimension of our institution.

We tried, and we believe we have succeeded, to make everybody feel this experience as a collective wealth, pride for the whole school and not just for those ones directly and actively involved.

Our school project team's work was very challenging. All teachers contributed according to their abilities and skills. They put into the field their organizational and personal competences, and their desire to know and learn by doing. We realized useful and educational teaching products for our students, in the belief that this would have been a formative experience and growth for all.

Every time we did not have in the team project the required skills to carry out some tasks, we asked for and obtained the help of other colleagues. We are aware that everything cannot be done by ourselves, and we think this kind of sharing was essential for the success of the project and its dissemination.
Impact on the school as an organization

We believe, as already stressed, the teamwork has improved. With regard to the organization of the school itself, there has been an intensification of the tasks to be performed, which required extra time working to many of those in charge of the project. We received support and help from our school offices and our headmaster, too. Some best practices, in connection with the project times and its methods of implementation that were already tested in previous partnerships of this kind, were consolidated and refined. The whole school organization showed its interest to be committed and involved in such activities, which allow the school to have a European dimension, and the students to make both educational and personal experiences. In recent years it has been possible to create a type of organization that allowed, and will allow us, to put in place a series of best practices which encourage and help the implementation of projects and serve as an example for the years to come. A great motivation drives the staff that collaborated to perform this kind of commitment. We can proudly affirm that, in the last few years, it has grown the availability of so many colleagues and not, to help and support all the initiatives put into place for a proper management and implementation, and we are thankful for it.

Impact on school territory

Despite not having carried out any investigation into this matter, we have noticed a growing interest on the part of families for such initiatives that encourage a sensible growth in their children’s autonomy in managing their lives. Definitely, all the students and their families, who were directly involved in the mobilities, took advantage, and expressed their satisfaction with the experience made. Students showed a greater knowledge, an increased awareness, and a desire to open up to living and learning realities, which sometimes could seem very distant from their own ones. We could notice it from the increasing number of requests we received in the years, from students and families, who wish to make this type of experience. We strengthened and enlarged our professional relationship with the Municipality, with the Sardinia Region and also with all those experts who enthusiastically visited our school, and shared with us their expertise, according to the undertaken tasks and the necessary actions we accomplished in the development of the project. The network of personal and professional relationships, at local and European level, we
managed to establish in recent years, has enabled us to start other projects, even more ambitious and difficult. This process has already started, and it has been achieved in part. In the future we would like to keep on fostering in our students their education, not only based on the contents of the school curriculum, but also on what they need for their personal and professional achievements in life.

*Link to products: www.comeniushelpmattei.altervista.org*
Environmental education is meant to improve the quality of life, by providing people with the necessary “tools” to prevent and solve environmental. They say “nature existed without man, but man cannot exist without nature”, which makes it mandatory for us to become aware of how necessary it is to know and treasure nature for what it is.

Environmental protection is a priority in our college and we do take into consideration the act that children are an important audience for environmental education, as they are the managers and consumers of tomorrow’s resources. It is certain that schools get the task of inducing in pupils a responsible attitude towards environment. The teachers from the “Petru Poni” Technical College have therefore elaborated several projects, including European ones, focusing on the educational side of ecology.

These projects aim to develop the initiative spirit in our students and help them communicate better, while conducting and exchange of good practices, for the education of a worthy future European citizen. Pupils must be helped to form a clear image about the surrounding world, acquire skills and abilities through practical activities and thus create their own adequate behavior in nature.

At the same time, these projects aim to create clusters of volunteers within the college, made up of students and teachers, develop the competition spirit, by participating in educational activities and thus helping them acquire notions of ecology.

Our biggest achievement is the paper waste recycling campaign, in which all pupils and teachers of our college are involved. Some may smile at this, but how many of us know that a ton of recycled paper results in 17 trees saved? There are international warnings regarding global warming, increased pollution, exhaustion of planetary resources, however we don’t know that a ton of recycled paper means 27m³ less fumes in the atmosphere.

Nowadays, paper is an ordinary material, but in the past it was extremely rare and highly treasured. It was invented in the year 105 by Ts’ai Lun, a Chinese nobleman. His „recipe“ did not seem complicated – he mixed mulberry bark, hemp and water, pressed the mixture into a special machine and let it dry in the sun. They say that due to the inventing of paper, later considered the foundation of communication, China was one of the few countries in the world that nurtured arts and literature. From the outset Chinese paper made from recycled materials.
Paper is the most frequent wastage in most activities and it represents an important source of cellulose fiber, which is the natural substance that makes up paper. The cellulose in paper is much more biodegradable plastic. Present in various forms, paper takes up 41% of our domestic waste. Many wrappings, newspapers and tissues are made of paper, totally or partially. Unlike plastic, paper is an ancient invention of man, but it became cheap and easily producible after the industrial revolution, which made it widely accessible. Using current technologies, paper can be recycled up to 4 times. The benefits of recycling paper waste are extremely important – they lead to a decrease in costs of industrial water, by 60%, air pollution – by 75%, electric energy - by 45%, water pollution – by 45% and the overall quantity of cut wood.

Nowadays, paper is usually manufactured using mechanical paste or cellulose as base. However, I must emphasize that the production of cellulose from wood leads to an important amount of pollution of both air and water. The cellulose fibers are extracted from wood by sulfurous, chemical products and afterwards bleached. Environment pollution can be reduced, due to modern technologies and to the raise in usage scrap paper. Fibers are extracted from the waste paper and used to make the new one.

If paper is recycled, then less tree are going to be cut. Producing recycled paper uses less chemicals and bleachers than for new paper. We can also reduce the quantity of paper we use every day by using both sides of one sheet, by not starting a new page without actually finishing the one in use and by making sure that we don’t tear up sheets just for fun and then dump them on the ground. Statistics show that a ton of wasted paper accounts for 2 writing sheets and a daily newspaper, for a year’s time and also, a ton of recycled paper accounts for 17 saved trees and 27 m³ less fumes in the atmosphere.

Is it possible, that if we find the recycling process to be grueling and time consuming, that in fact we’re lacking ecology knowledge and culture? During the past years, pupils’ attitude towards ecology and recycling has changed; more and more acknowledge that they make a lot of waste, especially paper, which could be collected and recycled. Therefore, our actions show our pupils that man need to be educated to understand that he doesn’t have special rights in nature, he is not the master of the world and cannot destroy plants, animals or life sources. We explain to them that Man has the same natural right to live, find food and build shelters, just like any other creature. The fact that Man possesses reason and is capable of thinking, does not give him the right to destroy the living world. On the contrary, he must realize that the destruction of nature goes against him in the long run.
We count on the fact that the very destiny of nature depends on us, but also on the fact that our pupils’ education will lead to transformations in their parents’ mentalities, thus youngsters changing the entire community mentality. They will become aware of the fact that whatever we destroy, will affect future generations. If they live their lives today in the true spirit of ecology, maybe the Earth will be cleaner, greener and healthier tomorrow.

To sum up, the campaign of the Technical College „Petru Poni” aims to develop a new attitude towards environment, stable and strong, the ECO-ATTITUDE, worthy of a European citizen.

Bibliography:
Impact of the HELP Project

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Nature is the cradle of human beings and all the living things: it gives rise and flourishes life. It provides all the necessities of life and shelters the living. A healthy environment is an indispensible component of our lives, a life in harmony with nature is the fundamental craving of the increasingly industrialized city life. However, nowadays lack of awareness of nature leads to the exploitation of the natural resources, pollution of air and water, deforestation and eventually the gradual degradation of our planet. To prevent the world from becoming a dystopia for the future generations, we should raise awareness and acquire consciousness of nature. Comenius project, through all the activities, workshops and presentations had a great impact on all the students, teachers, parents and the school in general. Teachers arranged and led many activities, exhibitions and conferences that affected the students and the students who became aware of the environmental issues, applied the basic principles of protecting the environment in their daily lives and influenced their parents. School- teachers, students and also parents as a whole gained a constructive point of view on the subject of ecology and altogether took a step to convey the awareness in the society.

On the students aspect of the project, various conferences, exhibitions, workshops and campaigns are organized. To start with, conferences on global warming and air, water and earth pollution were organized. Another conference was given by TEMA - a social organization aimed to protect the environment- about the endangered plant and animal species and the long-lost natural wonders of Turkey. On biology days, the endemic species of Turkey are presented and ways of preserving wild life is discussed. Many students learned a lot about the species and their habitats and acquired awareness on protecting the natural environment. On social sciences days, in geography stands students were informed about the renewable energy sources and their importance through presentations and real life models. Also ways of conserving the energy, heat insulation and the effects of fossil fuel usage on environment are explained and energy saving is encouraged to be applied in daily lives of students. Many high school science projects concerning the protection of environment were made, mostly about energy saving and reusing waste material such as the project “Making of solar panels from waste batteries”. Students were taken to field trips to near touristic locations such as ‘Kizilcahamam’ to present the natural wonders, the geography of the land and to raise awareness about the cultural legacy and the endangered species. In addition, teachers and
students together planted flowers in school garden and a small part of the land is surrounded by the fences to protect a flower endemic to Ankara region. Through all these activities awareness is raised among the students.

On the teacher aspect of the project, again many conferences were given on the subject of environmental protection. Parents are invited to school to raise awareness among not only students but adults too. Teachers gained a consciousness of nature and they supported the curriculum with all the environmental material as they can. They made the students watch documentaries on wild life and environmental protection; they carried the lessons to outdoors and led the students to try to identify plant species in the school garden. To raise awareness among students, they carried out some projects such as cultural, biological heritage. They joined and organized the field trips and plantings while encouraging the students to develop projects on healthy environment.

On the school aspect of the project, the awareness is raised through recycling campaigns and re-usage of waste materials. In every corridor, there are at least three collecting boxes: one for waste battery, another for waste paper recycling and last for donation of books out of use for schools which have no libraries. In the main hall of the school, there is a bigger compartment for all donations of unused things: books clothing and other material to be sent to the ones in need to be reused. Another recycling waste campaign was for the caps of water bottles to provide wheelchair for people who need them. Another important thing, in cafeteria the left over food is send to animal shelters and the cooking oil is collected from school to be disposed properly. Students organize sales of food they cooked and raise money to help shelters or organizations which help protect the environment. The school encourages and announces all the healthy environment projects of universities and organized a campaign for the planting of trees around the campus. In general, the school insinuates the love of nature to students through all these exemplary acts.

All in all, Comenius project helped the school to raise awareness among the students, the upcoming generation and the teachers, the parents, the current generation. It helped the students and teachers to acquire love and respect for nature. Thus, the students acknowledged the importance of preserving the environmental health, helping them to become citizens who are aware of environmental issues and to pass their knowledge to the others, contributing to the ultimate aim to establish a environmentally-conscious society. To sum up, the project affected the school, the students and the teachers in the most constructive way leading to a fundamental process of conveying awareness of the environment to live in harmony with people, with nature, with Earth.
We are ECO-friendly!

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Nowadays we live in a world that we proudly name “modern”, but the price that mankind pays for this way of life is reflected by the damaging effects on the environment. Everybody knows that in the last 50 years the situation got worse. You don’t have to be a scientist to notice the global warming, the large amount of waste and the irrational use of the natural resources.

The pupils and teachers involved in our partnership activities observed the environmental issue from inside, tried to find solutions and stopped to criticize the others, starting to change something in their behaviors. They became aware that making the smallest changes in their daily behaviors (like collecting separately the waste or reduce water or energy consumption) serves as example for the others who will multiply this responsible attitude, the sum of their actions influencing in a positive way the environment. Therefore we consider that the aim of this partnership was reached.

Discussions with pupils revealed that they consider very helpful the ECO FAQ, an ecological good manner code that offers answers to their questions regarding their particular environmental curiosities. The answers received helped them to start making the smartest eco decisions at home, while being at school or when shopping. What is more important is that they spread the information regarding the responsible ecological behavior within their families, shared it with their friends, making behavioral changes and disseminating the information acquired in the frame of our partnership. Another product with a great impact on pupils is the ECO-NARY, the dictionary with the most important ecological terms explained for their level of understanding, a helpful didactic tool for teachers who can take anytime advantage of it. The ECO-FOLIO produced at the ending of the project will also be a valuable didactic tool as it gathers all the outcomes and it will be used during the educational classes or as support for extra-curricular activities.

Through the various ecological activities carried out in our school, pupils became more aware and responsible for the environment where they are living. For instance, during the campaign of collecting paper in order to recycle it, a large number of pupils got involved. Developed under the motto *Each class saves a tree*, this activity offered the occasion of a contest between classes in order to classify those who were more close to save a tree. Besides the contest that was a motivational factor for pupils, they became aware that 1 ton of recycled
paper means 17 trees saved and less 27 m$^3$ of pollutants released into the atmosphere. This activity was a real success and it’s a proof that something changed in pupils’ attitude towards the environment as it is organized in our school since 2010, so 4 generations of pupils were informed and got involved in the process of collecting paper for recycling.

Another activity that changed my pupils’ behaviors was their involvement in the process of collecting PET recipients. Drinking water, sodas, yogurts packed in PET recipients is a common habit among teenagers. By collecting separately this type of packaging, in special places created in our campus, pupils became aware of this large amount of plastic that damages the environment if not collected and recycled properly. Their effort of collecting PET packaging separately was recognized at national level in 2012 when our school had been placed on the 4th position at national level with more than 900 PET recipients collected.

Another successful activity was the increased participation of pupils at the national cleaning day organized each year in September. In comparison with 2011 when the first Let’s Do It, Romania! was organized in our community, the last 2 years, thanks’ to the HELP project that underlined the importance of the need of waste recycling, all school took part in the action of cleaning Trotus river area. Pupils were willing to take part in this activity as they saw the importance of this simple gesture.

Teachers involved in the activities took benefit of the exchange of best practices and ecological approaches with their European colleagues. During their classes they promoted ecological behaviors. They organized several extra-curricular activities, involving a large number of pupils in ecological activities. For instance, in order to increase pupils’ appreciation of our natural habitats, the Ecotourism Club organized several trips. Natural areas like Perchiu Hill protected area, Targu-Ocna salt mine, Magura Targu-Ocna or Borzesti were chosen to be visited because of their flora and cultural heritage.

As a foreign languages teacher, I noticed that all pupils that took part in international meetings improved their English fluency. In addition to that, they developed their relational skills, they made new friends. Even the teachers that didn’t feel comfortable when speaking English, after taking part in an international meeting, they felt more confident in their language skills. All participants in international meetings broadened their cultural horizon; they developed intercultural competences helpful for their personal development.

Thanks’ to the eco activities carried out in the frame of our partnership pupils got motivated to become eco-friendly and act in the name of respect for nature, understanding that loving it means loving life, respecting it means respecting life. Our pupils understood that the change is in their hands and even the smallest ones could have an important impact on the environment.
Elimination of papers

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“Petru Poni” Technical College focus on the environmental education of the students, through our European programs and projects. Thus, within the Comenius project HARMONY FOR EARTH, for LIFE for PEOPLE coordinated by our high school, we initiated a saving and recycling paper program, because we asked ourselves whether nowadays, when people use computer so intensively, becoming quite addicted to it, do they have a „friendly” behavior towards the common writing paper? In order to acquire an eco-responsible behavior we must, each and every one of us, change our mentality and habits. We must be aware that each day we have the opportunity to reduce the negative impact on the environment generated by our activities. From the very beginning, Eco-responsible behavior is a state of mind referring to adopting some apparently simple gestures with great effect on reducing the fatal influence over the environment represented by producing waste, pollutants, greenhouse gas, etc. Every year, approximately 13 million ha are extinct. Every fallen tree represents the loosing of the protection that the environment and nature in general give us.

The wide usage of e-mails

The E-mail, intended as just an accessory of the Internet, became an indispensable instrument of communication. Nevertheless, it is not as easy to maintain our position of „friends of the environment”. Before printing an e-mail, we must think at the reason for doing it. Printing less means saving not only paper and ink – which is beneficial for the environment, but also saving our money. Before printing a document or e-mail, think twice if you really need the printed version. A civilized European citizen uses approximately 20 kilograms of paper every month!

A few solutions to become friendly environmental: instead of printing the page to give it to someone to read it, we click the FORWARD button. Also, we can include in our e-mail signature a sentence like :”Take into consideration the environment before printing this e-mail”, “Think green!” or “Take care of our planet and print this e-mail only if it’s necessary!”. Doing this, we will make our ecological message known and we will help save
Developing an Intranet system in which course books, decisions, specifications, etc. to be stored on magnetic support, web pages of internal circulation, the result being also a faster access to information.

Books have got into a new stage of evolution the electronic book or e-book – which represents the digital version of a work (already existent on paper or broadcast only in the digital format), which can be viewed either by using a computer or by using other compatible devices.

E-books exist in a extremely wide variety of formats. Each of them has its advantages and disadvantages, the most popular formats being those permitting the search of some elements (words, sentences, etc) in the text.

On-line cooperation, through transfer of electronic files in a network, replacing a slower circulation of documents on paper

There are some websites dedicated to ecological news which have been created in the domain of the environmental protection. Their purpose is to show an overview of the ecological phenomenon with its main objective of informing people about what is happening in the ecological fields, which are the bad or good changes and what other good or bad news time, brings to us. Also, there is a “platform of ecological forums and blogs” made to improve communication among nature fans. EcoChat was – a chat platform in “real time” communication through organizing ”On-line round tables” to discuss ecological issues or to create plans of development for ecological problems.

The reduction of paper documents in connections between firms - beneficiaries, costumers and providers.
A drop in the cost of creation, processing, distribution, keeping and retrieving of information, until now based on paper, is made through creation of a personalized attractive website. Communicating costs are reduced, there is a possibility of products and services adjustment according to beneficiaries’ needs and procedures; competitiveness, rationalizing of business processes through internal reorganization and information technologies are also possible.

WWF- the PDF file which cannot be printed
Nowadays, world paper consumption is much too great for forests to be saved, these disappearing fast. According to scientists, forests’ extinguishment equalizes 20% of global quantity of carbon emissions. WWF leads world campaigns against deforestation, a very important topic of climatic summits. By creation of the new format- WWF-the organization tries to remind us that each sheet of printed paper matters. Therefore, this new not printable file format –WWF-was intended to stop useless printing and to draw attention towards the way in which paper is used. It is a simple idea which saves forests. This new format has already attracted numerous fans not only on Facebook but also on Twitter.

Be green by using e-invoice

A new concept which promotes reduction of pollution by sending, receiving and payment of e-invoices and thus lowering paper, was launched in Romania: Green Invoice.

One of the main reasons of adopting e-invoice is the dropping of pollution level and including the company among of the social responsible ones. By not printing an invoice there will be a lowering of all the other processes involved, as transportation and printing...By passing to e-invoice, deforestation is reduced and we can contribute to elimination of carbon dioxide.

We do consider paper usage such a normal thing that we forget what this actually involves: cutting of a tree, cellulose extraction, producing paper, using and throwing it away, cutting of another tree to produce other quantity of paper after we have thrown away the one before. But we ignore an essential stage: paper recycling and saving the trees. Recycling is on of the simplest (or not!) methods to protect the planet from pollution. The principle is simple: you re-use the paper until you get bored and you do not cut other trees anymore.

The paper used by each of us means about 6 fallen trees per year, to which you can add the energy, water and chemicals consumption. As a consequence of printed advertisements and other postal orders, approximately 50,000 t of paper annually get to landfills. There, the waste disintegrates and pollutes the air, soil and the groundwater. Waste incineration is not a solution for the future, because it produces ashes, sometimes dangerous, acid gases which pollute the air and contribute to global warming.
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The Comenius HELP project has been the third project in our school. 50 students and 20 teachers participated for 2 years. The project was a challenging one both for the students and the teachers. One of the reasons why the school joined the project was its aim: environmental awareness. It is impossible to escape the consequences of serious degradation of the environment and environmental education is necessary. What is more, it increases understanding of personal values through discovery of attitude. It helps the students to evaluate and clarify their feelings regarding the environment and how it contributes to problems solving. Participation in this project helped us develop the students’ ability to think both critically and creatively about environment as well as provide the students with a safe and friendly school reality.

The opportunity to travel was one of the main reasons why the project became the center of attention. More students wanted to be involved in national and international projects. The same impact could also be noticed among teachers and among the administration, as well.

**Impact on pupils**

From the students’ perspective, the project had a lot of contribution academically and socially. The students who visited other countries had the opportunity to check their speaking abilities using English and they learned some of the language of the country they visited. They also saw different cultures and by staying at host families, they experienced the culture, traditions and habits of a family they had never seen before. Thus they learned how to share and how to tolerate people, behaviors, and attitudes.

Students are more open, tolerant and curious about the world, because the project like Comenius HELP allows them to get to know it. For some students that was the only opportunity to participate in trips abroad. Comenius also allowed everyone to get to know a lot of people with whom the contact will last for years.

During those two years, the students developed their skills in doing research, preparing Power Point presentations. They increased their language skills, as well. For instance, before the project meeting in Spain, the students involved themselves in preparing leaflets and projecting
the logo. The group of students involved in Gardening, Biology and Tourism teams were working on the power point presentations using IT and language skills. Topics were presented accordingly to the school curriculum by teachers of Biology, Geography, and English. Secondly, the idea of organizing Save Environment actions both for the students and their parents was a big success in our school. All classes were involved actively in actions:

**“Eat tasty, live healthy”**

During that campaign, the students learnt about the principles of proper and tasty nutrition and encouraged to experiments in the kitchen and to a common family meals. The aim of this programme was to draw the students` attention to important social issues, such as food, energy and water wasting.

**Collecting batteries**- Thanks to that campaign we teach our young people to care about our environment by systematic collection of used batteries. Our students know that waste batteries and accumulators pose a threat mainly due to lead, cadmium and nickel.

**Collecting waste paper**- For years, we have been taking part in a campaign of collecting waste paper. The students learn the statistics on paper consumption. Such knowledge increases their awareness on this issue and motivates them to collect waste paper systematically.

**Global Schools acting locally**- Polish Humanitarian Action organized a contest for schools called "Global Schools acting locally" and the students of our school took part in it. They had several classes about global warming, ethical fashion, tourism and stereotypes about other countries.

**Week of Global Education**-

On 16th November, our school attended the Week of Global Education. There were organized special classes for the students during which the posters promoting the issue were created. The mottoes of the posters were Organic, Local, Seasonal Food, Eco-cosmetics, Environmentally Friendly Transport, and Saving the Electricity.
If we consider the presentations done on various visits, we can easily see the students’ growth. They also experienced the thrill of presenting something to an audience whom they were meeting for the first time and that was a motivational factor for them. Each and every project and visit were an unforgettable experience for the students in which they also experienced the challenge of travelling alone where they had to keep an eye on their luggage, passports, and money. They also had to solve their own problems and shared them with friends when they came home.

**Impact on school staff**

The teachers also had the chance to get to know new cultures and make new friends. During the trips they compared their teaching methods and exchanged ideas. Moreover, involvement of the teachers in the project resulted in effective implementation of materials and curricula pertaining to environmental health science. A necessary step in achieving this objective was the provision of teachers with requisite disciplinary and pedagogical skills. The specific intent of that project was to organize teacher enhancement activities that ultimately enhanced the students’ comprehension and interest in environmental health science.

**Impact on the school as an organization**

As far as we are concerned, the teamwork has improved. Regarding the organization of the school itself, there have been improvements, but mostly due to an intensification of the tasks to be performed, which required extra time to many of those involved. We received support and help from our school and our headmaster concerning the preparations of every visit abroad as well as organizing a project meeting in Poland. The HELP project gave opportunities to the students and the teachers to participate in educational activities based on real problems found in homes and communities and to influence outcomes. As a result, the students participating in the Project HELP had more positive environmental attitude scores than those students who did not participate. The students in the project teams had more positive environmental attitudes than those who did not take part actively. In addition, a significant correlation has been found between the number of outdoor related activities students had experienced and their environmental attitudes.

**Impact on school territory**

20
We have noticed a growing interest of the students and their parents in taking part in local and national programmes promoting environmental awareness.

**School garden** - The garden in front of our school is not only a place of gardening activities but also serves as an area of pedagogical influence upon students who are not socially active. We believe that students who made some effort in making the garden look beautiful will be less willing to take part in acts vandalism and more willing to respect the effects of other's work. Such activities play an important role at team-building process within the classes; enable making friends and helps students to discover their talents.

The students from our school willingly take part in planting and taking care of the garden. The results of their hard work can be seen by other students and people who visit us. We hope the garden will grow even bigger and more beautiful.

The students and teachers from our school clean up the nearby squares and pavements, the immediate surroundings of our school: the banks of the Warta river and the nearby residential area.

Last year **We collected 150kg of litter and liquidated two illegal litter dumps.**

We also participated in a campaign called “Forests – Green Lungs of the World” and we promoted the idea of recycling.

We reported our actions to the local Town Hall and “Our Earth” Trust in Warsaw.

**The Crocus Field of Hope** - It is an action we started several years ago; it aims at raising money for child hospices and making the students more aware of the needs of the terminally ill people. Teachers and students of our school buy the bulbs of the flowers paying 1zl each. Then we plant them in front of our school. Every spring we can see the field of hope, as the money raised help those who have lost their hope. The Student Council decides which hospice we need to support each year.

Thanks to those actions we make the students, the teachers and the local society more aware of both the needs of the terminally ill people and the environment.

To sum up, the project has had a positive impact not only on the students and teachers directly involved in it, but also on the whole school, and the people who heard about it. Thus, the students and the teachers had a chance to visit new destinations and to make never-ending friendships.
The power of example

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The protection of Earth planet should be a common desiderate of all the 7 billion people, even we are talking about an inhabitant of Europe, America, Asia or Africa. The protection of green areas or of parks and the greening of water, air or soil are a few of the main objectives from which should not deviate any human of the Planet. Each of us should realize these very important stakes for the future of humanity. Unfortunately, in the last decades, the human has recourse at any means from the desire to ensure a satiate living. In the way of the progress, the human isn't taking account of anything, neglecting with no doubt the nature.

Even we are tending to see the nature like an endless producer of resources, it's not so. Its capacity of regeneration is limited and nevertheless it is more and more affected of the pollutants.

From the desire to have an easier life, the people have transformed the environment, adapting it after their needs. Disregarding the unwritten laws of nature through the uncontrolled deforestation of woods, irrational exploitation of subsoil resources, hunting, fishing without measure, waste throwing in unauthorized places are just some of the causes which led to environmental degradation and pollution.

It's not a game! Between human and nature has to exist a permanent balance, and the fight for preservation of environmental purity should not stop. It's necessary for us to become aware by the responsibilities and consequences that our facts have in conjunction with environmental protection, maintaining the ecological balance.

The solution for maintaining a healthy life environment in this case is to store the waste in arranged places and sort them by category. Textile waste made of paper, metal or glass can be recycled. Using this method the already used materials are processed in order to be reused, and the advantage is that, it have place in the same time saving natural resources and removing the pollutants. In this way, recycling an aluminium juice box is saving 95 percent of the necessary material for making a new one, and recycling 1000 kilos of used paper, we save the life of 18 trees.

Few are those who understand that the Planet is not only their own property and it should be protected to resist for the future generations. The protection of nature is a large project that should concern not only the ecologists, but and any ordinary human. But, more than anyone, a
special role have the teachers, because they can guide and determine the young ones to realize this essential stake, for the green future of a clean planet. So, the pupils must realize before everything the harmful effects that pollution has for the environment, and the best method to understand that phenomenon is the power of example. For this reason, I decided to involve the pupils in a large ecological project, participating within “Comenius multilateral project – HARMONY for EARTH, for LIFE, for PEOPLE”.

I initiated a club, “ARTS&CRAFTS”, which has as main objective - environmental education through art. The club is promoting new artistic languages which attempts to the education including the viewer towards the necessity for environmental protection, encourages any actions that best illustrate the connection between art and the environment. Recycled art workshop proposes to itself the awareness through art of the unsustainable human consumption, reintegration and reusing the waste resulted from the consumption. The waste has become, especially in the last ten years, one of the biggest problems of humanity. And yet, through the activity of our club, we show that, these dangerous wastes are leaving their ungrateful status and transforming into artwork. The necessary materials for realizing the products were provided by pupils (waste paper, textile waste, bottles, single use plastic cups, floats caps). The objects made in the creative workshops are mostly decorative items for Christmas, Easter, Dragobete (Romanian Valentine's Day), greeting cards, March amulets (mărtisoare – martzishoare), paintings, abstract decorative shapes, but also objects of practical use: storage bins, jewellery boxes, handbags, lampshades, pencils holder.

Pupils' imagination has no limit when they started working, and for this to be seen, they showed to others: the meeting of the HELP project – Paiporta, Spania (participating pupils: Diana Lazăr and Bogdan Palferent), Christmas exposition, March amulets (mărtisoare – martzishoare) exposition, the realization of panel presentation of the project which is placed on the school's honour hall. The pupils wanted to send their message about eco-art, namely, that each of us can contribute to the preservation of nature through recycling. For those in the club the whole activity is a competition in which anyone can showcase their talent, transforming any waste into eco-art.
The HELP project is the first Comenius project we take part in. It was about a current issue concerning all the members of the educative community and it is of major importance for our students’ future through their environment evolution. It was also a wide topic, affecting numerous and various aspects from our way of life to human behaviors, adults as well as teens. It has required a huge involvement, work, time and creativity; but the ones involved in it, first of all the students, were interested and enthusiastic.

Impact on the students
The students involved in the HELP project were from our accountancy section. They were twenty from 17 to 18 and all worked on the two-year project. The tasks were organized according to the project schedule and their compulsory internship periods. We managed to do all the activities and tasks required. The teachers supervised the work but at the same time the students were free on its achievement: choosing their media, way of treating the topics, writing and film making.

It enabled them to take over the general project and the different topics. They took part in the research, implementing their knowledge, initiative and autonomy skills. Their commitment varied according to their personal tastes.

These students are attending a vocational course and some will stop school after their baccalauréat (school living certificate) to look for a job. So it was important that this project provided them with some knowledge, made them sensitive to environment protection but gave them inter-personal skills and expertise that will be helpful in their professional and personal lives too.

The achieved tasks were displayed at school and are available to anyone in need. For instance, a model was created on the water network of a house. It is eventually used by the teachers in charge of “Health and Environment Prevention” courses. Other works help some students for their personal exam projects in “Law and Economy” or foreign languages (as English or Spanish). All the HELP project works and activities are available on a blog made and updated by the students.
Besides, it enabled the students to discover a solar farm (one of the biggest in the area) not far from our school; they also took part in research and games on sustainable development organized by a regional institution, visited a waste processing plant and realized the complex recycling process thanks to the specialized firm SITCOM in Mont de Marsan.

They emphasized the use of their computer skills by creating slide shows, posters, leaflets… Some of them improved their knowledge on blog and film making (from screenplay to editing), soundtracks.

Others developed different creative activities such as drawings, paintings or writing work. They devised and made a huge fresco dedicated to the Comenius projects. For this achievement, they were helped by the Art teacher and students taking part in the other Comenius project.

This HELP project made them discover other ways of learning, improved their ability in team work, listening and taking their partners’ views into account, all these skills being part of their vocational course.

Finally, it was indeed one of the main motivations for participating to this project, the students met foreign teens. The majority of our students hardly had the opportunity to travel abroad before this project. Some had never been as far as two hundred kilometers from their home. They were all very delighted to move abroad, meet other young people and discover other countries. These meetings made them aware of the need to learn English. This friendship which grew up among them still goes on through Facebook exchanges. Some of them are going to meet during the summer holidays and other encounters are planned later on.

These students have changed their perception on Europe. It is no longer a hazy school notion but a reality.

**Impact on the teaching team**

Things haven’t turned out as well as they might have for the teaching team for different reasons.

First, it is the first experience in a Comenius project and the team wasn’t prepared enough. Then, it evolves in an unexpected way during the two years. In fact, the referent teacher of the project had to leave for health problems and another one retired whereas she said she would stay up to the end of the project. The two teachers who replaced them arrived in the process but managed to find their place, were fully involved in it and all the team benefited from their arrival. Other colleagues promised to take part in it but didn’t contribute as much as expected.

So the team in charge of the main work was less numerous and was afraid of not being good
enough.

However, the assessment is far from being negative if we consider the positive impact on the teachers involved in the project. They were able to work in teams, in cross-disciplinary and innovative ways. The different activities gave the opportunity to a different and open type of teaching, modifying teachers and students’ timetables, with interventions from outsiders and using computer skills more and in a new way. Teachers also learnt to develop students’ autonomy in their courses and everybody noticed how profitable it was for all.

As far as the language aspect is concerned, non linguistic teachers realized the importance to communicate in English, they improved their practice even if they have to go on.

Concerning human relations at school, the team is aware of the importance of communicating with all the educative community with regular exchanges.

At the European level, the meetings with teachers from the other countries were an extraordinary and enriching opportunity.

They favored cultural exchanges but also professional practices and opinion ones. Teachers are really motivated for participating in other European projects, taking advantage of their experiences (good and failed ones), so they contemplate the next project with more equanimity.

**Impact on the school as an organization**

Even if the work done for the project was carried out by a small team, the whole school followed and encouraged it. Our Headmaster largely contributed to its good achievement, granting his support and help in the different steps and boosted it with enthusiasm. The administrative staff, mainly the accountancy department was a kind and important backup. The students’ board supported the students’ initiatives, helping as much as they could and made the integration of foreign students possible and successful. The technical staff was a big support too. The colleagues followed the project with curiosity and interest and some of them are interested in taking part in a new one.

This experience contributed to reinforce the school image outside. Our school was already known for its Leonardo projects, sending students to Spain (Santander) for their internship; but now it means that its opening on Europe is obvious. Besides, press items on our different Comenius trips emphasized our school’s global image. This project, as for others, emphasizes the dynamic image of our school to other educative institutions but also to local ones and parents.
Our school has always been interested in participating in various projects. We have participated in one Comenius project before joining Comenius Help project. When we were invited to join the project we were very excited, especially because of the important topic, that this project is dealing with. In modern times it is very important to take care of the environment, unfortunately human race often forgets about the importance of ecology. We are exploiting nature, natural resources, polluting air and soil... That is why we believe that it is important to raise awareness among young people, they are the future generation and they are the ones who will create the world we are going to live in.

In the last two years the project has had a big impact on the students, teachers and school in general. The students were especially excited about the opportunity to travel abroad. They got the opportunity to learn about different cultures and countries. They were able to participate in different workshops, debates and conferences. During the biology lessons students learned about biodiversity and the endangered species in Slovenia. They made banners with slogans that raised awareness about the negative effects of pollution and exploitation of nature. When our school hosted the meeting we visited Postojna cave, where the students were taken on a tour of the cave and they were able to see the exhibit about the biodiversity in Slovenia.

During the physics class the students learned about the alternative energy sources, which are very important for the future. Students prepared power point presentation and presented the topic to each other. During the English lessons students learned about the eco – tourism and discussed negative consequences of mass tourism. They wrote essays and poems concerning the environment, the negative effects of pollution and exploitation of nature. We also focused on drug abuse and negative effects of tobacco. We held a debate where the students learned about the negative effects of tobacco and consequences of smoking. During the sociology class we discussed drug abuse and watched a film, “Wir Kinder vom Bahnhof Zoo”, a true story that portrays the drug scene in Berlin in the 1970s, following tape recordings of Christiane F.
Because we are a very small school all the teachers were involved in the project. They all tried to incorporate the theme of ecology and environment in their curriculum. Field trips and project days were held. Teachers organized project days where the students were taken to Water waste treatment facility, where they found out how this device works. The students were also taken to the park, where they observed if the owners of dogs pick up after their pets, they held interviews and raised awareness.

The teachers took the students to Ljubljana’s marshes, where they observed nature and animals. They observed birds and took pictures, that were later discussed during the biology class. The biology teacher represented the topic of genetically modified food, debate was held. During the chemistry lessons the teacher taught the students how to make nature friendly homemade soap.

We can honestly say that the whole school lived and breathed with this project. The school encourages students to recycle; every hall has different bins for paper, packaging and ordinary waste. Different posters were made and put on the school walls in order to raise the awareness about pollution and nature.

During Earth Day the school organized workshops, which all students attended. The geological workshops were held by the Geological Institute of Slovenia. The students learned about different minerals, rocks and fluids.

The impact on the project can be seen on the students, the teachers and on the whole school. Everybody was excited about the participation in the project and we are all very sad that the project is coming to its end. The project HELP really helped raise awareness about the importance of clean nature. We believe that this project has taught our students that clean nature is essential for the future, without nature we cannot survive. Students are aware that pollution should be minimized and nature should be preserved. The students are the future generation on which our nature depends. Nature is something that should be respected and not exploited.
H.E.L.P. - Harmony for Earth, Life and People, Comenius partnership, 2012 - 2014

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1. General Introduction

AEVA – Associação para a Educação e Valorização da Região de Aveiro was founded in 1998 with the aim of bridging the needs felt in the enterprises of the region, having a stronger presence in Aveiro’s Vocational School. Escola Profissional de Aveiro, which moto is “First Raise, then Educate”, has the help of over 130 professionals, who are daily willing to train and inform all students but also instill them for social and professional responsibility.

The project "Harmony for Earth, for Life, for People“ addresses students and teachers, in order to prepare a healthy environment which has lately become so threatened.

We want to improve the ecological behavior of all partner schools, to exchange environmental good practices and to achieve an ecological education culture, by making it more creative, transforming the eco-information in a didactic method itself, integrated in the curriculum.

The project will allow the integration of ecology in the didactic work, in order to educate students in an environment -minded direction, according to the curriculum and to the needs of the actual ecological issues.

In order to achieve all this, there will be presentations, debates, workshops, class assistance, and even exchange of good practices in teaching ecological education within the partnership.

2. Impact on pupils

With this Comenius Multilateral Partnership HELP (Harmony for Earth, for Life, for People) project involving 9 countries, where we can clearly watch a different way of environmental education. This project has allowed students to experience different opportunities to all students involved, namely class 4I and 4E, of the Hygiene and safety at the workplace course to diversify and update their ecological knowledge and skills, to support them for a healthy life guidance; To raise students' awareness for healthy environment and sustainable development; to achieve a better understanding and knowledge of the European linguistic,
cultural and social environment; to promote the intercultural experience and exchange between partners.

Nowadays, students are more interested in learning about new cultures, making new foreign friends, expect to be more aware of the differences and similarities between people, respect diversity as well as different opinions, share new experiences and new ideas, improve their knowledge of English, acquiring new skills, improve their technical competences, improve professional skills, increase their interest in protecting the environment, notice the climate changes in our country, expand their knowledge about the biodiversity in our and in the other countries.

Students had the opportunity to development many works like: Eco-stories, EcoWeb site, Eco-Nary with ecological terms, FAQ –Ecological Good Manner, an Eco-area with drawings exhibition, trash art exhibition, photo exhibition, posters, logo, songs, poems, dances, dramatizations, Eco –Fashion Parade, etc.

3 Impact on school staff

Ecologically speaking, teachers must perform in class and use the most efficient ecological education methods in order to teach and convince their students to understand the necessity of preserving a greener world.

Our project aims at transforming our students into a new generation of environmentally responsible citizens. Now, we are more informed about ecological life, achieving a better understanding and knowledge of the European linguistic, cultural and social environment and we can promote the intercultural experience and exchange between all partners involved.

4 Impact on the school as an organization

The school itself has the opportunity of improving environmentally friendly practices and raise awareness to environmental problems.

5 Impact on school territory

We have been watching several changes in our school community, positive changes that can make a difference in our life and bring us closer to a more sustainable life.
As we are able to come up with solutions for the environmental problems, involving not only students, teachers our school staff, but also the local community as partners in activities prepared by our school.

Our school community is connected to a colorful and lively project, which fills us with pride and strength to carry on with it.

Therefore, the impact of this project in the school’s area is considered a privilege by the entire community.
The European Project ‘HELP’ and its impact on the life of our school

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The project was primarily a green project and focused on the traditional themes one expects in a pro-environmental project, such as: biodiversity, pollution, conservation, ozone layer, waste management and alternative forms of energy. However, the project also had an innovative aspect; it also included themes on how the individual can live in harmony with the surrounding environment. Hence, the objectives of the project also encompassed the personal factor- how the individual can achieve personal harmony. This aspect of the project included themes such as: healthy food, exercise, addictions and interpersonal tolerance.

The school benefitted from the project in different ways. Besides promoting a green and healthy lifestyle, the tasks outlined in the project were enjoyable and engaging. A number of activities were hands-on, whilst other exercises challenged mental outlooks and attitudes. The project also included an on-going evaluative exercise, which continuously helped to identify the strengths and weaknesses of the project, and provided an opportunity to exchange ideas on how to improve on the rest of the project.

Throughout the whole project, the participants contributed enthusiastically and enjoyed working together. The project was fruitful and constructive – not only were the objectives reached, but each participant felt positively transformed by the experience.

Impact on Pupils

The students’ involvement and participation in the project has been instrumental towards providing them with added value as it enhanced their curriculum as part of the educational experience in our school. The main aim of the project is in itself to increase environmental awareness and helps participants instil a green mentality. Nevertheless, apart from such qualities, students have also strengthened their personal capabilities such as motivation and self-confidence and have expanded their international cultural awareness as they have acquired a far greater and broader understanding of other countries’ cultures. This was possible as they were given the opportunity to meet, socialise and share their educational and
family backgrounds and experiences with other students from nine different countries. Every
project meeting held in the respective country explored specific themes which have all been
constructive and improved the students’ teamwork skills, hospitality skills and organisational
skills.

The school feels committed to recognising its place in the global community and its
commitment to the international dimension. Taking part in a Comenius project forms part of
this commitment, which has provided our students with a far greater and broader
understanding of other countries’ cultures. Developing the international dimension is an
important part of the curriculum as it is integral to what we believe in and practice in our
school.

**Impact on School Staff**
The project has provided the opportunity for good professional development that motivates
staff, increases intercultural understanding and promotes good working relationships across
the school.

School staff is highly motivated as members of staff could observe and cooperate with
teachers from other countries. This has created a very high impact on our own professional
development in learning and teaching as we have learnt so much from the opportunities to
observe good practice and pedagogy from the other countries we visited.

Good professional development encompasses developing a workforce with the necessary
skills to live and work in a global economy. The skills school staff acquired through the
project included the increase in awareness of global issues and an increase in the knowledge,
understanding and appreciation for tolerance towards different beliefs, cultures and
backgrounds of other countries. Other staff development skills we experienced included an
increase in leadership and management skills as well as an improvement in pedagogical
expertise. Additionally, teachers who participated in the project set an example to their
students and the rest of the staff as they taught the students not only through the themes in the
project or to be responsible citizens but also through our actions, that is, the fact that we
ourselves were involved in the project.

Finally, it is important to highlight that school staff has felt that the project has promoted and
is a key driver towards distributed leadership within the school. For instance, less experienced teaching staff, who participated in the project, are now keen to lead future teaching and learning developments. It has enhanced their professional learning and their career aspirations.

**Impact on the school as an organisation**

The Comenius project HELP has contributed to an increase in teamwork between members of staff participating in the HELP project and other members of staff leading the diverse school departments.

The school in itself has become more organised especially on issues regarding the environment. A committee of teachers some of whom were HELP project members was formed. The objectives of this committee were to make students more aware the local environment, its diversity and problems. The committee organised activities at the school and locally to this effect. Site visits to a local power station, nature reserve, reverse osmosis plant and sewage treatment plant were organised for interested students. Three biodiversity day trips, two to the small island of Comino and another in Sicily were organised for members of staff and students. In Sicily a site visit was organised to the nature reserves: Cava d’Ispica and Oasi di Vendicari. The students had the opportunity to observe birds in their natural habitat, and on the day observed magpies, song thrushes, finches, goldcrests, coal tits, peregrine falcons, marsh harriers, flamingos, wrynecks, magpies and many other different types of birds- a feast for us Maltese- since unfortunately our island lacks birds in their natural habitats.

The primary operating arm of the project was a group of students and teachers who met regularly during the break. This group, called the Eco- group formed part of the enrichment credits held at our school. These students created activities with the intention of making their colleagues more aware of the school environment. One activity was the Plastic Bottles Christmas tree. Students were asked to collect used plastic bottles from the school grounds. These plastic bottles were then used to create a Christmas tree, built entirely from used material. The Christmas tree was used to decorate the school hall. A special activity was organised for the launch of the Plastic Bottles Christmas tree. Green MT, a local organisation which collects separated waste, helped on the occasion. A popular DJ was invited on the day and he animated the activity, which was both entertaining and educational. The Parliamentary
Assistant for Education, a Member of Parliament - Dr Stephen Spiteri was invited and he presented the awards to the students who collected the largest number of used plastic bottles.

Support for these mentioned activities was also given from the Head of school and the administrative staff of the school.

**Impact on the school territory**

The Eco-Group has worked hard in encouraging other students at Giovanni Curmi Higher Secondary School to conserve the school environment. The Eco-group helped in the upkeep of the school surroundings as well as encouraged the collection of plastic discarded objects for recycling.

The HELP project has brought about relations with several non-governmental environmental organisations as well as other public institutions. Support was provided by Green MT by funding the structure needed for the Plastic Bottles Christmas tree; Malta Tourism Authority by providing us with booklets, brochures, maps and gadgets to honour our partners as well as partially funding the farewell dinner hosted by the school. APS bank provided a grant to help us host our partners in a professional manner.

As a result of the HELP Comenius project, the school administration is planning to plant several olive trees within the school premises. This will not only embellish the school grounds but also increase the number of indigenous plants within the local surroundings and provide a greener environment.

The HELP Comenius Project has proved to be an asset to our school- it has truly helped our school become greener, healthier and better in many different aspects. Above all, it has proved to be a positive experience which has facilitated the personal and organisational growth of our school as a community.
The European Project "HELP" and its impact in the life of our school

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General Introduction

The HELP partnership has had a great impact in our school, although some of its contents are integrated in the school curriculum (in the areas of biology, chemistry, technology, ethics) and worked as cross curricular activities in other subjects. The fact that the topic has been present in the school life for two years, doing extra curriculum activities, working and sharing experiences with other European countries, has contributed that nowadays all the entire educational community is more aware of the environmental issues and their preservation.

We all have shared the idea that the care and protection of the environment that surrounds us will improve the quality of life of all European citizens. We have realized that with our small contribution, we can make Europe a place much cleaner and healthier and build a sustainable world for future generations. An environment of a quality that permits a life of dignity and well-being.

Impact on students

In the development of the project about 90 students, aged between 15 and 17, have been actively involved. They are studying 4th year compulsory education and 1st year high education. But these students have been supported by students from other classes and different levels and for a special group of students with special educational needs. They have made specific activities such as: elaboration of posters, writing articles for newspapers, the Eco-design space, collecting used batteries and plastic stoppers for an NGO, the participation in a contest to choose the logo for the project, the celebration of the Earth Day, by planting flowers and aromatic Mediterranean herbs, collecting waste materials for the trash-art workshop.

In addition, the students actively involved have attended conferences (talk about Biodiversity), visits to a centre of experimental crops and agriculture, to an Eco park, to water and waste treatment plants and field work in the ravine of our town Paiporta.
Moreover, a talk about teenagers and addictions was given by the school psychologist and they also watch a documentary film related to that matter.

All the participant students were highly involved in the making of some tasks to be presented in the different meetings, such as ppts, videos, eco stories, plays. There was a process of selection, a school jury composed by biology, art, English teachers and the management staff of the school chose the best and creative ones, using a fully objective criteria, focused on quality terms.

To carry out their work the students developed their ICT skills and their competence in English, the language of the project.

Furthermore, their participation has strengthened their self esteem and trust in themselves and improved their abilities both to do individual or teamwork.

The outcomes of the work done were published on the website of the school.

All the students, both those who have been actively involved, as those who have worked in an indirect way, feel very happy about the project. They are really motivated and eager to be actively part in a future European project.

**Impact on school staff**

The Help partnership was presented to all the teachers of the school from the very beginning. All of them shown their interest in collaborating due to the challenging and important issue because the protection of the environment concerns every human being. As it was not the first time that our institution participated in an European project, we all knew that hard work was expecting us, but also a great ‘pleasure to achieve the planned objectives and to meet and work with colleagues from other European institutions and countries.

With this partnership, we have not only improved our teaching practice but we have shared ideas, experiences and we even managed to take a much broader view on the topic with other European colleagues and schools.

Most of us have improved in the practice of English, which is the lingua franca of the project and that has helped our school to join the multilingual network of schools in Valencia.

Due to the collaboration in Help Partnership, new projects have emerged and presented. We hope they may strength further alliances and cooperation with other European schools.

**Impact on school as organization**
Not all the teachers have actively participated in the development of the project but the great majority has supported and collaborated within their means. The headmaster and his management team have contributed to its success. Being himself a biology teacher, he is very concerned about environmental issues and has enthusiastically collaborated in the project. Even though, he attended some of the meetings. Promoting a European framework is one of the goals of our school and any action to succeed in it, it is supported by the entire educational community. This project has reinforced the image of our institution as a school open to Europe.

**Impact on school territory**

The project has also had a major impact on families and school life. Since the very beginning, the families gave their collaboration to host foreign students and in view of the excellent results, they are now more receptive to work and participate with us in future projects. Furthermore, our relationship with the town hall has also improved. We have collaborated with them in the development of the Agenda 21, attending meetings and making suggestions. The Town hall gave us its support in the organization as a host school of the project. We could even use some of its premises and they helped us in the visits to some companies such as the Eco park or the waste treatment plant. Besides, some private local and regional enterprises have given their support by offering us some educational materials about how to recycle and the experimental plant crops provided us with some samples of the vegetables they grow, to be shown to all the partner schools in a meeting.