

EARTHMATES



Education and Culture
Lifelong learning programme
COMENIUS

COMENIUS 2011-2013



Multilateral School Partnership
Comenius DBU Project, 2011 – 2013



**Multilateral School Partnership
Comenius DBU Project, 2011 – 2013**

*Environmental protection for
future generations through education,
ethics, business and politics*

Ide javaslom a cd-t.

The aim of the project was to arouse the interest of students from partner schools in various aspects of environmental protection and to make them more sensitive to the problems and phenomena present in their surroundings. Students expanded their knowledge of the environment by taking part in lessons at school, working together in workshops, listening to lectures and presentations as well as exploring the various facilities which provide venues for out-of-school education. All the above mentioned activities were undertaken by the Comenius project participants both in their own countries and during partner meetings. The environmental issue was presented in the broad context of ethical, economic and political considerations, which provided the students with necessary skills to develop and formulate their own opinions on the subject. Participation in the project motivated the youth to prepare a variety of projects and take concrete steps to protect the environment. By participating in various forms of activity during the two years of common work on the project, the students faced the question: "What is my behaviour towards the world around me?" Starting with the reflection on the individual responsibility of each person for the world we live in, through active participation in international meetings with peers, students could better understand the importance of protecting the global environment and thus become aware of the connections between economics, sciences, ethics and politics on a global scale.

During the two years of the Comenius project implementation, we have been supported by the German environmental organization Deutsche Bundesstiftung Umwelt (DBU), which is one of the largest environmental organizations in the world. The financial support from the DBU made

it possible to hold a partner meeting in Istanbul, Turkey (the DBU organization fully covered the cost of the visit of delegations from all partner schools), as well as organise other activities undertaken as part of the project in individual countries and during visits in partner countries.

As part of the project, students from partner schools worked on broad themes related to environmental protection:

1. causes and effects of detrimental climate change, ways to prevent or mitigate the effects of human activities adversely affecting the environment;
2. problems associated with the management of global water resources, including ethical issues of water pollution and wastage;
3. ways of solving problems related to transportation, waste sorting and recycling in major European metropolitan areas;
4. the issue of food security and challenges for agriculture in terms of excessive consumerism in the modern world.

The program of each partner meeting included visits to out-of-school learning venues, such as: sewage treatment plants, drinking water treatment plants, waste sorting centres, power plants, trans-shipment ports and wind farms. Visiting the above places, which was always accompanied by well prepared guides, enriched the knowledge and experience of students far beyond the standard school education requirements. A similar educational role was played by youth meetings with invited experts - specialists from the fields of economics, science, ethics and politics - who gave lectures, presentations and participated in discussions with the students.

Contact with external experts, often academics, had a very important educational value for the students, motivating them to take up further independent research.

The cooperation with peers from other countries and different cultures helped to raise the so-called "soft skills" competence of the students, made them open up to others and facilitated the intercultural dialogue. During international meetings the students worked together on topics related to environmental protection, speaking mostly English, but also German and French. Working together during workshops, talks and discussions had a positive impact on improving the language skills of young people, particularly in the area of specific vocabulary related to the topic of environmental protection, but also let the students feel that they are competent users of language in real life situations.

The teachers participating in international meetings were offered the possibility to get to know their colleagues from other countries, which has proven to be an extremely valuable experience, offering them the opportunity to learn about teaching methods used in other partner schools and adapt them to their own needs. Through the participation in the Comenius project the partner schools have established contacts with various institutions and agencies which proved very useful in the role of out-of-school learning venues.

During the two years of common work, pupils and teachers from all partner countries shared the results of their work during partner meetings, as well as via the Internet and Dropbox system. Through systematic cooperation and maintaining

constant contact, both students and teachers had the opportunity to improve their competence in the field of ICT.

The websites of all partner schools regularly published information prepared by its representatives about the progress of work on the project, on meetings abroad and various activities undertaken locally, as well as presented the outcome of the students' work in order to promote the results of their efforts and education in general.

Every partner meeting abroad was evaluated by the participating students and teachers on the basis of two questionnaires. The respondents rated not only the organization and atmosphere of each meeting, the substantive content of the program and adopted working methods, but also tried to assess the development of their own intercultural and language competence. The compiled results of the evaluation of each meeting were prepared and circulated to all partner schools. Thanks to this solution, teachers and students regularly received feedback on the quality of their work, the effectiveness of the actions taken, the suitability of the methods of the adopted teaching methods and the impact of these activities on the development of the intellect and personality of the participants.

Katarzyna Kopff-Muszyńska
School Project Coordinator, Poland



The Overberg-Kolleg is a German institution of further education run by the Diocese of Muenster. We offer new education opportunities to adult students from a variety of professional, social and cultural backgrounds and give them the possibility to return to school and graduate.

People who look for a new chance in life, people who seek new career perspectives, or fathers and mothers who want to use the family phase of their lives for themselves, too, are all able to graduate with certificates that enable them to continue their studies: General admission to universities or advanced technical colleges.

Students can choose from a wide range of subjects (Religion, German, English, Latin, French, History, Philosophy, Economics, Sociology, Geography, Maths, Physics, Biology and Chemistry), so they can lay a solid foundation for subsequent university studies or an apprenticeship, for example.

Since 1994, we have tried to build relationships with France and other European countries. From 1999 to 2013, our school was engaged in 4 COMENIUS-projects lasting several years. Most of the time, the Overberg-Kolleg was the general coordinator school. We also invited four COMENIUS assistants from Poland and Hungary to support us in our COMENIUS-work. In addition to the EU, this last project was also supported financially by Deutsche Bundesstiftung Umwelt. This sponsoring allowed us to help a lot of students go abroad.



Overberg-Kolleg



Umweltprobleme sind in Wirklichkeit Innenweltprobleme.

The environmental problems are in reality the interior problems of human beings.

Angela Schneider
German overall coordinator of the project



Our school was founded in 1992 by the Bishopric in Pilsen . We provide 8-year educational programme for students of the age 12 to 20 years. Currently there are about 500 students.

Our students are very successful. After leaving school more than 95 per cent of our graduates continue their studies at universities and technical universities.

Among the facilities of the school there is a gymnasium, computer labs, and there are specialized classrooms designed for teaching languages, chemistry, physics, biology, geography, music and arts and a library..

In the educational process we emphasise good knowledge of languages. We teach English, German, French, Spanish and Latin. For those who are interested, there is an optional course of Russian. Every student should master at least 2 living foreign languages.

Learning a language is enlarged by exchanges with our partner schools abroad, informative tours and weekly intensive language courses. We take part in international programmes. Environmental education in terms of sustainable development is very important too. Students take part in various courses and excursions.

A large number of acknowledged experts of scientific, cultural and political life organize lectures and meetings at the school.

Regular meditation days play an important role in the complex formation of students' personalities

The evidence of the high quality of the education is given by the great success of students in various competitions and in their further involvement in practical everyday life or university studies.



Church grammar school Plzeň



The opportunity to learn more about our world and to cooperate contributes to mutual understanding and helps to minimize conflicts.

Alena Smejkalová
Czech coordinator



Our private French school consists of several educational establishments: from the kindergarten lasts for 3 years up to the secondary school and over (equivalent to HND). There are approximately 2200 students enrolled (1400 students aged between 15 and 20) and 170 teachers.

Our school is located in Orléans – 100 km south of Paris - and can be easily accessed from Paris by train or car. It is near the famous river Loire.

We offer various trainings in business, administration, accountancy, fashion and electronic systems in the vocational school, as well as general education in our High School (grammar, history, sciences, mathematics, art, foreign languages – English, German, Spanish...). We have some specific classes called "European" with more lessons in languages, and we also offer some further qualifications, for example in management, computer science and secretarial courses.

We have done several Comenius projects with our long-time partners from Europe such as Germany, Hungary, Poland, the Czech Republic, and Turkey, but we also worked with Canada, Greece, the Netherlands, Lithuania, and we have some partnerships with Great Britain, Ireland, Spain, Mexico and Australia.



Lycée Privé Saint Paul Bourdon Blanc Orléans



„C'est une triste chose de songer que la nature parle et que le genre humain ne l'écoute pas"
Victor Hugo
"It's sad to think that nature speaks and mankind will not listen."
Victor Hugo

Claudine Cuillierier
French coordinator



XXVII LICEUM OGÓLNOKSZTAŁCĄCE
IM. HENRYKA JORDANA W KRAKOWIE



The no. 27 High School in Krakow has a twenty-year history. For the first twenty years the school was situated in the old town house in the very centre of Krakow. In June 2012, the City Council in Krakow made a decision to integrate our school and the no. 20 Middle School into one new institution called the no. 18 Secondary School Complex. The new location of our school is in Zwierzyniec - a green and peaceful area of the city, near Krakow's sport and recreation areas: the Błonia park, the Wolski Forest and picturesque boulevards along the Vistula river. The school has excellent sport facilities: an outdoor football pitch, tennis, basketball and volleyball courts as well as a big indoor gym, fitness room and a table tennis room. Green surroundings of the school facilitate contacts with nature and are an incentive for both teachers and students to engage in activities whose objective is to protect the natural environment, which is the aim of this Comenius project.

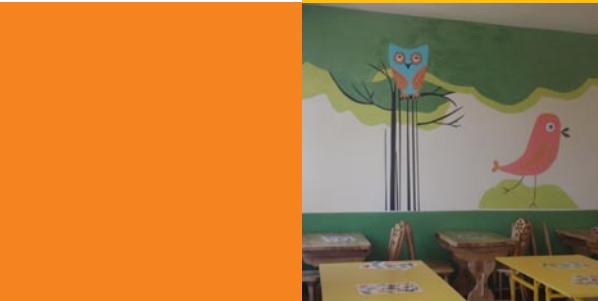
High School no. 27 in Krakow, Poland

Our school has always had a reputation of a student-friendly and caring institution. The director of the school and the teaching staff are well aware that students from different social backgrounds should participate in exchange programs with partner schools from Germany and France and get involved in multilateral educational Comenius projects. Bilateral student exchange program with the French Lycée Saint-Paul Bourdon Blanc in Orleans, trilateral exchange program with the High School in Aachen in Germany and French Lycée Saint-Paul Bourdon Blanc as well as multilateral school programs Comenius have become an inherent part of the school curriculum. For our students taking part in this Comenius project was a perfect opportunity to make friends with students from other countries, verify language competences and become aware of important problems that we currently face in Europe.



„We do not inherit the Earth from our ancestors, we borrow it from our children” (Native American proverb), and we should remember that it is not right to return borrowed things in a poor shape.

Katarzyna Kopff-Muszyńska
Polish coordinator





Our school is a secondary school in Miskolc. It is famous for being one of the best secondary schools in the country.

The school came into being in 1953 with the unification of *György Fráter Catholic Secondary School* and *József Lévy Protestant Secondary School* / the merger between *György Fráter Catholic Secondary School* and *József Lévy Protestant Secondary School*. As a successor of these renowned institutions our school has a history of more than 450 years.

We can summarize the essential characteristics of our school in the following motto: „Do something good and do it well”. This is the title of the literary and art periodical of our school which publishes the work of our students every year.

We have classes specialised in Biology, Chemistry, Languages, Mathematics and Physics but students can opt for extra classes in History too. Our school is very strong in science subjects but we try to reinforce other values as well for our students, like a modern humanitarian attitude, open-mindedness, the ability to make decisions and give their own opinions in life.

Our school - considering the number of students admitted to higher education - belongs to one of the most successful grammar schools in the country. Our students do well at national and international competitions every year.

We have taken part in several Comenius projects with our long-time partners from Europe, like the Czech Republic, France, Germany, Holland, Poland and Turkey and we have other types of partnerships with Switzerland and Slovakia.



Ferenc Földes Secondary School

Miskolc



Live each day with dignity. There is only one way to live your life with dignity and it is by living in harmony with yourself, others and nature.

Kéri Krisztina
Hungarian coordinator



Saint
Michel
1886

Founded in 1886, Saint Michel French High School belongs to an association of schools applying Lasalian philosophy, originating in France in 1680 with multiple institutions across the world today.

Students in Saint Michel are selected among the students who took the national entrance exam to private schools. Students take a full year of intensive French instruction before entering our regular high school program. French is the instruction language in science, mathematics. Turkish is the instruction language in social sciences and Turkish language / literature courses. All students are required to take English as a second foreign language. Around 22 clubs are offered to students each year, covering wide range of categories including arts and performance, personal skills, creativity, culture, academic learning, physical fitness. Students are required to enroll in one club every year. By graduation, students of Saint Michel will have completed a program, designed to prepare them for success at universities either in Turkey or abroad as the diploma of Saint Michel is the equivalent of French baccalaureate.

As participants of Comenius, in our first project we profited environmental awareness and realized the fact that environmental concerns varies across different parts of the globe. We also had a chance to get to know different cultures, made new friends on top of everything we learned that being responsible of anything around us should be our basic tenet that comes before our individual responsibilities.



Saint Michel French High School



„All you need is less.
Save earth!“

Ayla Ağırbaş
Turkish coordinator

First meeting: September 2011 in Orléans

Comenius planning meeting among teachers



Comenius planning meeting among teachers: September 2011 Orléans

1) Preparing the two years of our Comenius project:

- fixing the objectives
- choosing a variety of topics and activities
- choosing the methods for the common work
- distribution of the tasks
- discussing the planned evaluations, results and their dissemination.

2) Preparation of the first meeting in Münster

3) The role of our school in each mobility

To carry out two international workshops - Three teachers and their classes are involved + a language teacher as a coordinator.



Meeting from the 3rd to the 8th of October 2011 at the Overberg-Kolleg in Münster and in Bremerhaven (DE)



The aim of this meeting was to present the project and motivate teachers and students to participate in it.

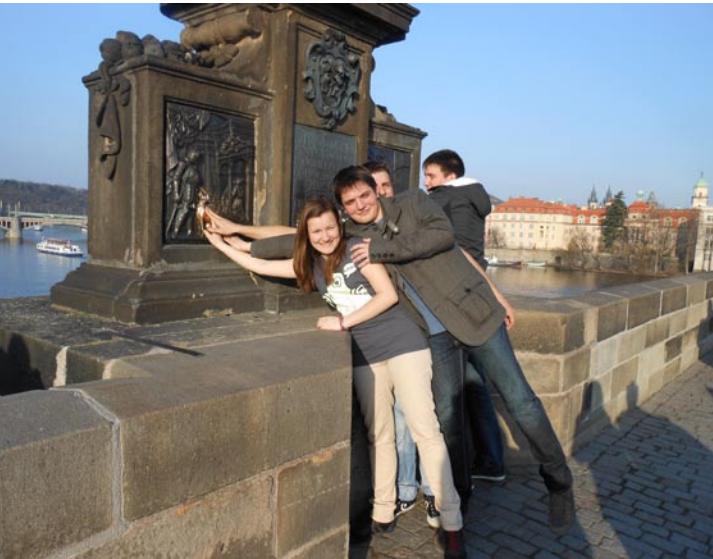
In the opening ceremony, prepared by the Overberg-Kolleg, principal Heinz Noe talked about the ethical prospect of the project by quoting from the Bible and the Quran which tell us to preserve the creation. The main coordinator Angela Schneider presented the different countries as well as the sponsors and the individual topics and methods of all meetings to the school community.

Different representatives of German institutions gave short welcoming speeches and speeches about climate change. This was also the main topic of the visit to Bremerhaven where students could learn or work in places outside of school like "Klimahaushaus Bremerhaven 8° Ost", wind power stations, the harbour and mud flats in Cuxhaven. An art workshop organized by the French partner Virginie Lejeune enabled students to turn their experiences into a creative product.

“In Brémerhaven, I especially liked visiting the Alfred Wegener Institute, the harbour and the mudflats in Cuxhaven. However, I also enjoyed getting to know the international students and talking to them.”
 Nadine Essing (German student)



Meeting in Plzeň 18. 3. – 22. 3. 2012



The main topic of the meeting was WATER and WATER MANAGEMENT. The participants of the project had the opportunity to realize the importance of the water management. They took part in a walk along Pilsen rivers accompanied by a specialist from the environmental centre. Then students visited Pilsen waterworks and water treatment plant where they learnt about the process of preparation of drinking water and water qualities.

We were interested even in sewage treatment. We made an excursion to Spálené Poříčí to see the root purifying plant (subsurface flow constructed wetlands). There we also visited a local animal rescue centre. Student took part in workshops at school too. They made posters about water management, they studied water micro organisms under the microscopes, etc..

Their works were displayed at an exhibition in the school building

The main benefit of the project was the amount of information about our environment, sorting the waste and other important issues. It was a great opportunity to try using foreign language in practice. I appreciate I have found number of new friends of different nationalities and all great experiences we have had.

Daniela Krugliková



Meeting in İstanbul 29. 9. – 4. 10. 2012



The 3rd meeting of Comenius Project was held in İstanbul between 29th September and 4th October. Problems of big cities, such as migration, non-planned urbanization, traffic and waste, were the main topics of the meeting.

For this Project, 20 teachers and 36 students from five different countries were hosted: Germany, France, Hungary, Poland and Czech Republic. The exhibition of the photos taken by our students about the topics of the meeting was inaugurated. A conference about non-planned urbanization and three international workshops, consisting of transportation, waste and non-planned urbanization, were held. Moreover, two trips were organized: one to the Waste Separation Plant of the İstanbul Municipality; another one to Balat and Tarlabası. At the end of all the activities and workshops, students presented their works.

KONDÁS Dániel

Istanbul, the city of two continents was the perfect place to discuss the environmental problems of our planet.

Benjamin BRION :

This experience has allowed me to learn about different topics such as pollution, the environment, the culture, the architecture and the history. Now I know this country better and have created new relationships.

Valentin ROUSSEL :

When I arrived in İstanbul, I was shocked by the contrasts I saw : poverty next to wealth, modern buildings near slums, waste and trash near chic restaurants.



Meeting in Miskolc (HU) 08. – 12. 04. 2013



The 5th meeting of the Comenius Project was held in Miskolc between 8th and 11th April 2013. The main topics covered were: agriculture, bio-agriculture, healthy foods, the effect of genetically modified crops and nanotechnology.

We were happy to host 13 teachers and 50 students from five different countries, namely the Czech Republic, France, Germany, Poland and Turkey.

All the students arrived prepared in the given topics for the meeting and they showed their presentations to the others. Besides work, our guests could visit the centre of nanotechnology in Miskolc-Tapolca. The Institute for Logistics and Production Engineering (BAY-LOGI) is the leading applied research organisation in the North-Hungarian region. Moreover, three trips were organized (one to the Hortobágy National Park, one to Gelej and another one to Gömörszőlős) to familiarise the participants with our agriculture and our protected areas.

As a project meeting means working together, the students took part in different kinds of workshops at the school. For example, they made posters which were displayed in our school.

For me, the Comenius project meant a key for every gate in the World.

Zelenák Gellért



Environmental consciousness

Thanks to our project and some teachers' initiatives, the school communities involved gained a lot of environmental consciousness from both lectures delivered by experts and exhibitions or creative work like art and theatre. Over a longer period of time, many students continuously increased their knowledge about the environment in project courses and in lessons on the basis of selected topics, which they prepared in the form of presentations for the project meetings.

Environmental measures

At the project-based meetings in different countries, the environmental behaviour of the participants was improved, especially by the workshops of our French, Czech and Turkish partners. By means of mind-maps and art productions, the participants could exchange experiences and realize where there was still a need for action. Because of the comparison with their partners, they were encouraged to change their behaviour.

Czech Republic:

We appreciate the opportunity to cooperate with young people from different countries. Students had the opportunity to use foreign languages as real means of communication. Thanks to the project the students are more self-confident and self-reliant. We have learnt a lot of new things and consequently we have realized our responsibility for our environment.

France:

We teachers, wished to participate in this project to transmit to our pupils what seems to be a duty as living on this already well degraded world. After 2 working years, the pupils have become aware of this necessity and seem to be sensitive to the protection of their environment and want to make it understand to the others. The school also evolved in this direction, by setting up a system of sorting, awareness campaigns, professionals' interventions, outside visits...

Germany:

For us, the inspection of the root sewage-works in the Czech Republic as well as the impressive guided tour concerning 'Wild Urbanization' in Istanbul were very interesting and inspiring. In addition to that, we were deeply affected emotionally by the exhibition of our Turkish partner school about 'The hidden side of Istanbul', dealing with the desperate situation of many rubbish collectors in that city.

Hungary:

We appreciated the common work which was a great experience for us. Thanks for the good moments and the friendly atmosphere. We could be the members of an enthusiastic Comenius group strengthened by good team work and fruitful cooperation. We could discover many ways of dealing with environmental problems and what we could see during the meetings in the host countries raised our responsibility for the world around us. The project gave an opportunity for the students to deepen their knowledge in the domain of environmental protection and at the same time they could use their language skills as they worked together on different tasks with the other students from the partner schools.

Poland:

Working together on the topic of this Comenius project both in Poland and during international meetings was an excellent opportunity to shape the feeling of responsibility for the world around us and convince students that their individual choices and decisions can make a difference. Participation in the Comenius project was a very meaningful experience for all of us.

Turkey:

As the privileged individuals of the contemporary world by being a part of the Comenius Project we acquired a new vision and fresh ideas through workshops, conferences and lectures on awareness of environment. That awareness made us to process environmental issues in three steps. First to spot the environmental challenges, second to run a critically thinking process and then the last step is to take required actions.



I am very happy to meet foreign friends and to be able to experience such great things. Thanks to the project I started to be more interested in our environment and I started to sort the waste. In addition I improved my command of English.

Karolina Suchá

We were used to think about the problems of environment only. Thanks to this project we started to do something to help.

Marta Nocarová

Comenius in Germany, was a success. I liked the exchange much, the communication because we listened to the point of view of each one, of the ecological situation of each country, what allowed an opening, a deepening of the world which we live. I liked specially the visit of the "Climate house". We went around the world in a few hours and evoked the effects of climate warming on certain country of the sphere in a sumptuous décoration.

Julie Dupont

This travel was very interesting and enriching. Firstly, it was a travel which is very interesting from a human point of view. It's good to meet some people and to speak, to have a dial with them. And secondly, it's enriching to visit those places.

Dylan Boizard

I loved this project because it is the subject which interests me a lot. And fact to discuss it with foreigners allowed me to see the level of every country for example (the recycling, the level is not the same in France where in Germany) it changes a country. I liked speaking the English languages fore. I like enormously the languages, it has me allowed to progress my oral in English. The house of the climate was very interesting.

Lisa Sarazin

I consider myself very lucky for taking part in the Comenius Program. The best experiences for me were our visit in the beautiful city of Münster and getting to know the international students.

Németh Gréta

I liked our trip to Istanbul for the fantastic company, city, different activities and of course for the state-of-the-art traffic.

Ungár Péter

We would like to thank to DBU and all the other participants for their contribution.

Lycée Saint Michel – Students

In my opinion, projects are like "sailing boats". No matter in which direction you're sailing, you will inevitably reach new shores. This is a German metaphor that means that you will learn something completely new in a project in any case.

Angela Schneider – German overall coordinator of the project

We would like to thank all the people who helped realise this project both in practical and financial ways:

- **the sponsors European Union and German foundation DBU:** because of them, we were able to carry out this project in the first place,

- the numerous local public and private **organizations and companies** which opened their doors or their purses and helped us get in touch with a lot of competent experts allowing us to experience learning outside of school,

- **the students' parents** who helped finance quite a few trips,

- **the students** who not only worked hard and diligently to develop presentations and pieces of art but also dedicated themselves to engage in the intercultural dialogue with their partners,

- **the teachers** who motivated and guided their students by showing them new subjects, concepts and methods and who did not mind the extra hours if it meant making the trips and works more innovative,

- **the office-workers at school** who had to deal with accountancy and administration in addition to their regular work,

- **the coordinators** of the different countries who together invested a lot of work in the application, organization and reports to the different institutions, helping each other by mutual multilingual exchanges,

- **the principals** who stood by the teachers, giving them fresh impetus and approval. We must especially mention the German principal Heinz Noe, who worked very hard on the numerous accounts of the international meetings.

Danke • Thank you • Merci
Teşekkürler • Dziękujemy
Děkuji • Köszönjük

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