

Review and evaluation Erasmus+ 2018-2020

**Ecological and integrative sustainability in focus:
Empowering students to become the stewards of the future**



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Review

- Intentions
- Participants
- First Meeting (Marburg, Germany)
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- Working in Marburg (SolarGroup, Videomaking)
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Review - Intentions

- The main intention of the project was to activate the students in our school communities to become more interested in sustainability and to act as multipliers.
- Besides the environmental focus, social integration as a concept of sustainability were supposed to be addressed.
- In addition we aimed to further and extend cooperation with our partner schools on the topic of sustainability and to learn from one another.

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Review - Participants

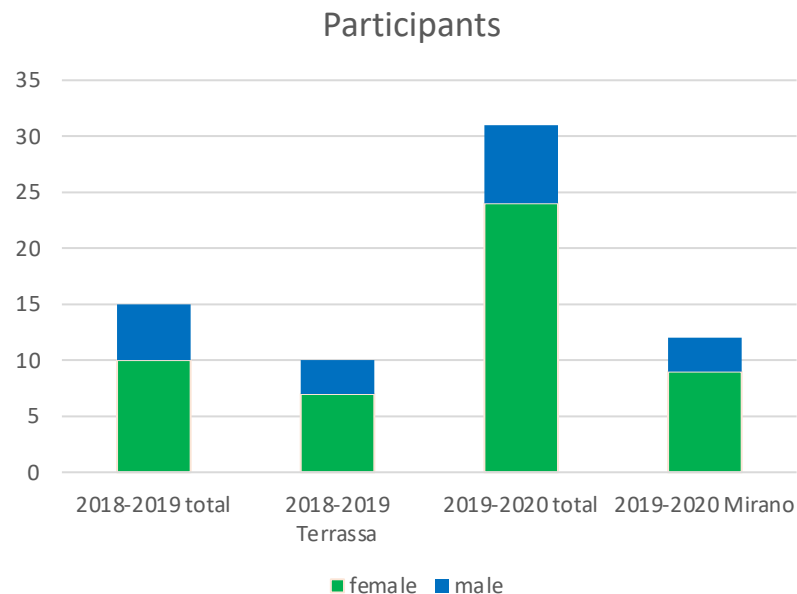
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Review - Participants

- In the first year 15 students participated.
- 10 students travelled to Terrassa.
- In the second year participation went up to 31 students.
- 12 students travelled to Mirano.
- The age of the students was 13-17.
- All in all 21 different students took part in a mobility, 1 student travelled twice.



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Review – First Meeting (Marburg, Germany)

- Successful first meeting (connecting, planning, outlook):
- Excursions to „Hofgut Friedelhausen“ (sustainable and integrative farm), „Interkulturelle Gärten und Gesundheitsgarten Marburg“ (public intercultural urban garden)
- Work sessions focusing on the following steps:
- Assessment of the present situations at the participating schools (ecological, social integration) in the form of a questionnaire
- time frame / calendar adjustments for the project
- Trying out the eTwinning-Tool, signing up teachers, testing video conference

[Link: Presentation of the Meeting in Marburg](#)

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Review – Questionnaire

recruiting students to participate in regular Erasmus+ meetings

designing a questionnaire with the students focussing on the ecological and integrative situation at our school

comparing our items to those of other schools

conducting the survey, assessing the answers

preparing the presentation of the key findings

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Review – Second Meeting (Terrassa, Spain)

- We decided to choose the train as means of transportation due to ecological aspects. The time spent together was good for our group dynamics in addition we were able to spend a night in Avignon and travel on a Paris metro on the way back.
- Accommodation close to school, mixing with other groups easily possible, e.g. dancing La Macarena in front of the hotel.
- We felt very welcome. Great program which combined work sessions and leisure activities (shared breakfast, bowling, korfbal etc.) successfully, this enabled students to bond naturally
- The combination of sightseeing La Seu d'Ègara with a professional guide and using students as guides in Terrassa, for example Masia Freixa, was refreshing and made for good balance although it was sometimes hard to understand due to traffic noise.

[Link: Presentation of the mobility to Terrassa](#)

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Review – Second Meeting (Terrassa, Spain)

- Social integration game well prepared, but the necessity to give the detailed instructions took a lot of time – maybe discussing the differences of integration at the different schools would have been worthwhile as well
- Hike up to the monastery was a challenging and rewarding experience, it was a unforgettable moment seeing the students dance and interact at the top of the hill!
- Experiencing international work sessions was valuable on a social, communicative and cultural level and outweighed the slight gain in factual content.
- Visiting Barcelona and the guided tour in Sagrada Familia were very impressive and definitely a must see!
- Interesting conversations about Catalonia's independence movement on an individual basis took place, which offered a new perspective on this political issue. The students became more and more interested in the situation as a result of seeing demonstrations and banners and as well talking to civilians in Terrassa and Barcelona.

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Review – continuing working in Marburg

- Sharing the experience with the extended participants and evaluating the first meeting.
- Discussions within the group in which field one can imagine making positive changes in terms of ecological impact.
- It was challenging to maintain regular participation due to schedule overlap. Nevertheless a common agenda was decided upon: Testing and reviewing several sustainability apps that can be used to live in a more ecological and social-minded way.
- The results were published on the schools website to motivate the wider student body to use these [apps](#) and make conscious decisions.

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Review – SolarGroup

- Weekly solar group meetings took place. Several small solar cars were built, tested and improved.
- Organising and conducting a solar cup 2019 for schools in cooperation with the local municipality.
- The group took part in further competitions.
- In Kassel they won first and second prizes in different categories and qualified for participation in the nationwide contest.

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Review – Videomaking

- Our aim was to build up a larger group including younger students to secure the continuation of the sustainability aspects in the future.
- In order to prepare our students for the agreed upon work sessions at the second meeting in Mirano our students made a video on a sustainability topic and thereby acquainted themselves with the relevant software.
- Selecting the students.
- Preparing for the journey to Mirano.

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Review – Third Meeting (Mirano, Italy)

- For ecological reasons and out of curiosity we travelled by night train there and back, this was a first time experience for everyone included.
- Each group was made very welcome, met on arrival and helped on their way to the accommodation.
- On our first day at Levi-Ponti we were given a guided tour by the students. It was interesting especially as this vocational school is quite different from ours with its different laboratories.
- We Germans were in a hotel on the outskirts of Mirano whereas the others were in a hotel in the centre of town. In addition our twelve students, except for one, had not been in Terrassa and were 1-2 years younger. That meant that it was harder for our students to make contact. On the plus side the Italians had organised bicycles for us to allow us to be mobile.

[Link: Presentation of the mobility to Mirano](#)

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Review – Third Meeting (Mirano, Italy)

- FENICE Green Energy Park, Padua, consisted of a guided tour and practical workshops of three different topics (solar and wind energy as well as ecological house building materials). It was very good that the students were split up and worked together in the workshops. Having picnic in the park and visiting Padua rounded off the successful excursion.
- Videomaking was done in internationally mixed groups, so the students had to share their knowledge plus the videomaking know how and cooperate using foreign languages. Since the teachers were planning the final meeting in Amiens at this point, the students did not always receive the support they needed.

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Review – Third Meeting (Mirano, Italy)

- The schools remarkable development project with Guinea was presented by means of a photo exhibition. It would have been interesting to hear more about this.
- The guided tour of the House of Energy offered insight into sustainable living and the substantial cooperation between the school an external partners. Due to the delay of completion it was not possible for our students to work in the house and incorporate practical aspects into the project.
- The outing to world-renown Venice started off with a guided tour (in internationally mixed groups), followed by lunch at a restaurant and some time to explore in the afternoon.
- On the final day the videos were presented by the students and the diplomas proudly received.

Review – continuing working in Marburg

- Sharing the experience with the extended participants and evaluating the second meeting.
- In this phase we looked up positive examples of living a more ecological-minded lifestyle. We watched the film “Utopia Revisited” and did a mini unit called “fast and slow fashion” which included viewing and analysing the clip “social experiment” about decisions people make after becoming aware of the appalling production conditions. As a result we decided to plan environmental action days at our school.
- At the same time our focus was to devise material and activities that could be reused or further developed for the Eco festival in Amiens.
- The next months were spent researching and preparing for the annual school’s open day (February 22nd) and the environmental action days scheduled for February 27th and 28th.

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Review – Action days and preparing for Amiens

- The program consisted of informative posters, a quiz, upcycling workshops, a sustainable baking competition and a clothes and book swapping opportunity.
- During the following months tasks were split up and regular meetings took place at which the results were presented to one another and decisions for example the dates, the promotion and baking competition criteria were made.
- On the school's open day the students presented the project and answered questions. Most of the visitor were naturally more interested in mandatory curricular content.
- On the environmental action days the group experienced fun days spent together, however despite quite massive promotion there were only few visitors.

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Review – Fourth Meeting (Amiens)

- The preparation for the final Meeting in Amiens had resulted in joyful anticipation and therefore the disappointment on both students' and teachers' side in finding out about the cancellation due to the pandemic was intense.
- The extension of the project duration was granted however the pandemic made it impossible to travel.
- It is a great shame that the project could not culminate in the Eco festival and that several students who had been involved in the project were deprived of their chance to travel and meet with the other participants.

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Review – Summary (Difficulties)

- In Marburg the teachers involved in the application process was diminished to two. In particular the two people who had formerly been in charge of coordinating the project were not present anymore. We would have liked to increase our team's number again but were not able to at that stage.
- In addition this reduction to two teachers also meant that we had no one anymore who could speak languages other than German and English.
- Coordinating a project takes far more experience than we were equipped with at that stage. Regular online video conferences should have been scheduled to make sure we are in touch and are making sure the projects ultimate aims are defined and redefined along the way.

Review – Summary (Difficulties)

- We should have stayed in touch more and let the students work together. Our schools generally worked more side by side and not really together. Using e-twinning as a platform did not work.
- Topic of social integration was not addressed directly, because we have only very few students with a migrant background which did not want to be made a topic out of. We do believe that we should have found ways to tackle this worthwhile subject, e.g. by discussing racist, stereotypical ideas about other nations and thereby breaking them down, learning about the psychological issues involved when coming into contact with 'otherness', talking about nationalist/anti-immigration politics of different European parties, etc.
- We should have made a greater effort to help students bond, for instance by planning more sports' activities, ice-breaker activities and cooperation games.

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Review – Summary (Difficulties)

- Our intention to establish larger student numbers involved, specifically to add younger students led to a big age-difference at the 2nd meeting in Mirano. Here 11 out of 12 of our students had not been to the 1. meeting in Terrassa. A lot of the other international students were disappointed by this.
- Separate locations for accommodation in Mirano made bonding more difficult.
- Students who were in Grade 10 in the first year of the project had difficulties continuing their involvement in Grade 11, due to increased work-load.
- Not possible to round off the project with the third mobility, hence not all students got to travel, who really deserved too.

Review – Summary (Positive aspects)

Results / curricular implementation / certification

- Implementation of sustainability course for Grade 9 and 10 at our school
- Regular Erasmus+ meetings
- Regular Solargroup meetings; successful Solarcup 2019 at our school
- Presentation at the school's open day in February 2019 of Erasmus+ activities
- Staging two environmental action days in February 2019 at our school
- Students, parents and teachers established a workgroup focusing on ways to reduce CO₂ emissions at our school
- Sustainable student projects were financially supported and awarded prizes

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Review – Summary (Positive aspects)

- MLS was certified as “school without racism, school with courage”, an international network working against racism
- MLS was recertified as “environmental school”, based on projects resulting from cooperation between the sciences department and the Erasmus+ team.

Gained value of working together

- Alternative forms of transportation were chosen to avoid flying, really good experience to sightsee Avignon at night on the way to Spain and trying out night trains to and from Italy.
- We learned a lot about project work and increased our interest to continue involvement in international projects and offer invaluable opportunity of experience to students and teachers alike.

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Review – Summary (Positive aspects)

- We met new people from other EU countries and broadened our horizons.
- We believe the challenge to work together across borders and have to communicate in a foreign language is of extremely high value both for students and teachers, which cannot be replicated if one is not involved in these sort of international projects.
- Offering students the chance to present their work in a foreign language builds up their self-esteem and their ability to communicate effectively.
- Precious memories of internationally mixed student groups dancing La Macarena outside the hotel in Terrassa and at the top of the hill at the Monastery shall never be forgotten and held dearly forever after.

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