



E.F.E.S



Eco-Friendly Eco-School

PROJECT REPORT

PROJECT DESCRIPTION:

Our aim is to provide environmental awareness, environmental management and sustainable development training in our institutions. With a participatory approach, students in schools will both learn about environmental issues and play an active role in raising awareness of their families, local governments and non-governmental organizations (NGOs) on environmental issues.

The language of the project was English. So, we only used English in all tasks and in communication among the members of the project. The project also encouraged our students to actively use the foreign language (English) and positively contributed to their academic success.

We realized “E.F.E.S. (Eco-Friendly Eco-Schools)” project with 14 members from 6 different countries. 5 partners from Turkey, 2 from Poland, 2 from Spain, 1 from Italy, 3 from Croatia, and 1 from Serbia have participated in the project.

We started the project works in October 2019 and ended in June 2020.

During the preparation phase of each partner, they performed certain tasks. These;

- We added our project work plan to the twinspace and reviewed the work schedule with all partners. After the schools closed in March due to the Covid-19 epidemic, we revised our project plan with the decision of all partners and successfully completed our project.
- We established whatsapp group (<https://chat.whatsapp.com/GGZslAEw2tyFaOnjeqRtDd>) and provided instant communication to provide faster communication. In addition, we have created a Facebook project page (<https://www.facebook.com/groups/254227468803268/>) that includes project members and we actively use to disseminate the project. We also opened a project blog page for the dissemination of the project (<https://ecofriendlyecoschools.blogspot.com/>).
- We made a distribution of tasks among all partners on a voluntary basis and all of our partners fulfilled their chosen tasks completely.
- All partners marked their schools on the partner map. Thus, we uncovered the distribution of the project partners on the map.



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- We prepared the parents' permission documents of the students in the classes to participate in the project. We did not include students who were not allowed to participate in the project. We completed our work by acting with the principle of Privacy of Personal Data.
- We created student teams to lead the classrooms where the project works will be carried out. We aimed to develop awareness of responsibility by giving active tasks to our students.
- We added the project members contact information to the twinspace. Thus, we provided instant access to teacher information whenever necessary.
- The teachers introduced themselves, their students, their schools and briefly introduce their hometown in the related page of twinspace.
- We opened a twinspace section about the applications and sites that can be used in project work for project members and shared many good examples. We provided open source to all members for the web2 tools, applications and sites needed during the studies.

Project Works

- In the first activity group, we made our project preparation studies. The partners introduced themselves, their students, their schools and where they live. The teacher information sheet was filled, the partners marked their school addresses on the project map, communication channels were created (Facebook, whatsapp, blog page), task distribution was made among the partners, and project poster logo and slogan selection processes were started. By including students in this selection process, we fulfilled the criteria of democratic participation of students in the project.
- In our 2nd activity group, we made the selection of the logo posters and slogans prepared by the students, taking into account the democratic participation principle. We started the waste paper and battery collection campaigns that we launch in our schools. We started to carry out the project promotion works to announce our project in our school and around us, to the public.
- In the 3rd activity group, we organized the activity of sending New Year cards between countries with the participation of all partners. Students prepared New Year's cards from recycled materials. We learned to make origami from recycled materials with our students. We carried out studies to protect water and energy in integration with our curricula. We organized informative activities for our students and school about waste types and hazardous wastes.
- As the 4th activity group studies, we designed paper pouches from waste newspapers and papers and gave them to our families. We organized programs in our schools within the scope of "Energy Saving Week"; we created our boards, we gave a lot of attention to this in our



lessons. Finally, we designed ornaments from waste materials or articles that would not be used.

- In our 5th activity group, together with our project classes, we searched for news from the newspapers, magazines and online content on the environment and waste and created project walls from them. We tried to raise awareness by attracting negative images from all project stakeholders (including students and parents). We designed puppets and vehicles from waste materials and exhibited them to other students. Within the scope of Safer Internet Day 2020, we carried out studies to increase the conscious use of internet in our schools.

- In the 6th activity group, the activities we will do have been interrupted as a result of the closure of the schools due to the Covid-19 outbreak. For this reason, we carried out the activities in this activity group OPTIONALLY, via e-learning, e-mails and telephone calls. In this context, our students and teachers prepared posters, drew pictures, and addressed this issue in distance education on the World Water Day. In the song and story study on the environment and waste, students wrote stories, songs and poems were shared on the subject. Our students shared the images of flowers, vegetables and trees that they cultivated in their gardens during the following period they spent at home due to Covid-19. Finally, our students drew pictures, shared the meaning of the day and prepared posters on the International Forest Day.

- In our 7th activity group, we conducted project evaluation studies and work on project products. We applied surveys to students, teachers and parents and evaluated the results. We realized the project final and evaluation webinar and we created our detailed project evaluation report with the support of all partners. With the participation of all partners, we created our project partner product. We created our story called "WE ARE AWARE, WE DO CARE". We prepared a virtual exhibition from the original works prepared by our students. In addition, we produced a project calendar and online puzzle as a joint product.

Dissemination

- In Twinspace, we opened a page for the dissemination of our project and under this title we opened 3 titles under the name of news, project introduction and internet introductions. We shared our news about the project in the news section with links. We added the project introduction works that we carried out to our students under the name of project introduction studies. We also added the works we uploaded to the internet environment to the internet introduction page. We also shared our works in our project blog and Facebook and have used them as the dissemination of the project.



Evaluation

We applied some questionnaires during the evaluation process. At the beginning of the project, we applied and interpreted the students and teachers pre-test. Then, we applied the post-test to reveal the changes that came with the project. In addition, with the questionnaire that we applied to families at the end of the project, we revealed the point of view of our project and the place of our project in their eyes. We also guided our students to evaluate the project and they wrote their evaluation in the forum. We worked on the project evaluation report in the project final and evaluation webinar and created our detailed project report.

PEDAGOGICAL INNOVATION AND CREATIVITY

E.F.E.S. (Eco-Friendly Eco-Schools) is an etwinning project for students aged 8-15. By bringing together students from 8 different countries, we enabled our students to improve their foreign language proficiency. We carried out our project studies with the student center. By adding each partner's project team to the twinspace, we enabled students to contribute to the project individually. As in every stage of the project, we put the students at the center of the studies while producing the common product and collaborative product of the project.

Our project studies were planned to develop environmentally friendly approaches in our school and around us. Therefore, we tried to put our project works into our lives and we succeeded. Our students practiced not only in theoretical knowledge but also how to apply this knowledge in their lives. We also took our project out of school and carried out studies for the community. In this regard, we conducted an original project.

In some of the activities in the activity groups, we enabled our students to conduct research on the subject and allowed them to display their research results and analyze what should be done about it.

We planned various activities on recycling and eco-friendly approaches and did not set a single focus. In the same activity group, we addressed different themes and directed our students to different topics.

We have carried out our project works integrated in the curriculum. We used effective learning methods. The main ones are;

Brainstorming: We held discussions on what to do in the theme of the event and we used the brainstorming technique on the studies that will highlight our students' creativity.

Learning by doing by living: Our students have not only learned what needs to be done to protect the environment in theory, but also have started to make their first concrete studies on this subject and started to spread it to their environment. Thus, they began to develop eco-friendly approaches by doing and living.



Creating / telling stories: Our students actively participated in the story writing process. They created a story by demonstrating their creativity.

Visual learning: Our students had the opportunity to learn by visualizing the foreign language with the posters and banners they prepared. They reflected their work on foreign language skills.

Distance education: Due to the Covid-19 epidemic, we carried out the latest works of our project with our students through distance education. We realized our project studies together with our students who met the new learning method of the 21st century.

Problem solving: They worked on the existing eco-problems on themes and what to do to overcome them.

Creating original products: The students produced original products that showed their creativity with waste or recycled materials.

CURRICULAR INTEGRATION

We carried out our project work with a multidisciplinary approach. We have carried out integrated courses such as English, Social Sciences, Art, Information Technologies, Mother Language, Technology & Design and Science and so on. In our project activities, we achieved the achievements of our Information Technologies course by keeping our students active in the use of Web 2 tools. The language of our project is English, so all our students used foreign language in all studies. This has enabled them to increase their academic success in foreign language lessons and practice in a foreign language environment. The subject of environment and ecological education is related to the achievements of the Social Sciences course and all partners have organized activities to strengthen this relationship. We produced the project work in connection with our Art and Technology & Design courses.

Our students who actively participated in the project developed many skills such as socialization skills, problem-solving skills, creative thinking, foreign language competencies, the ability to use digital technologies in education, and the ability to work individually. Since we carried out the project works as part of our curriculum, we were able to carry out it easily with our curriculum. Our students, who were overwhelmed by the intensity of the lessons, were able to breathe easily thanks to the project work and had the opportunity to refresh themselves. Before each activity, we had discussions with our students about the purpose and method of the activity. Thus, our students carried out their works with awareness.

Critical thinking, creative thinking, communication skills, research-inquiry skills, entrepreneurship skills, skills such as using native and foreign languages beautifully, accurately and effectively are included in our project studies.



PARTNER INTER-SCHOOL COOPERATION

We had an effective and continuous communication with our partners. We actively used Twinspace. In addition, we established the whatsapp group to provide faster communication and were able to provide instant notifications among the partners. (<https://chat.whatsapp.com/GGZslAEw2tyFaOnjeqRtDd>) In addition, we opened the Facebook project page to disseminate our project and shared our work here. (<https://www.facebook.com/groups/254227468803268/>). We also used the Twinspace forum page. The students actively used the twinspace and so, our students made new friends from and became aware of the existence of different cultures. The project work schedule respected and the partners have successfully accomplished their tasks. Each partner undertook at least one task and the tasks were shared on a voluntary basis. Moreover, we prepared a virtual exhibition with the works of the students as the collaborative works of the students. With the participation of all partners, we created the project common work; a story, a project calendar and an online puzzle.

THE USE OF TECHNOLOGY

Our use of technology is high at every stage of the project. Both our teachers and students learned about new practices and started using it. Our students showed their development that they can work individually and publish them on twinspace. Due to our schools closed with the Covid-19 epidemic, we carried out our project work using distance learning using technology. So, the project was moved to out-of-school settings and we have shown that the project is feasible in all circumstances.

We conducted studies on conscious internet use. We paid attention to the issue of Privacy of Personal Data in our project. In the studies, we applied the principles of not having a student face, getting parents' permits, and not using copyrighted products.

RESULTS, EFFECTS AND DOCUMENTATION

Even if the Covid-19 pandemic was hampered, we successfully completed our project work. The students realized how important it is to behave friendly to the nature. All members of the project grasped how big things can be done for the environment with little touches of what they will do to their lives and started to reflect this on their environment.



Thanks to the project, a very good friendship was established among the partners, and this interaction means that we will work together on new projects in the coming years. We submitted our “Eco-Friendly Eco-Schools” Erasmus + project, which is one of the best signs of friendship between the partners, and our application has passed the pre-selection (2020-1-TR01-KA229-094204). Our students started to be willing to participate in new projects in the following years.

At the end of the project, the opinions of teachers, students and parents about the project were obtained, and a wide range of evaluation questionnaires were applied and their reporting was conducted. The opinions of the students about the project were also taken in the pages opened in Twinspace and in the forum.

The invisible effects of our project are; our students developed their foreign language skills, learned about different cultures, gained ecological awareness, understood the necessity of recycling, improved their ability to fulfill the task, realized social responsibilities, improved their ability to become conscious digital citizens, reinforced their ability to express themselves, adopted the roles given in group work, grasped the logic of project execution, learned eTwinning and twinspace pages and etc.

When we finished our project, we carried out many works as the dissemination studies. "Virtual exhibition" collaborative work from the drawings prepared by our students, "We Are Aware, We Do Care" with the participation of our teachers and students. The project calendar (common work) and online puzzle (collaborative work) were also produced by all partners.

At the end of the project, we were able to reach all the goals we set. Students developed a new identity and be a member of a group, formed a participatory structure used in group work, improved the ability to recognize problems, produced solutions, changed their consumption habits, developed awareness of protecting natural resources and gained ecological awareness. The institutions made cleaning and ordering continuous, provided water and electricity saving by the student, were owned by students and were recognized locally, nationally or even internationally.

The project was the first experience for most of our partners. However, thanks to the project, they achieved great gains. They understood the logic of running eTwinning projects very well. Although our project was interrupted due to the Covid-19 epidemic, a beautiful project atmosphere was created in our schools that participated in activities. The sincere and collaborative atmosphere established among the partners also encourages us to carry out new projects together in the next years.

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