* Please check this document. Answers and ideas of our discussion are written *in italics.*Please mark your comments. Thanks!

Meeting in Budapest 4.10.2018

 Attendees: NOTICE: NAMES WERE DELETED IN THE PUBLIC VERSION!

* 1. **Intensifying cooperation between mobilities**
	2. Most important question: What is the added value? Why is it an international task? Why can this not be done without cooperation with schools from other European countries?
	3. What can we learn from each other (best practice)? How can methods and results of mobilities be used  in local schools?

Examples from this mobility:

-The “journey of a raindrop”-game and Csanád’s presentation can be shared with the local climate ambassadors who can use it in their schools.

- Other schools can take over the method of “water examination” in their local streams or lakes, the Hungarian worksheets can be adapted or developped (new ideas, extension to other subjects) and the new version can in turn be shared with the other schools.

- A school garden of biodiversity can be build, playful Hungarian worksheets can be adapted (see above).

- Experts can be invited for lectures or presentations; visiting interesting sites (botanical gardens, examples for sustainable construction) as a visible and concrete example can be a part of school life.

* 1. **All of this must be integrated into our spiral curriculum**

* 1. Teacher’s cooperation

Regine organizes the **cooperation of** **English teachers**. This is what she wrote in her e-mail:

This school year, we need to form "tandems" of classes who can work together (form 7/8: getting into contact, form 9/10: films, discussion). If you have not already spoken to your colleagues, you can maybe do that now, so that after the meeting all teachers know who they will work with. Then they can arrange when they want to cooperate (ideally before the next mobilty).

In my opinion there should be at least one year 7 (or 8) class and one year 9 (or 10) class per school.

In Neresheim there are several classes: form 7a (19 students) and 7b (12 students), 9a, 10a, 10b.

Open questions about the cooperation:

* + How can Martinique can take part in this activity? Do they want to take part anyway? *Martinique wants to take part, they want also install a cooperation of classes in French à Invite them to take part à send mail with decisions taken during this discussion*
	+ How will students communicate or even discuss (Email, TwinSpace, Skype, teamspeak, secure messenger services like Threema, …) ? What are the formal criteria for emails? *agreement of all partners: No mails à TwinSpace;  Questions of the younger students that get into first contact should be* ***related to the subject of the project****: What do you like to do in nature? How do you protect nature? What is your favourite season/plant/ …? à students create a poster in order to introduce their foreign partner that will be hung up in the classroom*
	+ How will students be split up if the number of participants is different? *They can work in teams, the number of team members can be different.*  Who will be responsible for the division*? English teacher because they know their students and can divide them as needed.* Which country will work with which country? *We  fix first partners during this discussion, then there will be a chain. Every country should have two different partners during a school year.*
	+ In which way the films that were created by students about climate change and environmental problems should be integrated? Do all students watch every film or will there be working- or project-groups*? All students watch all of them; the others ask question (think-pair-share) on each video, questions will be gathered and sent to (each of the coordinators who forwards the questions to) English teachers. The questions will be answered during English lessons . Questions and answers will be put on TwinSpace. Next step: Each country could choose e.g. the eight best questions  (two questions from each partner) and give the answers in oral form. Other option: Giving video response: Filming e.g. German students watching the Estonian video and sharing their opinions, first impressions (What did you learn about the country? What impressed you? What shocked you? Do you have the same problems/situation in your country?) à self-reflection, self-analyses of students (what is a basic aim of the project, too)*
	+ *as a basic principle: use TwinSpace!! add comments!*
	+ *put videos on youtube, where they can be seen and commented (not only by participating students) in order to reach a larger audience by using a method of a wider dissemination*
	+ English teachers have to get in contact soon (TwinSpace) to find answers in order to organize the cooperation.

**Cooperation of teachers in other subjects:**

Teachers must get into contact (table on onedrive!) and try to find working fields where they can at least have an exchange of best practice (see above; water examination) or do projects together (e.g. comparison of water quality of streams; *elaboration of measures that can be taken by everybody (self-reflection of own behaviour) to avoid or diminish further pollution).*

Also in this case, the appropriate way of communication must be set soon, depending on the individual requirements of the group.

*Every teacher or project coordinator makes a list of what he has already done in his country related to the project and puts it on TwinSpace so that the other teachers can adapt it (exchange of best practice). Date fixed: 15/10/2018*

* + **Results, outcomes and effects of the project**
	1. What is the acquired knowledge?
	2. What is the change in behaviour and (how) can it be measured or proved?

(questionnaires, photos, reports, … à dissemination !!)

* 1. *Video: students tell what is the impact of the project on them*
	2. *statistics: how many students, teachers, other persons took part / were involved in this mobility / activity? Achieved aims / focus?*
	3. *Put every article, photo etc. also on project-homepage*
	4. *different leaflets (Estonia, Germany) with hints how to act climate-friendly, to be disseminated in other schools and in public*
	5. *app*

* 1. **Certification**

Budapest has got the certification of being an “Ecoschool” and Neresheim is applying to be certificated with the so called “Grüner Aal” which proves that the schools engage for sustainability and climate-friendly behaviour and that this is (or will be) implemented in administration, curricula, every day school-life, … and that it may cause a general change of attitude.

Every school should find out if there is a possibility to be certificated. This is a good way to prove and to confirm the success of our project with a long-lasting effect.

*Estonia has started the applying-process and has started activities and will be certificated at the end of this school year, Spain has already got a Red Echo-certification.*

*Further points discussed:*

*Project-homepage: Pointing out the importance of uploading every article, video etc. on the homepage, too.*

Written by Alexandra