

Comenius 1 partnerships
Nature Connecting People

Joint activity report

1. What activities have been carried out by the partnership in the past school year?

International mobility activities

1. Opening international project meeting in Finland.

Students lived together in a nature camp in Manamansalo, got information about the entire place, earth history and geology, plants (classifying, preparing learning materials), soil samples, human impact on nature, international project work in the host school.

2. Bilateral meetings at the end of the school-year

Students: FI → EE; FI → DE; FI → HU: Finnish students visited the study sites in three countries, brought their posters with them, introduced their project work to the partners, taught how to make a herbarium.

Teachers: (EE, FI, HU) → DE: teachers had an evaluation meeting in Paderborn DE. The results of the first project year and new cooperation plans were discussed. The first project year was highly evaluated. Most objectives were fulfilled as expected.

Local activities in the participating schools

Estonia: field trips to some natural areas – Meenikunno bog, Luhasoo bog, Endla Nature Preserve. Collecting, studying plants with microscopes. Drawing plants, making photos, presentations, exhibitions, herbariums,

Finland: Field trip to Manamansalo (our own campschool)- The Hiking area of Oulujärvi, collecting, studying plants, making photos, CD herbariums, presentations and exhibitions.

Germany: field trips to some natural areas: Spee-Wald, a place dedicated to our school by the towns forester, places in Senne heathland, protected areas “Moosheide” and Furlbachtal. Making photos, presentations, exhibitions, herbariums.

Hungary: Field trip to Hortobágy. Collecting, studying, drawing plants, making photos, presentations, exhibitions.

2. What kind of product(s) have been produced in the course of the past school year?

1. Joint results

- Multilingual website <http://natur.comenius-speepb.de/> with content from all participating schools, disseminates the results within and outside the partnership.
- Virtual herbarium on the project web page. Photos with plant names in 6 languages.
- travelling exhibitions with local information travelling from school to school (partially)
- posters, which were exhibited in schools and partially in partner schools

2. Produced separately

- art works of bog plants (EE). Exhibited also in Friedrich-von-Spee School (DE) and Lasva Community Centre (EE)
- booklets (FI, HU). Given to all partner schools
- CD herbariums (FI). Given to all partner schools
- students' diaries (DE) published on the web page
- sets of plant photos for students to identify bog plants. Students' worksheets will be added later. (EE)
- a real herbarium of bog plants and a permanent photo exhibition in the schoolhouse (EE)

All products were received with great interest. Most of them (if possible) have been made public on our web page and home pages of schools. Articles and pieces of information in local newspapers have allowed everyone to get information about our project work.

3. What kind of specific and concrete measures, if any, have been taken within the project to:

- ensure equal opportunities for the participation of female and male pupils and staff?
- facilitate the participation of pupils/schools who/which are disadvantaged for socio-economic or other reasons?

Both male and female students and teachers participated in the project. Several pupils who are disadvantaged for socio-economic reasons were involved in international mobility: HU 1 student, EE 3 students (from big families). The families were very satisfied that their children had a chance to see the world and improve their skills. They can't afford children's travelling themselves.

4. To what extent have staff and pupils made use of information and communication technologies?

Both teachers and students used IT to communicate via e-mail and chat.

Teachers used typo3 cms (content management system) to make up the web page.

Students used Powerpoint (EE, FI, HU) and Web (DE) to report about certain subjects and results. A microscope camera was used with PC and projector (EE)

There weren't any major differences between the participating schools. IT is an essential part of the project both as a pedagogical tool and for communication.

5. How effective was the collaboration between the participating institutions?

Starting from the preparatory visit in Estonia communication never broke. Teachers communicate via e-mail. The main working language is English. German, Finnish and Estonian were also used when possible and necessary.

We had very effective mail cooperation during the process of discussing and preparing the application for the next two project years conducted by the coordinating partner in Estonia. Staff mobility: international staff meeting in Germany was very important to discuss the major point of this joint activity report as well as to talk about details concerning the next

two project years.

In contrast to mail contacts, personal contacts in joint work situations are helpful to strengthen the partnership and to understand each other better.

6. How has the participation of pupils been organised?

There have been calls for collaboration in the schools, talks with pupils applying, with class teachers and parents about how the project meeting and student exchanges should be organized.

Talks with teachers teaching subjects related to the project.

Student mobility was very important. It was a great motivator. Students were very eager to learn from each other, their co-operation was based on their experience of the project meeting. Students were very much interested in travellers' reports.

Feedback from the families have been very positive, especially from socio-economically disadvantaged ones.

7. How have the project activities been integrated in the regular curriculum of the participating pupils?

Depending on school curricula, different subjects were involved in the project work. In some cases the students got marks for their work (e.g. writing texts in English)

	EE	HU	FI	DE
Biology	X	X	X	X
Arts	X	X		
IT	X	X	X	X
English	X		X	
Comenius - workgroup (extra lessons)			X	X

8. *In the case of a Language project:* What kind of preparation in the target language has been provided for the pupils from both participating institution?

9. Has the partnership undertaken any joint evaluation of project activities and progress made?

Joint evaluation has been carried out during the teachers meeting in Paderborn, Germany
 - by comparison between application and real project work
 - reports about feed-backs from students, teachers, parents

We noticed, that almost everything was carried out as we had planned.

We applied for another two project years and are looking forward for confirmation. We are also interested in developing new ideas and contacts.