

# 7 OPEN LETTERS FOR THE ENVIRONMENT



# Open letter to international organisations

## TAKE CARE OF OUR PLANET!

Dear members of international organisations,

We are a group of pupils aged 14-17, coming from across Europe and Canada. We are currently involved in a school-based environment project that deals with the implementation of renewable technology. We all attend secondary school and have recently become active in the Youth Eco-Parliament project. And we are writing to you as part of the international organisation commission, which is one of seven commissions taking part in this project.

The Youth Eco-Parliament (YEP) is a project that encourages 3,600 pupils from all around the world in a collective effort to bring about sustainable change. This is a high-profile project that offers youth the opportunity to debate environmental issues and to attend an international congress in Paris during the autumn of 2006.

### Make environment a priority

To begin with, let's have a look at the results of our local environmental work. These are some of the conclusions we have come to:

Education and information are lacking. The majority of individuals is ignorant or misinformed when it comes to the environment, and this is not being remedied through the state school system.

Pollution and waste are to be seen everywhere, and while there may be public disapproval —awareness that negative effects outweigh positive ones—, environmentalism as a solution and alternative is not generally accepted.

This also raises the issue of communicating on environmentalism. Take water. Industry and agriculture generate waste and cause water pollution, but individual bad habits can too. Many causes of environmental damage, especially urban water pollution, are just due to people's lack of awareness.

Communication is inadequate: many points, we feel, have yet to be cleared. Why is renewable energy uncompetitive compared with conventional energy sources? There aren't enough subsidies, and couldn't we do more about public transport?

Small steps are being taken towards the protection of the environment, but on the whole, society, industry, and governments have inadequately adopted sustainable development as their priority.

### Back to basics

Our local projects were diverse and our commission has debated many points, however, we have selected the most important ones for support at local level:

#### 1. Stop taking water for granted

Make people aware of this resource's growing scarcity i.e. why not cut off the supply for a day? Or create a 'water' squad that will deal with problems in a concerned zone. It is widely recognised today that an integrated approach to freshwater management offers the best means of reconciling competing demands with supply and a framework from which to start positive action. Such a solution is valuable for all countries at all stages of development.

#### 2. More green areas

Promote the planting of trees and the creation of green spaces in urban areas. Why not develop more roof gardens?

#### 3. Towards new transport

Promote public transport; draw up easily-readable time-tables, have more bus routes; and extend services in the evening and on Sundays. And initiate waste and pollution reduction through programmes such as car-free zones.

#### 4. Alternative energy

Promote government investment and subsidies for research and development in renewable energy technologies. Public buildings should be constructed with energy-saving technology.

.../...

### Let's turn concerns into action

As part of the YEP international organisations' commission, we request the support of international organisations for the implementation of an energy programme in schools across the globe. Simply lecturing pupils won't do. We need a programme that would offer both theoretical knowledge as well as a hands-on learning approach with energy-efficient practises.

International organisations could promote and develop grant-schemes for school projects that involve recycling programmes, installing solar and wind technology, establishing composting programmes, and installing energy-efficient appliances and facilities, etc. Furthermore, school-boards worldwide could impose a set of environment-friendly requirements on developers when constructing a school; these standards will foster sustainability. While sustainable technology is initially expensive, it will save money down the road: once in effect, the energy is essentially free. As people begin to realise the benefits of an environmental consciousness they will adopt sustainability as a way of life.

### Sustainable partnership

We appreciate the hard work and involvement of the UNESCO that has developed the UN Decade, and of the UNEP that is already involved in school programmes to promote sustainability. However, their action would have further impact if those organisations had more power to enforce sustainability.

An environmental agency —or some equivalent body— should be brought to the table for serious consideration as proposed by the European Union.

International financial institutions can also play their part and work more closely with other environmental institutions...

Sustainability needs to come to the forefront of people's attention. The public, especially young people, have unanswered questions, which prevent universal progress. Information is often rampant with discrepancies and inconsistencies. International organisations need to develop a congruous set of information.

### Sustainable actions

Global standards for environmental education, creating compost and recycling programs, placing limits on consumption, implementing renewable technology as well as communication of standardized environmental information using mass-media are all on our minds. We are hopeful that you will fully incorporate these concerns into action.

By making eco-friendly choices competitive, governments will insure that industry buys into producing "green" products and reducing pollution. With new affordable environment-friendly options, society will be fully contributing to sustainable development. However, a fight against ignorance is still on our hands. Awareness combined with incentives is necessary for our ecological footprint. It is your responsibility as international organisations to play an active part in facilitating sustainable actions. Only with your help can a radical change happen!

Yours sincerely,

**The Eco-Parliament Youth Delegates  
of the *International Organisations* commission.  
Academic year 2005/2006**

**T**he questions surrounding the current world economic model and its environmental impact, when taken together with the rise in the cost of energy and the depletion of various natural resources, will have a significant effect on the lifestyle of tomorrow's adults.

These 3,600 young eco-parliamentarians have shown that they fully understand this situation and are quite capable of taking their place alongside adults in the management of projects to improve their daily environment. Initiative, innovation, enthusiasm and clear thinking are all qualities they have had the opportunity to develop by participating in this second Youth Eco-Parliament. And these are qualities that will prove immensely valuable in their lives as eco-citizens.

They have grasped the fundamental role of education and communication in raising public awareness of the importance of each individual act. They have shown remarkable teamwork in composing these *7 Open Letters for the environment* and we congratulate them on their achievement of working collaboratively in such large numbers. We also thank all the teachers and educators for their unstinting efforts in supporting them and giving life to this ambitious educational project.

For my part, in my capacity as President of PRO EUROPE - an umbrella organisation for the packaging waste recovery schemes of 27 countries - I feel it is my duty to focus on their concerns and aspirations. These young boys and girls invite us to bear their world vision in mind when we, as corporate executives, political leaders or heads of non-governmental organisations, draw up our strategies and action plans for the future. We must not forget that it is their future too!

**Bernard Hérodin**  
President of PRO EUROPE

**T**hese *7 Open Letters for the environment* demonstrate that young people are able to take an active part in world affairs. These letters display an immense wealth of enthusiasm, sharing and exchange.

While the role of young people is to question the status quo and to press for change, it is the responsibility of civil society, business and public institutions to enable them to express themselves, affirm their identity and make their mark so that they can act as genuine stakeholders in today's society and build their future life.

This second Youth Eco-Parliament has lived up to all its promises: 120 community actions, over 1,000 exchanges, debates and collective decisions among classes via the Internet and countless face-to-face meetings between young people and professionals from all walks of life.

It is an innovative, efficient educational process that was put in place by Réseau Ecole et Nature and its members. And our network fully intends to respond to the call for action from young people and to continue working with its partners in this synergistic dynamic to secure a better future for us all.

**Francis Thubé**  
Co-president of Réseau École et Nature

## 3,600 young people join together in writing *7 Open Letters for the environment*

*How can we encourage our fellow school students not to throw their litter all over the place? How can we reduce our school's electricity consumption? What is the quality of our local environment and how does it affect our health? How can we combat the effects of global warming? How can we motivate people into changing their habits?*

*These are all questions which 3,600 young Europeans have been addressing under the Youth Eco-Parliament educational project organised by PRO EUROPE and Réseau Ecole et Nature, the French environmental education network.*

*The students have compiled their findings, proposals and questions into **7 Open Letters for the environment** to be sent to key civic and social figures in 7 target groups: producers, researchers, educators, journalists, public sector, NGOs and international organisations.*

## YOUNG EUROPEANS

### Key players for the environment and sustainable development

**M**any sociological studies agree that encouraging people to carry out small eco-friendly acts is an excellent way of gradually raising their awareness of the crucial role they can play in improving the quality of our environment. It is vitally important for European youth to be involved in changing society's behaviour patterns as they are the world players of tomorrow.

The Eco-Parliament was set up to promote the values of world citizenship and it aims to help young people involved in grass-roots local projects to produce collectively written proposals on environmental issues. These proposals are then shared with adults from many different walks of life.

It was in the context of this educational approach that in 2003-04, PRO EUROPE and Réseau Ecole et Nature

decided to hold the first Youth Eco-Parliament:

3,000 adolescents from 10 European countries were involved in the collective drafting of a White Paper setting out a series of resolutions and action proposals on the topics of air, energy, food, waste and water. They handed this White Paper to the President of the European Parliament and to the committee chairs.

The success of this 1<sup>st</sup> Youth Eco-Parliament persuaded PRO EUROPE and Réseau Ecole et Nature to renew this operation for the 2005-2006 academic year. On this occasion, 3,600 young people aged between 14 and 17 years and hailing from 14 different countries have cooperated in composing *7 Open Letters*. These will be handed over to key environmental personalities during the 3<sup>rd</sup> International PRO EUROPE Congress to be held in Paris in October 2006.

*"Still just as great,  
the Youth Eco-Parliament!"*

# FROM THE LOCAL TO THE GLOBAL LEVEL

## A unique and inspiring collective effort

**T**he presentation of these *Open Letters for the environment* to the distinguished civic and social figures in the 7 target groups is the culmination of a campaign of field work conducted on a local, national and international scale. A remarkable piece of collective drafting work has also been accomplished by all the young people via the dedicated website [www.eyep.info](http://www.eyep.info).

All this work has been organised around a number of different points of exchange:

- the classroom where the students worked together on their local project;
- the international writing commission set up on the Eco-Parliament's website to draft the *Open Letter* with the help of environmental education specialists and professional copywriters;
- meetings with experts and key figures in the environment to better understand their points of view and the pressures under which they operate;
- the online discussion forum where students have been able to debate with one another;
- the national meetings between young people in each participating country.

As all exchanges with other members have been in English, this has provided the students with the opportunity of improving their language skills at each stage in the process. They have discovered the meaning of teamwork based on observation, analysis, listening, sharing ideas and planning collective actions.

First, each class pinpointed the ecological problems facing the local community with a view to developing a local environmental project and an action plan (one-off operations within the school, communication campaigns, etc.). It then chose the group to which it wished to send its *Open Letter* from among the 7 target groups of key figures. Finally, each class delegated members to one of the 7 international writing commissions responsible for collectively drafting its *Open Letter for the environment*.

This has enabled the students to:

- plan, manage and organise a genuine local environmental project;
- focus on other people's concerns and get involved in real social issues through local interactions;
- learn about problems in other countries;
- work cooperatively through new multimedia technologies with young people from 14 different countries;
- exchange ideas, make observations and take collective decisions;
- demonstrate creativity and propose constructive solutions.

**"Taking part in a cross-border project has generated a lot of enthusiasm and optimism in our class."**

## A VAST NETWORK OF COOPERATION

### A large educational team

**A** comprehensive team of educators was put in place both locally and internationally.

#### Teachers

As the students' first point of contact, teachers have been responsible for defining educational methods and goals, providing the students with all human, financial and technical resources necessary to complete their project and for planning the various debates, activities, visits and meetings.

To ensure that teachers felt fully involved as genuine stakeholders in the project, two-day seminars were held between educators and the originators of the initiative. The teachers were given a methodology guide describing a variety of educational approaches together with suggestions for activities relating to environmental education.

#### Student delegates

Each class has elected its delegate to represent it during the international assembly of 140 young eco-parliamentarians in Paris in October 2006. The delegates will take part in the meetings, debates and round table discussions organised on that occasion and will be able to exchange ideas with the recipients of the *Open Letters* with a view to continuing their collective action.



#### National and international moderators

The role of the educational coordinators has been to assist the classes in their involvement in the collective project, supervise the exchanges and debates on the discussion forum of the website [www.eyep.info](http://www.eyep.info) and facilitate the collective process of drafting the 7 *Open Letters*.

#### Professional copywriters

In the final phase of the project and in collaboration with the international writing commissions, they have monitored the consistency of the contents of the *Open Letters*, checked the editorial style and supervised the drafting of the final versions.

"I was pleasantly surprised by the positive attitude all my students."





## 7 OPEN LETTERS

### For hands-on actions to save the planet

**T**he proposals made in the *7 Open Letters for the environment* are rooted in the practical nature of the field projects undertaken by the young people and in their meetings with key local figures. They also reflect their aspirations and their vision of the future they wish to build.

These young eco-parliamentarians unanimously call for a more rational global pattern of consumption in all its forms and demand a clear, harmonised system of environmental information.

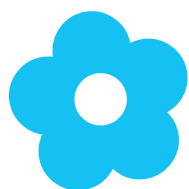
They invite all sectors of society – the media, public authorities, non-governmental and international organisations – to set up partnerships to help young people accomplish their environmental projects.

It is difficult to give an accurate account of the wealth of findings and concrete proposals condensed into these *7 Open Letters*, but here is a quick summary of some of the main messages, the result of tough negotiations within each international commission:

- the *Letter to Educators* proposes setting up a “Waste Free Day” in all schools all over the world and developing environmental education of young people by young people;
- the *Letter to Non-Governmental Organisations* is full of ideas for campaigns to be conducted within the school environment and invites NGO leaders to set up more partnerships with groups of young people;

- the *Letter to Researchers* calls on them to more rigorously apply the precautionary principle and to develop water- and energy-saving devices;
- the *Letter to International Organisations* calls for greater awareness raising on the scarcity of water and for the implementation of concrete energy projects;
- the *Letter to Journalists* asks for media coverage of the environmental impact of large sporting events and for columns specially dedicated to the environment in all newspapers and magazines;
- the *Letter to Producers* asks them to support the Kyoto Protocol and to implement non-polluting technologies;
- the *Letter to the Public Sector* proposes promoting life-long environmental education.

If members of the public agree that young people have a role to play in society by questioning our leaders and rocking the boat of established behaviour patterns, they are invited to learn more about our young people’s vision of the world and to help them turn it into a reality.







# CONCRETE<sup>o</sup> PROJECTS



**Reducing the School's Ecological Footprint p. 10**

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by Young People for Young People p. 16**

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The projects presented in the following pages illustrate the creativity, diversity and efficiency of the young people's projects. They are merely a sample of the actions undertaken by the 120 classes that took part in the Youth Eco-Parliament listed on pages 22 and 23.





# REDUCING THE SCHOOL'S ECOLOGICAL FOOTPRINT

**Water and energy:  
cut down on wasteful consumption!**  
(Voiteur – France)

**O**ur school has been involved in environmental awareness activities for 4 years now, through our water garden project. But while the school was taking steps to reduce consumption, our Water Group still found that the price of water was rising. We therefore decided to install a rainwater harvesting system.

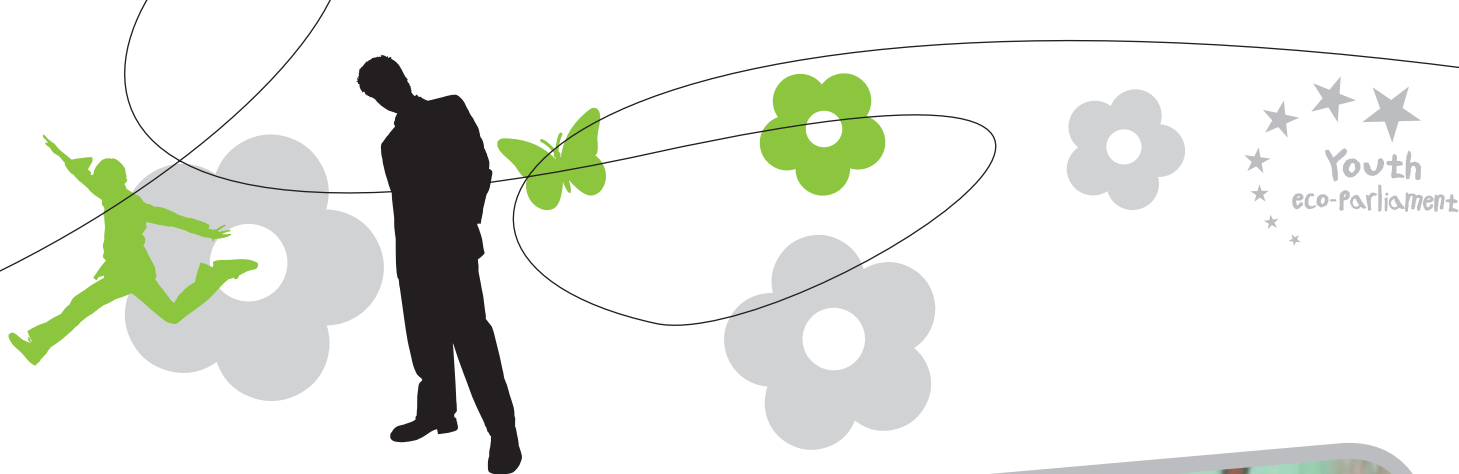
We then became interested in the consumption of electricity, oil and water after a series of awareness raising events on energy issues (including a lecture, an exhibition, a visit to a power station and the installation



of a solar panel). We examined the school's bills for the last five years and produced posters explaining how people can cut down on wasteful consumption. To save oil, a study has been conducted to install a wood-burning boiler. As part of an effort to reduce the amount of electricity used, we calculated how much an electrical appliance consumes when left on standby and how much electricity an incandescent light bulb burns compared with a low-energy bulb.

We much appreciated the opportunity to work autonomously as a group and to demonstrate our work to other classes via the Internet, and we especially enjoyed taking part in a TV broadcast and being interviewed on the radio!





## No more litter but have some hot chocolate! (Gent – Belgium)

**D**o you like it when people drop litter all over the place? Is it fun to stumble over trash and clutter? No, it is not! That's why Terror of Trash was founded. We are not the cleaners who will tidy up after you, but with your help we can make sure that garbage finds its way to the right bins. And that means we can enjoy our time in the school yard better. Each class in our school now has its own week to keep an eye on the yard, motivate others and prevent litter.

We also have other projects. In February we turned down the heating in our school buildings. In that way we can reduce CO<sub>2</sub> emissions by 224 grams per °C – thus reducing the pollution of the fresh air that we all want to



breathe – and helping towards achieving the Kyoto Protocol norms. All you have to do is turn down the thermostat and put on a thicker sweater... Of course, you can also organise a hot chocolate break – which is bound to be popular – or even a hiphop intermezzo. All in all, we didn't get cold and since temperatures didn't go down later during the week, we didn't put the heating up, thus adding to our gain!



## Act without waiting for funding! (Cochrane – Canada)

**W**e have encouraged sustainable energy in our community by fundraising for solar panels and a wind turbine at our school. This now supplies 1% of the school's power, cutting down 1.600 kg of carbon dioxide emissions and saving \$500 a year. Our efforts prove that sustainability can proceed without government funding or assistance.

We assessed our ecological footprint. This assessment, which showed that our school used 878 soccer fields, spurred us on to action! We have held an open house at the school with guest speakers; attended environmental events in the city of Calgary; applied for grants to fund the program; and gave a 20 minute PowerPoint presentation at the Annual Calgary EcoLiving Fair.





# MOBILISATION OF THE WHOLE SCHOOL



## Whole Eco jumble to promote recycling (Mattersburg – Austria)

In order to change people's minds about the environment, we started by changing attitudes at our school in Mattersburg. With the help and encouragement of our teacher, we organised a cell phone collection. For each old cell phone we collected, a company was prepared to give us a few cents. Although that may not seem much for a telephone, all in all we made quite a lot of money.

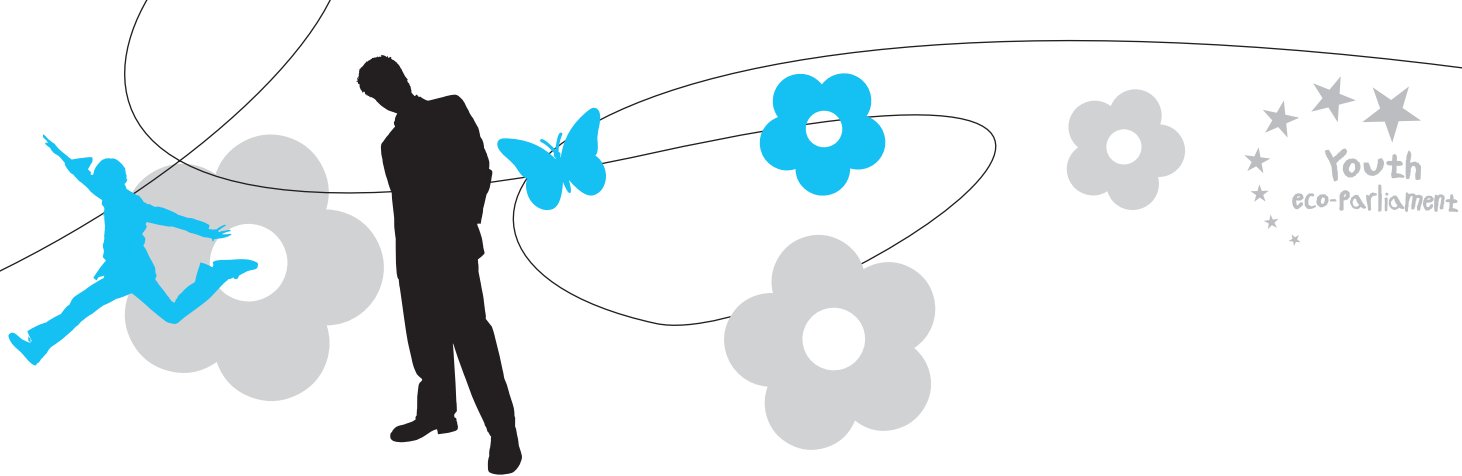
But this wasn't the only project this year. We also organised an eco fair. Products made by the students from recycled materials – such as candles, jam, jewellery and gift-wrapping bags – were sold. Mr Land and his students weren't taking it easy either. They wondered how much waste a school like ours produces every day. So they weighed all the trash – hard work at a school with nearly 800 students!

We also found that, although there are different dustbins for recycling in our school, nobody was using them. Thanks to a poster campaign we tried to make the students aware of their mistakes – with success!

In another Austrian school, a group of students got together to act as "waste inspectors" to assess the efficiency of the recycling efforts of each class in the school. A prize is awarded to the classes that produce the best results.







## Thorough recycling educational campaign (Istanbul – Turkey)

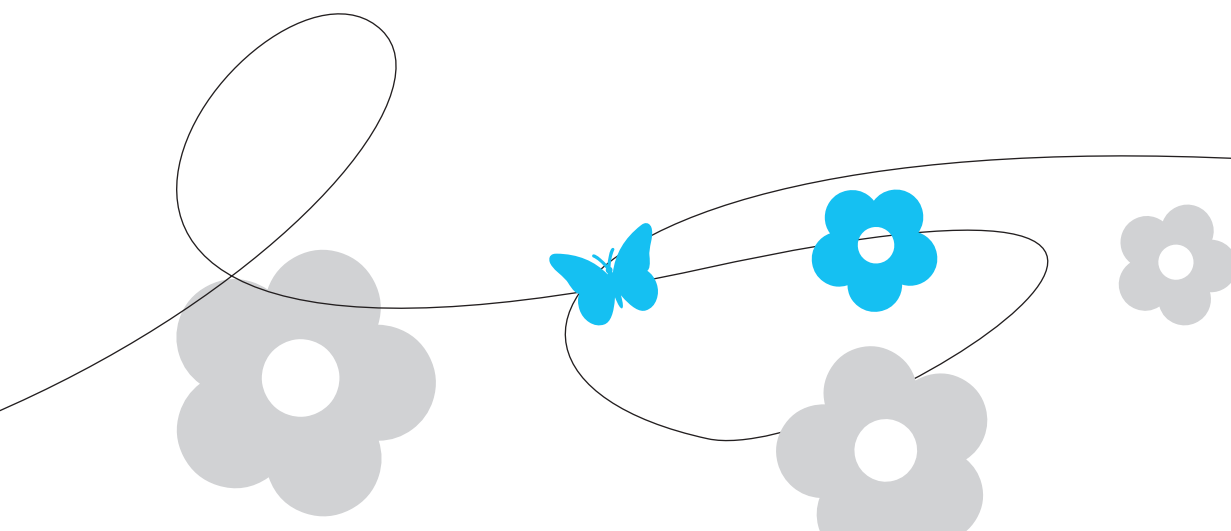
**T**o carry out our project, we have adopted a “Plan-Do-Check-Act” methodology. It all began when we learned that our school only had recycling bins for paper and collected just eight large bags of paper per week.

We investigated the reasons why minimising and recycling waste is not yet very efficient in Turkey and decided to focus on educational problems, using our school campus as a pilot centre to base our project. First, we sent out questionnaires to the students to find out what they knew about reusing and recycling. Under



the slogan “Let’s recycle to help nature survive!”, we have organised the collection of all kinds of reusable/recyclable materials throughout our school. We have built an information booth where we regularly offer advice to students, teachers and visitors. A cartoon competition highlighting the importance of reusing and recycling involved the whole school, and four seminars aimed at different age groups, including one for adults, were held to complete our educational campaign.

We carried out a second survey to evaluate the results of our educational activities. The response was encouraging. We have found that our teachers and fellow students have started to make use of the reusing bins more regularly than in the past. Twenty to thirty kilograms of reusable and recyclable materials are now collected each week!





# IMPACT ON LOCAL COMMUNITY

## Students generate community awareness

(Cambridge – Canada)

**T**he students studied the effects of the growing economic importance of shipping through the Northwest Passage. They examined northern ecosystems as well as attended hearings on local mine development and researched international shipping laws.

After discussions with the local municipal manager of the landfill site, the economic development officer for the Hamlet, and a representative from a local mining company the students met with the Premier of Nunavut. They presented him with their concerns and suggestions, including mandatory insurance for ships, subsidies, and the involvement of local guides to ensure the ecological footprint of the passage is minimized. The awareness they created in their community stirred political interest on the issue.



## Reduce volume and cost of commercial waste

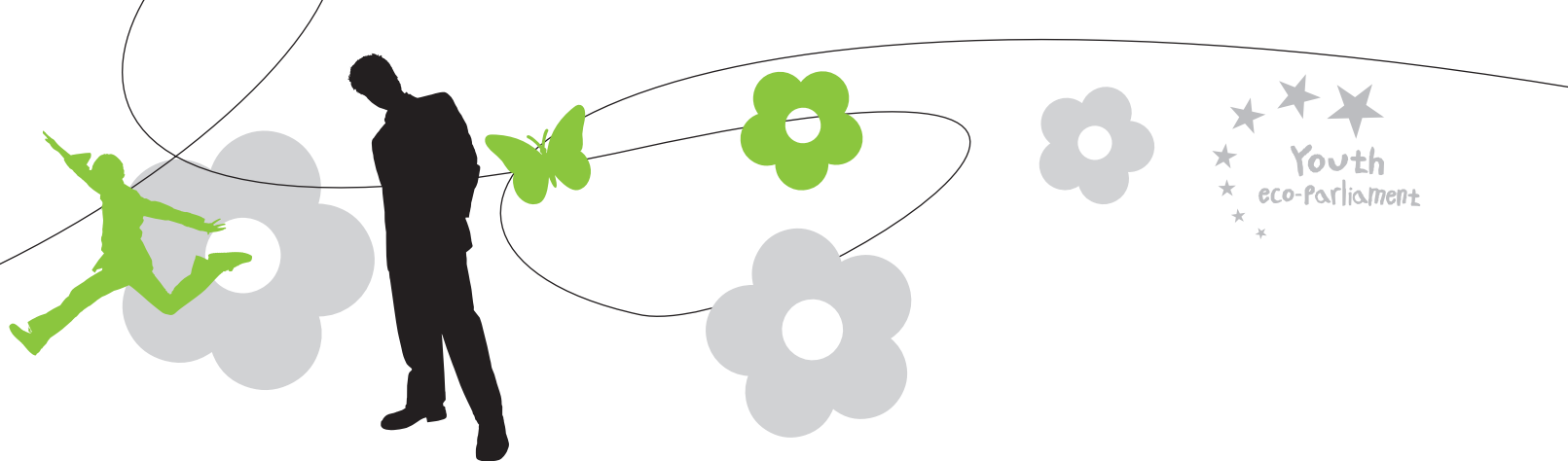
(Esch-sur-Alzette – Luxembourg)

**O**ur goal: make companies aware of the savings they can generate by cutting down on their waste materials. In April we visited one of the largest supermarket chains in Luxembourg and interviewed their “waste manager”. We discussed the improvements she could make to reduce the amount of waste sent to the incineration plant.

Recycling can halve the company’s incineration costs. The chain also plans to separate out the meat, fish and vegetable waste from its restaurants. We intend to start a similar project in our school canteen.







### **School organises selective collection for whole town** (Miedzyrzecz – Poland)

**O**nly a few educators in our town really care about our environment. Why aren't the others interested? We asked them this question during a local debate that we organised with journalists and educators. In our school we collect paper, cans, plastics and batteries for recycling. On average we collect about 100 kg of plastic and 1,000 kg of paper every month. A specialist company comes to our school to collect it once a month. Friends, family and relatives of our students are all involved in the project. They collect paper, cans and plastic and bring them to the school. We think this is one of the best things about our project. We have also cleaned two of our local rivers, the Obra and the Paklica. The rubbish from the rivers we collected is recycled too.

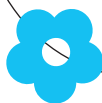


### **Systematic research into waste separation attitudes** (Tolmin – Slovenia)

**O**ur class has investigated what people in our part of the country think about recycling. We wrote a series of different questionnaires for different age groups. Our class divided into several groups to interview toddlers in a kindergarten, children in a primary school, students in a grammar school, and finally some adults. This gives us a comprehensive view of peoples' attitudes to recycling.

So far we have learned that there are a lot of wastes that aren't really essential for our well-being, things that we need for only an hour or two, such as plastic bags or some toys. Our research has shown that children would really like to help save the natural environment, but that there isn't enough talk and education on environmental matters.





# COMMUNICATION TOOLS BY YOUNG PEOPLE FOR YOUNG PEOPLE

## Students teach the very young

(Newquay – United Kingdom)

**W**e wrote two gripping drama scenes on the importance of recycling to be performed at local primary schools. We selected the actors and made the scenery ourselves. We worked closely with a community project on recycling to produce a simplified information leaflet intended for young children.

Our project was very successful. We had great fun and the primary school children too! They really listened to our message and laughed a lot during the comic passages in the sketches. Targeting the very young was an excellent idea. It's important for them to understand recycling when they are young, and because they were enthusiastic after seeing the sketches, they will have spoken to their families afterwards and encouraged them to practise recycling in the home.



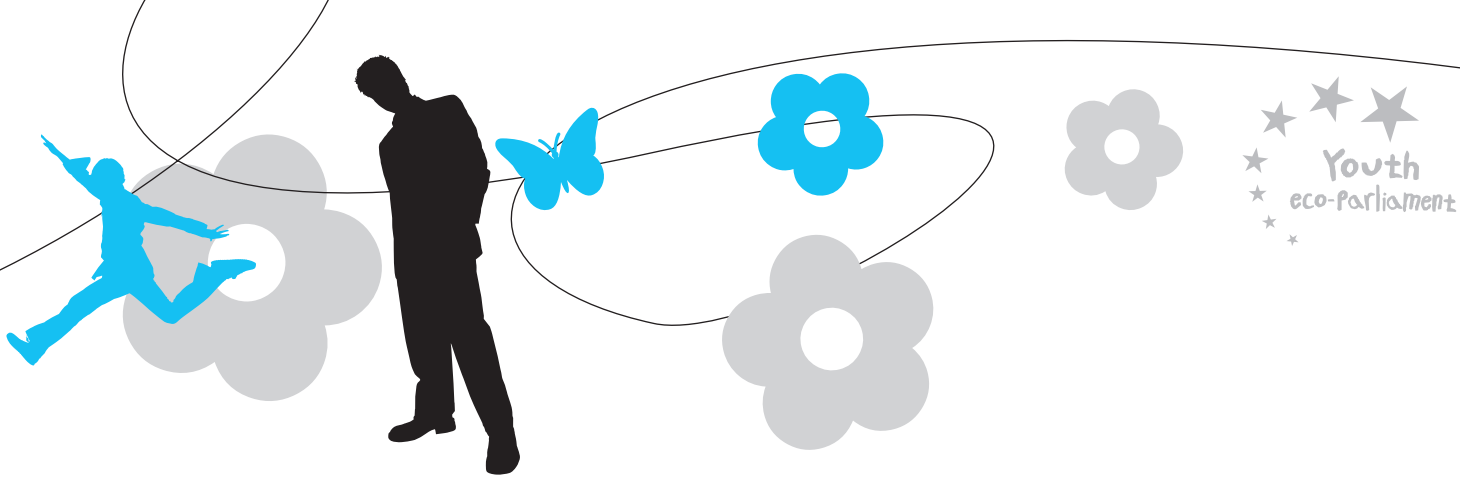
## Short movies with a message

(Kufstein – Austria)

**H**ow is unsold food that is left over in supermarkets distributed to people in need? The students made short movies on this topic. This led them to investigate the “Lebensmittel” project in the city of Kufstein and to enquire into the way in which supermarkets go about organising recycling. They conducted a number of interviews with supermarket employees.

Several other films have also been made. In Quebec, a film called “Littering – That’s Rubbish” promotes the systematic collection of old batteries under a scheme set up by young people. “I Love Paris” – a film on cleanliness and good citizenship – recounts how an extra-terrestrial alien with no legs has to crawl around Paris amongst the spit, urine, waste paper and dirty water...





## All generations do their bit for the environment

(Muret – France)

**A**t Muret in France, a secondary-school class has worked with a kindergarten class on the themes: “Where do my snacks go to?” (compare the waste from different types of snack) and “Where do my snacks come from?” (natural, processed). These exchanges were followed at the end of the year by a joint outing by both classes.



## Mobility and Eco-Fair for town’s teens

(Edmonton – Canada)

**S**tudents conducted interviews and surveys on the school’s paper usage and transportation patterns. The group researching paper usage concluded that consumption increased by more than 10% over a year despite a declining student population. Suggestions for reducing paper usage by 20% next year were made.

The students conducting the transportation audit identified safety and the cost of a monthly pass as factors negatively impacting public transit. They met with the Edmonton Transit System and the local school board to examine ways to promote the use of public transit by students.

The class planned and executed an Eco-Fair to raise awareness about environmental issues among teens in the community. Eco-fair stickers and posters were created, along with an advertisement about the environment. The information gathered in research was shared with the community at the Fair.







# COMMUNICATION TO THE GENERAL PUBLIC

## Ecological fertilizers get mass-media airing

(Santa Brígida – Canary Islands, Spain)

**W**e carried out a series of investigations on the topic “the influence of ecological products in our islands”. We researched which products were most frequently used to fertilize the land. By visiting various fertilizer companies we discovered that the answer was chemical-based products.

To evaluate the differences between chemical and ecological fertilizers, we conducted a number of experiments. These demonstrated that, even though chemicals are cheaper and produce quicker growth, ecological fertilizers ultimately result in higher productivity and are better for health and the environment.

We also published an article in the mass media about the benefits of ecological products. The Environmental Counsellor for the Canary Islands promised us that more promotion would be made about this type of product in the press and amongst our islands’ farmers.



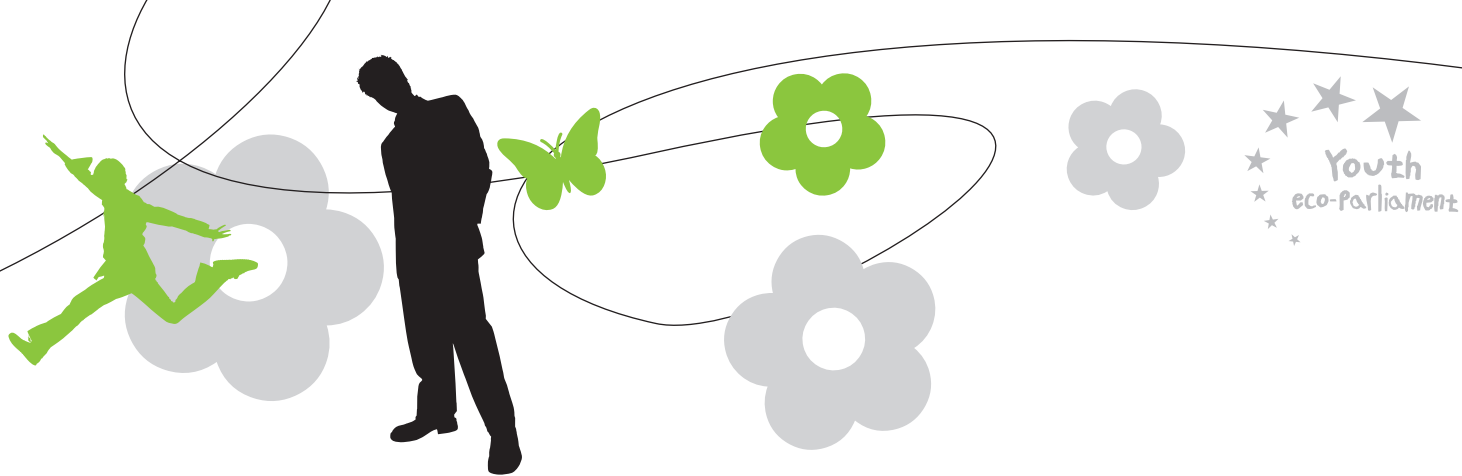
## Awareness of ecological footprint through regional and national press

(Šala – Slovakia)

**T**he easiest way to start living in a less environmentally harmful way is to calculate your Ecological Footprint. We translated the Eco Footprint questionnaire into Slovak and distributed copies among our schoolmates. It was surprising that so many of them wanted to participate and fill out the questionnaire. Then we hit the streets. This was the most difficult part: people found the questionnaire too long and were not very happy about filling it out. But we persuaded them.

After we had collected the answers, we calculated the Ecological Footprint and had the results of our research published in our regional newspaper and also in several national Slovakian newspapers.





# INNOVATIONS

## Sustainable development in eco room

(London – United Kingdom)

**W**e have created an eco room made of straw bales and natural or recycled materials. It will be used not only for our e-squad meetings but also by the whole school and the local community. There will be a pond and garden and the straw bale building will contain a weather station and a 24-hour nature camera. It will eventually be powered by solar and wind.

The whole school is excited about the project and our efforts have been recognised by our London Borough of Barnet. The money was raised from competitions, awards and kind donations. Working on this cheap, sustainable and fun-to-build construction, we have enhanced our leadership and thinking skills and our achievements have inspired others to follow.



## School energy map to cut costs

(Budapest – Hungary)

**W**e have come to realise that energy saving is now a very important issue. We therefore made an energy map of our school. We took the readings using the “Ecolog XL” system which measures light, temperature, pressure, humidity and noise level. We wanted the results to reflect the real situation and so we surveyed the school several times a week at six places on each floor.

We made some very detailed findings. We discovered that half the classrooms could be lit to 500 lux (level required by the Ministry of Education) by natural light. We also found that lights are often not turned off after the lessons. In order to address these problems we have put up posters on energy saving in our school corridors and have written a letter to our school board and to the Hungarian Student Council.





# PILLARS OF SUSTAINABLE DEVELOPMENT

## Agenda 21 approach

(Paris – France)

**O**ur class took part in a project involving the whole school: Agenda 21. We worked on the topic of food both at a global and local level. We watched the film “Darwin’s Nightmare” and then made PowerPoint presentations on food-related themes: waste, agriculture, crop diversity, transport, energy, etc.

We found that our canteen food is not compatible with sustainable development: for instance, meat is offered at virtually every meal, and there are no organically grown or fair trade products. We have come to the conclusion that it will not be easy for us to change the school’s food to reduce its environmental impact. We have therefore decided to ask the public authorities to address this matter.

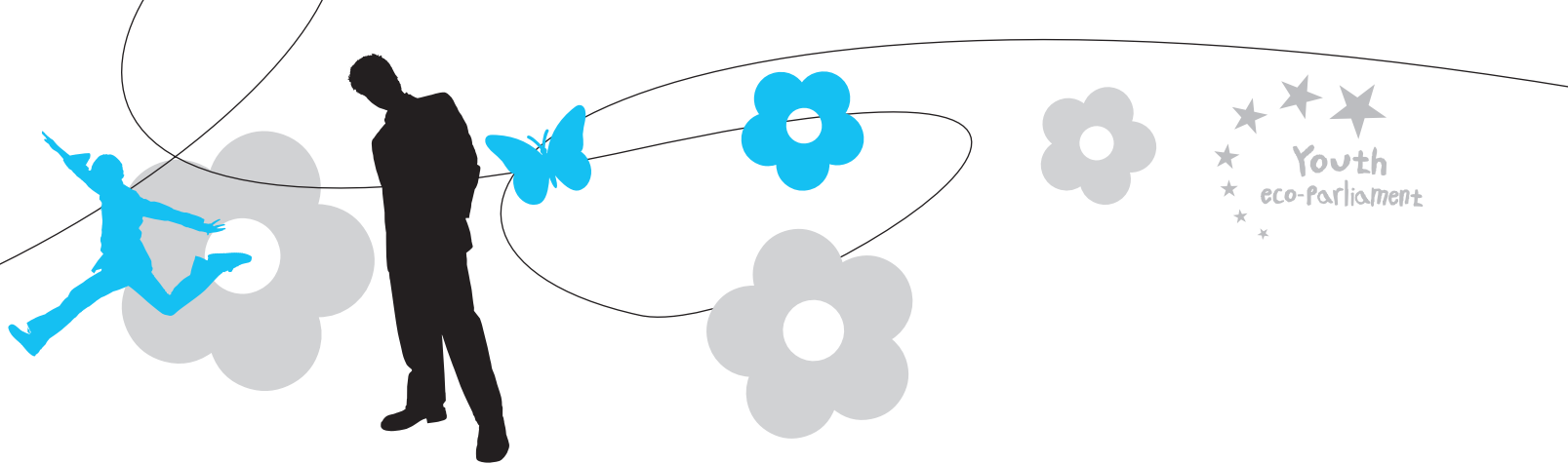


## Turin 2006, the Olympic Games and the environment

(Cognin – France)

**W**e worked on the Turin Olympic Games. Armed with analytical grids based on the Olympic Movement’s Agenda 21 initiative, we made a diagnosis covering the three dimensions of Sustainable Development (ecological, economic and social), by zooming in on one of the most visible aspects - that of waste.





## Participation, a pillar of sustainable development

(Puertollano – Spain)

**O**ur project, “The Air We Breathe”, has provided us with an exceptional opportunity of carrying out in-depth research into the surroundings of our town, our environment, our people, our present and our future.

But what we are most proud of is that we have been capable of undertaking a project and achieving excellent results by canvassing other people’s points of view and working as a team. We have realised just how much we enjoy working together!



## Impact of pollution on health

(Candás – Spain)

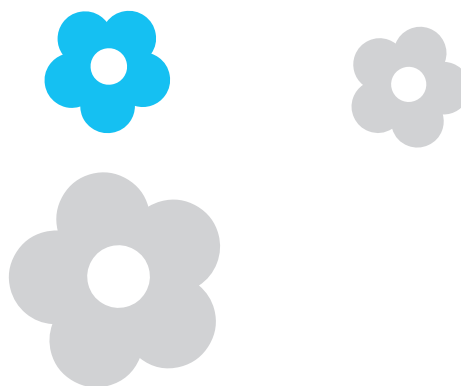
**T**he Asturias region contains a significant concentration of highly polluting heavy industries (iron and steel mills, thermal power plants, chemical plants, etc.). The resulting air, water and soil pollution has serious consequences on the environment and human health.

First we searched for information from different sources such as books, websites and environmental reports of the particular industries. We then designed and conducted surveys among the local population to find out what they knew and felt about pollution. We also made measurements of acid rain and of the thermal pollution of a beach due to an electric power plant. In addition, we made a visual inspection of pollutants on beaches and rivers. The results were compared with data obtained during interviews with local experts, including the mayor of Candás, the local environmental technician and a doctor.

## Assessing environmental impact of large sporting events

(Koln Nippes – Germany)

**F**or our project we adopted the role of journalists and investigated all aspects of mobility and waste management during the World Cup Football Championship in Germany. We collected data and compared them with the FIFA “Green Goal Programme”. We found that, for an international public, it is necessary to use readily understandable international pictograms and these should be posted up or printed in unusual locations such as trains, underground railway windows, dining table sets, sanitary facilities, stadium walls, etc.







Countries participating  
in the Youth Eco-Parliament 2005-2006



# LIST OF THE SCHOOLS PARTICIPATING IN THE YOUTH ECO-PARLIAMENT 2005-2006.

## AUSTRIA

City	School
Annahof - Salzburg	HLBA
Baumgartenberg	Europagymnasium
Gleisdorf	BG - BRG
Kufstein	HLW
Mattersburg	BG - BRG
Pitzelstätten	HLBA - Pitzelstätten
Vienna	Rahlgasse
Wiener Neustadt	BRG Groehrmuehlgasse 27

## BELGIUM

City	School
Antwerpen	Instituut Sint Maria
Brussel	Institut des Filles de Marie

Bruxelles  
Gent  
Gent  
Ghent  
Hannut  
Harelbeke  
Huy  
Liège  
Oostakker  
Oostakker/Ghent  
Oostende  
Saint-Georges-sur-Meuse  
Stabroek  
Waimes

Mater Dei  
Onze-Lieve-Vrouwe-Instituut  
Middenschool 2  
Sint-Pietersinstituut  
Collège Sainte-Croix et Notre-Dame  
Sint-Amandscollege Collegewijk  
Collège Saint-Quirin  
Collège Sainte Véronique  
CDBSO Oostakker  
DBSO Oostakker  
VTI - Oostende  
Athénée Royal  
Pito  
Athénée Royal de Waimes

## CANADA

City	School
Ashcroft	Ashcroft Senior Secondary
Brockville	Thousand Islands Secondary School
Cambridge Bay	Kiiliinik High School
Cochrane	Cochrane High School
Cold Lake	Assumption Jr. Sr. High School
Duncan	Island Oak High School
Edmonton	S. Bruce Smith
Lachute	Lachute Adult Center
Milford Station	Hants East Rural High School
Montreal	Lower Canada College
Sackville	Tantramar
Saskatoon	Walter Murray Collegiate
Terre Noire	Cape Breton Highlands Academy
Toronto	George S. Henry Academy (TDSB)

## FRANCE

City	School
Ambérieu-en-Bugey	Lycée de la Plaine de l'Ain
Areines	Lycée agricole
Belfort	Institution Sainte Marie
Biscarrosse	Collège Jean Mermoz
Castelnau-le-Lez	Lycée agricole La Fondraie
Château-Thierry	Cité technique Jules Verne
Cognin	Collège Henry-Bordeaux
Colmar	Lycée Martin Schongauer
Crest	Lycée Armorin
Fougères	Collège Jeanne d'Arc
Grand-Couronne	Lycée Fernand Léger
Isle-sur-la-Sorgue	Lycée Alphonse Benoît
La Ville du bois	Collège et Lycée Sacré-Cœur
Marseille	Collège Sacré Cœur
Melle	Lycée Desfontaines
Metz	Lycée régional Robert Schuman
Muret	Lycée Pierre d'Aragon
Nevers	Lycée professionnel Jean Rostand
Paris	Lycée Henri Bergson
Paris	Lycée Victor Hugo
Pithiviers	Lycée Duhamel du Monceau
Reims	Lycée Libergier
Rethel	Lycée Paul Verlaine
Saint-Eloy-les-Mines	Lycée professionnel Desaix
Sées	Lycée agricole Auguste Loutreuil
Voiteur	Collège Notre Dame de la Salette

## GERMANY

City	School
Koeln-Wahn	Maximilian-Kolbe-Gymnasium
Köln-Nippes	Gymnasium Köln-Nippes

## GREAT BRITAIN

City	School
London	St James Catholic High School
Banbridge	Banbridge High School
Newquay	Newquay Tretherras School

## HUNGARY

City	School
Budapest	ELTE Trefort Agoston Highschool G1

## IRELAND

City	School
Dublin	Eco-Unesco

## LUXEMBOURG

City	School
Esch/Alzette	Lycée de garçons
Esch/Alzette	Hubert Clément
Ettelbruck	LT privé Sainte-Anne
Luxembourg	LT Bonnevoiet

## POLAND

City	School
Miedzyrzecz	Zespol Szkol Ekonomicznych

## SLOVAKIA

City	School
Sala	Secondary chemical school SPSCb

## SLOVENIA

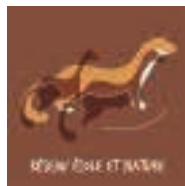
City	School
Jesenice	Gimnazija Jesenice
Kranj	Gimnazija Kranj
Litija	Gimnazija Litija
Ljubljana	Gimnazija Bežigrad
Ljutomer	Gimnazija Franca Miklošića Ljutomer
Maribor	Gimnazija Maribor
Novo Mesto	Gimnazija Novo Mesto
Postojna	Šolski Center Postojna
Sevnica	Srednja Šola Sevnica
Škofja Loka	Gimnazija Škofja Loka
Slovenska Bistrica	Srednja Šola Slovenska Bistrica
Tolmin	Gimnazija Tolmin

## SPAIN

City	School
Alzira	British School Alzira
Barcelona	Escola Sadako
Candás	IES de Candás
El Palmar	IES Marqués de los Vélez
Elorrio	IES ElorrioBHI
HARO-La Rioja-	IES Marqués de la Ensenada
Huelva	Colegio Virgen del Rocío
Léon	Dominicas de La Anunciata
Llerena	IES Cieza de León
Madrid	Colegio Senara
O Carballiño	IES No 1 O Carballiño
Palma de Mallorca	IES Son Rullan
Puertollano	IES Virgen de Gracia
San Adrián	IES Ega
Santa Brígida	Garoé
Santander	IES Santa Clara
Zaragoza	Colegio Sansueña

## TURKEY

City	School
Besiktas/Istanbul	TVO Özel Sisli Terakki Lisesi
Guzelbahce/Izmir	60. YIL Anatolian High School
Istanbul	American Robert College of Istanbul
Istinye/Istanbul	Enka Schools
Kadikoy/Istanbul	FMV Erenköy Isik Secondary School
Konak/Izmir	Izmir Özel Türk Anatolian High School
Osmangazi/Bursa	BAL Bursa Anatolian High School
Sariyer/Istanbul	FMV Özel Ayazaga Isik Lisesi
Sariyer/Istanbul	Darussafaka High School
Uskudar/Istanbul	Uskudar American Academy



[www.pro-e.org](http://www.pro-e.org) – [www.ecole-et-nature.org](http://www.ecole-et-nature.org)

Visit [www.eyep.info](http://www.eyep.info) for more information on the classes' work.