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LIVING RIVER
CARING AND PROTECTING THE LIFE AND
CULTURE AROUND RIVERS AND STREAMS

Project no. 2018-I-PT01-KA201-047513

NEWSLETTER #4



Photo: www.de-weekend.ro

With the 4th Transnational Project Meeting postponed due to the constraints being faced, the partners of the project met online in order to adapt the project activities and timeline as necessary.



Photo: www.whitemountain.ro



Photo by Andrei Paul



Photo: www.bizbrasov.to

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Meet the Romanian partner

Brasov Metropolitan Agency



Goals: Facilitate cooperation between member communities, for the joint implementation of sustainable development activities and policies (supporting social progress, promoting effective environmental protection measures, encouraging the rational use of natural resources, supporting economic growth).

Mission: Promoting and supporting cooperation between public, private and N.G.Os actors, for sustainable, economic, social and cultural development of the Braşov Metropolitan Area.

Field of work: natural environment, social, culture, mobility, economy.

Type of activities:

- Runs programs and actions to ensure the sustainability of local community development
- It develops the Local Development Strategies of the member cities and villages, according to the regional development and spatial development plan, ensuring their harmonization with the Development Strategy of the Brasov Metropolitan Area
- Provides technical assistance and advice to local communities for local/regional development and the development of investment projects, the diversification and re-orientation of the business environment and the economic profile of the communities.
- Collaborates with European organizations and institutions to promote and implement European legislation, procedures and policies in communities from Romania.

The actions in which the Braşov Metropolitan Agency is involved aim to achieve the territorial, economic and social cohesion objective in the metropolitan area. Cohesion at the metropolitan level is the key element of sustainable and competitive development for the entire area. For this reason, the projects/actions portfolio that the BMA team involves ranges from infrastructure projects to awareness campaigns and raising the level of information in various fields.



Photo: www.cattia.ro



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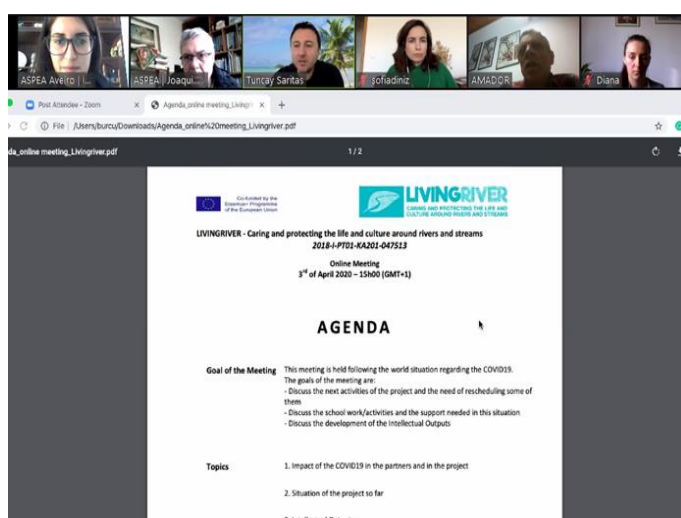
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Online partners meeting

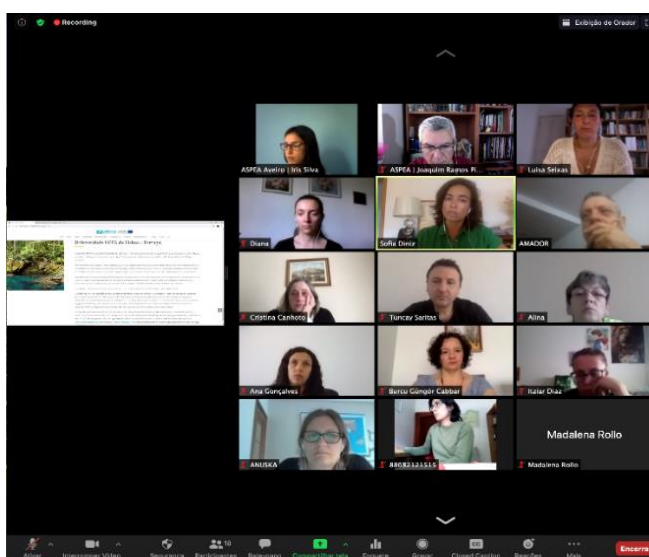
The pandemic situation currently happening had a significant impact in the project, especially in the implementation of the project's methodologies and, thus, the associated schools work.

With the 4th Transnational Project Meeting postponed due to the constraints being faced, the partners of the project met online in order to adapt the project activities and timeline as necessary.



In the beginning of April the partners met for the first time since the confinement, with the partners discussing the impacts of COVID19 in the project and the necessary changes that would have to be made in order to meet the project's goals and expected results, at the same time ensuring everyone's safety. Some changes were made to the project timetable and the partners decided to make another online meeting to discuss every topic of the project in a more detailed way.

The partners met online on the 16th of June for a full day project meeting aiming to assess the development of the Intellectual Outputs as well as the work being made during the confinement and understand what changes would have to be made. This was a very productive meeting where the partners were able to share the situation within their countries, organizations and with the associated schools. Some changes were regarding the timetable of the activities, however ensuring that all work would be made within the project's date of implementation. The consortium agreed on postponing all international face-to-face activities to 2021.





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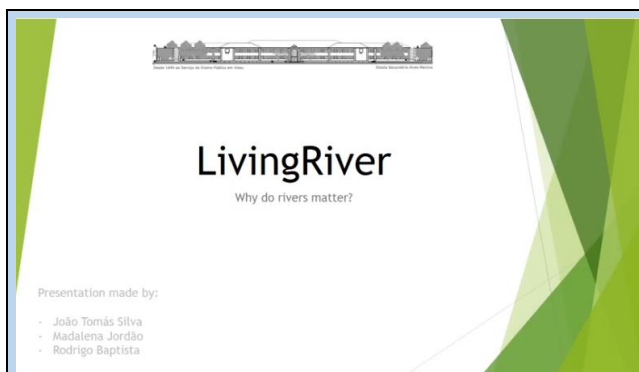


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ASSOCIATED SCHOOLS ACTIVITIES

Portuguese associated schools

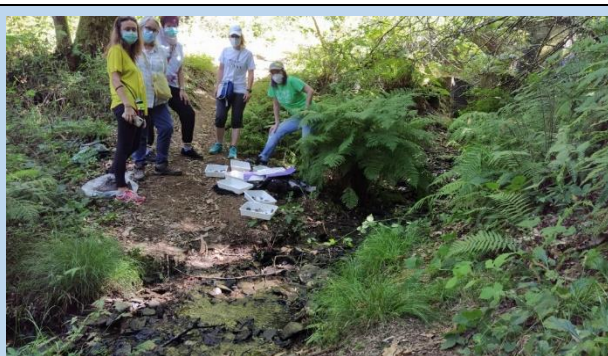


During the period of confinement the students from Alves Martins school were challenged by Biology and English teachers to make some presentations/rivers on the topic of river conservation, following a session about the LIVINGRIVER project. The presentations can be seen in the project website and some videos in the Youtube of the project

(https://www.youtube.com/watch?v=Xf0TjZGkJKU&list=PLZ5_mKJO7SbZahxkMVk96p_RYILw0Jj0J)

As well, students from Seia Secondary School were encouraged to write about their memories of the river.

"How the Covid-19 affects Rivers Project?"



Spain's quarantine started on the 16th of March, the people who live in Spain weren't allow to go out unless for buying food or medicines (the same as other countries) and this quarantine ended on the 10th of June.

The spring rowing campaign began in late March but because of all this it had to be postponed. It was decided to extend the campaign until the end of July so that inspections could be made.

But groups belonging to teaching centers were unable to conduct such inspections, which is going to

be noticeable in the annual report that will be made at the end of the year.

The state of alarm had its good and bad aspects for our rivers. The disturbances to the environment and biodiversity was very small, which improved the biodiversity of the rivers. But on the other hand, being longer periods of time in houses, more washing machines were used and there was an increase in wastewater.

Once the state of alarm was over, we were able to start with the river inspections.



To carry them out we have to follow certain safety rules:

- Groups are not bigger than 10 people.
- All attendees must wear a sanitary mask during the entire time of the activity.
- All material is disinfected both before and after the activity.

Due to this special situation in which we live, we have to change our habits and adapt to the "new normal" both for the continuity of volunteers and for our own.

Itziar Díaz.

Environmental Educator of ADEGA.



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TEACHING IN COVID-19 TIMES

David Canoura López, teacher of IES de Melide

Melide, Galiza, Spain

The events happening in the first months of 2020 have determined the new way of live globally, from the simple task, like going out on the street, of a walk or go shopping, to the more complex, like medical interventions or movement between countries.

The direct communication, the group activities or the personal mobility are subject to the new standards and protocols. In this case, the education system from elementary school to higher degrees, have to adapt the learning process for one situation in which health security imposes the rules of the game and in which, necessarily, it will have to value the weight and the conditionings that the technologies of the communication will have from now on in the educational processes.

Since 14th of March in Spain, but already in some regions of the territory, it was ordered all the teachings activities to be suspended, at all levels, and a very strict house confinement was set until April 12, date from which the lockdown measures were lessened and some activities started to be resumed, both economic and social.

This meant in practice the closure of schools and the effective closure of the academic year, although at the theoretical level the classes continued virtually with certain conditions. Despite the fact that the administrations and educational entities have tried to facilitate the access of all students to computer equipment and communication systems, in practice it has been shown that it could not be 100% guaranteed that all students would have access to online content and therefore could continue with virtual teaching. As such, we could not teach new content or evaluate the work of students since a situation of equality was not guaranteed.

The teaching activities were transformed into online classes through videoconferencing, virtual courses created by teachers on platforms of different types and communications via email with students and families. The criteria for the promotion of the course and the acquisition of degrees were also affected, trying to favour at all times the students and allowing the degree and the promotion of the course in conditions not previously admitted.

The education systems of established democratic countries seek to ensure equal opportunities for their citizens, there is the essence of the school, trying to improve the unequal situation of society itself. So another factor that conditioned the educational activity was the family situation of each household. The number of family members and computer equipment, the number of school-age children, family members who had to telework, or the ability of families to support and monitor the educational activity of their sons and daughters. The weakness of the social structure has been highlighted and that the school has to be the guarantor of a better society for the future.

It is important to know everything for understands how this situation affects the Living Rivers in our country and in our school. Especially in a project like this, with a strong social and community burden that aims to enhance the care of our rivers for the implications it has for the health of waters and, in short, of the planet, and for the involvement it also has in the development of civilizations and social advances.



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In this context, in our center the project was stranded. In the first months of the year, several meetings were organized with students to create two work teams. One dedicated to the leaf decomposition methodology and another focused on heritage research.

The first group was the most advanced in the activity, having several regular meetings in which they began to know the project and the method of work.

The collection and drying of the leaves, the preparation of the test bags and an outing to the river to make measurements and make contact with the study area. For several sessions they prepared all the material and made signal points for explaining the project in the study area. After a really rainy winter that made field trips difficult, the flow of the streams was perhaps a bit high for the proper development of the study, but still decided to start in March to have the results of the analysis towards the month of April.

This working group came to place the scholarships in the Martagona stream, but was only able to collect and analyse the first series of 4 “litter bags”.

On the other hand, the second working group only got to have a meeting in which the project was explained and a series of activities were scheduled for the month of April. The aim was to form a group of researchers who could then explain the method to other students at the center to research and catalogue heritage related to rivers and streams in their own villages and towns.

The activity began with a visit to the local museum and a mill and then organized two routes along the rivers Martagona and Furelos to study and catalogue the infrastructure and heritage in a stretch of these rivers, as well as arranging several interviews at the end of these routes with residents of some of the villages to record their life experiences around them.

In addition, in collaboration with the theatre classroom of the centre, a theatrical itinerary was being prepared for the village of Furelos, located on the banks of the river of the same name, with the participation of students and neighbourhood to value the life of the village, the practices linked to the river and the study carried out by the two working groups.





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Finally, an exhibition with the materials and conclusions of the study towards the month of June was contemplated.

The suspension of classes, of all kinds of face-to-face activities and lockdown, as well as their prolongation in time, meant the conclusion of the academic year and the cancellation of all activities, both scheduled and already started, and without forecast of being able to be resumed at any time of the 2019-2020 academic year. Four months in which we concentrated the principal actions, since the weather and the adaptation to the calendar of activities of our center were determining factors for its organization.

During these months, voluntarily and taking into account the extraordinary situation and the varied cases mentioned above, the students continued with a small contact with the project, either through the production of materials related to the research process, such as posters, infographics or videos, or through the search for photographs at home relating to the material heritage of rivers.

Currently, we do not know to what extent we can resume the plan of activities in the next academic year, we do not know what will be the conditions for the organization of the academic year and the requirements for carrying out field activities, a fact that is fundamental in the LIVINGRIVER. It's not just about studying our environment, it's about knowing it, living it, sharing it. Because only in this way can we create strong and lasting bonds with the environment around us, and only in this way will we be able to identify with him in order to respect and protect him, and for this the field trip is necessary.

It is necessary be there for now, and is it is necessary for have respect.

Preparations made for the experiments by Technical College „Mircea Cristea”

Between the 2nd and 6th of March 2020, the students of the 10th class from the Technical College "Mircea Cristea" Brasov have carried out activities of information and preparation of the necessary materials for the "Leaf decomposition" methodology of the the LIVINGRIVER project.

The students checked the condition of the leaves collected and dried for the project, and prepared the nets that will be installed on the river. The students received information about the places where the nets will be installed and details about the process of assessing the degree of river pollution.





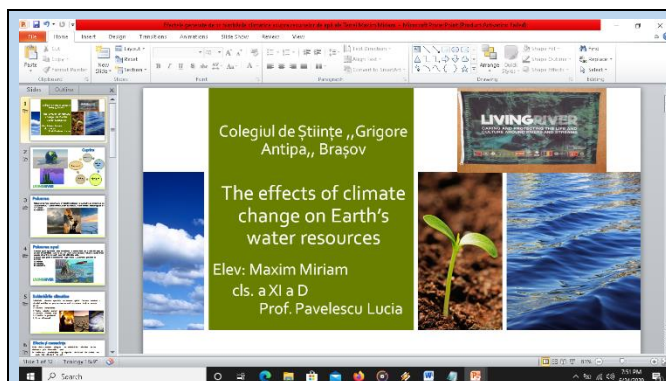
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Online activities carried out by College of Science „Grigore Antipa”

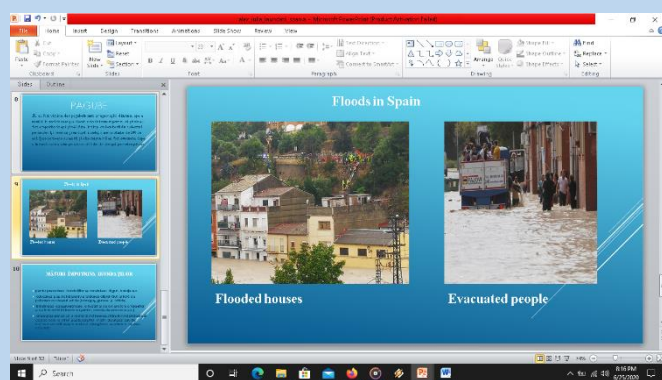


Due to the closure of schools during the pandemic, the teachers held their classes online. As they could not carry out the field activities within the LIVINGRIVER project, the teachers dedicated a few hours to the environment, but especially to the topic of water.

Professor Pavelescu's students were excited to learn and make presentations on World Environment Day, about the importance of protecting water resources and about the effects of climate change on the Earth's water resources. At the end, the students checked their knowledge about the impact of pollution on water reserves by answering a questionnaire.

Professor Șerban spoke to the students about the influence of climatic factors and anthropogenic activities on rivers, and the students made presentations about natural hazards, namely floods and damage caused by them, and about the influence of climatic factors on rivers in various regions of the globe: the river Don in the temperate continental area and the river Ebro in the Mediterranean area.

The students also participated in lessons in which they received information about the ESRI system. They took the first steps in creating an interactive map, to visualize and explore data, using ESRI's dynamic mapping software.



A trip to the library

On March 5th 2020, students from the “Grigore Antipa” College of Sciences, together with history professor Sorin Vlaic, paid a visit to the library for documentation on the Schei neighborhood crossed by the Graft River.

On the Graft River bank there was also an open lesson about its importance in the lives of the inhabitants of Brasov Fortress.





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Field activities by the Spanish associated schools

The department of Biology and Geology is in charge of the experimental scientific part consisting, on the one hand, in the study of the biodiversity (fauna and flora) of the banks of our Louro River, paying special attention to protected species and invasive species and its effect on ecosystems. On the other hand, we carry out measurements over time to characterize the physical and chemical parameters of the water, such as pH, dissolved oxygen, temperature and turbidity; that, together with the decomposition rate of organic matter (alder leaves) deposited in the water for a time, had allowed us to determine the quality of the water in our river.

From the first moment, there was a group of very involved students, eager to learn and experiment, who did not mind staying in the afternoons to advance their work. There are 12 students from the subject of Biology and Geology of 1st Baccalaureate: Jorge, Matías, Ana R., Lucía, Verónica, Ana M., Paula, Ainhoa, Eric, Miriam, Antonio and David.

Thus, taking advantage of the visit of French students from the Bordeaux area, they prepared an activity, carried out on March 5, which consisted of a gymnasium with a series of tests based on different aspects worked on our Louro river such as: general information about it (includes length, birth, mouth, path, ...); flora (native and invasive); fauna (native and invasive or exotic); river recovery or restoration measures; environmental impacts, and ethnography (uses of the river throughout history, ...).

Each of these parts represented a station through which each group of students had to pass (in total the students were divided into 5 groups with 6 students each) and then they had to solve a series of tests to get a letter and guess the words that made up the final message. The tests were very varied from riddles, hobbies, quizzes, games, puzzles, diptychs ...The winning team received a gift.



Our students with this activity showed, in a different way, to the French students and teachers, and also to the other O Porriño schools (CPI Santo Tomás, CPI Hermanos Quiroga and CEIP Santa Mariña) our Louro River and also the project Livingriver in which we participate.

Everything was going very well, and we began to prepare the devices to take to the river, when something unexpected surprised us. The state of alarm was declared, an unprecedented health crisis, which ended with active and public life, which confined us to our homes, and changed the way of doing things. The face-to-face school life was paralyzed, with which the project was delayed until conditions and health authorities allow it.

The visit of these students to the Alves Martin Secondary School (Viseu) was scheduled for April to show them the work done and make a comparison with the river they are working on. Taking advantage of this trip, we had planned a geological route through the Arouca Xeopark and another through the Bertandos Lagoons, but the pandemic caused by the COVID-19 coronavirus prevented these exits.

Therefore, we still have a lot to work on and many exits to do; and we hope to continue having this fantastic group of students.



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NEWS

Meeting with the teachers of the project to present the Georeferencing platform

The teachers from all associated schools were brought together for an online meeting to introduce them to the Georeferencing Platform being developed for the project. Firstly, it was presented the field forms that the groups will use in their field activities to the river (for the Leaf Decomposition methodology), where they can register their data. These forms can be used on the computer or on the phone, so that they can upload the information in the moment of the visit to the river. Afterwards was presented the platform and its dashboard showing all the potentialities of this tool. The teachers were pleased with this tool, agreeing that it can encourage and motivate the students.



In the participants talked about the implementation and work related to the heritage methodology, clarifying some doubts with members of the UNL team.

The recording of the meeting can be seen in the following link:
<https://www.youtube.com/watch?v=6Prudr2Q1hs>

Portuguese teachers meet online during the confinement period



ASPEA met with the teachers from the Portuguese associated schools in the middle of the confinement period. This meeting aimed to understand the difficulties and constraints felt by the teachers and schools due to the pandemic and understand what support could be given to them in order to continue to work for the project.



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Turkish teachers meet online

DATE: 06/04/2020

The participants talked together about the current situation with the schools with regards to Corona Covid-19 Pandemic. As well, it was talked about short film contest that will happen. The teachers stated that they could organize a group of students who are able to work on the creation of short film contests.

Some examples / links are shared with teachers who could get an opinion about shortfilm development: <https://m.youtube.com/watch?v=u-7KlwLD-c> ,
<https://m.youtube.com/watch?v=LSQ27dz-5v0>

To adapt the new Corona situation, it was explained to teachers how to collect materials for Ecomuseum, being created a Google Drive to easily collect and share tangible heritages, intangible heritages, and life stories with subcategories for the Ecomuseum:

- Food recipes belonging to rivers
- Poetry
- Scenarios for Digital Storytelling
- Pictures and photography
- Objects
- Balıkesir in the past
- Traditions and customs
- Flora/Fauna
- Memories / Interviews
- General Info about water and culture / river ecosystem



DATE: 14/04/2020

The teachers discussed about the dates of the Teachers' Training Course of the project, the short film contest and discussed the Ecomuseum and relevant collecting that have been uploaded in the google drive. Most of the categories created in the drive have been addressed by teachers but still need to be collected.

Teachers were asked to join project's INSTAGRAM and encourage their students to join the Instagram and make sharing as much as possible.

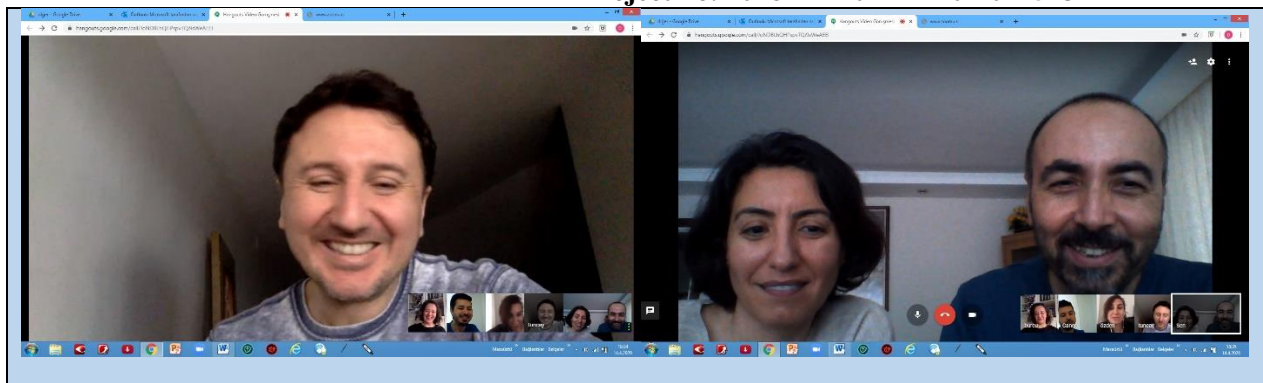


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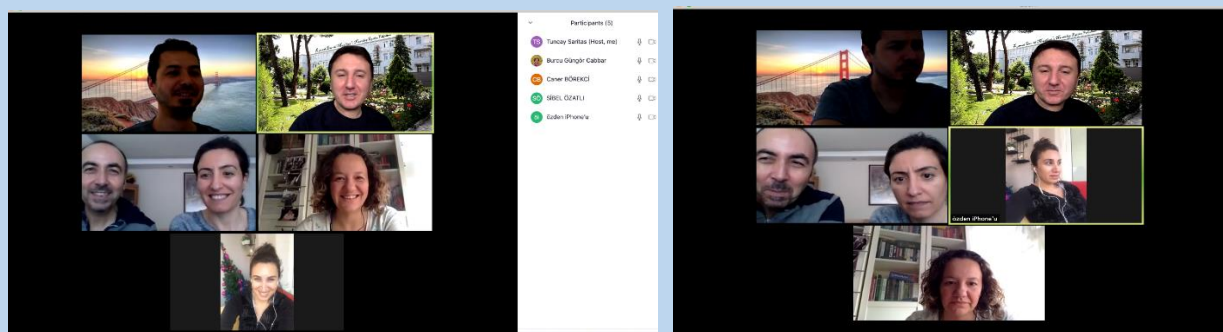


DATE: 20/04/2020

The teachers discussed the collection for the Ecomuseum, such as mythical movie and lottery tickets related to the rivers, which were the most interesting ones.

Teachers stated that they got in touch with their students and trying to motivate them to share something in the Instagram.

Some teachers created Whatsapp groups to be able to communicate with the students. Some digital tools were shared for teachers to inform their students to create animated as well as short videos.



The Turkish students produced an animation, poetry and drawings





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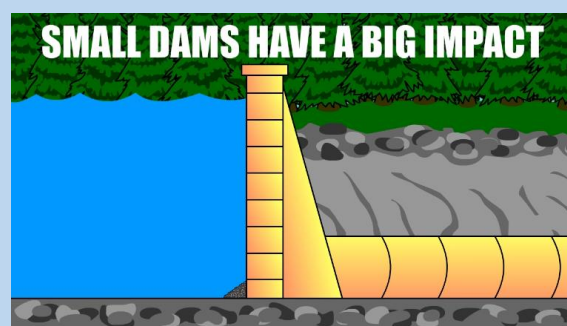
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RESOURCES

Small Hydro Power

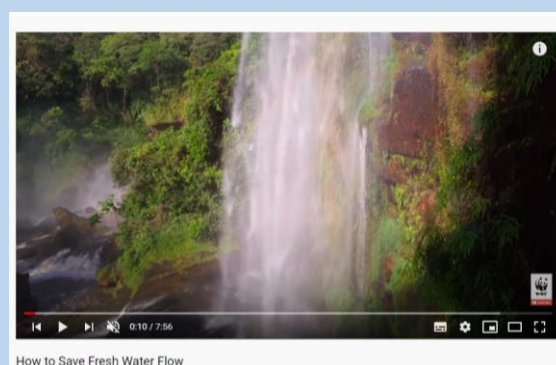
Interesting animation video why we should not consider more hydro power dam along our rivers.

<https://wilderness-society.org/small-hydro-power/>



How to save fresh water flow by WWF International

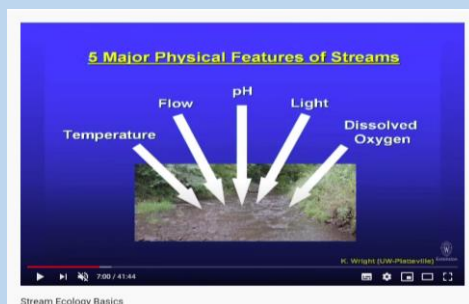
https://www.youtube.com/watch?v=pk_Y3g5qJN4&list=PLe2nGhEGXfVsGo6bVlpwceBvCI0Af7Pba&index=2



Stream Ecology Basics

by University of Wisconsin Extension

<https://www.youtube.com/watch?v=9MnmIGOFewQ>





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The River Ecosystem

This video was made by The Wild Report

<https://www.youtube.com/watch?v=rLUo6jXoeOc>



#Education #Wildlife #Science
Ecosystems Episode 4: The River Ecosystem! (2/2)

From our most ancient civilizations to the present day, river ecosystems have been an important part of our survival as a species. In this two part video, it will be examined both the hydrology of river ecosystems and the incredible plants and animals that call this place their home!

The Gorgeous Danube Delta

The Danube Delta is the second largest river delta in Europe, after the Volga Delta, and is the best preserved on the continent Danube Delta. The waters of the Danube, which flow into the Black Sea, form the largest and best preserved of Europe's deltas. The Danube delta hosts over 300 species of birds as well as 45 freshwater fish species in its numerous lakes and marshes.



The Gorgeous Danube Delta in 4k - from Tulcea Romania

<https://www.youtube.com/watch?v=GFfgTEN6PZM>