

This project is carried out with the support of the European Commission as part of MINERVA Socrates Programme. It is the fruit of a partnership between eight countries : Belgium, France, Italy, Greece, Poland, Romania, Turkey and Switzerland.
Duration of the project: from October 1st, 2005 to September 30th, 2007.

Aims

To make young people aware of the problem of climatic changes and sustainable development, while familiarizing them with the scientific approach.

To achieve this aim, the project sets up a true co-operation between education and research, by means of a remote work environment :

The 'virtual climatic laboratory'

- What is a climatic change ?
- What is the role of research in the comprehension of the phenomena ?
- Which impact do I have on these problems in the broad sense, in a local and global way (sustainable development) ?

Primary and secondary school students search answers to these questions in the Virtual Laboratory, using adapted resources and tools, with the assistance of teachers having received an adequate training (teaching, scientific and technological) and also with the assistance of researchers, so that they can act (in a real or virtual way) on the problems.

The student as an 'actor' of the sustainable development

The Laboratory offers various workspaces to the users : a media library, a space dedicated to scientific experiments, a weather station, spaces specific for simulation, training, research of teaching scenarios and communication between all the participants.

The student is expected to act :

- sometimes as a **journalist** who seeks information, questions the experts on the spot ...
- sometimes as a **scientific researcher** who carries out experiments in a laboratory, gathers scientific data, formulates and checks hypotheses
- sometimes as a **political decision maker** and **citizen** who makes decisions in a simulated environment, measures their impact and their implications on the social, economic and environmental level, works out strategies to be adopted on a day-to-day basis at his level

From local issues to global issues

The problems of climatic changes are tackled from a systemic point of view, by moving from the local matters to the global matters.

- **On a local scale**, the students are interested for example in peat bogs (in a real or virtual way), they build small weather stations from which they collect and analyse the data while comparing them with those of other schools and other countries involved in the project.
- **On a global scale**, they learn lessons from expeditions taking place in areas of the world that are particularly showing signs of climatic changes, like the Arctic and the Antarctic.