

The COBIS Eco Film Awards 2022

1. Introduction

Once again, it has been both a personal and professional pleasure for those of us involved in watching, comparing and judging the films that were submitted for the 2022 COBIS Eco Film Awards. The standard was high, particularly as schools and students were still having to deal with the pandemic. As in previous years, final decisions were challenging. Schools are becoming more adept at production processes and increasing their awareness of the sustainability issues that they and their communities face. We note that the all-round standard of film production had increased, particularly so for the KS 3–5 entries.

The Awards scheme is growing. This year, there were 56 entries (up from 38 last year) from 23 countries (up from 15 last year). The 2022 winners and runners up represented schools across Africa, Asia, and Europe. Once again, successful entries were characterised by a clear account told in an engaging way by students about an innovative and creative student project that made a difference. In the most successful films, music and images were carefully chosen to add to the story, and data were used with precision to illustrate issues and outcomes.

A valuable aspect of this awards scheme is the insights presented into how schools from across the world are dealing in positive ways with environmental issues; another is being able to see well-informed young people telling their stories. Once again, more films had informative credits noting everyone involved, including students, staff and outside agencies or community volunteers. We appreciated the creativity and innovation shown by many of the projects, along with the range of approaches taken to film making. Increasingly sophisticated video-graphic techniques were on show. Although quite rare, understated humour was always effective at getting across a message. Reducing waste and recycling remained popular themes, with plastics problems being particularly prominent. The value of trees was also a strong feature.

As with previous years, there was evidence of cross-curricular focuses, multi-age working, whole-school involvement, and links between the school and the community in what was being attempted. A persistent negative feature continues to be that many films play insufficient attention to outcomes (as opposed to the process of carrying out the project), and we recommend that this element is stressed in next year's competition. In terms of production flaws, poor sound and rather rushed voice overs continue to be a problem in a minority of entries.

2. Results

Our brief was to select a winner and two runners-up in each category.

The overall results are:

Key Stages 1 & 2	Key Stages 3 to 5
Winners	
The British School in The Netherlands JSV <i>Pond Redevelopment Project</i>	Braeburn Imani International School, Kenya <i>Talking Trees</i>

Key Stages 1 & 2	Key Stages 3 to 5
Runners-up	
Dulwich College Shanghai Puxi <i>Sustainable Stationary</i> Meadow Hall School, Nigeria <i>Paperless Homework</i>	Marlborough College Malaysia <i>Food for Life, Life for Food</i> Meadow Hall College, Nigeria <i>Trash-To-Treasure</i>

3. Commentary

3.1 The Key Stages 1 & 2 Projects

WINNER The British School in The Netherlands *JSV Pond Redevelopment Project*

This was a very clearly told account of the role that school students played in the redevelopment of a neglected school pond thereby improving school biodiversity and sustainability. It was good to see how plans were realised and came to a successful conclusion. The film quality was high with a mix of still before / after photographs and video of the students explaining what they were doing.

RUNNER UP Dulwich College Shanghai Puxi *Sustainable Stationary*

This informative film used a Dragon’s Den format to address the unsustainable use of whiteboard pens; students were encouraged to come up with answers to the problem which the Dragons then commented on. This novel approach led to design technology solutions being adopted within the school for the whiteboard pens, although the question of where the ink was to come from was not addressed.

RUNNER UP Meadow Hall School *Paperless Homework*

This well-produced and visually-attractive film told the story of a student representative council initiative to reduce paper use in the school. Drawing on experiences during the pandemic, an IT approach was taken to issuing and completing homework. The device of students sitting in executive chairs to deliver clear messages added authority.

3.2 The Key Stages 3 to 5 Projects

WINNER Braeburn Imani International School, Kenya *Talking Trees*

This was a very well produced film of an environmental education project in the school. Being blessed with beautiful trees on their campus, the students used information and design technology to enable students, staff and visitors to learn more about these, and the benefits they bring. The innovative creation and subsequent use of Quick Response – QR – codes was a distinctive feature of this initiative.

RUNNER UP Marlborough College Malaysia *Food for Life, Life for Food*

This was a carefully structured and informative film about a well-thought-through project that involved a lot of young people. It addressed a real problem in the school which was made vivid with both statistics and images. It was good clearly to see the steps in the *food waste to compost to food* cycle, and splendid that the school's design technology department had a key role in making it more efficient. The message: *A second life for food* summed this up brilliantly.

RUNNER UP Meadow Hall College, Nigeria *Trash-To-Treasure*

This well-crafted film told the story of how student dissatisfaction with excessive waste in the school was addressed. This illustrated effective sustainability-focused planning within the school, with student collaboration and action, and the involvement of community businesses, leading to positive outcomes. The students asked important questions of the institution and of themselves during this.

4. Final Thoughts

On behalf of the UK National Association for Environmental Education we should like to commend all the schools that took part in this competition especially under pandemic conditions, and congratulate your students on producing such high-quality films. We hope that you all benefited from participating, and that this competition has reinforced your determination to address, through both your teaching and the ways in which your schools operate, the environmental and sustainability issues we all face.

With good wishes,

Henricus Peters, Elsa Lee, William Scott

The National Association for Environmental Education

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